

Examiners' Report
June 2014

GCSE Geography A 5GA2F 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2014

Publications Code UG038930

All the material in this publication is copyright
© Pearson Education Ltd 2014

Introduction

This, the Natural Environment paper, took on a new format for the summer series. Candidates are now required to answer all topics in Section A, on the physical geography of Coasts, Rivers and Tectonic Landscapes, however at a reduced mark tariff (15). In Section B there is again a reduced mark tariff (20) however candidates still have the option of either Wasteful World or Watery World topics. The extended writing questions in Section B are also slightly different in that they now carry a SPaG mark of 4. SPaG at Foundation Tier is judged on the same criteria as the Higher Tier paper. Overall, this means that both Unit 2 examinations now have a total mark allocation of 69.

In addition to the new exam layout, the content of the specification had been strengthened which meant there was a greater demand on the paper which produced a larger spread of marks overall. There were clearly some centres who had not fully appreciated some of the changes in content. We would therefore suggest centres carefully focus on these changes to inform future teaching or attend training provided by Edexcel Pearson.

The paper performed well and was generally well received by candidates and centres alike. As in the old series style exams the traditional physical geography part of the paper scored a lower average mark than the applied Section B part of the paper. The question on Coasts scored on average the highest mark and was the most well received part of the physical geography section, whereas the River Landscapes question proved to be the lowest scoring part of Section A.

In Section B, the Wasteful World topic proved to be the more popular choice. However, candidates seem to have found the Watery World question more accessible as it received the highest average mark, though the overall differences were marginal.

The rest of this report contains a series of comments, examples and tips which will give centres and candidates guidance on the performance of this series and offer suggestions for future learning.

Question 1 (b) (i)

Many candidates were able to identify 'sediment' as the correct answer, though some confused it with inland or boulders.

Question 1 (b) (ii)

Nearly three quarters of candidates were able to identify 'longshore drift' as the correct process in the formation of a spit.

Question 1 (b) (iii)

This question required identification of the movement of material along the beach and hence the correct answer was 'transported'. However, some confused longshore drift with a hurling motion.

Question 1 (b) (iv)

This question caused the most confusion for candidates. Many mis-interpreted the question and suggested that, in the formation of a spit, the material is deposited inland rather than 'offshore' which was the correct answer.

Question 1 (c) (i)

The majority of candidates were able to identify a type of hard engineering. The most common answers were sea walls, groynes and rip-rap.

Question 1 (c) (ii)

Candidates generally had a good understanding of the advantages of the hard engineering methods mentioned in c(i). The command 'outline' discriminated reasonably well, from those candidates who simply listed off a series of generic advantages, to those who were able to develop a point sufficiently to score the 3rd mark.

There was a tendency to give a series of general points which would be more applicable to any defence method. Candidates could improve by focusing specifically on the point in relation to the described structure. Equally candidates should try to avoid using terms like 'cheap' and 'easy to do' as without any contextualisation they were meaningless.

This response was awarded all 3 marks.

(ii) Outline the **advantages** of the hard engineering type named in (c)(i). (3)

The Concrete sea wall takes the impact of the wave protecting the cliff coastline. Sea walls are strong therefore they don't often need replacing. They can also stop cliffs slumping.



ResultsPlus Examiner Comments

This candidate has points which are clearly linked to the named method of defence. Two clear points are made, of which the second (on durability) is clearly developed.



ResultsPlus Examiner Tip

On outline questions, try to avoid simply listing points, instead try to link them together.

Question 1 (d)

Candidates showed a good general understanding of this question, reflected in the highest mean score for the 4 mark questions in Section A of the paper. Although there was some confusion over the term recession, many candidates were able to recognise the impacts, such as loss of land, or loss of homes as the more common responses. Some candidates limited themselves by focusing on the physical environment or by commenting on measures taken to overcome erosion, though these were in the minority. Good answers were often focused specifically on a place, and although not credited, were linked to place detail.

This response was awarded 4 marks.

(d) Using examples, explain how coastal recession affects the human environment. (4)

Coastal recession can affect the human environment in many ways. An example of how coastal recession affects human environment is Happisburgh because since 1995 25 properties have been lost to the sea as well as the villages lifeboat launching station. The village includes ^{eighteen} listed building and a grade one listed church which is estimated to be in the sea by 2020. The life of the villagers are dominated by their struggle against the sea. Another ~~example~~ example is Westward Ho as ~~the~~ a number of golf courses around the country are losing precious greens to the sea. At Westward Ho there is a golf club that is losing its 7th and 8th holes.

(Total for Question 1 = 15 marks)



ResultsPlus Examiner Comments

Although not a common approach to answering the question, this candidate develops their answer through some detail in a couple of examples. There is clear focus on the effect of recession on the human environment. The first example is developed a couple of times with reference to the different parts of the town affected, and the subsequent struggle faced by the residents.



ResultsPlus Examiner Tip

When a question asks for examples, it is good practice to develop a series of small examples with some statistical information in support to avoid a generic response. Be careful when asked about the human environment not to waste valuable time and space on the physical environment.

Question 2 (b) (i)

Most candidates understood that the river began at its source.

Question 2 (b) (ii)

Candidates were able to access the correct answer as either valley or channel, as in the context of the question both answers were applicable.

Question 2 (b) (iii)

Candidates found this part of the 'fill the gap' most challenging, with only about two thirds of the candidates able to recognise that the reason for the flatter and wider channel/valley shape was 'more' erosion.

Question 2 (b) (iv)

Most candidates were able to recognise that the cross sectional area was 'largest' when it reached the mouth.

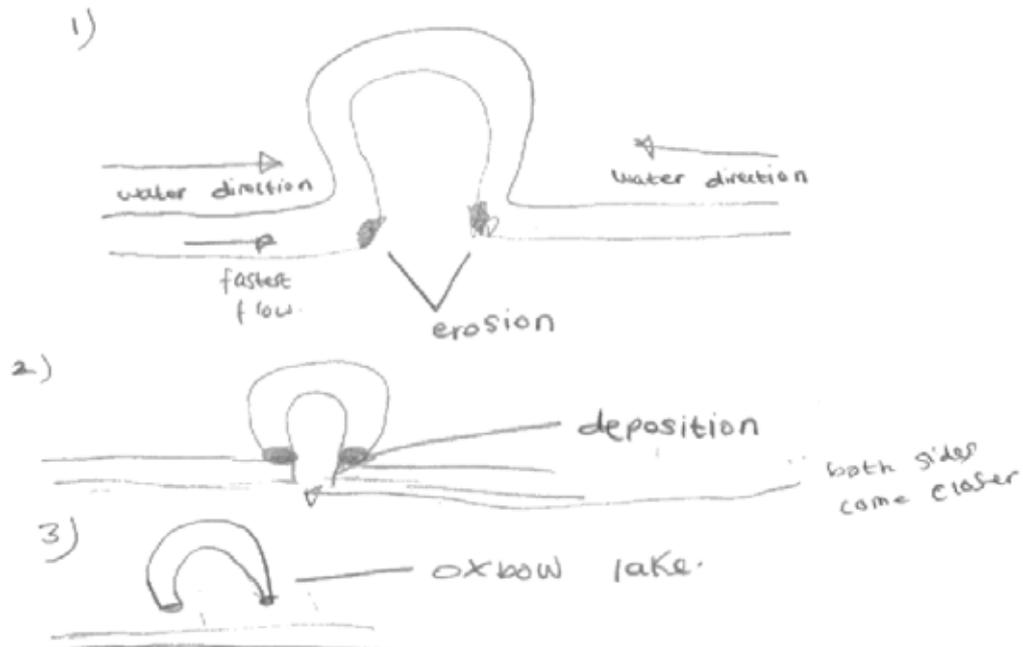
Question 2 (c)

It was clear from answers to this question that there are certain aspects of geography that are less well understood than others. The formation of an oxbow lake is a tricky concept and this was evident in answers to the question. Candidates found the ability to draw an image a huge benefit, as this enabled them to show the sequence in the formation from a meander to the oxbow. However, many candidates found it a challenge to write an answer which clearly explained the process and the sequence. In fact, there was a clear division between those candidates who understood the sequence and process and those who only understood part of either the process or the sequence. Lower scoring answers tended to only describe one part of the overall sequence, such as the meander is cut off from the main channel due to a flood event. Some also recognised the process of erosion, though there was great confusion as to where this was focused on the meander. Those candidates who could understand this well were the ones who were able to break the sequence down into a series of stages and have a series of small labels or annotations which aided the explanation of formation. It was also clear that the formation was sometimes being taught incorrectly, especially as a significant majority of candidates referred to the oxbow lake as a doughnut shaped lake rather than an arc shape. Overall few candidates easily reached four marks and the majority did not attempt explanation.

(c) Explain the formation of an oxbow lake.

Use a diagram(s) in your answer.

(4)



When the river turns, it causes deposition on both sides making them closer, this is because it slows down the speed of the travelling water. Erosion also occurs which is what makes the sides meet. One type of erosion is corrasion, this is when sand + pebbles are thrown against the river cliff. When the sides meet, the water erodes in a straight line cutting off the rest of the river forming an oxbow lake.



ResultsPlus Examiner Comments

Although this candidate is a little confused in the beginning of the written part of the answer, they do show an understanding that erosion, specifically abrasion, causes the neck to meet. This is supported by explanation of the process, which has enabled the answer to get to 4 marks. The rest of the response is descriptive but the diagram gives clear support in where the processes are occurring. The answer shows clear evidence of sequence, shown through the stages, and understands process.

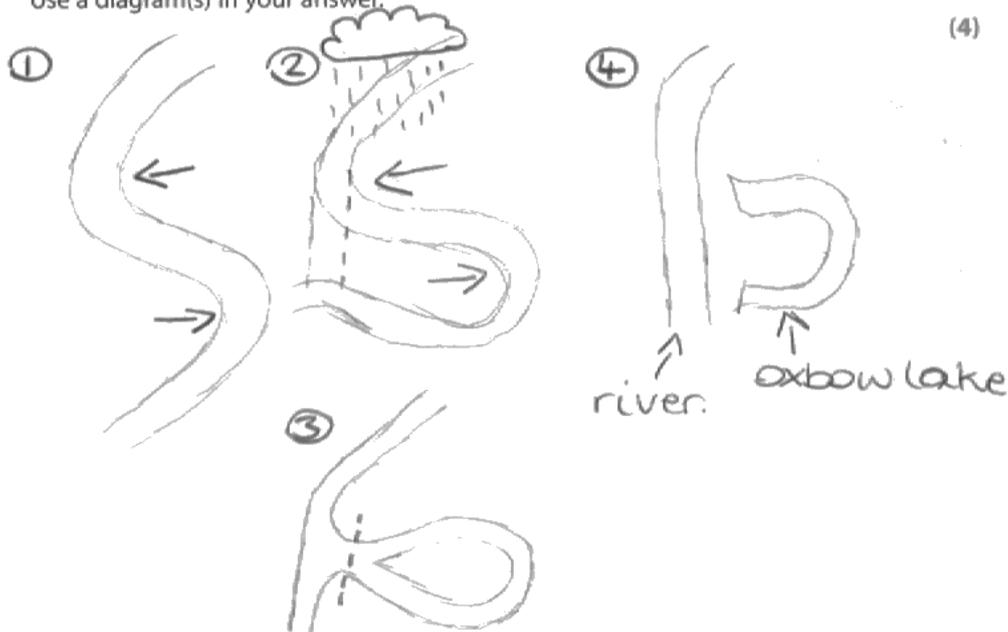


ResultsPlus Examiner Tip

Try to explain one of the processes in landform questions, as this is a good way to help reach full marks.

(c) Explain the formation of an oxbow lake.

Use a diagram(s) in your answer.



Erosion happens on the outside of meanders and deposition happens on the inside which causes the bends to become bigger and move outwards (figure 1). If it floods and the river bursts its banks the water takes the quickest route ^{which} ~~and~~ cuts off the meander (figure 2), creating an oxbow lake (figure 4). Alternatively, the meanders could become that large that they meet, creating a straighter path for the water to go down (figure 3), which cuts off the meander forming an oxbow lake (figure 4).



ResultsPlus Examiner Comments

This candidate also reaches 4 marks, but shows a better understanding of sequence, again supported by the diagrams in a series of stages. The candidate also includes reference to process in support of their answer and shows clear development in the final sentence.



ResultsPlus Examiner Tip

Try to break down a formation question into a series of stages and if possible relate it back to the numbered stages of a diagram in the text as you write your answer.

Question 2 (d)

Although this style of question was fairly well attempted on previous series, candidates found the concept of river management somewhat more difficult this time. Many candidates were able to achieve 2-3 marks on this question for reference to a series of descriptions of different schemes. The river Nene proved to be a popular choice as did the Mississippi and the Thames. Answers focused on the river Nene were often more detailed as this is covered in greater depth in the texts. It would be nice to see centres take the opportunity to research and teach local approaches to river management which may have more geographical relevance to candidates. Sometimes answers on larger rivers were too generic and lack of depth or range of schemes often led to lower marks. It is worth noting that on this question, which was linked to case study detail on the specification, required candidates to give specific locational detail to access full marks. For many this proved a barrier. Candidates could improve their quality of explanation by giving specific detail on not just **which** methods had been employed, but **how** these methods help in river management.

(d) For a river you have studied, explain how the river is managed.

(4)

Named river Stour

The river Stour in Dorset has been experiencing flooding since 1537. Since management schemes have been set up 1.4 million in damage has been saved. Soft engineering types such as flood plains have been put in place to accommodate any excess water. Pumps have been set up to send any excess water downstream. Concrete flood walls 2 metres high have also been set up, these ensure that water stays in river instead of flooding over.



ResultsPlus Examiner Comments

Although this answer is not in great detail it is able to reach full marks. There is evidence of a series of examples of management, each with some development. There is also a clear attempt at some explanation in the final sentence which confirms the award of full marks for the candidate. This answer stands out, as the place detail used to describe the specific flood management methods is fairly exact.



ResultsPlus Examiner Tip

Use of dates when river management methods were installed or specific dimensions of management techniques is a simple way to satisfy the criteria of locational detail. However, specific place detail on the area in question is also useful.

Question 3 (b) (i)

Many candidates recognised that plates move 'together' at a convergent plate boundary.

Question 3 (b) (ii)

Few candidates were able to recognise that a 'trench' is formed at the point of subduction. There was great confusion here with volcanoes and mountains.

Question 3 (b) (iii)

Less than half of candidates were able to recognise that pressure build up in the subduction zone leads to 'earthquakes'.

Question 3 (b) (iv)

Although there was confusion between lava and magma, a significant majority of the candidates were able to recognise that magma rises through the crust. Lava is formed once magma erupts onto the crust.

Question 3 (c) (i)

The vast majority of candidates were able to recognise the 'surface fault line' as the correct answer.

Question 3 (c) (ii)

Many candidates confused the correct answer here, which was 'epicentre', with the focus. The level of confusion shown between these two terms was significant enough to merit centres paying attention to this in their teaching.

Question 3 (c) (iii)

Again, more than half of candidates failed to identify the correct answer 'focus', instead opting for epicentre.

Question 3 (c) (iv)

Most candidates were able to identify the 'seismic waves' correctly for this answer.

Question 3 (d)

This question proved to be accessible to candidates and they were able to score the full range of marks. Answers varied from those candidates at the top end, who could give a range of points, some well-developed, with reference to specific named buildings to those candidates who could not recognise any specific features of building design. It was common for lower scoring candidates, who had attempted the question, to refer to 'earthquake proof' designs or 'strong buildings' without clarifying exactly what that meant. As a result such responses often scored few marks. Common answers included reference to earthquake dampers at the base of the buildings or counterweight measures suspended within the building. There was a general theme amongst all candidates that all buildings in Japan were earthquake proof, while elsewhere no such measures exist.

Overall candidates showed a good understanding of descriptions of building design but could improve their performance with reference to specific named examples and by developing how the named methods reduce the impact of earthquakes.

(d) Using examples, explain how the effects of earthquakes can be reduced by building design.

(4)

The effects of can be reduced in number of ways by building designs. One example of ^{low} building design have reduced the effects of an earthquake is the San Francisco Airport which is built on a ball bearing which weighs about 267 tonnes. This airport is built on the ball bearings and is shaped like a dome because as it ~~has~~ ^{is} on a conservative plate boundary, the ball ~~airport~~ ^{airport} is designed to counteract the sudden cracking of the earth's surface, by swaying side-to-side with the shocks. This is done to reduce the damage that occur at the airport and so that the airport can continue functioning.



ResultsPlus
Examiner Comments

This candidate showed a good understanding of one specific place, San Francisco airport, and developed it to score full marks. In naming the specific building they were able to gain credit, and they developed the building modification to achieve full marks. Here the candidate scores through depth rather than range, but has excellent explanation for a foundation level candidate.



ResultsPlus
Examiner Tip

Ensure that, as well as learning the generic designs for protecting against earthquakes, you are able to give specific place detail on named buildings which are globally famous for their aseismic design.

Question 4 (a) (i)

Many candidates were able to correctly identify the correct percentages from the cumulative bar chart. Some of the lower scoring candidates could improve their performance on questions such as this by ensuring that they fully understand the scale before writing their answers. They should also try to avoid rounding their responses up or down.

Question 4 (a) (ii)

Candidates found this question relatively straight forward and many were able to gain 3 marks or above. Many were able to score 3 marks with simple comparisons, for example Middle East has more fossil fuel energy than Europe. Most candidates were able to use data from the graph to complement their answers as well. Some lower scoring candidates made the mistake of comparing the wrong regions or only focused on one or two energy sources. Candidates who did a systematic comparison often achieved full marks. Therefore this question did not discriminate as well as hoped.

(ii) Compare the energy mix of Europe and the Middle East shown on Figure 4.

Use data in your answer.

(4)

In the Middle East there is 98% Fossil fuels which is greater than the 81% of Europe. Europe has 10% Nuclear energy whereas the middle East only has 1%. ~~this also~~ The Middle East also have 1% Renewable energy compared to the 9% of Europe's Renewable energy.



ResultsPlus Examiner Comments

This candidate systematically works through each of the energy sources making clear comparisons and using data in support. This was a common approach employed by a majority of candidates. This candidate scored 4 marks for their answer.



ResultsPlus Examiner Tip

Try to make comparisons explicit rather than two separate descriptions. Practice using language like 'in comparison to', 'however' or 'whereas' to enable an explicit comparison.

Question 4 (c)

The majority of candidates were able to recognise the link between greater wealth and energy consumption. However, there were a significant minority who focused on energy production rather than consumption. Some candidates suggested that energy consumption in HICs was smaller due to the use of these alternative methods. Here the confusion was with the source of the energy rather than the use.

For those with the correct focus many repeated the question and therefore limited, not only the space for writing, but also the overall mark scored. Candidates should endeavour to make it very clear whether consumption was greater or smaller. Candidates who scored 2 marks on this question often did so by giving a general statement linking wealth to greater consumption, followed by a development of why this was the case. A common approach was to comment on either increased use of technology or high usage of energy in transport.

Question 4 (d)

This question was focused on the new content in the specification, the advantages and disadvantages of landfill. From the range of generic answers that was offered it was clear that candidates were unfamiliar with this content. Many candidates failed to score more than half marks on this question and most of these were linked to the disadvantages which were more accessible than the advantages.

Many of the answers for advantages were largely generic, for example it was 'easy to do' or it was 'cheap'. Through advantages some candidates confused landfill sites with the local recycling centre, so therefore came up with answers like it is 'convenient' or 'easy'. There is a clear need for teaching to focus on specific advantages. Good answers on advantages focused on the ability to deal with large amounts of waste, or the relatively low emission rate compared to other forms of waste management. A few candidates even commented on the short term nature of the landfill solution which was creditworthy.

The responses on disadvantages generally scored higher marks. Common responses included the emission of methane contributing to global warming or indeed the pollution of the local groundwater and potential subsequent effects.

Some candidates were limited by their inability to follow the command of the question as they offered a list of both advantages and/or disadvantages. Few candidates also focused on possible landfill advantages or disadvantages in LICs with the predominant focus on HICs.

(d) Suggest **one** advantage and **one** disadvantage of using landfill to dispose of waste. (4)

Advantage

It can hold lots of waste meaning there doesn't have to be loads of landfill sites

Disadvantage

It is unattractive and can be off putting to locals and/or causes visiting the area.



ResultsPlus Examiner Comments

This candidate scores full marks, with two fairly generic but relevant points. The recognition of accommodating large amounts of waste leading to the need for fewer sites is a little tenuous; however, the broad concept is relevant. The unattractiveness for locals and or visitors was valid for 2 marks.



ResultsPlus Examiner Tip

Ensure that candidates can give specific advantages and disadvantages to different forms of waste management, and ensure that all new content in the specification is covered.

Question 4 (e)

As in part (d), the focus of this extended writing question focused on a new aspect of the strengthened specification. It was fairly clear that although solutions to energy wastage was on the specification, and has indeed been tested on numerous occasions before, that candidates, or centres had not picked up on the content change which required candidates to understand the views of different groups to such solutions to energy waste. The net result of this was that this question proved a significant challenge for many candidates and therefore produced a range of marks.

To enable comparability with the Higher Tier, candidates needed to provide clear evidence of views, of either government or individuals, to access Level 3 marks. The vast majority of candidates did not do this, instead providing description of solutions to energy waste.

Some candidates did not focus on energy waste, but instead concentrated on solid waste. Again, to allow comparability with the Higher Tier such answers could gain access to Level 2 marks as long as the focus was on solutions to solid waste.

Answers which solely focused on energy production or alternative methods of energy supply (for example renewable energy sources) were limited to Level 1 marks.

Some higher scoring candidates distinguished themselves by not only giving a range of solutions to energy waste but then applying these to the possible views of both individuals and government. Common approaches included the need to address carbon footprint at both a local and national scale, or to drive down cost at a time when energy prices are rising.

Although less than one fifth of candidates reached Level 3 marks a series of lessons can be learnt from this question:

- (i) that candidates need to be able to apply their knowledge to the question, rather than simply repeat it
- (ii) that candidates must ensure that they carefully read the question so that they have the correct focus
- (iii) that centres must ensure that their candidates are adequately prepared for all of the new content on the specification even if the coverage in text books is brief.

* (e) Explain the views that individuals and government have about solutions to energy wastage in the UK.

(6)

Many individuals believe that we should be saving energy by turning off lights and taps and other simple things ^{like at home.} However people also believe that we should be using renewable energy sources because they are sustainable and better for the environment. The government give local councils money to spend on making our homes and community

buildings more energy efficient. For example the Council have given Copley Academy money to install solar panels and Copley Academy have signs on doors to remind people to turn lights off and in toilets to turn taps off. The lights in the changing rooms turn off by themselves. The Council have used money from ^{in Tameside} the government to pay for

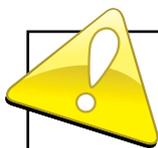
(Total for spelling, punctuation and grammar = 4 marks)
(Total for Question 4 = 24 marks)

houses to be insulated to stop heat energy being lost. Oldham Council give all residents free energy saving lightbulbs. At Ashton Sixth Form they have a wind turbine to ~~stop~~ create renewable energy and signs reminding people to turn lights and taps off.



ResultsPlus Examiner Comments

This candidate scores 5 for their answer and 2 for SPaG. Here the focus of the question is on energy waste solutions although in places it does focus on forms of alternative energy production. However, the candidate has clear development on the view of the government, albeit in this case applied to the local council level, to help them access Level 3. This answer would have achieved full marks if the candidate had partially explained the views of the residents, rather than just listing the different measures employed by them. Even so, the candidate has made a clear attempt to address the views in the question.



ResultsPlus Examiner Tip

On the solutions to energy waste section of the specification, ensure that as well as learning the different solutions, you are able to understand different views of individuals, organisations and government, as these are all new additions to the specification.

When including the different solutions, develop your sentences to explain why these are needed or what benefits they bring. Think of a positive and a negative of the method to generate different views. Think also of how such solutions could affect you on a personal scale.

Question 5 (a) (i) (1)

The vast majority of candidates were able to read the located bar charts to identify the correct value of water use in agriculture, in Sweden.

Question 5 (a) (i) (2)

The majority of candidates correctly identified 40% as the correct value for water use in agriculture by Spain.

Question 5 (a) (ii)

Like Question 4(a)(ii) this question was well answered with the majority of candidates scoring either 3 or 4. Many were able to gain marks by undertaking a simple comparison of the data while using comparative language. Those who were limited often only compared one of the water uses or failed to use data in support. A small number of candidates made a comparison of the incorrect countries or did not include any comparison at all. It is pleasing to see that centres continue to prepare candidates well for these data response questions.

Centres should continue to encourage their candidates to use comparative language such as 'whereas' or 'however' when attempting these questions.

Question 5 (c)

There were similar issues in part (c) here as there were on Question 4(c). Many of the candidates could identify the link between wealth and greater usage, although some did not explicitly say it and therefore were held at 1 mark. Some candidates repeated the question without clarifying how greater wealth affected consumption.

For those with the correct focus, many concentrated on personal use, or the concept of a showering society, in more developed countries as a development. Some candidates limited themselves by using mirror statements, for example greater wealth leads to greater consumption whereas less wealth leads to less consumption. Such responses only scored one mark; candidates should be discouraged from adopting this approach.

Question 5 (d)

This question was well received by candidates and drew a range of responses. Many candidates were able to list off two reasons for a greater risk of water-borne disease; however the quality of developed points varied.

Some candidates simply repeated the same points, dirty water...but did not specify **how** it had become dirty. This led to repetition and consequently limited candidates' responses.

Higher scoring candidates were able to put a clear context on the cause of 'dirty water' or develop the idea of a lack of medical assistance/knowledge, a necessity to drink the water or sheer desperation due to changes in climate. Some candidates developed their answer through use of an example and there was evidence of cross over from Unit 1 Global Challenges.

Overall there was a good understanding of the problems associated with dirty water and increased risk of water-borne disease.

(d) Suggest **two** problems which may lead to a higher risk of water-borne diseases in Low Income Countries (LICs). (4)

1. ~~Shallow~~ Poor water storage, hand dug wells allow parasites to enter the water.
2. Dirty water source, water from the river in LICs is used for bathing as well as drinking, even animals such as pigs drink from the water.



ResultsPlus Examiner Comments

This candidate has two clear reasons for an increased risk and development of each point. Both points are relevant and suitably different to allow the candidate to reach full marks.



ResultsPlus Examiner Tip

When required to 'suggest' two ideas for 4 marks, ensure that you develop each point and do try not to list a range of responses, as this will detract from your answers.

Ensure that your reasoning is not too similar, so to avoid repetition.

Question 5 (e)

As in Question 4(e) this extended writing part of Section B required the candidates to focus on a new part of the specification. Although there was a general feeling that this question was rather more accessible than Question 4 (e) this was not actually the case as the mean marks for each question were fairly similar.

The requirement of this question was to address the views of both government and individuals about a water management scheme. This scheme could be at any scale, from a small-scale installation of a water pump to a large-scale dam.

Many candidates found the context, i.e. the water management scheme accessible, but found it more challenging to address the views. As a result many answers simply described the chosen water management scheme and therefore were held at top Level 2 marks.

Candidates who simply addressed water issues without focus on a scheme were held at Level 1 marks. The majority of candidates described a chosen scheme and therefore achieved marks at Level 2; the lack of clearly explained views meant they did not get beyond this.

Common approaches included the 3 Gorges Dam or the damming of the Tigris-Euphrates. On the Tigris scheme there was often a lack of focus on the individual views with government views the main focus. One of the best used examples was the Colorado river water management scheme which often included a range of views, or indeed small-scale hose pipe bans.

Candidates must be ready to apply the knowledge from these different schemes to the new specification content, even if the coverage in course text books is not detailed. It is recommended that centres focus on this and encourage candidates to understand the different groups and their viewpoints rather than simply learning the facts of a chosen scheme.

* (e) For a named water management scheme, explain the views that individuals and government(s) have about the scheme. (6)

Named scheme Three Gorges Dam
Tigris

In China, the Three Gorges Dam project was set up to provide clean electricity for the local people of Yanataze. However the mixed views of individuals and government meant that the project still went ahead, and was completed even though some were disappointed.

This was because many individuals in Yanataze had to leave their village, as the introduction of the Dam would mean the village would have to become flooded, which is why some were in favour of it.

However some individuals were in favour of the Three Gorges Dam as the introduction of it meant that the

tourism industry was made ^{or} because it provided the local people with jobs, and a source of income to provide for their families.

Furthermore many were grateful for the project because the Dam's introduction meant that 15 million people's lives and property were protected from flooding.

Moreover the government were also happy because of the tourism revenue the project would bring. This is because in 2007 over 800 000 people visited the Three Gorges Dam, which resulted in an astonishing **(Total for spelling, punctuation and grammar = 4 marks)** £10 million being generated. **(Total for Question 5 = 24 marks)**

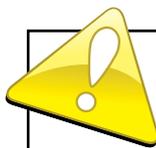
Due to the ~~presence~~ ^{astronomical} amount of money the Dam project ~~brings~~ ^{brought} to China, the government were happy because more money was being generated for them, resulting in more income coming in.

TOTAL FOR SECTION B = 24 MARKS
TOTAL FOR PAPER = 69 MARKS



ResultsPlus Examiner Comments

This is an excellent example of a candidate who has a good understanding of their chosen water management scheme, has supporting located detail and a clear focus on the interests of different groups. Therefore, it is a good example of an answer which scores 6 for the geography. This answer scored 2 for SPaG, as although it was detailed it had some errors in spelling and sentence construction.



ResultsPlus Examiner Tip

Ensure that you are aware of the views, both positive and negative of a range of different stakeholders involved in your chosen water management scheme. You should be able to discuss the differences in those views.

Paper Summary

It was pleasing to see that despite the increased content requirement for this exam the overall standard at Foundation Tier was in line with previous series. There are, however, a few areas of focus that could help improve candidate performance in future series and they are therefore offered the following advice:

- Ensure that you understand the different commands, particularly the difference between outline, suggest and explain. Candidates seemed to cope well with description at Foundation Tier.
- On case study questions, support your points with specific locational detail. This is sometimes a requirement for full marks on such questions and therefore could be significant.
- Ensure that you learn the terminology of the physical geography topics to allow you to fully understand different concepts and features in Section A.
- On landform formation questions ensure that you address the sequence of the landform and try to include process. If you break the sequence down into stages this can make learning the landform easier to remember.
- Ensure that you understand and have covered all of the new content outlined in the changes to the specification - there was some evidence that this was done to different degrees of success.

Overall, on behalf of the examining team on 5GA2F, congratulations on your efforts on this paper.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE