



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**LEAVING CERTIFICATE EXAMINATION 2007**

**GEOGRAPHY**

**ORDINARY LEVEL CHIEF EXAMINER'S REPORT**

**HIGHER LEVEL CHIEF EXAMINER'S REPORT**

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## **1. General Introduction**

### **1.1 The syllabus**

The revised syllabus for Geography at Leaving Certificate level was implemented in schools in September 2004 and examined for the first time in 2006.

This report should be read in conjunction with the examination papers and the marking schemes for 2007. These are available for downloading from the website of the State Examinations Commission at [www.examinations.ie](http://www.examinations.ie).

### **1.2 The examination**

The new examination comprises two components, as follows:

(a) Coursework, consisting of a Report on a geographical fieldwork investigation (GI Report) on a topic chosen from the prescribed list published annually by the Commission. This investigation report carries a weighting of 20% of the total available marks for the examination. In 2007, the completed GI Reports were submitted by candidates on or before April 28.

(b) A final, written examination, comprising two parts: Part One – Objective Questions and Part Two – Structured Questions and – at Higher Level only – Essay Questions. The written examination carries a weighting of 80% of total marks.

## 2. Ordinary Level

### 2.1 Introduction

The paper was generally very well received as constituting a fair and balanced test of candidates' knowledge of the syllabus requirements. In 2007, colour graphics were introduced on the examination paper for the first time.

### 2.2 Performance of Candidates

A total of 6,455 candidates sat for the examination at Ordinary Level in 2007. Taken in conjunction with those who sat at Higher Level, Geography attracted 47% of all Leaving Certificate candidates. The final result was as follows:

Year	Total	A	B	C	A+B+C	D	E	F	NG	EFNG
2006	6889	4.2	25.6	41.7	71.6	22.3	4.6	1.4	0.1	6.2
<b>2007</b>	<b>6455</b>	<b>5.2</b>	<b>31.5</b>	<b>41.5</b>	<b>78.2</b>	<b>18.7</b>	<b>2.5</b>	<b>0.5</b>	<b>0.1</b>	<b>3.2</b>

Table I: Grade outcomes Leaving Certificate Geography (Ordinary Level) 2006-2007

In general, Examiners noted a continued improvement in the level of geographical skills demonstrated by candidates – indicating the beneficial impact of the skills-based structure of the new syllabus. A particular exception to this, however, was to be seen in relation to the correct location reference system for oblique aerial photographs [see short-answer question 6 below].

The new marking system in Part Two – which is based on significant relevant points with a weighting of 3 marks each – continued to function well this year. Examiners noted the accuracy and reliability of the marking and monitoring processes.

## 2.3 Analysis of Candidate Performance

### 2.3.1 The Geographical Investigation Report (GI Report)

This is the coursework component of the new examination and examiners reported positively again this year on the generally high quality of the work presented. The majority of candidates achieved a high mark and Reports were generally well-presented and in line with the required format and length.

The most popular topic from the prescribed list for 2007 was *Geomorphic processes of transportation and deposition in a fluvial, coastal or glaciated environment*, followed by *Changing land-use in an urban or rural setting*. A general improvement was noted in the reporting of methods of gathering data in the field, although this is still an area of weakness for many.

The GI Report is a mandatory component and carries an assessment weighting of 20%. Examiners noted the fact that some 5% of Ordinary Level candidates did not submit coursework for assessment. Examiners also noted that a minority of candidates did not focus their argument precisely as required under the different headings in the report.

In a small but significant number of instances, Examiners reported concerns about apparently irregular and excessive similarities between reports within certain centres. The Commission sought comment and clarification from schools/candidates in relation to these cases.

While it is recognised that such apparently irregular similarity may come about inadvertently in a group work situation, the integrity of the examination must be upheld. The GI Report must be the work of the individual candidate submitting it and responsibility for ensuring this lies with the candidate and is attested by the teacher/school on Form P2.

It is acknowledged that investigations based on visits to factories or field study centres etc - for which information packs may be provided to candidates - may also lead to unintended and uncritical use of information by candidates in their Reports. Health and Safety requirements may also lead to necessarily guided supervision on factory visits, thus limiting the potential for gathering primary data.

In relation to the actual Reports, Examiners noted the following:

#### **Introduction**

Generally, candidates gained high marks here, and the purpose of the investigation was clearly outlined in the majority of cases.

### **Planning**

The majority of candidates did well here. Some Reports lacked detail and included an overlap of information with gathering, while some candidates included reference to work by their teachers and lost marks accordingly.

### **Gathering of Data**

With 40 marks available here, those candidates who adopted a systematic approach did well, concentrating on two methods of gathering.

### **Results, Conclusions and Evaluation**

Results were generally given in the required detail and the drawing of appropriate conclusions was reported to be an improvement on 2006. Examiners found evaluation to be a continuing area of weakness, and a number of candidates did not attempt it at all.

### **Presentation**

Most candidates scored high marks here, although some failed to give a second method of presentation, as was required.

## **2.3.2 Short, Objective Questions**

These questions were generally well-attempted.

### **Question 5 - Ordnance Survey**

Measurement of area was well-answered by most candidates, although many got the distance incorrect. Some candidates did not attempt either part.

### **Question 6 - Aerial Photograph**

It is of concern that many candidates could not identify the photograph as an oblique aerial and did not use the correct locational referencing system in part (ii).

### **Question 9 - Physical Features on Maps and Photographs**

Many candidates gave confused answers to this question.

### **Question 10 - Earthquakes**

Generally correctly answered, although in part (iii) 'Richter Scale' was frequently incorrectly given as the answer.

### **Question 11 - Ireland's Climate**

Part (i) was very poorly answered in the main, while Part (iii) was rarely correctly attempted.

### 2.3.3 Structured Questions

#### Section 1 - Core

##### Question 1

This question was a good indicator of overall candidate ability and the standard of answering generally was good.

A. The standard of sketch-map drawing was very satisfactory, with proportions and limits almost always accurate. Marks were lost by some because the entire course of the River Nanny was not shown and no attempt was made at defining the size or extent of the features prescribed.

B. In general, candidates wrote in detail here, although some failed to mention process, or chose to write on two entirely different processes and lost marks accordingly. The standard of diagrams was generally excellent.

C. Construction of dams on rivers and coastal defences were the most popular foci in this part of the question. Answering was frequently poor, with many writing about pollution only and failing to give an example, as required.

##### Question 2

This was the least-attempted question in this section.

A. Candidates generally made a good attempt at this part, although few gave enough information for 10 SRPs.

B. Many made an incorrect choice in part (i) here and did not provide sufficient detail to merit 8 SRPs.

C. Quarrying was most often the focus here, although some wrote about the building trade without tying it into the concept of extraction.

##### Question 3

This was the most popular question in the section. Examiners reported that a satisfactory knowledge of Plate Tectonics was demonstrated by most candidates.

A. A high level of skill was evident in this part of the question, with many scoring full marks. Marks were lost where graph paper was not used or where the scale on the vertical axis was incorrect.

B. Answers here were generally excellent, with candidates demonstrating a very satisfactory knowledge of plate tectonics.

C. Generally well-attempted, with the most common weakness being a failure to concentrate on two effects of earthquakes, as was required.

#### **Question 4**

This was a popular question.

A. In general, outline maps of Ireland were satisfactory, but there remains some room for improvement. A number of candidates did not delineate the required two regions properly and many named a mountain area or river without marking them on the sketch-map.

B. Many failed to specify a region here and wrote about Ireland in general. Many also did not concentrate on two regions as required and lost marks as a result. Some also wrote about both industry and agriculture, when the question asked for one or the other.

C. Again many candidates gave just a list of problems, rather than concentrating on two as required. Some wrote about a continental/sub-continental region and not a European region as asked.

#### **Question 5**

This was the most popular question in the regional section.

A. This was well-answered in general. Part (iv) was commonly incorrect.

B. This was generally not well-answered. Region-choice was frequently incorrect and many wrongly wrote about both agriculture and tourism, or gave only a generalized account, failing to refer to the influence of climate at all.

C. The most commonly-chosen regions were India and the Southwest of the USA. Answering here tended to be either very good or very poor and some candidates actually mistakenly wrote about a European region.

#### **Question 6**

This was the least popular question in the section.

A. Many candidates achieved full marks here and graphs were well-drawn by most, although some lost marks through not scaling or labeling the vertical axis correctly, or by not using graph paper. Most drew trend graphs.

B. Frequently, candidates failed to link the named regions with the given types. Many also gave just a list of problems, instead of concentrating on one, as was required. Those who did concentrate their answers scored well.

C. This was well-answered by only a small number of candidates. The language region mentioned most often was the Gaeltacht, with Northern Ireland usually defined for religion.

## **Section 2 – Electives**

### **Question 7**

This question was well-answered in the main.

A. (i) Most showed a satisfactory level of skill in using grid references – achieving full marks in many cases.

(ii) Many gave generalized answers here, instead of focusing on one reason in each instance and marks were lost as a consequence.

B. Almost all were able to name an MNC, but, once again, failure to focus argument led to loss of marks.

C. Argument tended to be unfocused here.

### **Question 8**

This was not a popular question choice.

A. This was well-answered. Most errors occurred in part (iv).

B. Argument here tended to be generalized, with only vague knowledge of EU policies being shown. The Common Fisheries Policy was often confused with a general discussion on over-fishing.

C. The most common area of weakness in this part was that candidates displayed a poor grasp of the concept of ‘developing country or region’. Dublin and Paris were often named. As in previous questions, failure to focus argument caused marks to be lost.

### **Question 9**

The high popularity of this question in this section may be due to its topicality.

A. Graphs were usually very satisfactory. Common errors were failure to use graph paper or to label the vertical axis.

B. Answering here was frequently weakened by confusion between global warming, acid rain and damage to the ozone layer. Those who had studied global warming, however, showed very good knowledge of the process.

C. Over-fishing and the high amount of waste being produced were the concerns most often dealt with, although discussion was generally weak – with perhaps only one point being effectively attempted.

**Question 10**

This question was second in popularity in this section.

A. Many candidates attained full marks here. Marks were lost for showing streets by single, rather than double lines, omitting to frame sketch-maps and drawing the latter in portrait rather than the correct landscape orientation.

B. This was generally not well answered, with argument not focused on two reasons, as required. Very little map evidence was given by candidates.

C. Dublin was most commonly referred to in answers to this part, with a good knowledge of traffic congestion issues in evidence.

**Question 11**

This was the most popular question in this section.

A. The majority of candidates achieved full marks in this part of the question.

B. Answers were generally satisfactory here, with jobs, education, better facilities and an ageing population the most common factors mentioned.

C. While generally able to present a number of reasons which influence out-migration, many candidates often provided inadequate discussion and development of points.

**Question 12**

This was the least-attempted question in the section.

A. In part (i), answers were generally satisfactory. Part (ii) was poorly answered; life expectancy was most frequently referred to in part (iii).

B. Essay-style answers were common here and it was generally not well answered, with mere descriptions of conditions in shanty towns being provided, rather than focusing on reasons for same.

C. In general, an improved level of skill was reported in using grid references and this was greatly welcomed. In relation to the identified antiquities, however, description was often weak.

## **2.4 Conclusions**

### **Geographical Investigation**

- The introduction of this coursework component is proving very successful – as is evidenced by the improved grade profile overall. The average mark achieved was 86 out of a maximum of 100
- Examiners reported that, in general, the standard of fieldwork being undertaken in schools is very impressive
- Fieldwork in which candidates were actively engaged in gathering primary data tended to be awarded higher marks. Visits to business premises – where students are limited in the amount of primary data which they are able to gather – may lead to more passive investigations, such as watching videos and listening to formal presentations or talks, thus limiting the mark achieved
- Some 5% of Ordinary Level candidates did not submit an investigation report for assessment. In addition to the loss of marks arising from this, such candidates may have missed out on some of the most motivating and enjoyable experiences afforded by the subject
- In the interests of examination integrity and of ensuring appropriate discrimination in marking, the Report should be presented using the provided headings.

### **The Final Examination**

- The examination was generally well received and was seen as an appropriately challenging test of candidates' knowledge of the syllabus and levels of skills
- The number of candidates choosing incorrect question-combinations has diminished in comparison with the previous examination – as has the number attempting excess questions
- Examiners noted the tendency of some candidates to present rather vague and generalized answers rather than focusing directly on the question that is asked
- Some candidates failed to use diagrams, or give examples, when required.

## 2.5 Recommendations to Teachers and Students

### Geographical Investigation

- Students should be encouraged to present their report using the structure and headings provided precisely
- The topic selected from the SEC prescribed list should be numbered and named in the box provided on the front cover
- The Introduction should deal with aims or hypotheses *only* and should not include information on how data was gathered
- Planning relates to work done *before* the actual gathering exercise in the field
- Under Gathering of Information, *two well-documented methods* should be presented. Focused, detailed accounts are better than vague generalizations
- Results should be simply stated as such and conclusions should explain results
- Evaluation involves whether aims were met or not; hypotheses proven or not; whether anything occurred which affected results
- As stated in the Reporting Booklet (page 2), primary sources should make up at least 60% of the information gathered. Secondary sources, when used, should be relevant and should be duly acknowledged
- Appropriate precision, care and accuracy are expected in the Geographical Investigation Report
- As stated in the syllabus (page 4), *field studies and investigations using primary and secondary sources are central to the geographical education and experience of all students*. The Investigation Report must be clearly and unambiguously the work of the individual candidate. In cases where common information materials may be distributed, or where candidates need to work in groups, they need to make their own individual report.

## The Final Examination

- Candidates should familiarise themselves with the layout, rubric and time allocation of the paper
- They should read all parts of a question carefully before attempting it and they should present their answer only in terms of the elements required. They should note the mark-weighting of question-parts and tailor their answers accordingly. They should answer only under the required number of points, reasons, factors etc. Vague and generalized answers will, by contrast, dilute argument and accordingly lose marks
- When drawing sketch-maps, from an Ordnance Survey Extract or from an Aerial Photograph, candidates should provide a frame and ensure that they are correctly proportionate – e.g. landscape or portrait in orientation. In the case of a photograph, the extent/outline of relevant features should be shown
- Failure to use diagrams, or give examples, when required, will result in loss of marks
- Candidates should be clear regarding the distinction between the regional geography headings ‘European’ and ‘Continental/Sub-Continental’, as used in the syllabus and the examination
- Candidates should learn to use the correct system for referring to locations on oblique aerial photographs. It should be noted that the system recommended by the State Examinations Commission for its examinations is the following:

Left Background	Centre Background	Right Background
Left Middleground	Centre Middleground	Right Middleground
Left Foreground	Centre Foreground	Right Foreground

### 3. Higher Level

#### 3.1 Introduction

A total of 17,764 candidates sat the examination at Higher Level in 2007. Taken in conjunction with those who sat at Ordinary Level, Geography was taken by 47% of all Leaving Certificate candidates. The final results were as follows:

Year	Total	A	B	C	A+B+C	D	E	F	NG	EFNG
2006	17893	9.4	31.3	37.3	78.0	19.5	2.1	0.4	0.1	2.5
2007	17764	7.7	30.2	38.2	76.1	21.3	2.4	0.1	0.1	2.6

Table I: Grade outcomes Leaving Certificate Geography (Higher Level) 2006-2007

#### 3.2 Performance of Candidates

In general, a satisfactory level of geographical skills was demonstrated by candidates – indicating the beneficial impact of the skills-based structure of the new syllabus. It was reported with concern, however, that many candidates still show poor levels of skills in using O.S. Maps and aerial photographs.

#### 3.3 Analysis of Candidate Performance

##### 3.3.1 The Geographical Investigation Report

This is the coursework component of the new examination and examiners reported positively again this year on the generally high quality of the work presented. The majority of candidates achieved a high mark and Reports were generally well-presented and in line with the required format and length.

The most popularly selected topic from the prescribed list for 2007 was *Geomorphic processes of transportation and deposition in a fluvial, coastal or glaciated environment*, followed by *Changing land-use in an urban or rural setting*. A general improvement was noted in the reporting of methods of gathering data in the field, although this is still an area of weakness for many.

A minority of candidates did not focus their argument precisely as required under the different headings in the report. This led to a loss of marks.

In a small number of instances, examiners reported concerns about apparently irregular and excessive similarities between reports within certain centres. The Commission sought comment and clarification from schools/candidates in relation to these cases.

While it is recognized that such apparently irregular similarity may come about inadvertently in a group work situation, the integrity of the examination must be upheld. The GI Report must be the work of the individual candidate submitting it and

responsibility for ensuring this lies with the candidate and is attested by the teacher/school on Form P2.

It is acknowledged that investigations based on visits to factories or field study centres etc - for which information packs may be provided to candidates - may also lead to unintended and uncritical use of information by candidates in their Reports. Health and Safety requirements may also lead to necessarily guided supervision on factory visits, thus limiting the potential for gathering primary data.

In relation to the actual Reports, Examiners noted the following:

### **Introduction**

Generally, candidates gained high marks here, with the purpose of the investigation clearly outlined.

### **Planning**

The majority of candidates did well here. Weaker attempts lacked detail and included an overlap of information with gathering, while some included reference to work by their teachers and lost marks accordingly.

### **Gathering of Data**

With 40 marks available here, candidates who adopted a logical and systematic approach, concentrating on two methods of gathering, did well.

### **Results, Conclusions and Evaluation**

Results were generally given in the required detail and drawing of appropriate conclusions was reported to be an improvement on 2006. Examiners noted that evaluation continued to be an area of weakness, with many candidates not attempting it at all.

### **Presentation**

Most candidates scored high marks here, although some failed to give a second method of presentation, as was required.

#### **3.3.2 Short, Objective Questions**

Candidates generally scored highly in this section. Few, however, achieved full marks. The questions which caused most difficulty were Question 8 (Cloud Maps), Question 11 (Drainage Systems) and Question 12, part one (altitude on the Ordnance Survey extract). This last is of a pattern and Examiners noted frequent weakness in answering questions using the OS extract and aerial photograph throughout the paper.

Many candidates did not use the correct location reference system for oblique aerial photographs.

### **3.3.3 Structured questions**

#### **Section 1 - Core**

##### **Question 1**

- A. Generally well-answered. The most frequent reason for loss of marks was failure to use graph-paper or giving an incorrect location for the spot height.
- B. Most answers correctly identified both types of plate margin, but accounts were often confused.
- C. Answering here varied widely, with limestone pavement most often referred to. Development of points was often weak.

##### **Question 2**

- A. Generally well-answered, though identification of boundary types at C and D proved problematic for many.
- B. Answering here was very satisfactory, with waterfalls most commonly referred to.
- C. This elicited some excellent answering, with well-prepared studies of geothermal energy and quarrying most evident.

##### **Question 3**

- A. This was very well-answered, although some candidates wrote lengthy accounts, whereas the instruction in the question was 'state'.
- B. Answering was frequently very weak here, with poor knowledge of faulting being shown. This part was often omitted completely.
- C. Most candidates referred to deforestation in this question and answers were generally very satisfactory.

##### **Question 4**

- A. In most instances, outline maps of Ireland were weak. Region boundaries were often poorly defined and features often outside the chosen region.
- B. Answers were generally good here. The Paris Basin and the Mezzogiorno were most popular, with Scania in third place.
- C. Usually, very satisfactory accounts were given here, of India and the SW of the USA. A minority referred to Europe as a Continental/Sub-Continental region.

**Question 5**

A. Answering here was generally weak, with the Mezzogiorno as a climatic region most commonly mentioned.

B. Answers improved in this part, with ‘Dublin’ and ‘computer firms’ most often referred to.

C. Answers were usually weak here, with inadequate development of argument. Those who had studied the Culture and Identity option tended to fare better, usually with reference to India.

**Question 6**

A. Answering here was frequently weak, with maps often omitted completely. Those that were presented, however, tended to be better than those of Ireland in Question 4 – India especially.

B. This was quite well-answered by the minority who attempted it, with Paris the most popular choice. Some candidates, however, did not concentrate on the city itself, referring instead to the Paris Basin.

C. Answering here varied widely, with the better responses focusing on climate, relief or the CAP in the West of Ireland. Most dealt in detail with only one activity.

**Section 2 – Electives****Question 7**

A. Most candidates produced excellent answers here, with high-quality graphs in evidence. Full marks were often achieved.

B. Answers here were good, but common weaknesses were the failure to refer to a specific economic activity, or a concentration on the factor rather than its influence.

C. There were some excellent answers to this question, with issues such as the Corrib Gas Field or Amazonian Deforestation referred to. Less successful responses tended to treat a range of issues in a superficial manner.

**Question 8**

A. This was well-answered, with full marks achieved by many candidates.

B. Development of argument was frequently weak here.

C. Dell Computers was the most common exemplar used in this well-answered question.

**Question 9**

- A. Inaccurate proportion in the sketch-map commonly weakened answering here.
- B. Most candidates wrote on transport/communications in this question, with reference to Dublin or Paris most often, although development was sometimes weak.
- C. Examiners reported that many candidates demonstrated a good understanding of EU policies, especially the Common Agricultural Policy and Common Fisheries policy.

**Question 10**

- A. Answers to this were generally very satisfactory. The absence of a title for the graph was a common error.
- B. Development of argument was often weak here.
- C. This produced some excellent answers, with India and the Aral Sea being notable foci. Some candidates, however, appeared to confuse 'overpopulation' with 'overcrowding' and lost marks accordingly.

**Question 11**

- A. The generally very satisfactory answering here was most usually weakened in part (iv).
- B. As commonly in questions referring to the OS extract or aerial photograph, poor development of argument was a common area of weakness.
- C. Traffic congestion and crime in the context of Dublin were the most popular settings in this well-answered question.

**Question 12**

- A. Poor proportions in the sketch-map were the most common weakness in what were otherwise, very good answers.
- B. Dublin and Cork were the most popular references in widely-varying answers here; some argument was vague and generalized.
- C. The better answers to this question tended to be based on study of Ireland or of India.

### **Options - essay questions**

Over half of candidates attempted a question from the Geoecology option. A minority did not attempt this section at all and the most common areas of weakness continue to be poor structure and coherence in answers.

### **Global Interdependence**

This was the second most commonly-attempted option, with Question 13 the main concentration. This option also produced the highest average mark.

#### **Question 13**

This very popular question was very well answered. Very sound understanding of the terms was generally shown, although a minority concentrated on just one. Global warming was a popular and well-studied topic.

#### **Question 14**

Answers varied in this less popular question. A sizeable number chose to concentrate on just one of the required topics and lost marks accordingly.

#### **Question 15**

This was rarely attempted, but was generally very well answered by those who selected it.

### **Geoecology**

Significantly the most popular Option, this did not produce the highest average marks.

#### **Question 16**

This popular question was answered reasonably well. Brazil was the most frequent setting for over-cropping/over-grazing, with the Sahel for desertification.

#### **Question 17**

This less popular question produced generally satisfactory answers. Brown Earth soils were the most popular choice. A minority of candidates lost marks through giving only a general account of soils.

#### **Question 18**

This was the most popular Options question of all and gained the second highest average mark, with the Desert Biome most often mentioned. Some candidates wrote down the information with insufficient reference to the actual question. Some failed to deal with adaptation in detail and a number over-concentrated on climate only.

## **Culture and Identity**

Average marks in this less popular option were not high.

### **Question 19**

Among the small number who attempted this question, answers tended to be superficial and lacking in detail. Northern Ireland was most commonly mentioned, followed by India.

### **Question 20**

Answers tended to be reasonably satisfactory here, with Northern Ireland, the Basque region, the United States and Belgium commonly referred to.

### **Question 21**

This question was attempted by only a small number of candidates and the standard of answering was generally weak. Many candidates failed to focus on racial patterns as was required, mentioning economic effects only. The USA was the most common setting for answers.

## **The Atmosphere-Ocean Environment**

The numbers attempting this option and the average quality of answering give cause for some concern. It was the least popular option by a significant margin and it produced the lowest average mark of any section of the paper. While a number of excellent answers were encountered, the general standard was very poor.

### **Question 22**

Answers to this were predominantly short and lacking in any detailed argument.

### **Question 23**

This, the least popular question on the paper, produced the lowest average mark. Very brief accounts of the water cycle were frequently all that was presented.

### **Question 24**

Answers to this question were generally of higher quality than those in Question 22 or Question 23. Knowledge of regional geography may be a factor in this.

### 3.4 CONCLUSIONS

#### Geographical Investigation

- Examiners reported positively again this year on the generally high standard of work presented and the average mark achieved [80 out of 100] was high
- *Transportation and deposition in a coastal or fluvial environment* was the most popular topic chosen, with *Changing land-use in an urban setting* in second place
- It is to be noted that investigations such as those on physical geography topics tend to provide candidates with an excellent opportunity for active involvement in gathering primary data. By contrast, an industrial, business or other setting can be more restrictive and may lead to more passive investigations, with consequent limitation of the mark achieved
- Overall, the requirements regarding the Investigation Report were adhered to fully. There were no reports of inserted extra material/argument. Some candidates did place argument under the wrong headings [e.g. aspects of planning or results appearing under Gathering of Information; if such argument was not then *repeated* under the correct heading, marks were lost]
- In the interests of examination integrity and of ensuring appropriate discrimination in marking, the Report should be presented using the provided headings. Appropriate precision, care and accuracy are expected.

#### The Final Examination

- The examination was generally considered to be a fair, balanced but challenging test of candidates' knowledge and skills
- The standard of answering in general was very satisfactory. Examiners noted that a small number of candidates would have been better advised to take the Ordinary Level paper
- The new marking system in Part Two – which is based on significant relevant points with a weighting of 2 marks each – continued to function well in 2007. Examiners reported satisfaction with the accuracy and reliability of the marking and monitoring processes.

### 3.5 Recommendations to Teachers and Students

#### Geographical Investigation

- Candidates should present their report using the structure and headings provided
- The topic selected from the SEC prescribed list should be numbered and named in the space provided on the front cover
- The Introduction to the Report should deal with aims or hypotheses *only* and should not include information on how data was gathered
- Planning relates to work done *before* the actual gathering exercise in the field
- Under Gathering of Information, *two well-documented methods* should be presented. Focused, detailed accounts are better than vague generalizations
- Results should be simply stated and conclusions should explain results
- Evaluation involves whether aims were achieved or not; hypotheses proven or not; whether anything occurred that affected results
- As stated in the Reporting Booklet (page 2), primary sources should make up at least 60% of the information gathered. Secondary sources, when used, should be relevant and should be duly acknowledged
- As stated in the syllabus (page 4), *field studies and investigations using primary and secondary sources are central to the geographical education and experience of all students*. The Investigation Report must be clearly and unambiguously the work of the individual candidate. In investigations in which common information materials may be distributed, or where candidates need to work in groups, they need to create their own individual report.

#### The Final Examination

- Candidates should familiarise themselves thoroughly with the rubrics, layout and time-allocations of the examination. They should read carefully all parts of a question before deciding to attempt it
- Answers should be presented precisely in terms of the question as asked, thus minimizing the potential for irrelevant argument
- Answering should take account of mark-allocations

- Sketch-maps, whether from the Ordnance Survey Extract or the Aerial Photograph, should be framed and correctly proportionate – e.g. landscape or portrait in orientation. In the case of sketches from a photograph, the aerial extent of features should be shown
- Failure to provide diagrams or examples, when required, will result in loss of marks
- Candidates should be clear on the distinction between the regional geography headings *European* and *Continental/Sub-Continental*, as used in the syllabus and the examination
- Questions on the chosen Option should be seen as structured essays. Accordingly, it is better to present three or four relevant aspects of the topic or theme involved in some detail, rather than to give a generalized and superficial account
- Candidates should learn to use the correct system for referring to locations on oblique aerial photographs. It should be noted that the system recommended by the State Examinations Commission for its examinations is the following:

Left Background	Centre Background	Right Background
Left Middleground	Centre Middleground	Right Middleground
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