

# Examiners' Report January 2013

## GCSE Geography 5GA2F

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## Introduction

This, the Natural Environment unit, requires candidates to answer a question on a physical geography topic (Coastal, River, Glacial or Tectonic Landscapes) in Section A and on an applied topic (Wasteful or Watery Worlds) in Section B.

The Foundation Tier was once again well received and there was an indication that centres had taken advice from previous sessions. The Coastal and Tectonic Landscape questions proved to be the most popular in Section A, while the Wasteful World topic was more popular in Section B. Candidates still scored, on average, higher marks in Section B than Section A.

This series was the first time SPaG (spelling, punctuation and grammar) marks were awarded on the extended writing sections of Q5 and Q6. Candidates were given a mark out of three for SPaG, but were judged on the same criteria as the Higher Tier paper.

### **Question 1(a)(ii) 1**

Many candidates were able to identify sediments as the correct answer. Lower scoring candidates confused the answer with water.

### **Question 1(a)(ii) 2**

Many candidates struggled to identify the southerly movement of sediment, instead confusing it with a northwards movement along the spit from the top of the page.

### **Question 1(a)(ii) 3**

Many candidates were able to recognise deposition as the correct answer.

### **Question 1(a)(ii) 4**

Many candidates confused the correct answer 'spit' with a bar. The sand has to build up to form a spit before it can form a bar.

### **Question 1(a)(ii) 5**

Some candidates struggled to identify this answer as a bar. Instead, many opted for a bay. A spit does not develop into a bay, so the answer has to be a bar.

### **Question 1(a)(iii)**

Whether candidates were able to score above two marks was often dependent on whether they understood the command 'building design'. Many candidates opted to write about sea defences rather than building design. However, the attempts at answering the planning component of the question were often better attempted. Many candidates were also limited by stating what was being done rather than how, therefore not satisfying the 'outline' component of the question.

Some lower scoring candidates focused their answer on how to reduce erosion rather than coastal flooding, which was self-limiting. Good answers commonly made references to building houses on stilts (in Malibu) and installing waterproof measures (for building design) or land-use planning or evacuation measures (for planning).

(iii) Outline how building design and planning can reduce the effects of coastal flooding.

(4)

Building design

Some buildings are built on stilts (raised from the ground) therefore when it floods the water will be unable to reach the house.

### Planning

Before building new homes they need to see if the area is on a flood plan or floods frequently. and this will prevent new houses been built in areas that flood frequently. or the building company need to design the house to prevent it from flooding



### ResultsPlus examiner comment

This was typical of a good response. The answer has both a clear understanding of building design and planning, and it is also clear on what the measure taken will achieve to prevent flooding. This answer was awarded four marks.



### ResultsPlus examiner tip

Candidates must ensure that they understand the differences between planning, building design, forecasting and education when commenting on how coastal flooding can be reduced. They should also practise the command 'outline' so they are able to write more than descriptive statements.

## Question 1(b)(ii)

Candidates performed well on this question, and were comfortable with the command to 'describe the changes'. Many candidates scored three or four marks by identifying the changes at each of the sites and including data. Some candidates were limited by stating that there were changes but not outlining what they were or by not including reference to at least three of the sites. Equally, some candidates stated that erosion was high or low without giving the change. However, of those who avoided these pitfalls many scored well.

(ii) Describe the changes in erosion rate along the coastline shown in Figure 1b.

Use erosion rate data (cm/year) in your answer.

(4)

At site A in 2000 the erosion rate was 150 cm a year but then after installing rock groynes in 2006, the erosion rate dropped to 100 cm/year in 2011. In site C and D this also happened, in C from 150 cm/year in 2000 to 40 cm/year, and in D from 40 cm/year in 2000 to 20 cm/year in 2011. However, with no sea defences site B rose in erosion rate from 160 cm/year in 2000 to 180 cm/year in 2011.



**ResultsPlus**  
examiner comment

This candidate clearly describes the changes at each site and uses data well in support. The candidate covers the changes at three of the sites and is therefore eligible for full marks.



**ResultsPlus**  
examiner tip

Ensure that when using data it is in the context of the question. For example, when describing changes it is often helpful to know what the data was before and after the period of change.

## Question 1(b)(v)

The quality of answer to this was dependent upon whether candidates understood what an offshore reef is. For those that did not, answers tended to be generic in the hope that they would touch on a correct factor. However, understanding of beach replenishment was better for some candidates, though there is still a tendency to use terms like 'cheap', 'expensive' or 'effective' and not qualify the meaning. Unfortunately without qualification candidates will not receive credit.

## Question 1(c)

Candidates showed a clear understanding of coastal management methods. As in past series, they did not always use locational detail in support of their answers, therefore limiting the mark to three. Another area of improvement could be for candidates to develop clearly how the management technique could be used to overcome the coastal processes it has been put in place to manage. There were many references to Walton on the Naze, Swanage or Holderness, but it was also pleasing to see candidates using evidence from their Controlled Assessment field visits.

(c) Choose a study of a coastal area.

Outline how this area is managed.

(4)

Chosen study Walton-on-the-naze

Walton-on-the-naze is managed with groynes to prevent ~~and~~ longshore drift any longshore drift. cliff regrade is put in place to prevent any ~~etc~~ cliff erosion. This is all put in place because in the past there has been cliff erosion and there has also been a lot of longshore drift in the coastal area.



**ResultsPlus**  
examiner comment

As did many others, this candidate gave a series of relevant methods with some outline of how the methods managed coastal erosion, but they did not give specific locational detail. Therefore the candidate was restricted to three marks.



**ResultsPlus**  
examiner tip

When giving locational detail, always ensure that the fact or statistic is specific to that particular location and not generic across many. Often the costs of defences, geology type, dates of installation or specifications of the defence are good examples of data to include.

### **Question 2(a)(ii)1**

Many candidates were able to identify heavy as the correct answer for the amount of rainfall.

### **Question 2(a)(ii)2**

Many candidates seemed confused by the idea that urban areas had more impermeable surfaces, as a common answer to this question was 'permeable', which unfortunately was incorrect.

### **Question 2(a)(ii)3**

The majority of candidates recognised the correct answer as less.

### **Question 2(a)(ii)4**

The majority of candidates recognised the correct answer as runoff.

### **Question 2(a)(ii)5**

The majority of candidates recognised the answer as drains.

### **Question 2(a)(iv)**

Candidates were more comfortable with this question on River Landscapes than they were with the corresponding question on Coasts. Although many still confused the meaning of building design with defences, there was a much clearer grasp of planning. Good answers made reference to houses on stilts and waterproofing measures for building design and pre-emptive measures taken by people (eg sandbags or floodplain zoning) as planning. Some candidates were self-limiting by only mentioning one measure or by failing to outline, instead opting to give descriptive statements.

## Question 2(b)(ii)

Candidates coped well with the command to describe the changes with many achieving near full marks. Many observed the overall increasing velocity as the trend and the anomaly between sites 4 and 5. Many were also able to use velocity data to support their answer. Lower scoring candidates either failed to say what change had occurred between the sites or just gave data without it being in the context of change.

(ii) Describe the changes in velocity shown in Figure 2b.

Use velocity data (m/s) in your answer.

(4)

This graph shows that to site 0, site 1 and up to site 2 the velocity grows by 0.1 m/s which is much to worry about. From site 2 to site 3 ~~0.1~~ grows to 0.26 which is quite less than the other. Then from site 3 to site 4, the river velocity grows by 1.6 m/s which is a big worry now, the river is more vicious. Site 4 to site 5 has gone down by 0.1 m/s which you would still keep your eye on. Site 5 to site 6 has grown 0.3 m/s and another 0.2 to site 7.



### ResultsPlus examiner comment

This is a typical example of a candidate scoring four marks. This candidate identifies the increased velocity and uses site data to support this, while also qualifying the rates of change at different sites. Even though this candidate comments on the vicious nature of the change, which is irrelevant, they follow a logical approach to describing the changes.



### ResultsPlus examiner tip

Remember when describing to give the overall pattern, any differences from that pattern and supporting data. More able candidates are encouraged to give changes in rates of data between sites.

## Question 2(b)(iv)

This question was poorly attempted by many candidates who did not understand the terms 'discharge' or 'velocity'. Very few candidates scored more than two marks and these were often awarded for stating that discharge increases or gradient decreases. Overall this is one aspect (changing characteristics) that centres are advised to pay additional attention to and not to assume that because it is covered in the Controlled Assessment, candidates necessarily understand it.

(iv) Outline how discharge and gradient change with distance downstream.

(4)

Discharge

Down stream there is more discharge because of the change in speed. It goes faster down stream meaning it discharges more water than up stream.

Gradient

The gradient would decrease on a chart because of the steep increase of speed down stream.



**ResultsPlus**  
examiner comment

This was a typical response of a candidate who scored two marks. The candidate manages to give the overall change to discharge and gradient but not the correct reasons for the changes.



**ResultsPlus**  
examiner tip

When approaching changing characteristics in rivers, draw up a table of the different characteristics, how they change and a brief reason for each.

## Question 2(c)

Candidates were often aware of the different types of management in rivers and as a result many picked up marks. However, the extent of their scoring was dependent on whether they simply stated a method or said how that method helped manage the area. Common responses made reference to the River Nene or Blandford Forum but there was variability on the way in which these examples were implemented. Higher scoring candidates were able to use information about the management techniques in support of their answer. This enabled them to achieve full marks.

(c) Choose a study of a river.

Outline how this river is managed.

(4)

Chosen study River Nene

On the 9<sup>th</sup> of April 1998 the River Nene flooded Northampton killing two people. After the two deaths the council decided it was best to manage the river. So in 2001/2002 a 450m long 8m high clay embankment was set up to stop the river water flowing over the river. At the same time the council also built a flood gate control system which allowed them to flood onto a flood plain zone, creating new habitats and reducing the discharge. The council also built a new estate next to the river but the houses were built over above the ground to stop the water flowing into the houses. Next they built flood walls near the centre of Northampton allowing the river to flow slower. Then the council also upgraded the warning systems so that they give a two hour warning. Lastly they built another flood gate system near the end mouth of the river.



**ResultsPlus**  
examiner comment

This candidate comfortably scores four marks, as they have a range of methods and use specific locational data to support their answer. There is a clear outline (brief explanation) of how the methods help manage processes in the area of choice.



**ResultsPlus**  
examiner tip

When using locational data candidates need to ensure that it supports and is relevant to the answer. In respect of river management, they can make reference to date and cost of the installation, specifications of the technique or even reference to different locations along the river where the techniques are put into place.

### **Question 3(a)(ii)1**

Many candidates identified the correct answer as 3.

### **Question 3(a)(ii)2**

Many candidates correctly identified the answer as pyramidal.

### **Question 3(a)(ii)3**

The majority of candidates recognised the answer as corries.

### **Question 3(a)(ii)4**

Many candidates identified the correct answer as steep.

### **Question 3(a)(ii)5**

Some candidates seemed confused with this question, with many opting for the answer drumlins, instead of moraine. Although drumlins are a product of deposition, moraine is the material transported.

### **Question 3(a)(iv)**

Candidates were often able to identify correct uses in glacial landscapes. However, surprisingly few were able to outline (offer brief explanation) or give valid examples. Answers tended to list uses rather than develop why that landscape was suitable for that use. The vast majority of candidates made reference to skiing or other similar activities.

### **Question 3(b)(ii)**

Many candidates were able to score full marks and describe the changes in temperature across the graph. Some candidates were self-limiting by not making clear which day or time they were referring to. Some candidates did not understand the 24-hour clock. Higher scoring candidates worked through the days and used temperature data to support their answers clearly.

### Question 3(b)(iv)

A majority of candidates had very little understanding of the terms 'lodgement' or 'ablation', and therefore few achieved more than two marks. Often those candidates remembered that the terms were associated with deposition and therefore gave general comments that were valid for credit. This appears to be one part of the Glaciers specification that eluded many Foundation Tier candidates.

(iv) What do the terms 'lodgement' and 'ablation' mean?

(4)

Lodgement

Lodgement is when a glacier picks up and moves a piece of ground moraine until it gets stuck between the glacier and the bedrock.

Ablation

Ablation is the melting of a glacier that makes it retreat.



**ResultsPlus**  
examiner comment

Credit was given here as the candidate showed clear awareness of both terms. This candidate scored three marks.



**ResultsPlus**  
examiner tip

Candidates could learn these terms on diagrams (cross-sectional or plan view) to help memorise their context in relation to the position of the glacier.

### Question 3(c)

Although the command for this question was to outline the causes, many candidates chose to write about the effects instead. Candidates who were able to concentrate on the causes sometimes found it a challenge to comment on both the physical and human causes, and include a relevant example. Many candidates chose to focus on the Galtur or Montroc examples; however, it would be nice to see centres using more recent examples. Candidates should also be careful, when commenting on human causes, not to relate to points that are not direct causes (eg lack of defences) as this does not directly lead to the event.

(c) Choose a study of an avalanche.

Outline the physical and human causes of this avalanche.

(4)

Chosen study *Galtur Austria 23<sup>rd</sup> February 1999*

*Physical:- There was a sudden change in temperature*  
*- then a heavy snowfall 12ft in 3 weeks*  
*- 70mph winds deposited an extra 20tons of snow*  
*- creating a powder avalanche which went further and faster causing more destruction.*

*Human:- Weight and vibration of skiers and snowboarders*  
*- Ski patrol set off mini avalanches to stop bigger ones from happening.*  
*- deforestation no roots or tree trunks holding the snow.*



**ResultsPlus**  
examiner comment

This is an excellent answer, clearly laid out, which scores full marks. A series of specific physical causes with supporting data are used and there is development in some of the points. Candidates at Foundation Tier should be encouraged to organise their answers in this fashion but to be wary of not just stating ideas.



**ResultsPlus**  
examiner tip

Ensure that you understand the difference between the human and physical causes for the examples that you choose. Also ensure that the example you choose has both causes.

### **Question 4(a)(ii)1**

Many candidates identified west as the correct response, although some did confuse the direction.

### **Question 4(a)(ii)2**

The vast majority of candidates identified below 5 as the correct answer.

### **Question 4(a)(ii)3**

The majority of candidates correctly identified 5–6 as the correct magnitude of earthquake.

### **Question 4(a)(ii)4**

The majority of candidates identified south as the correct answer.

### **Question 4(a)(ii)5**

Many candidates recognised the pattern as linear.

## Question 4(b)

Candidates coped well with the demands of this question and a range of responses were given. Low scoring candidates gave either statements or responses that were more relevant to earthquakes. However, many candidates were able to offer a couple of valid reasons, but the discriminator was whether candidates could offer development. Some useful examples were also used. Candidates should be encouraged not to just give the country name, but instead the volcanic region. Good answers made reference to the use of the fertile soils to increase crop yield, places developed as tourist attractions to benefit the local economy or the use of geothermal energy to reduce the cost of electricity for locals. Such answers were specifically relevant and could not be confused with earthquakes.

(b) Outline why people continue to live in areas affected by volcanoes.

Use examples in your answer.

(4)

The land near a volcano is perfect for a farmer as it is very very fertile. Farmers grow tomatoes on Mount Vesuvius in Italy. Some people can not afford to move somewhere else as... people that own businesses near a volcano can not move as there only income is coming from the business. Finally some people think that a volcanic eruption from that volcano isn't going to happen in their life time because it may be extinct or in dormant state.



**ResultsPlus**  
examiner comment

This candidate achieves full marks as they give a range of relevant points and one is supported by an example (Mt Vesuvius). The final point, of ignorance due to dormancy, is a particularly valid point affecting many people living in communities around volcanoes.



**ResultsPlus**  
examiner tip

Ensure that the reasons for living in areas affected by volcanoes are specific to such regions and not to be confused with earthquakes. If candidates can relate to a couple of examples of named volcanoes their answer often has more weight.

### **Question 4(c)(ii)**

Candidates seemed to cope well with this question and centres have clearly been practising description of graphs with candidates. Many were able to pick up at least two marks for the general trend of increasing earthquakes and data. Higher scoring candidates were also able to pick out trends and relate to rates of change on the graph. This skill is associated with the higher paper so congratulations are in order.

### **Question 4(d)**

Some candidates found this question a bit of a challenge. Some confused convergent and divergent landscapes and subsequently scored zero. Many candidates were able to identify relevant features for two marks; however, few were able to outline the formation of the feature. This was due to many candidates giving the story of what happens at convergent plate boundaries, rather than specifically identifying two features and outlining these; therefore many struggled to reach full marks. Many candidates recognised the movement of plates as a feature or picked on one of the landforms. Some candidates were confused and believed that there was no volcanic activity at convergent plate boundaries. A few very good answers identified the type of tectonic activity, as features, eg strong earthquakes found in the subduction zone as a result of increased friction between the plates.

### **Question 4(e)**

This question brought a range of responses as many candidates, although asked to comment on causes, wrote about the effects of a tectonic event instead. Another common tactic was to simply write a story of a learnt case study without addressing the point of the question. Good answers made specific references to the movement of plates and the events leading up to the tectonic activity, in addition to naming the plate boundaries as locational detail.

### Question 5(a)(i)

Of the candidates who completed this question, many were able to score full marks. However, it was clear that some candidates had not practised stacked bar charts and so the height of their bar only reached 350kg instead of 500kg of waste per person (the cumulative score of the non-recycling value 350kg waste per person and the recycling value 150kg waste per person). Clearly practise of different graphical types not only has crossover with Unit 1 but can help candidates prepare for both Units 2 and 3 as well.

### Question 5(a)(ii)

Candidates found it more difficult to describe the changes shown on Figure 5a than they did on the corresponding questions in Section A. Many simply gave a description of the changes to recycling or non-recycled waste. Few candidates observed that overall waste values had fluctuated, though many were able to give supporting data. Candidates should practise describing different types of graphs so they are prepared for any eventuality in the examination.

(ii) Describe the changes shown in Figure 5a.

Use waste data (kg per person) in your answer.

The waste produced <sup>in kg</sup> per person is very consistent between 2000 and 2007. In 2000 500kg of waste per person was produced, which by 2001 had very slightly increased by 20kg to 520kg. In 2002 that figure had reduced by 40kg to 480kg. We then see another increase to 520kg in 2003. In 2004 the figure had decreased by a small amount to 510 kg, it increased again in 2005 and by 2007 the figure had reduced to 500kg (same in 2000), <sup>also</sup> however the most waste recycled between 2000 and 2007, was in 2007. (4)



**ResultsPlus**  
examiner comment

This candidate identifies the overall pattern and then proceeds to describe the changes in waste types over time. They do not generalise and say that it rises or falls; instead they identify specific periods between which the rises and falls occur. Clear use of data throughout enables this candidate to reach an easy four marks.



When describing a stacked bar, ensure you focus on the changes to the total as well as the changes to the parts of the graph.

### **Question 5(a)(iv)1**

The majority of candidates recognised the correct answer as easier.

### **Question 5(a)(iv)2**

The majority of candidates recognised the correct answer as bins.

### **Question 5(a)(iv)3**

The majority of candidates recognised the correct answer as collections.

### **Question 5(a)(iv)4**

The majority of candidates recognised the correct answer as increased.

### **Question 5(a)(iv)5**

The majority of candidates recognised the correct answer as landfill.

### **Question 5(b)(iv)**

Many candidates seemed to find this question challenging. Many struggled to give specific examples and a large minority gave references to domestic instead of industrial energy waste. Common examples included leaving machines on all day or leaving lights on in offices throughout the day when people were not in. As both of these referred to 'leaving things on' they were not double credited. Instead high scoring candidates often achieved full marks by making reference to inefficient machinery, poor insulation, lack of energy-saving light bulbs or transport inefficiencies due to half loads in transit. Many answers also lacked the necessary development to show how the factor led to energy wastage. Overall, this appears to be an area that candidates need to revise carefully.

### **Question 5(c)**

Candidates coped much better with the topic of solutions to energy wastage than they had done in previous series. A good range of examples, both local and regional, were used. Many candidates made reference to particular schemes, yet they still struggled to use national schemes in their answers. References to CHP schemes were common, as were specific references to local schemes such as 'Toasty Oldham', which gave developments in a domestic setting. Inclusion of examples and explanation has clearly been practised as many more candidates were able to achieve Level 2 or 3 answers. There are still, however, some candidates who make reference to renewable energy or solid waste recycling, which are not relevant to managing energy wastage.

Spelling, punctuation and grammar (SPaG) were also tested on this item. Centres must note that answers that are not relevant to the question and score zero will also

receive a zero score for SPaG. SPaG on Unit 2 is out of three marks and the same criteria are applied to both Foundation and Higher Tier candidates. Therefore, because there were generally more errors in Foundation Tier punctuation and spelling, a score of one was most common.

\* (c) Explain the solutions to energy wastage in the UK.

Use examples in your answer.

(6)

The government have come up with a number of campaigns to try and solve the energy wastage problems. They have spent thousands of pounds on advertising trying to encourage people to turn things off. Also local councils have introduced things for example Oldham have come up with the 'Beasty Oldham' scheme. This gives people free insulation in order to reduce the amount of heat energy lost through homes. This ranges from cavity wall to loft insulation. Also they have brought out new cars which are much more efficient cars which don't use as much energy. Televisions that switch themselves off. These are all examples of what the ~~gouvernement~~ government has done to reduce the amount of energy wasted. Finally the government also try to get people to save energy by doing deals such as £100 off your council tax bill if you have this insulation.



**ResultsPlus**  
**examiner comment**

This candidate has a range of solutions to energy waste and makes clear reference to a named scheme. They also develop a range of their ideas, hence this response achieved a top Level 3 score of six marks. The answer is also good because it has solutions at a range of scales.

The SPaG mark scores one because there are a few minor spelling mistakes, sentencing is simplistic and statement-like or without punctuation.



**ResultsPlus**  
**examiner tip**

Ensure that if you are asked about solutions to energy wastage you do not focus on just domestic measures. Try to learn about a local scheme or one that your own family participates in.

### **Question 6(a)(i)**

Many candidates coped well with the located bar charts. Many of those who did not score full marks either left the question out or gave the correct values to the wrong places. Many candidates who used the correct data for the correct place scored full marks. Others were limited to one mark as they did not use the correct shading or their lines were not drawn with accuracy. Candidates are advised to use a ruler!

## Question 6(a)(ii)

As with Q5(a)(ii), many candidates attempting Q6(a)(ii) found it a challenge to describe the distribution of groundwater. There were a variety of answers, some of which simply gave a 'Cooks' tour' of values around the country; these answers were limited to two marks. Many candidates tried to identify a trend in the distribution though this often depended on whether they had completed Q6(a)(i) correctly, especially where candidates noted that Southern had 0% of groundwater. High scoring candidates often noted that the south/south-east had a higher percentage of groundwater use, with the highest in Southern at 70%, while the South West was an anomaly. It is clear that centres are teaching the skill of describing distributions and they are advised to keep doing so and ensuring candidates practise this skill frequently.

(ii) Describe the distribution of water supply from groundwater shown on Figure 6a.

Use groundwater data (%) in your answer.

Most of the water supply from groundwater<sup>(4)</sup> is found in the South east with Southern (70%) and Thames (40%). The least amount of groundwater supply is found in the North with Northumbrian (10%) and Yorkshire (20%). The only real ~~an~~ weird result is the southwest with only 10% as ones around that one have more water supply.



**ResultsPlus**  
examiner comment

This is an excellent answer scoring four marks for distribution. The candidate clearly identifies a trend, uses data and identifies the lowest area of use and an anomaly (or weird result). A good attempt in the space provided.



**ResultsPlus**  
examiner tip

Remember when describing distributions to give the overall pattern, the exception to that pattern, use of data, higher/lower use areas.

### ***Question 6(a)(iii)1***

Many candidates identified that the north west had more rainfall.

### ***Question 6(a)(iii)2***

Many candidates recognised that higher relief was the cause of more rainfall in the north west.

### ***Question 6(a)(iii)3***

Many candidates understood that the south-east gets less rainfall than the north west.

### ***Question 6(a)(iii)4***

Most candidates gave the correct answer as population.

### ***Question 6(a)(iii)5***

Many candidates gave the correct answer as transferred.

## Question 6(b)(iv)

Most candidates had an understanding that dirty water was the cause of water-borne disease. However, some candidates struggled to show how the poor conditions led to water-borne diseases. Those who chose to write about vector-borne diseases unfortunately did not gain any credit, as these do not lead directly to contracting disease. Good answers made reference to lack of medication, poor sanitation or lack of choice but to drink contaminated water. Candidates at Foundation Tier should always ensure that they develop a point to ensure that they 'outline'.

(iv) Suggest **two** reasons why people in Low Income Countries (LICs) suffer from water-borne diseases.

(4)

1 There are a lot of water-borne diseases in unclean, dirty water which poor people may have to drink.

2 water has not been filtered through to make it safe/clean to drink.



**ResultsPlus**  
examiner comment

This answer only scores two marks for undeveloped points. The candidate gains credit for making reference to unclean water and then water that is not filtered. Neither point is clearly developed, though, so the mark is limited.



**ResultsPlus**  
examiner tip

Candidates should ensure that they avoid statements and look to develop a reason for each point. Try to choose two points that are not too similar, otherwise points can be repeated.

## Question 6(c)

Some candidates found this question challenging, as it did not relate to one specific case study, as with the water transfer or water management scheme case study questions. Instead candidates were required to pick from a selection of examples to show how water is managed, from a selection of backgrounds including agriculture, domestic and industry. Some candidates seemed to find the lack of direction difficult and therefore many lacked focus in their approach. Some simply gave reference to how water was wasted rather than providing a focus on the management. Good answers gave reference to specific examples on an industrial scale (eg the Walkers Crisps factory) or to drip irrigation methods on an agricultural scale. Many candidates did not make reference to any examples, instead giving generic domestic management methods and therefore struggling to get beyond Level 2 marks.

Spelling, punctuation and grammar (SPaG) were also tested. Centres must note that answers that are not relevant to the question and score zero will also receive a zero score for SPaG. SPaG on Unit 2 is out of three marks and the same criteria are applied to both Foundation and Higher Tier candidates. Therefore, because there were generally more errors in Foundation Tier punctuation and spelling, a score of one mark was most common.

\*(c) Explain how water usage can be managed in High Income Countries (HICs).

Use examples in your answer.

(6)

Water usage can be managed by fitting water meters into modern homes. This shows the homeowners how much water they are using and could possibly encourage them to reduce it. Hose-pipe bans could prevent a lot of water being used too. Also encouraging people to have showers instead of baths. Labour saving devices such as washing machines that use 120 litres of water a load could also have a restriction to how many times a week you should be using them. Getting rid of some of the golf courses and swimming pools would also reduce the amount of water we use, especially in areas such as Costa del Sol, Spain.



**ResultsPlus**  
examiner comment

This candidate makes reference to a range of water use management techniques in HICs. They could improve their answer with reference to more specific locational detail, but they do have some development of points. They were awarded five marks for this answer.

The candidate also uses a range of specialist terms, almost all of which are spelt correctly. The punctuation is also to a good standard, therefore just reaching a SPaG score of two marks.



**ResultsPlus**  
examiner tip

Candidates must ensure that they have a range of small examples instead of one case study. They must ensure they give specific locational detail when referring to examples.

## Summary

Although it is clear that centres have taken notice of points raised in previous examiners' reports, based on their performance in this paper, candidates should:

- practise describing changes across a graph or describing distributions, aiming to give the overall pattern, the exception to the pattern, use of data or references to changes in rate on graphs
- ensure they are familiar with a range of graphical techniques and that they are able to draw a straight line
- practise applying SPaG in the extended writing items in Q5 and Q6
- ensure that on 'outline' questions they do not just give statements but instead develop at least one point
- ensure that on case study questions they give locational detail that supports the answer.

It was clear from this series that candidates are making more effort not to leave blank spaces and to read the rubric carefully. Candidates are required to select one question from the four in Section A and one of Questions 5 or 6 from Section B; in this series there were fewer candidates who ignored this rubric and answered all of the questions. Many more answered multiple-choice questions well and there were significant improvements across the paper, barring the gaps in knowledge that have been highlighted in this report. The examiners would like to congratulate the candidates for their efforts in this examination.

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