



GCSE GEOGRAPHY

Paper 1 Living with the physical environment
Report on the Examination

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General Comments

The examination was one hour and 30 minutes long, representing 35% of the total marks for the qualification. It comprised three sections, with some limited optionality in Section C. Each question included a minimum of three geographical sources with associated activities, and the questions were designed generally to have a stepped level of difficulty, with an extended writing question worth either 6 or 9 marks at the end of each question. The examination focused on the natural environment, but a number of questions required an understanding of the links between the physical landscape or environment and human activity. It required students to use and apply a range of skills, including the interpretation of photographs, graphs, maps, diagrams and news extracts.

The examination appeared to be appropriate for the ability range of students and achieved widespread differentiation. This was realised through a broad spectrum of multiple choice questions, source material stimulus questions and extended writing tasks to assess descriptive, explanatory and higher order evaluative skills. The most perceptive and well prepared students performed impressively across the paper and some excellent geography was seen. They were familiar with, and able to cope with handling the ways in which geographical data was presented to them, exhibited competence with the skills involved and displayed a mature and sophisticated application of knowledge and understanding to the themes tested. Those students who achieved high marks did so by directly answering the questions set, making appropriate use of source material, using detailed examples taken from their own studies where relevant and making widespread use of specialist geographical vocabulary. Schools and colleges are to be commended on the way that students sometimes effectively incorporated suitable exemplars without being explicitly required to do so. The quality of many of the answers was indicative of effective teaching of the new specification.

The examination covered large sections of the specification. The majority of schools clearly prepared students well for the examination and most showed a good level of knowledge and understanding of the related topics. For a large proportion of students the level of language employed in the question paper appeared to present no obvious barriers to comprehension and the relative lack of omissions in the scripts provided evidence of students' willingness to respond positively to the questions. Most schools appeared to be aware of the assessment objectives (AOs) and so students were familiar with the paper's question style, format and general requirements. A pleasingly large number of students could identify the AO3 element in a question (interpret, analyse and evaluate). Many used it to introduce or conclude an answer but more able students addressed this as commentary throughout their answers. Overall the paper appeared to provide opportunities for students of all abilities to display their cognitive ability, geographical skills and understanding of the core and optional themes.

The majority of students clearly understood the focus of the questions set, and paid attention to the mark weighting by answering the high tariff questions in detail. However a significant proportion of students produced superficial answers showing only a sketchy understanding of the subject matter. In some cases the length of answers was limited and the knowledge of case study or exemplar material very basic.

Responses across the paper were consistent, with very few questions causing major issues or difficulty. In Section C the most popular options were question 3, river landscapes, and question 4, coastal landscapes. Question 5, glacial landscapes yielded the smallest number of responses, although the quality of answers was comparable across all three questions. In Section B case studies hot desert environments featured more prominently than cold environments. There were very few rubric infringements apart from the occasional student attempting/guessing answers to the multiple-choice questions on Q3, Q4 and Q5. Timing did not appear to be a significant issue as invariably students completed their answers to all questions. Indeed a large proportion extended their answers beyond the space provided in the examination paper, although it was rare for substantial credit to be given on the additional sheets.

Data response questions were reasonably well answered, although some students penalised themselves by not making proper use of the source or stimulus provided, focusing exclusively on the pre-learned examples or knowledge that related only tenuously to the question, for instance in question 2.6.

Errors in basic skills often cost a number of marks, for example the mapwork questions in Section C, and mathematical skills in questions 1.3 and 2.4. Students tended to lose marks in other areas due to exam technique and preparation.

When requested to outline one reason, one impact or one factor, students failed to gain the maximum marks available because the response lacked the detail and elaboration required and sometimes deteriorated into a list of several factors, such as in question 2.2.

Sometimes the question was misinterpreted, for instance the effects of tropical storms on people and environment in question 1.12 became the responses to the storm or even the causes of the event, or explanation of the shape of hydrographs was interpreted as an explanation of flood management strategies (4.7).

A minority selected examples that were inappropriate or in the wrong context to illustrate particular themes, for instance by describing the effects of the Haiti earthquake in a question about the effects of a tropical storm (1.12), or outlining in detail the opportunities for development in the Amazon rainforest when the appropriate context was a hot desert or cold environment (2.9).

When asked to refer to a case study, reference was made by some students to more than one, and in other instances, once an example had been quoted, responses were then highly generic and contained little accurate, specific detail to support their answers, such as in questions 1.12, 2.9, 3.7 and 5.7.

Each question should be answered in full. Many students for example in Question 2.9 focused almost entirely on economic advantages and opportunities with little or no reference to challenges or constraints to development. In 1.12 some students concentrated on the effects of tropical storms on people and neglected to cover the environmental impacts. More able students could deconstruct 6 and 9-mark questions with many addressing all the requirements of the questions, but this an aspect of examination technique that could be improved in future.

In the short answer questions clarity and conciseness are vital. Students should carefully read the full question or key terms/concepts in the question. Not doing this can be a major cause of under-achievement.

In the longer 6 and 9 mark questions students should show some attempt at a conclusion, keeping it all relevant and focused on the question posed. They should write answers that are analytical and explanatory, making them locational with a clear sense of place, and ideally structure answers using paragraphs, each with a distinctive aspect.

It is vital to respond appropriately to the command words in the questions. A successful outcome requires understanding of commands such as “to what extent” and “evaluate” which target AO3, and without this element the student is unable to access higher levels in the mark scheme. Some questions require students to make a qualified or supported decision or judgement, as in 3.7, 4.7 and 5.7, without which the student is unable to gain higher level marks.

Where a source is provided, students are expected to make use of it as a springboard to develop an answer, particularly where the command is “using figure... and your own knowledge/understanding.” Rehearsing how to respond to statistical data, different types of graph and a range of maps at different scales is important prior to taking the exam, allowing students to interpret and analyse the information, deal with patterns, and comment on trends and anomalies. A sizeable number struggled to make full use of the geographical sources provided and gave vague generic responses or misunderstood the main focus of the question. Photographic evidence in particular was not always carefully considered and linked into the student’s answer; for example soil erosion shown in Figure 8 was rarely referred to and Figure 9, the basis of question 2.7 was largely ignored.

Some students commendably included sketches in answering Q3.5, Q4.6 and Q5.6. However, there was often very little labelling to enhance the explanations given in the text so the sketches were often of limited benefit.

Students should certainly be advised to look more carefully at the number of marks available for each question and then provide an appropriate level of detail in the answer, allocating time accordingly. Students shouldn’t write a lengthy answer for a one mark question, but aim to provide greater detail and precision for the 6 and 9 markers.

Section A

Question 1 The challenge of natural hazards

Many parts of this question were successfully answered. The depth of detail some students possessed was impressive, particularly linked to their case study/exemplar material. Where this material was focused on the requirement of the question, some high quality responses were evident. Some students made really good use of the resources available to them, especially 1.4 and 1.12 resulting in accurate and detailed answers. Others ignored them or misinterpreted the instructions or command words given

1.1 The vast majority of responses were correct. Most students made effective use of Figure 1

1.2 The majority identified the movement of plates, although some simply identified the tectonic margin (destructive) from the key instead. Answers ranged from 'moving together' to 'colliding'. Some students gave a more detailed description of the subduction of oceanic plate beneath the continental crust. There was no credit for explanations of plate movement.

1.3 This question seemed to pose problems for a sizeable minority of students, with quite a few opting for 250 years. Many carried out calculations and showed their working. Some students circled more than one answer, so couldn't be awarded a mark.

1.4. Answers to this question varied in detail, with some merely mentioning volcanoes and/or earthquakes, whereas the best answers added considerable detail about the processes and in some cases the physics behind the movement. The standard response reached Level 2 with a recognition of the plates moving apart from Figure 2 and a constructive boundary linking into a volcanic hazard, usually lava. A wide variety of hazards were credited, including huge amounts of volcanic ash, glacial floods caused by heat from volcanic activity and mudflows (lahars). Some were aware of the implications of the volcano eruption in Eyjafjallajokull in 2010 and used this to support their answers. Whilst earthquakes were frequently mentioned as a second tectonic hazard, fewer students were then able to accurately explain their occurrence here, with a number incorrectly referencing their answers to other types of margin. A minority confused plate divergence with convergence and wrote about features of a destructive or even a conservative margin. Some tried to cover all three types, ignoring the evidence in Figure 2. What was relatively rare was explanation related to convection currents and even less commonly to ridge push and slab pull. Some students focused solely on the physical geography and didn't make a link to people or recognition of tectonic activity being a hazard. Some demonstrated an awareness of the hazards linked to the location, although few picked up on the nature of the hazard and threat to Reykjavik.

1.5 The overwhelming majority of students answered this correctly, making accurate use of Figure 3.

1.6 There was some confusion with human causes and effects of global warming, and quite a few incorrectly mentioned deforestation and increased cattle farming as causes. However many did give appropriate natural causes. Changes to Earth's orbit or volcanic activity were the most common responses. A minority identified variations in solar output and there was some reference to shifts in ocean currents / El Nino. A few even mentioned Milankovitch cycles.

1.7 Many could identify two items of evidence in relation to climate change, although some did refer to global temperature despite the wording of the question. Creditworthy answers were varied here, often going beyond suggestions in the mark scheme. Rising sea levels, melting ice caps, ice cores and tree rings were the most common responses, but a number of students mentioned animal adaptations and migration patterns. Surprisingly up to a quarter of students gave no response or wrote about the causes (or results) of climate change.

1.8 Students were able to respond to both parts of this question and a sizeable proportion accessed Level 2, with many achieving maximum marks. Responses generally recognised the burning of fossil fuels leading to increased concentrations of carbon dioxide, and rice or cattle farming leading to greater levels of methane featured in many answers. Many also talked of the increasing mechanisation of agriculture adding CO₂ as well. Some were able to give some indication of the greenhouse effect and the effect on temperature, trapping heat within the earth's

atmosphere but relatively few showed real understanding of this process. An unexpected number of students brought the ozone layer and hole into their answer. It is over 30 years since the Montreal Protocol heralded the phasing out of ozone-depleting substances, so it is perhaps surprising that students are still confusing this with global warming.

1.9. Many described the speed or intensity of the hurricane instead of the actual path followed by the storm. Where track was considered it proved challenging for some to be specific and accurate in description. There was confusion of compass points and reference to large geographical areas like South America lacked clarity. Nevertheless, there were many who were awarded 2 marks, making use of directions, starting and finishing points, distances and/or exact locations/places. A maximum of 1 mark was awarded for list of countries/places on its own.

1.10. The vast majority recognised the reduction in wind speed, although some had it increasing. Many students made good use of map information, quoting actual figures shown in the key.

1.11 Most students had the idea of the loss of energy but did not always express this clearly enough. A smaller number identified increased friction associated with landfall to gain one mark. Surprisingly perhaps, almost half were unable to give a valid answer.

1.12. There were some very good answers where all aspects were addressed and evaluation was to the fore, often integrated via the use of key words (such as significant, critical) throughout as impacts were assessed. Typhoon Haiyan and Hurricane Katrina were frequent examples and were effectively used at times. Those that chose Haiyan seemed to use their case study specific knowledge and apply it in more detail than those that did Katrina. They were more able to incorporate facts and/or figures and include more specific detail about effects on both people and the environment. The better answers were able to gauge the extent by showing how the impact might have been worse, or was limited to specific areas or groups of people. There were some very perceptive answers picking up on the trauma suffered, the economic disruption and longer term effects, and environmental damage that went well beyond animals losing homes including detailed knowledge of what kind of ecosystems were lost or damaged. Some students tried to categorise the effects into primary and secondary, which was a legitimate approach as long as both people and environment were included. Some attempted to compare the two events (Irma and Haiyan or Katrina), which often resulted in good comparative and evaluative observations. Quite a few made discerning comments about how and why they believed the hurricane affected people more than the environment (or vice versa). The majority certainly appreciated that it was necessary to make a value judgement.

At the opposite end of the spectrum, there were some basic list-like answers using the information provided or just quoting generic impacts that could apply to any event. Some weaker students tended to drift towards 'responses' rather than effects. Poorer answers tended to just lift information from the text box on Figure 10 rather than closely scrutinising the photograph. Many students did pick up on the overturned shipping containers and flooding, but fewer made mention of the damage to buildings or landslide. Very often the weakest part was assessing the effects on the environment. Often generic phrases such as 'it damaged habitats' were given without any specifics. Other disasters dubiously found their way in, such as L'Aquila, Haiti or Nepal earthquakes. A few inappropriate responses used UK storm examples, including the 'Beast from the East', Storm Desmond or the St Jude's Day storm.

In a question of this type it is important to cover all aspects if maximum marks are to be awarded. It was necessary here to consider the effects on both people and environment, to apply knowledge and understanding to Figure 5, to include reference to a specific example and to make an assessment of the extent of impact. A purely generic answer without clear exemplification was limited to Level 2 as was an answer that lacked consideration of the extent of impacts.

Section B

Question 2 The living world

There were many creditable responses which showed a thorough grasp of the relevant concepts. Some of the case study detail was accurate and comprehensive, particularly the desert and cold environment exemplars in question 2.9, but response to sources was variable, particularly in questions 2.6 and 2.7.

2.1 As with other equivalent multiple choice questions most students responded correctly, making effective use of the world map. In the new specification basic world knowledge such as the names of continents and oceans is assumed rather than shown on maps.

2.2 Many were awarded one mark in as they identified one, or even two, basic reasons linked to temperature or rainfall but could not develop and indicate the significance of this for the tropical rainforest. Two marks were awarded mainly when low pressure was linked to high rainfall. Some made convincing reference to the Inter-Tropical Convergence Zone or Hadley Cells in their explanations. Others made the developed point that high temperatures (and/or heavy all seasonal rain) create ideal conditions for the growth of trees all year round. A few misread the question and simply described the global distribution of tropical rainforests.

2.3 Just over half the candidature selected the correct answer. It was surprising how many chose hot deserts as their response given the very low temperatures recorded. They may have misread the headings or scale on the vertical axis.

2.4 The majority of students answered correctly. A common error was -32C, confusing the rainfall /precipitation graph (for May) with the temperature scale.

2.5 Relatively few students gained a mark for this question. Standard answers linked to distance from the Equator or the sun rather than realising the significance of this in terms of the greater dispersal of the Sun's rays. Some students were credited for the idea that the sun's energy is scattered and reflected by the atmosphere. However it was a common misconception to believe that because the polar regions are slightly further from the sun (roughly 6400 km as compared with 150 million km) it is much cooler there.

2.6 Both aspects of the question, economic advantage and environmental cost, were generally addressed, especially the environmental aspect. Many were able to access Level 2, but lacked the depth of explanation for Level 3. Most did refer to some aspect of Figure 8, recognising deforestation, although specific use in terms of what was visible was much more limited, as many noted mining without developing and using the potential offered. Seldom did students refer to the scarred landscapes or the consequences of soil erosion as depicted in Figure 8.

The strongest answers took the resource cue shown in Figure 8 and covered logging and mining. They sometimes identified the links between tree removal, soil erosion and lack of nutrients as well as the connections between deforestation, habitat reduction, loss of animals, species and potentially significant plants. Although not specifically asked for, those who developed ideas often did best by using a case study. A number of students included their own knowledge of palm oil plantations in Malaysia to demonstrate the economic advantages as well as destructive environmental impacts. The best answers included detailed development of the benefits/costs with for example references to a specific mine, income, jobs created, impact on GDP and consequent environmental effects such as mercury poisoning on the local habitat.

Less able students often got stuck at development to obtain hard wood for furniture and made no use of the Figure. They invariably were able to identify at least one economic advantage, although these were not always clearly linked to Figure 8 and/or were limited to simple comments such as 'money' and 'jobs'. The impact on the environment was often stronger with frequent reference to 'loss of habitat/biodiversity' and 'increasing levels of CO₂'.

2.7 The question proved problematic as many students gave detailed accounts of the general positives resulting from ecotourism without any use of the photograph at all. It was often less able students that scored some credit by saying what they saw in the photographs such as the wooden walkway or the use of local forest materials for construction. Some made the reasonable supposition that people may stay in the huts on holiday, and the money they spend can be used for conservation. There was no credit for links to ecotourism that could not reasonably be inferred from the photograph.

2.8 Most chose selective logging, although a significant number saw this as being the same as replanting. A lot focused on areas cleared rather than certain trees. Some were able to offer a developed point indicating how selecting some trees led to less damage and protection of soil. There was limited understanding of hardwood agreements which many assumed were the same as debt relief schemes.

2.9 The range in the level of preparedness for this question was considerable. Hot desert environments were more prevalent than cold environments. The case studies selected were usually Thar, Sahara or Mojave, or Alaska, Svalbard or Antarctica, but too many students mentioned a place at the beginning and then gave very generic responses. Quite a few students incorrectly selected a semi desert area, usually the Sahel region, which then drifted into management strategies to prevent further desertification. Some misinterpreted the context of the question and wrote about economic development in a rainforest environment.

In the desert context students showed good knowledge and understanding of solar energy opportunities, mineral extraction, the desert festival (Thar) and irrigation. They could name projects and provide specific quantified information. In cold environments the most popular case study (Alaska) included drilling and mining activities, hydroelectric power, wind and geothermal energy and large fishing industry. The better answers considered the constraints on economic activity and evaluated the degree to which development has taken place in a fragile or harsh environment. This was determined by factors such as availability of water, physical terrain, extremes of temperature, technology, money available, access and transport, and value of resources.

Poorer answers tended to be list like or generic, with limited case study knowledge. Some confused Arctic and Antarctic activities and resources, with numerous misconceptions about the extent of Antarctic development.

Relatively few evaluated or saw the limitations/challenges and the question therefore clearly discriminated in this context. Even students with good knowledge and understanding often fell short of answering 'to what extent have opportunities... been developed' in their chosen case study.

Section C Physical Landscapes in the UK

These three optional questions yielded variable responses, especially the levels response questions worth 4 and 6 marks. Students appeared to be generally confident with OS mapping skills but were less comfortable with the use of photographs and maps together. Understanding of the processes involved in landform development was clearly demonstrated by some, but the sequence of change was not clearly expressed.

Question 3 Coastal landscapes in the UK

3.1 Mapwork skills were generally competent in this question. Approximately three quarters of the entry were awarded correct marks for 3.1 and 3.2. Fewer got 3.3 correct and measurement of correct distance using the scale was a problem for many.

3.4 Roughly half wrote a creditworthy answer. Better responses saw the importance of a sandy beach or onshore winds, and in some cases the gently shelving coastline where sediment can accumulate. There were fewer references to sand than expected; many had the idea of wide beach only. Some did not attempt this question or wrote vague, random suggestions not based on map evidence. A common misconception was that the presence of headlands protects other parts of the coast from the wind and that sand dunes develop only in sheltered areas.

3.5 Most students responded correctly to this question. Rockpool was probably the most common incorrect answer, but cliffs and sand dunes also featured.

3.6 Answers to this question were unexpectedly variable. Most were aware of the alignment of resistant and softer rocks likely to result in headlands and bays (although not always clearly expressed) and differences in rates of erosion. Some were much clearer and occasionally used diagrams to good effect. Students who began with reference to discordant coasts often answered strongly but stopped at 3 marks because they dealt effectively with formation but did not continue to look at changes over time. The best gave clear sequential formation beginning with the geology and the process of differential erosion and looking at subsequent development on a headland or the role of wave refraction leading to concentration of energy on the headland and dissipation within the bays. The most astute answers recognised that differential erosion may lead to headlands and bays but that coastal straightening may eventually occur due to wave refraction.

Less impressive answers noted processes of erosion in poorly ordered statements and failed to explain differences between headlands and bays. Some referred only to the progression of cave, arch, stack and stump which was awarded Level 1 marks only. A few just drew unlabelled diagrams without explanation. Some focused more on concordant than discordant coasts (possibly the result of studying Dorset's Jurassic Coastline).

3.7 Variations in preparedness were apparent in the responses to this question. Some students offered well-organised, named schemes; others mentioned named locations with some reference to hard/soft engineering but answers were largely generic. Holderness, especially Mablethorpe and Hornsea, probably featured most, but there were accounts of Lyme Regis, Dawlish Warren, Barton on Sea and others. A few students made good use of their fieldwork investigation knowledge of coastal management. Some incorrectly referred to a number of examples rather than focusing on one.

More able students could fully explain how the management scheme works to protect the coastline. Common strategies were sea walls, groynes and gabions, but managed retreat was also seen, for example at Medmerry, as was soft engineering, usually in the form of beach nourishment. Some students were able to indicate the impact of the use of groynes further along the coastline. The best responses explained not only how these strategies were designed to work, but in addition considered their flaws with specific reference to their example and their relative effectiveness overall in protecting the coastline.

Other responses wrote in general about types of hard and soft engineering – it was possible to access Level 2 marks without a named example if there was some clarity about management strategies used. Some students wrote hypothetically about what might be done at unnamed coasts. Weaker answers tended to be list-like or descriptive, lacking any form of evaluation, and confused between hard and soft engineering.

Question 4 River landscapes in the UK

Answers to 4.1 and 4.2 showed that a majority of students were able to make good use of the OS map to select the correct answer in the multiple choice questions

4.3 Roughly half recognised an appropriate feature such as steeper sides or narrower channel, but some were vague some just said “higher land” or omitted the question altogether. There was a wide range of valid answers including landforms likely to occur in the upper course. Quite a few students misread the question and suggested wrongly that the upper course would have a wider channel or more gentle slopes.

4.4. Most students did get the right answer, but some suggestions were way out in thousands of metres. Answers varied from negative numbers to 30 000m. Some students find the task of relating a photograph to a map quite a complex skill.

4.5 Many could identify a valid feature at X – answers included the inner bend, an area of deposition, or a slip off slope. Some students didn’t look at where the arrow makes contact, so gave answers such as river cliff, undercut bank and floodplain. Others incorrectly suggested processes such as hydraulic action or mentioned rates of flow of the river

4.6 The question implied knowledge of the processes of erosion and deposition. Best answers included an explanation of enlargement of the meander belt, lateral and downstream migration of meanders, as well as development of oxbow lakes. Some incorporated the relevant processes into their explanations. Reference to initial formation (riffles and pools) was accepted if change and development over time were explained. Students were able to access maximum marks by outlining the narrowing of two (adjacent) meander bends (referring to erosional processes), the ultimate

break-through of the meander neck (during high discharge conditions) and the deposition later separating the former meander bend from the newly formed straighter channel.

Weaker responses tended to comprise random statements with only limited sequence. A surprising number of students did not appreciate where the river flowed fastest and believed that erosion took place on the inside of the meander. Some simply discussed the processes taking place in a typical meander and failed to consider potential changes over time.

4.7 This question proved challenging for many. There were some excellent responses with secure use of terminology, including interception, infiltration and surface run off, covering both physical and human factors, with the differences correctly applied to the two hydrographs. A developed explanation of two factors affecting the shape of flood hydrographs, with judgement, was sufficient to access maximum marks. Many students recognised the idea that surfaces such as concrete and tarmac are impermeable, therefore rivers in urban drainage basins tend to have short lag times and higher peak flows due to higher amounts of surface runoff and drainage systems taking water to rivers quickly. Physical factors varied, but geological influences, relief and vegetation all featured effectively in the better answers.

However, relatively few made the link between the hydrographs and the conditions responsible. Some identified relevant factors but didn't explain how a built-up area for example could lead to a flashy hydrograph. A high proportion didn't understand the characteristics of hydrographs and became diverted into a consideration of the causes of and even the responses to flooding. Use of terms such as peak discharge, flashy hydrograph and lag time were too absent from answers.

Weaker responses interpreted human factors as enhanced greenhouse effect and climate change, or confined their comments to flood relief measures in the channel. Some students gave a brief or superficial answer, either because of lack of knowledge or because of timing issues. A few were limited to describing the two hydrographs, for which there was no credit.

Question 5 Glacial landscapes in the UK

There were fewer responses to this question but it performed as well as the other options in Section C

The majority of students responded correctly to the multiple choice questions (5.1, 5.2 and 5.4), with the highest success rate for 5.2, showing a secure grasp of mapping skills by most.

5.3 Many struggled with this question and some omitted it. Some did recognise the fact that the lake occupied a glacial valley or was a ribbon lake, but credit was also given for other plausible reasons such as glacial deposits, moraines laid down along the edge of the lake and even different hardness of rock.

5.5 Some students correctly identified that as the lip of the corrie, and credit was given for a range of other answers such as the fact that the land is quite flat, or the area is waterlogged, has a small stream and an area of (morainic) deposition. Many did not focus on Z but noted the tarn or another feature of the corrie such as the backwall. Students need to know to look at the arrow head and where it is touching. It is recommended that photo analysis is practised beforehand.

5.6 Many students identified a clear sequence and identified and explained the role of processes such as nivation, plucking, rotational slip, and abrasion. They were able to explain the initial formation and the sequence of changes over time. A large number used diagrams effectively, and these sometimes enabled the student to access Level 2 marks if the annotations were clear.

Knowledge is critical in this type of question. Some knew the correct terms but could not put their ideas into a correct sequence. Others attempted to explain corrie formation without any reference at all to the involvement of snow, ice or glaciers. Surprisingly a number of students identified water erosion as being significant. A few tried to explain other landforms as well, including aretes, pyramidal peaks and even glacial troughs.

5.7 Most could engage with this question and often included a balance of positive and negative effects. Better answers were developed and supported with specific reference to their chosen example, usually the Lake District, incorporating places, specific facts and/or figures. Some praiseworthy responses showed a high level of discussion. Evaluation was usually clear, sometimes one-sided, stating that disadvantages far outweighed advantages. The majority of students were able to identify and exemplify economic advantages and environmental challenges relatively well. Some weaker answers were basic, list-like and generic, with no use of example. In this type of question the student should aim to make a decision or express a view and then justify it using specific evidence.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.