

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2005**

GEOGRAPHY

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Introduction

This year, 1138 candidates wrote the CAPE examinations in Geography. The number writing Unit 1 was 861 while 277 wrote Unit 2.

There were some improvements in map reading skills. It would appear that there was greater success in completing the syllabus since most candidates attempted the questions in Module 3 and there was an improvement in the performance on this Module over previous years. Responses to questions in human geography, Module 1 of Unit 1 and Modules 2 and 3 of Unit 2 continue to be better than those in physical geography, Modules 2 and 3 of Unit 1 and Module 1 of Unit 2.

However, there were problems that were common to all papers. There is a marked inability to define basic geographical concepts. Too many candidates are losing marks because they do not understand the geographical terms used. They do not appear to be able to differentiate economic from social and physical factors. A concerted effort must be made to overcome these common problems.

It seems that the majority of the candidates cannot write well-constructed, coherent sentences. The problem is not only one of grammar. Candidates often write two words which may have some bearing on the answer but neither describe nor explain the phenomenon as requested. When they attempt to go beyond this, they do not seem to be able to write a paragraph in which an idea is developed but present a number of disconnected statements, leaving the examiner to attempt to see the association or interpret what is written in the light of the questions asked. Responses are not structured even when the questions are. In far too many cases, examiners need to interpret what candidates write and to agree on what the candidates are attempting to convey. This is a major problem and is unacceptable at this level.

DETAILED COMMENTS

UNIT 1

PAPER 01

Module 1: Population and Settlement

Question 1

In Part (a) (i), candidates were asked to distinguish between 'population distribution' and 'population density'. Although most of the candidates appear to know the difference, they found it challenging to put the concepts into words. Often, they could not find an alternative to the word 'distribution'.

In Part (a) (ii), very few candidates had difficulty calculating the population density as required. The main weakness was a failure to give the unit of measurement, persons per km². In Part (b), candidates were required to 'Outline two economic factors that influence variations in population distribution.' This question had very poor responses. Candidates seemed more familiar with physical influences and a large number of the responses was directed to migration rather than population distribution.

Question 2

Question 2 (i), required a definition of 'doubling time of a population'. Generally, this was well done. However, when asked for a way in which doubling time impacted on a country's development, there was, in most cases, a failure to relate the response to whether the doubling time was short or long and this was necessary if the answers were to make good sense.

In Part (b) (i), knowledge of Boserup's view of the relationship between population and resources was generally lacking.

Some confused her work with that of Malthus and the reference to 'he' rather than 'she' confirmed the lack of familiarity. It was not surprising, therefore, that they were unable to outline a criticism of her theory in Part (ii).

Question 3

Most candidates were able to define international migration in Part (a) (i) and to state social problems in destination countries in Part (b) (ii). However, some confused social with physical and economic problems. Others did not adequately define the problem. 'Illegal aliens' or 'the spread of disease' is not sufficiently specific

was a similar problem in Part (a) (iii) where candidates were asked for the benefits accruing to the countries of origin. The benefits should be clearly stated. 'International recognition' is too vague to be credited. However, responses to this section were fairly good.

In Part (b), candidates were asked to describe, with the aid of a diagram, the relationship between the volume of migration and distance. This was poorly done. Models of distance decay or flow lines were acceptable. The latter was more numerous but many failed in their attempts to show the relationship by giving an indication of the change in volume with distance.

Module 2: Hydrological, Fluvial, Coastal and Limestone Environments

Question 4

This question tested the candidates' understanding of flows and features in the drainage basin. In Part (a), the question was 'how' is ground water stored. Most candidates responded to 'where'. Very few could define a 'perched water table' in Part (ii), the impermeable rock above the water table collecting water, as the name suggested.

In Part (b), few candidates were able to give the distinction between an 'artesian basin' and 'aquifer'.

In Part (c), candidates tried to show diagrammatically how overuse of a well may affect the water table, but most of them ignored the word 'overuse'. Little attention was paid to the proper placing of the well in the water table. Few candidates were able to draw and name the cone of depression.

Question 5

Many candidates were unfamiliar with the diagram of the Hjulstrom curves in Part (a) (i) and superimposed their own lines. The majority of those who appeared to be familiar with the diagram failed to distinguish the critical velocity curve as a line and could not correctly insert 'particles eroded' and 'transported'. Some understood that the cohesiveness of clays explained why it required a velocity similar to that of pebbles to initiate movement.

In Part (b), the concept of entrainment was often confused with erosion. A few even suggested train-like shapes.

Question 6

Candidates were asked to draw a diagram of a stretch of coastline showing a hooked or recurved spit in Part (a) (i) and to suggest reasons for the development of the recurved ends in Part (ii). Diagrams were poorly executed with little attention being paid to its relation to longshore drift or to the trend of the coastline. Few candidates could show the recurved spit, insert the wind direction or refraction. Many associated the recurved spit with fluvial processes at the mouth of the river.

In Part (c), the majority of candidates could not describe the formation of a cusped foreland which many confused with a delta.

Module 3: Natural Events and Hazards

Question 7

There were some candidates who had a very clear idea of the distinction ‘between natural hazards’ and technological hazards. These, however, were in the minority. In giving examples of technological hazards, there was often a failure to distinguish between the technology and the misuse of it required in Part (b).

Question 8

Generally, candidates are not making a distinction between the theory of Continental Drift which was the answer needed in Part (a) (i) and plate tectonics. The names of the Super Continents should have been clues. They could not explain why scientists did not accept the theory of Continental Drift in Part (ii).

In Part (b), candidates were asked for evidence of sea-floor spreading. Most candidates gave evidence for Continental Drift while some explained the process.

Question 9

This question tested knowledge of plate tectonics and was answered fairly well. In Part (a), most candidates were able to identify the plates, and the direction of movement in Part (b).

In Part (c), however, knowledge of faulting was extremely weak. Candidates could not make a simple comparison of normal and reverse faults in terms of movement of the blocks and the gradient of the fault plane.

UNIT 1 – PAPER 02

SECTION A

Question 1

This question was the compulsory map work question and was based on a map extract of Tobago on a scale of 1:25,000.

In Part (a), candidates were asked for the factors which influenced the *pattern* of settlements on the coastal area of the map. The majority of candidates made no reference to the pattern and some did not restrict their answers to the coastal area.

In Parts (b) (i) and (ii), there were many good sketches of the coastline and the features named. However, too many candidates appeared unfamiliar with the term ‘promontory.’ Often there was a failure to provide a key. Too much time was spent describing the coastal area and the vegetation, rather than the coastline – (trend, shape, relief) that was required in Part (b) (iii).

The responses to Part (c), revealed a fundamental misconception about the nature of hazards. A hazard represents the interface between a possible event and vulnerable people. Lives or property must be at stake. A steep cliff on an uninhabited coast is not an example of a hazardous area. A deserted coastline exposed to hurricane winds cannot be accepted as a hazardous area. In addition, it is not enough to mention an earthquake as a possible hazard. There must be map evidence to support a possible threat.

SECTION B

Module 1: Populations and Settlement

Question 2

This question tested knowledge of rural settlements and the responses seem to indicate that this aspect of settlement is neglected. In Part (a) (i), the responses were not specific to rural settlements but the candidates focused on factors influencing the location of settlements in general. Some candidates described the reasons for migration to rural areas. They were unfamiliar with recent changes in rural settlements (ii) and those who were, were unable to write

comprehensively about the changes in order to earn the marks allotted.

In Parts (b) (i) and (ii), many candidates did not understand the term 'hierarchy' and were unable to distinguish the elements in the hierarchy needed to differentiate between size and functions, the change from the provision of low order to specialized goods and services.

Question 3

This was the more popular of the two questions in the Module and was attempted by about 80 per cent of the candidates. However, there needs to be a clearer understanding of the term 'population structure' as required in Part (a). The term has a specific, clearly defined meaning in geography or demography which must be conveyed to candidates. Too many described the differences in birth and death rates rather than the proportion of the population in the different cohorts which results from the interplay of these forces. Emphasis should be on the youthful population of developing countries and the ageing population of developed countries. This structure is captured in population pyramids, and diagrams typical of developed and developing countries would have earned marks.

The responses to Part (b), factors influencing the rate of urbanization, were fairly good. A few candidates wrote of the factors influencing population distribution such as relief and resources while some tended to list the individual services provided by urban areas rather than group them under the broad heading of services. There was general misunderstanding of the term 'urban sprawl' in Part (ii). Many candidates elaborated on strategies to curb urbanization rather than the physical growth of the city. They did not appear to understand how the creation of Green Belts curbed urban sprawl.

Module 2: Hydrological, Fluvial, Coastal and Limestone Environments

Question 4

This question was attempted by about 60 per cent of the candidates and was done very poorly. Part (a) required the candidates to explain how 'weathering' and 'mass wasting' contributed to denudation. Candidates did not understand the term 'denudation'. There were fairly good descriptions of weathering and mass wasting but they could not make the link between these concepts and denudation.

In Part b (i), candidates were required to give a description of rock structure. The majority of the candidates did not know what rock structure was. Many interpreted it as soil structure and described types of soil structure such as crumb structure while others described it as the shape and colour of the rock. The responses to Parts (ii) and (iii) were extremely weak. Lack of understanding hampered their ability to respond adequately to these parts. Part (b)(ii) called for an explanation of the influence of rock structure on surface form. The majority of candidates did not understand 'surface form'. Some saw it in terms of permeability and porosity; others with drainage density. Part (iii) revealed a misunderstanding of the role of weathering in the drainage basin as several candidates described channel processes.

Question 5

This question was attempted by 41 per cent of the candidates. The responses revealed one of the major weaknesses observed throughout the paper, ignorance of basic geographical concepts. It also demonstrated that field work is being neglected.

Part (a) (i), misinterpreted as 'base level' was seen as 'base flow' or seasonal fluctuations in the flow of rivers. The diagram required in this section was not properly labelled. Neither was it given a title. In Part (a) (ii), the few who understood the concept had no problems describing the effects of changes in base flow on a river valley, a topic that is fully discussed in all the texts.

In Part (b), candidates were required to draw upon their experiences in the field – the examination of a stretch of coastline that they had studied. It was clear that in most cases, the responses were not based on actual field work. In a question such as this, the students should be able to describe the particular stretch in detail – the actual location, the trend, wind direction and the features required. Instead, the descriptions were vague and there was little evidence of the familiarity expected of a field exercise.

Module 3: Natural Events and Hazards

Question 6

It should be noted that Module 3 in both Units is specifically designed as the integrative module which pulls together in the physical and human sections. This is the spirit of the question which called on the candidates to bring what they had learned about climate and drainage basin characteristics, to bear on the hazard, flooding. It was attempted by just 17 per cent of the candidates.

In Part (a), although the candidates were able to identify the greenhouse gases and describe the role they played in global warming, they were unable to make the link between global warming and flooding. In other words, candidates seemed unaware of the association between global warming and rising sea levels. This is surprising in view of the coverage of the phenomenon both in the texts and the media.

Part (b) was done better. Candidates clearly outlined drainage basin characteristics and were able to say how these affected the magnitude of a flood. However, in some cases, there was some confusion between drainage basin and channel characteristics, and with climatic factors and climatic regions.

Question 7

In this question, candidates were required to assess the differential impact of an earthquake and, in general, the question attempted by about 83 per cent of the candidates, was well done. Candidates were given specific headings under which to organise their responses and their greatest difficulty appeared to be an understanding of what was required under each of the headings. For example, they were not sufficiently able to distinguish between the 'physical environment' and the 'man-made environment' and for this reason lost marks. Again, basic, geographic understanding is poor. Most candidates had difficulty in describing the characteristics of the physical environment that might account for differences in impact.

Part (b) was the more challenging portion of this question and the problem was again one of an understanding of features or concepts. Too many candidates could not distinguish between 'lahars' and 'pyroclastic flows'. Some made reference to basic and acidic lavas and the associated flows. Since the majority did not know the difference between the two, they were unable to compare the effects. The majority of responses were restricted to the destruction of property and livestock without any reference to the characteristics of the event.

UNIT 2 – Paper 01

Module 1: Climate, Vegetation and Soils

Question 1

This question tested the candidates' understanding of atmospheric moisture and the conditions influencing and resulting from moisture in the atmosphere. In general, the performance on this question was poor.

In Part (a) (i), they were asked to distinguish between 'absolute humidity' and 'relative humidity'. There were a few good responses but there was the same problem with definitions observed earlier. In Part (a) (ii), candidates attempted a definition of condensation rather than a description of the process. Those who described the process ignored cooling beyond dew point and the presence of hygroscopic nuclei.

In Part (b), candidates were asked to describe the formation of cyclonic rainfall.

They confused cyclonic with other types and their diagrams, more often than not, were illustrative of convectional rather than cyclonic rainfall.

Question 2

The question was designed to test the candidates' understanding of the relationship between 'vegetation' and 'physical and human processes'. It was fairly well done. In Part (a), the definitions of the term 'biome' were generally good

and so were the descriptions of the characteristics of the vegetation. However, many were unable to say how the characteristics enabled the vegetation to survive in the particular climatic conditions and there were many inventive responses.

In Part (b), two effects of deforestation on the sustainability of the tropical rain forest biome were required. In many cases, candidates did not capture the large scale implied by the term 'biome' and responses were more applicable to 'biomass'. In addition, they neglected to link the action to the sustainability of the system.

Question 3

The focus of this question was on soils. Candidates performed creditably on Part (a), demonstrating an understanding of the term and the influence of parent material on its characteristics. However, Part (b) was misinterpreted by most of the candidates. They confused a soil catena with a soil profile and they drew diagrams showing a typical profile rather than a typical catena.

Module 2: Economic Activity

Question 4

In this question, candidates were required in Part (a) (i) to describe the characteristics of primary economic activity. This was done well by most candidates but quite a few simply cited examples of the economic activity. Where they were asked for an example of a quaternary industry, some gave vague responses such as 'technology' or 'hi-tech' but most of the responses to this question were good.

In Part (b), the aim of CAP was well done. A few of the aims were not sufficiently specific, for example, to help EU farmers. Part (ii) required ways in which CAP influenced agriculture in Europe. In general, the responses demonstrated insufficient knowledge or understanding of CAP.

In Part (c), candidates demonstrated a fair understanding of sustainable agriculture although there should have been a clearer link to the health of the environment. A few confused the term with subsistence agriculture.

Question 5

The stimulus in this question was a map showing elements of the location of a town and candidates were required to suggest reasons for the location of the town. This was well done. They saw the importance of transportation, relief and a former coal field. There was no evidence, however, that the river was a source of hydroelectric power.

In Part (b) of this question, candidates were asked to explain the term 'industrial inertia'. Very few were able to do so and many confused the term with 'industrial agglomeration'.

Question 6

Part (a) of this question was based on line graphs showing visitor arrivals in Barbados. Candidates were asked to describe the changes between 1970 and 2000 and responses were excellent. A few demonstrated their knowledge of the subject by giving reasons for the changes although these were not required.

In Part (b), candidates were asked the reasons for the increasing number of visitors from the UK. This was also well done.

In Part (c), candidates were required to "Outline one difference between 'island tourism' and 'mainland tourism'".

Little knowledge of this section of the syllabus was demonstrated and the marks gained were quite low.

Module 3: Development and Disparity in the Caribbean

Question 7

In Part (a), candidates were presented with a diagram of Rostow's model of development and asked to name three of the stages. Most were able to do so. They had less success in Part (b) in describing the developments that were supposed to occur in Stage 3. Many recognised that economic growth was supposed to occur and given the fact that it was a model of development, this was a logical assumption but they could not move beyond this to give the specifics of the model.

In Part (c), candidates were asked to explain why some models were described as examples of 'Eurocentric development thinking.' The response to this was fair. Candidates correctly made association with the course of the Industrial Revolution. There were those however, who very loosely linked it with Western or American ideas of development.

In Part (a), candidates were asked to explain the difference between a 'homogeneous region' and a 'planning region'. Too many candidates simply defined the two rather than concentrate on the differences between them.

Part (b) was poorly understood as candidates could not propose a hierarchy in which regional planning can occur. Many ignored the term 'your country' and gave responses which were from over the world.

Question 9

In Parts (a) and (b), candidates were given a table showing demographic characteristics of selected Caribbean countries and asked to select two indicators of development and to explain why they could be regarded as measures of development. Several problems were identified. Some ignored the indicators given in the table. Others selected the dependency ratio. However, in explaining why this was a measure of development, candidates did not distinguish between the implications of youth and old age dependency to development. Similarly, in selecting death rate as an indicator, they did not deal adequately with the fact that many developed countries have higher death rates than developing because of the ageing population. Fertility rate and life expectancy were more straightforward choices.

In Part (c), candidates were asked to rank data in preparation for the calculation of the Spearman's rank correlation coefficient. Teachers are reminded that such exercises are being done in the context of development and not as a problem in mathematics. Therefore the results must be consistent with what is being taught in development. There must be an understanding of the meaning of an inverse relationship as one in which there is a correlation between what may be described as 'best' and 'worst.' A relationship between 'best' and 'best' is a positive one. If the table is organised in such a way that the result is an inverse relationship between GDP and life expectancy or a positive relationship between GDP and infant mortality then the results do not support what is being taught in development. As GDP increases so does life expectancy and the relationship is positive. Countries with a high GDP have low infant mortality. This is an inverse relationship.

The problem stems from the fact that the texts in use instruct that the indices with the highest number should be given a value of 1. This is fine when all the high numbers indicate 'best' as in GDP and life expectancy. However in cases where a high number of one means 'best' (as in GDP) and a high number of another means 'worst' (as in infant mortality), the table would be organised in such a way as to give an inverse relationship. This would be mathematically correct but students are taught that the relationship between the two is positive and the exercise should support this. Countries with 'good' GDP usually have 'good' infant mortality rates. Therefore, as a first step, student must be made to understand what the numbers mean. It is not that the highest **number** should be given a value of 1, but the number that is indicative of 'best' (or worst) and that would be a high number for GDP and a **low** number for infant mortality. The relationship would then be positive. The test must be used to support the teaching.

Beyond this, too many candidates do not appear to be acquainted with this test. It is the only statistical test given in the syllabus and candidates need to understand its significance. It should not be a mechanical exercise.

More effort is needed to bring life to this Module dealing with development.

UNIT 2 - PAPER 02

SECTION A

This was the compulsory question and there were two parts. The first part was based on a map extract of Morant Bay, Jamaica on a scale of 1:50,000 and the second part consisted of a table. There seems to be an improvement in map reading skills but certain problems persist.

In Part (a), too many candidates fail to distinguish between natural and cultivated vegetation (i). Grid references appear to be an area of difficulty as many candidates selected areas outside that specified.

In Part (b), candidates were required to identify agricultural activities on the map extract. Too many continue to select activities indicated in the key rather than those appearing on the map. Candidates must understand that what they are given is an extract and that all activities indicated in the key may not appear on the extract. Those who correctly identified the activity were able to account for the locations and Part (b) (ii) was well done and so was Part (b) (iii), the identification of possible sources of pollution along the Morant River.

In Part (c), candidates were asked to calculate several statistical measures – range, median, mean and interquartile range. Few were able to calculate the interquartile range or to describe its advantage over the range.

SECTION B

Module 1: Climate, Vegetation and Soils

Question 2

Part (a) tested the candidates' knowledge of global surface and upper wind circulation and how they relate to surface weather conditions. Relatively few candidates attempted this question and it was answered unsatisfactorily. They were unable to explain the effect of pressure gradient, Coriolis force and friction on the horizontal movement of air. Supporting diagrams were totally inadequate

In Part (b), few candidates knew the meaning of an air mass and there was confusion with jet streams and atmospheric stability. Therefore they could not identify the different types nor explain how they influenced surface weather conditions.

Question 3

This question tested knowledge of the distribution and characteristics of vegetation types and their interrelationship with climate. It was the more popular question in the Module as it was attempted by 66 per cent of the candidates and the responses were better. In Part (a) (i), candidates were able to name areas of temperate grasslands but were unable to locate them accurately on the map. Part (a) (ii) presented more difficulty and this appears to be a weakness that is associated with climate in general. Few candidates knew the characteristics of the climate associated with temperate grasslands – rainfall, temperature, temperature range.

Part (b) called for a description of the characteristics of tropical savannah vegetation. In Part (i), there was a general familiarity with the subject. Candidates must be encouraged to write full, flowing descriptions rather than to make statements. There is an increasing tendency to write in bullet form and often full marks are not awarded. Most of the marks were earned in Part (ii), man's influence on tropical savannas. Candidates were well acquainted with destructive activities but often the influence was related to soil characteristics and the link with vegetation was not well made. Some made careless errors such as focusing on the wrong vegetation type- tropical rain forest rather than savannas.

Module 2: Economic Activity

Question 4

This question was the less popular of the two questions in the Module. It required an examination of the effects of traditional and non-traditional forms of agriculture on the Caribbean environment. There were two main problems. Firstly, most candidates were uncertain as to what was meant by 'traditional agriculture' and 'non-traditional

agriculture’. They associated non-traditional agriculture with the use of fertilisers and mechanization. Moreover, it would appear that they have more knowledge of harmful than beneficial effects and therefore were unable to say anything about the effects of hydroponics, for example. There was a general lack of specific knowledge on this subject.

Question 5

This question on tourism was the more popular and there were many good responses. In Part (a), candidates were required to draw a map showing the location of tourism development in the Caribbean. In the main, all the basic elements of sketch maps – title, border, key, north point – were ignored. They demonstrated little knowledge of the spatial distribution of tourism development, and they confused names of places.

In Part (b), candidates were asked for the factors influencing the location and nature of the tourist industry. They failed to treat location and nature as two separate elements and it was left to the examiners to interpret the responses. In addition, few candidates gave consideration to contemporary tourism products such as eco-tourism or green tourism and sport tourism. The emphasis was on the traditional sun, sand and sea. Although they were asked to identify a Caribbean country, many failed to do so basing their response on the entire Caribbean and consequently producing very vague answers.

Responses to Part (c) of this section – conflicts in the industry – were well done. Candidates presented well-developed answers and good examples.

Module 3: Development and Disparity in the Caribbean

Question 6

The specific objective tested in Part (a) was the role of history in the spatial development process. Candidates were asked for the continuing importance of port cities despite post colonial strategies. It was a popular question but few were able to make a satisfactory link between history and the importance of cities today. Some looked at post colonial strategies only and made no attempt to establish the importance of ports in the colonial period.

In Part (b), the emphasis was on disparities in development. Some candidates did not attempt to answer this section and those who did had very vague notions of inequity and why it was considered undesirable in developmental terms. There was a focus on ‘people’ issues and a neglect of broad economic and spatial issues such as rural-urban disparities.

Question 7

‘With reference to a specific country explain three results of inadequate access to water in rural areas.’

Candidates supplied a great deal of information on the results of lack of access but many ignored the request for specific examples and for restricting the examples to rural areas and therefore lost marks.

In Part (b), candidates were asked to distinguish between GNP and GDP. Responses were fairly good but they must include the time period for measuring the two.

Part (c) required an explanation of the *weaknesses* of GNP as a measure of development. Many explained the term. Many responded with the bulleted format that is now becoming all too common in responses. Candidates are losing the art of communication in a coherent manner. ‘Informal sector’ is not an acceptable substitute for a statement that ‘economic measures of development ignore the contribution of the informal sector’. It is not acceptable even if there was a request for a *list* of weaknesses and candidates will not be credited for such responses.

INTERNAL ASSESSMENT

Overall, there was a slight improvement in the quality of the Internal Assessments as the topics were more manageable, more focused and there was adherence to the word limit. The guidelines given in the syllabus were followed and there were very few reports that were outside the syllabus. It was gratifying that candidates from some of the new schools in particular presented extremely high quality papers based on meticulous field research. Some schools

did not receive the amendments to the syllabus and presented three instead of one study per candidate. But there are many problem areas.

Some methodologies were weak and there were instances in which the discussion and analysis had no relation to the objectives and methodologies but appeared to be copied from texts. Analyses must be more than description of findings and should analyse the data collected.

The focus must be on the skill selected and the skill must be clearly stated in the methodology. If the skill is the use of a questionnaire, the study must be based on an analysis of the responses obtained. The study must revolve around the data collected in the survey. Many selected skills were not appropriate to the Unit, for example, the analysis of photographs is appropriate for Unit 1 but not for Unit 2. The analysis of photographs remains a major problem. Candidates continue to use them for illustrative purposes rather than for analysis. In several cases, they were awarded high marks by teachers despite this short-coming. Candidates are missing the point of interpretation when they present a photograph of a farmer in a banana field. A photograph of a volcanic eruption is useless unless it illustrates an important point about the nature of the eruption or the stage of the process and it is possible to tell the story by analysing a series of photographs. It is true to say that the vast majority of the studies based on photographs were unsuccessful. It has become too easy to download photographs of volcanic eruptions or the tsunami from the internet and to use them to 'decorate' a study. This is not considered to be interpretation of photographs.

Far too many candidates placed all the maps and diagrams together at the beginning of the paper and did not integrate them into the texts. Illustrative material should be as close as possible to the discussion that supports it. Diagrams were not always well-labelled. If the axes of graphs are not labelled, the diagrams do not convey the information they are supposed to.

For the conclusion, the candidates must treat this in the context of their objectives, discussing the extent to which these were met or their assumptions upheld.

Candidates must follow recognized conventions for writing references. Having selected a form, they must use it consistently. They should also adopt the convention of in-text referencing and should present a minimum of three references to work published within the last 10 years.

In general, the exercises were marked too generously. More importantly, there were too many instances of inconsistent marking. Teachers tended to treat hand-written papers more harshly than those that were typed or word-processed.