

Examiners' Report  
June 2015

International GCSE Geography 4GE01 01

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## Introduction

This 3 hour paper assessing nine topics with four associated stand-alone areas of fieldwork through thirteen long structured questions was in its second cycle. Unsurprisingly, candidates seemed better prepared for this format than in 2014. There was little evidence of the question choice within each of the four Sections (A-D) posing difficulties for candidates, even in Section C with its question 7 or 8 and question 9 or 10 rubric. Candidates were clearly very aware of the topics and fieldwork areas that they had studied and of question numbers where this was to be known beforehand.

The candidature was of a similar size to that of recent years and of two roughly equal sized cohorts - home and overseas as in the recent past. This year's candidates expected greater familiarity with the format of the paper and this is likely to have been a factor behind a significant rise in the mean mark of both home and overseas candidates. However, there was evidence that candidates provided better case study knowledge and understanding and used it better in response to the longer items at the end of questions. Furthermore, items assessing process showed improved understanding for both physical and human aspects and there was evidence of stronger familiarity with the whole fieldwork sequence and process. Clearly, very many candidates had experienced the practicalities of learning outside of the classroom.

River, urban and fragile environments were again the most popular questions in their respective sections. None of the six other content topics were significantly unpopular. In Section C questions 7 and 9 were the most popular though 8 and 10 did have takers.

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

For an early-question image-response item, this was not very well answered in many cases. The item asked for valley shape e.g. flat bottomed, gentle valley sides; too many referred to the river and/or channel. Most scored only the 1 mark.

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

The vast majority gained the 1 mark available principally by identifying the meander. There were references to deposition and slip-off slope.

### **Question 1 (b) (i)**

This terminology definition item discriminated well with most scoring either 1 or 2 marks. Too few actually defined the process e.g. wearing away as opposed to re-using the word, eroding. Max mark answers described the erosion process and added either types of river erosion e.g. abrasion, attrition or channel shape change e.g. deepening the bottom.

### **Question 1 (b) (ii)**

This was generally well answered with the better answers tending to include annotated diagrams. In some cases the annotated diagrams alone warranted full marks though for some diagrams were only basically labelled. Most candidates were familiar with the processes relating to oxbow lake creation though occasionally answers lacked the correct sequence, particularly towards the end of the process. Descriptions of where erosion took place on the meander could be inaccurate.

### **Question 1 (c)**

This 6-mark item was based on part of a required case study of a water storage project, the impacts part rather than construction and management. It provided a route to high marks for many candidates and was one of the best answered items on the paper. Answers were usually presented with case study detail, often of the Three Gorges or Narmada Projects which was applied well to this impacts question. The strongest answers recognised positives e.g. the impacts of hydro-electricity and water supply and negatives e.g. the impacts of the flooding following dam construction.

### **Question 1 (d)**

The causes of flooding made for a good discussion item. Many candidates appreciated the thrust of the question and examined the issue of rainfall and physical geography in relation to human activities as causes of river flooding. The quality of answers was very good for a 9-mark finale item with many candidates offering some factor explanation, balance between physical and human and a sense of debate leading to a conclusion.

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

Gaining full marks did prove rather challenging for many candidates this was in part because there was a tendency to refer to the cliff, headland or sea rather than the beach itself. Those achieving 2 marks often made good reference to sediment size, especially the change back-to-front along the beach. Most candidates did gain at least the 1 mark.

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

This second item based on the coastal photograph also proved challenging to some. Not all responses were cliff features. Many did come up with a valid geologically-influenced cliff feature. Cliff face gradient was the most frequent valid response.

## Question 2 (b) (i)

Most candidates scored at least 1 mark for referring either to laying down/dropping/dumping or to marine processes leading to this action. Fewer achieved both marks. Too many answers merely repeated the word, deposit instead of showing what it meant.

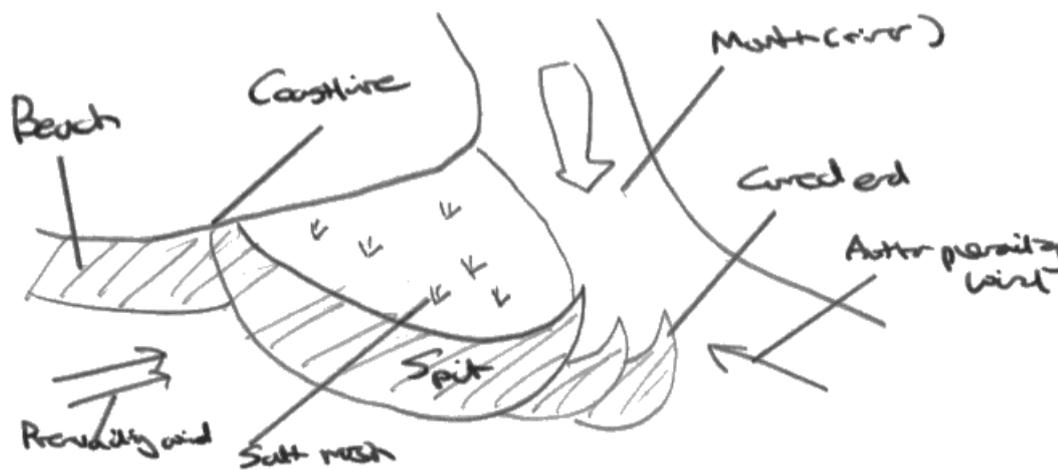
## Question 2 (b) (ii)

There was evidence of very variable quality in these responses. Most candidates understood the longshore drift process well with many also being aware that coastline change played a part in spit creation; not all however, were able to explain how. Explanation of how shallower/calmer water and wind/wave direction change affected deposition was only found in better answers. Many candidates offered diagrams though not all were annotated in a sufficiently explanatory way. Spit formation is a series of processes; it was this series that gave the question the potential to differentiate.

(ii) Describe the process that leads to the formation of a spit.

Diagrams may help your answer

(4)



The spit is created by the process of longshore drift. The lands level in the direction of the prevailing wind, and when it reaches a river mouth it extends and a creek is created due to another prevailing wind. The area behind the spit turns to a salt marsh.



**ResultsPlus**  
Examiner Comments

This is an outline explanation that lacks process in any detailed sense. The diagram is fine as a labelled, descriptive piece of work but does not effectively explain the processes required. 2 marks awarded



**ResultsPlus**  
Examiner Tip

Annotate rather than merely label diagrams where you can!

(ii) Describe the process that leads to the formation of a spit.

Diagrams may help your answer

(4)



Formation of spits are mainly due to the process of longshore drifts, when prevailing winds sediment is deposited along the coastline in the direction of the prevailing winds.

As shown in the diagram, once there is a turn in change in the direction of the coastline the sediment <sup>continues</sup> starts to build up past the headland

since the water is relatively stagnant in the bay so there is little erosion of the sediment. The longshore drift continually occurs until water begins to move and can erode sediment.



### ResultsPlus Examiner Comments

This was given full marks though is a marginal max mark. There is explanation and both longshore drift (LSD) and the end process of deposition in the bay is sufficiently well addressed though LSD could be better described. The diagram is helpful as the labels offer some process explanation.



### ResultsPlus Examiner Tip

Make sure that labelling for LSD and wind direction are accurate and obvious.

### **Question 2 (c)**

This part case-study item was generally quite well done as the value of ecosystems to people is essential specification content. Coral reefs and mangroves were the most common choices of ecosystem. Some good and detailed case study-based answers of their value were seen, especially relating to the Great Barrier Reef and mangroves in Bangladesh or elsewhere in south east Asia.

### **Question 2 (d)**

This item generated a range of responses and so differentiated well. Lower marks were achieved where candidates merely wrote descriptively about coastal defences, especially soft and hard engineering. Where candidates provided case study material but struggled to apply it to the question asked moderate marks tended to be awarded. Level 3 marks called for candidates to discuss the views of different stakeholders and assess the methods they had introduced. At this level which many achieved, case study material with built-in argument was offered.

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

Most candidates gained one of the two marks available by making some valid reference to the relief shown on the photograph e.g. mountainous, sloping etc. The point about bare ground/deserted/barren was frequently missed with many rather surprisingly referring to plentiful vegetation that was not there!

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

The vast majority of candidates gained the 1 mark here. There are a range of classic and appropriate reasons e.g. fertile soils, tourist jobs, geothermal energy availability, tradition and affordability. All were offered and credited where appropriate.

### **Question 3 (b) (i)**

There were not too many full mark responses to this definition item. Most were able to gain an initial mark by identifying what a hazard risk is but many failed to add any idea of assessment to risk identification. Full marks required candidates to assess the effects of the risk on people and property; this was generally not well done.

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

Many were able to access full marks with answers frequently being balanced in terms of storm structure and weather experienced. There were some excellent diagrams showing how different parts of a tropical storm have different characteristics. The item offered opportunities to weaker candidates who were able to identify relevant weather characteristics, especially high winds. Some answers did contain confusion and inaccuracy e.g. high pressure in the eye; spinning banks of cloud etc. Some candidates did devote too much effort to dealing with locational factors and the conditions of formation of a storm.

### **Question 3 (c)**

Candidates tended to handle this task well given it came without any introductory stimulus material. Most answers related to earthquakes and plate tectonic boundaries with many actually focussing on their global distribution. Some candidates showed uncertainty as to which type of plate boundaries earthquakes occur at. The best answers explained the tectonic processes at destructive and conservative boundaries and gave detailed locational examples.

### **Question 3 (d)**

This question was well answered. Many candidates seemed to be familiar with hazard impact and/or management, often in the context of one or more case studies. They were able to use this case study knowledge, often tropical storm or earthquake to describe management techniques employed. The better answers of which there were a pleasing number made it explicit how these techniques reduce the environmental and human impacts of hazard event.

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

Data-response item - correctly answered by virtually all.

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

Data-response - usually full marks gained!

### **Question 4 (b) (i)**

Many knew this term well and scored full marks. There was a general awareness that some work is not known about by government and does not figure in GDP calculation. Not paying tax was a popular second mark response. Many sensible examples of informal sector work were offered.

### **Question 4(b) (ii)**

Candidates tended to cope well with this item and did generally offer causes rather than merely describing characteristics of informal employment. Popular reasons for the existence of informal sector work, usually in LICs, included rural-to-urban migration, urbanisation, unskilled labour etc. Many were able to develop these basic ideas into full valid reasons and scored well.

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

This item scored well with candidates generally appreciating that population growth, economic development, industrialisation and mechanisation around the globe have driven up the demand for energy, especially electricity. Explanation and examples were frequently seen; the emergence of NICs was effectively used by some. The best answers often linked factors together and used these interactions to account for the rising demand.

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

This item generated an array of types of response in terms of geographical content. The usual focus was on the change within the tertiary and quaternary sectors within HICs. Few explicitly distinguished between new tertiary locations and new quaternary locations and wrote collectively. There was creditworthy work from various spatial scales from local (e.g. town centre shopping to out-of-town shopping parks) to regional (e.g. new quaternary concentrations along the M4 corridor) to global (e.g. call centre shifts to India). Some of these responses were supported by good use of case study material e.g. developed reasons behind the growth of Oxford or Cambridge Science Park or Silicon Valley.

The item generally scored quite highly. It's most disappointing feature was where candidates strayed into either secondary sector activities in HICs or the shift to secondary in LICs/NICs.

### **Question 5 (a) (i)**

Data-response and correctly answered by virtually all.

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

Data-response and correctly answered by virtually all.

### **Question 5 (b) (i)**

Many candidates were uncertain about the meaning of the term requested, often confusing it with ecosystem. Most wrote in vague ecosystem terms and did not score full marks. The concept of common characteristics covering a vast area was not generally recognised.

### **Question 5 (b) (ii)**

Responses were very variable in quality. The better responses correctly named a biome, often tropical rainforest or temperate grassland and gave two basic locational/climatic factors which they developed to gain full marks about its distribution. The depth of the climate explanations did, however, tend to be rather superficial with few referring to basic climate controls such as latitude, pressure systems and air circulation. Some also gave biome characteristics rather than reasons for distribution. Other weaker answers struggled to come up with two distinctive factors or add any depth to relevant identified factors.

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

The majority of candidates answered this item reasonably well. Most explained how rural out-migration impacts negatively on rural areas with the better responses answering in terms of a downward spiral of rural decline and poverty from falling agricultural output to closure of rural services. Some of these responses used supporting examples, often in specific locations. Weaker answers were limited in their rural impacts e.g. decrease in food production only. The most disappointing responses focussed on consequences in urban areas; these did not answer the question and received no credit.

### **Question 5 (d)**

This item produced many good answers, often related to National Parks in England and Wales but sometimes related to such as coral reef or mangrove forest protected areas though the extent to which case study detail was used well was a little disappointing. Most addressed management methods for environmental protection fairly well but more complete answers which also looked at how the needs of local people for employment and development are being managed were limited to the more able. The very best responses did develop into a discussion of how effective management requires managing the conflicts between local people and environmental protection via dialogue, compromise and mediation as well as by planning and legislation.

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

Data-response - correctly answered by virtually all.

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

Data response - most candidates were able to give two accurate relationships as per the data in the figure. There were occasions where candidates repeated responses or failed to distinguish between general suburban land values and those at the out-of-town shopping mall.

### **Question 6 (b) (i)**

Most achieved both marks for knowing the population size needed to be called a mega-city. Some did gain 1 mark for various looser references to size and importance.

### **Question 6 (b) (ii)**

This was quite well answered with many getting at least 2 marks and often 3-4 marks. The growth of cities into mega-cities was frequently explained in terms of natural population growth and rural-to-urban migration but also often linked to the multiplier effect and economies of scale.

### **Question 6 (c)**

Most answered this item reasonably well , especially those not going down the LIC city route and writing about shanty towns. The HIC city responses ranged from collections of generic, often prejudiced comments to place-specific answers containing evidence and examples from an inner city area.

### **Question 6 (d)**

This was probably the best answered 9-mark finale item on the paper. Case studies, often of Brazilian favelas, were used very well as a general rule. Many answers incorporated a range of management schemes operating in the same location e.g. self-help housing or micro-lending schemes. The breadth of understanding of how the shanty town was managed was generally very good though the impact of these measures on the LIC city was not always discussed.

### **Question 7 (a) (i)**

The aims suggested in relation to the recording sheet were often sketchy and rather vague but usually appropriate. The better answers stressed the idea of conflicting land uses.

### **Question 7 (a) (ii-iii)**

The pre-fieldwork planning factors, including health and safety risks identified were usually appropriate though often a little vague and generic. The best risks identified in aii were coast-specific such as cliff dangers, slipping on rocks or sand in the eye. Weather matters were popular in both aii and aiii. Responses to aiii were generally disappointingly narrow with the range of fieldwork design issues from site suitability to ways to data collect rarely covered in any individual answer. Depth of coverage of methodology was also often weak.

## **Question 7 (b)**

Question 7b included 5 items which were clipped together for marking purposes as they assessed linked post-fieldwork activities: graph drawing-advantage-disadvantage-conclusions-additional information (bi-v). The graph drawing, usually line or bar, was generally good and high-scoring except where candidates forgot to label the axes. The advantages and disadvantages were usually sensible with the former marks generally being more available to candidates than the single mark for a disadvantage. The request for conclusions from the data provided (biv) resulted in a very mixed set of responses. There were more who used both Figures 7b and 7c than in 2014 and obviously, these candidates tended to score better than those referring only to Figure 7c. The best answers identified correlations and supported their conclusions with data. The "how to improve investigation" question (bv) did highlight those candidates that had experienced actual fieldwork. These candidates were able to give more than random, superficial lists of such as repeat at a different time of day, and suggested other specific types of primary and/or secondary information.

## **Question 8 (a) (i)**

Candidates generally scored well by suggesting sensible aims relating to weather data. Reference to time periods other than the month shown in the recording sheet were often the basis of 2nd mark awards. Some of the better answers referred to investigating micro-climates or to identifying relationships between the data for different weather variables.

## **Question 8 (a) (ii-iii)**

The pre-fieldwork planning factors, including health and safety risks identified were usually appropriate though often a little vague and too generic. The best responses related specifically to weather investigations. Most responses to aii related to weather conditions though lack of depth of answer was a problem in some. Responses to aiii were generally disappointingly narrow with the range of fieldwork design issues from site suitability to ways to data collect rarely covered in any individual answer. Some merely referred to health and safety again in aiii. Depth of coverage of methodology was also often weak.

## **Question 8 (b)**

Question 8b included 5 items which were clipped together for marking purposes as they assessed linked post-fieldwork activities : graph drawing-advantage-disadvantage-conclusions-additional information (bi-v).

Graphs were generally well drawn, especially bar graphs and high scoring except where candidates forgot to label the axes. The advantages and disadvantages offered were usually sensible with the former marks generally being more available to candidates than the single mark for disadvantage.

The request for conclusions from the data (biv) provided resulted in a very mixed set of responses. There were more who used both Figures 8b and 8c than in 2014 and these candidates tended to score better than those referring only to Figure 8c. The best answers were very strong, identified correlations between weather variables and used data well to support their conclusions based on these correlations. Some gave lots of data in their response but failed to conclude.

The "how to improve investigation" question (bv) did highlight those candidates that had experienced actual fieldwork. These candidates were able to give more than random, superficial lists of such as repeat at a different time of day, and suggested other specific types of primary (e.g. humidity, wind speed ..) and/or secondary information (e.g. Met. Office data).

### Question 9 (a)

For a low tariff item this was not answered particularly well. Many candidates did not appear to understand the full sequence of the practical geographical enquiry process as laid out across page 13 of the specification and sample assessment material booklet. Most did score but it was hoped that more would score maximum marks.

### Question 9 (b)

Question 9b had 4 items (bi-iv) each related to an aspect of an industrial estate investigation. For (bi) the most obvious first aim for many candidates related to location factors as per the required factory or services investigation in the specification. A second aim proved challenging, some were unrelated to Figure 10b but most related to land use, transport links or impacts on the residential estate. The request for information sources based on the aims (bii) also proved a challenge for many candidates; only the more able were able to identify and/or develop multiple types of information needed to be collected. Candidates typically gave in (bii) one type per aim stated in (bi). (biii) was more accessible to candidates though some were very generic, alarmist and not sufficiently distinctive e.g. stranger danger, gangs or paedophiles. The better responses were more place-specific e.g. industrial pollution; busy roads and traffic. Three distinctive risks for this type of location were relatively rare. (biv) tended to show whether the candidate had actually done a factory or services investigation in the field. There were some excellent responses in which the correct equipment to use from clipboard to questionnaire was clearly identified and the techniques employed to collect the data fully described. The way in which the latter responses were often developed was the most impressive aspect of (biv). Some candidates though produced a developed field techniques response but merely listed equipment.

(b) Study Figure 9b which is a photograph of services and factories on an industrial estate.



(Source: © Airfotos Newcastle)

Figure 9b

(i) Suggest **two** possible geographical aims for an investigation of this industrial estate.

1 to find out where the pollution is coming from.

2 To discover the primary, secondary, tertiary and quaternary sectors.

(ii) Suggest the type of information that you would need to collect for the aims you have outlined in (b)(i) to be investigated.

(4)

The amount of energy each building is using to manufacture their products. To find out where they get their resources from.

(iii) State **three** health and safety risks that should be assessed before collecting fieldwork data on an industrial estate.

(3)

1 the chemicals they may be using.

2

3

(iv) Describe the equipment and field techniques you might use when collecting information for this investigation.

(8)

Equipment

quadrat.



**ResultsPlus**  
Examiner Comments

bi. 1 mark for aim 1. Aim 2 not relevant to this type of investigation.

bii. 2 marks. Each of the two types of information credited (1+1)

biii. 1 mark. Acceptable health and safety risk.

biv. 1 mark. Quadrat accepted but is more associated with rural/vegetation fieldwork. Perhaps could be used to study impact of pollution on green spaces in and around the estate. A lot of missed marks.



**ResultsPlus**  
Examiner Tip

Make sure you are elaborating and using the full range of your knowledge to answer questions which are worth 8 marks.

(b) Study Figure 9b which is a photograph of services and factories on an industrial estate.



(Source: © Airfotos Newcastle)

**Figure 9b**

(i) Suggest **two** possible geographical aims for an investigation of this industrial estate.

(2)

- 1 How does the environmental quality change <sup>and the</sup> density of cars change as you move away from the industrial estate?
- 2 How does the height of the buildings vary in the industrial estate depending if they offer a service or they are a factory?

(ii) Suggest the type of information that you would need to collect for the aims you have outlined in (b)(i) to be investigated.

(4)

- for the second aim you should investigate the height of different buildings (factories and services) using a good / land use map. for the first aim you could use again a land use map to find the greenery and also use universal indicator to measure acidity of the atmosphere close to the factories and as you move away from them.

(iii) State **three** health and safety risks that should be assessed before collecting fieldwork data on an industrial estate.

1. Make sure you work with a big group <sup>you don't get run over</sup> ~~avoiding pick pocketing, getting lost~~
2. Wearing appropriate clothing
3. Take care of your stuff to avoid pick pocketing

(iv) Describe the equipment and field techniques you might use when collecting information for this investigation.

(8)

#### Equipment

You can use a land use or road map to mark and investigate the height of the buildings and what each building is used for. You can use universal indicator to test the pH of the soil as you move away from the factories and also use a stopwatch to measure how many cars are passing at specific times.

## Field techniques

You should use the land use map systematically and write down buildings at specific points, for example every twenty steps, this will prevent biased results. You should follow again a systematic method when measuring the pH of the soil. For example every 20m away from the factories, the indicators will turn red if the soil is acidic and blue if it's alkaline. Moreover you should measure how many cars pass each minute from different points when going away from the centre of the industrial estate and then make an average.



**ResultsPlus**

Examiner Comments

Max mark response.

bi. 2 marks. Two sensible and developed questions (1+1).

bii. 4 marks. Three types of information identified (3x1) with some development of sources.

biii. 3 marks. Three valid and sufficiently distinctive risks (3x1).

biv. 8 marks : variety of appropriate equipment recognised with some description. 4 marks.

: thorough description of field techniques, including systematic sampling.

4 marks.

### **Question 9 (c)**

This item discriminated effectively and it was very apparent which candidates had undertaken an actual fieldwork investigation, including stage 7 of the sequence. Those who had evaluated the process and results of a piece of fieldwork during their course of study scored well and were able to refer to sampling procedures, larger sample sizes, repeated studies, additional study sites, secondary sources, anomalies, reliability etc. For others this seemed to be outside their prior experience. These candidates answered rather poorly and were generally unaware of the need to review how and where the data was collected, whether any additional information, including secondary was needed, and whether conclusions were accurate, valid and reliable.

### **Question 10 (a)**

For a low tariff item this was not answered particularly well. Many candidates did not appear to understand the full sequence of the practical geographical enquiry process as laid out across page 13 of the specification and sample assessment material booklet. Most did score but it was hoped that more would score maximum marks.

## Question 10 (b)

Question 10b had 4 items (bi-biv) each related to an aspect of a farm system investigation. For (bi) the most obvious first aim for many candidates related to how the farm worked as a system as per the required investigation in the specification. A second aim proved more elusive but most related it to land use, relief or the effect of the road on productivity. The request for information sources on these aims (bii) also proved challenging for many candidates; only the more able identified and/or developed multiple types of information that needed to be collected. Candidates typically gave in (bii) one type per aim stated in (bi). (biii) was more accessible to candidates though some were very generic, alarmist and not sufficiently distinctive e.g. stranger danger, gangs or paedophiles. The better responses were more place-specific e.g. dangers of livestock, the nearby road or poisonous plants. Three distinctive risks were more common here than in 9biii. (biv) tended to show whether the candidate had actually done a farm investigation in the field. There were some excellent responses in which the correct equipment to use from clinometer to pH testing kit was clearly identified and the techniques employed to collect data fully described. Some candidates though produced a developed field techniques response but merely listed equipment.

(b) Study Figure 10b which is a map extract of a farm.

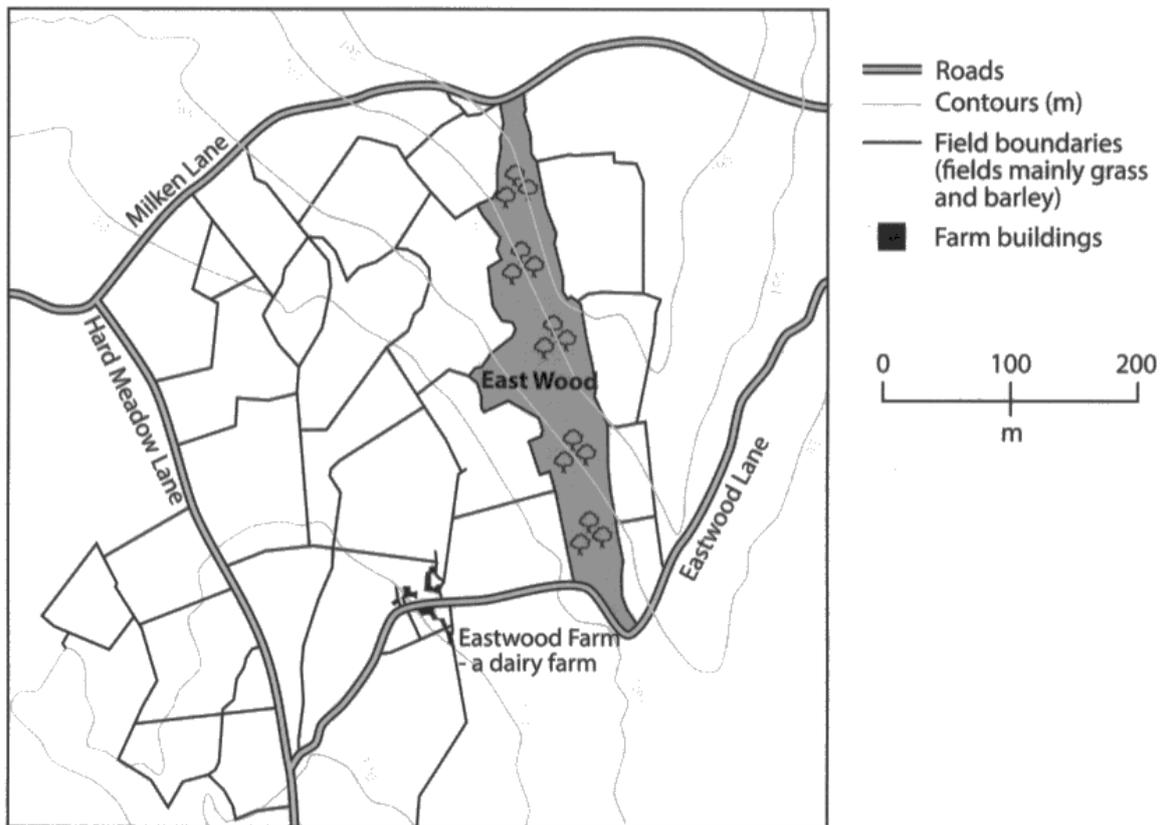


Figure 10b

(i) Suggest **two** possible geographical aims for an investigation of this farm.

(2)

- 1 To ~~find~~ investigate the different land uses within each field boundary.
- 2 ~~To find the investigate how much land is not used and not needed.~~ To investigate the different range of animals

(ii) Suggest the type of information that you would need to collect for the aims you have outlined in (b)(i) to be investigated.

(4)

Firstly, you would ~~take~~ ~~not~~ go to each field and note what is in each field, such as which animals are in the fields. ~~Secondly, you would count how many fields are used or not used.~~ Secondly, you would ~~use~~ ~~the~~ find what different animals were on the farm and count the different species.

(iii) State **three** health and safety risks that should be assessed before collecting fieldwork data on a farm.

(3)

1. Being attacked by farm animals
2. Not washing hands after coming into contact with any animals.
3. Tripping on the fields and causing serious injury.

(iv) Describe the equipment and field techniques you might use when collecting information for this investigation.

(8)

Equipment

~~Use~~ You <sup>would</sup> ~~might~~ use a recording sheet to record land uses and what is not ~~used~~ used. ~~You would~~ You might use a ~~ragging pole~~ measuring tape to find which <sup>species of</sup> animals are in larger or smaller fields.

Field techniques

Use a vision to see the land uses. ~~the~~



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**Examiner Comments**

bi. 2 marks. Two acceptable aims (1+1).

bii. 2 marks. Two types of information identified (1+1).

biii. 2 marks. 1 mark for risks 1 & 2 about animals combined. Risk 3 = 1 mark

biv. 2 marks : 2 marks for recording sheet (1) and measuring tape (1).

0 marks for techniques.



## ResultsPlus

**Examiner Tip**

Identify questions which require extended writing to make sure you dont miss out on marks (biv)

(b) Study Figure 10b which is a map extract of a farm.

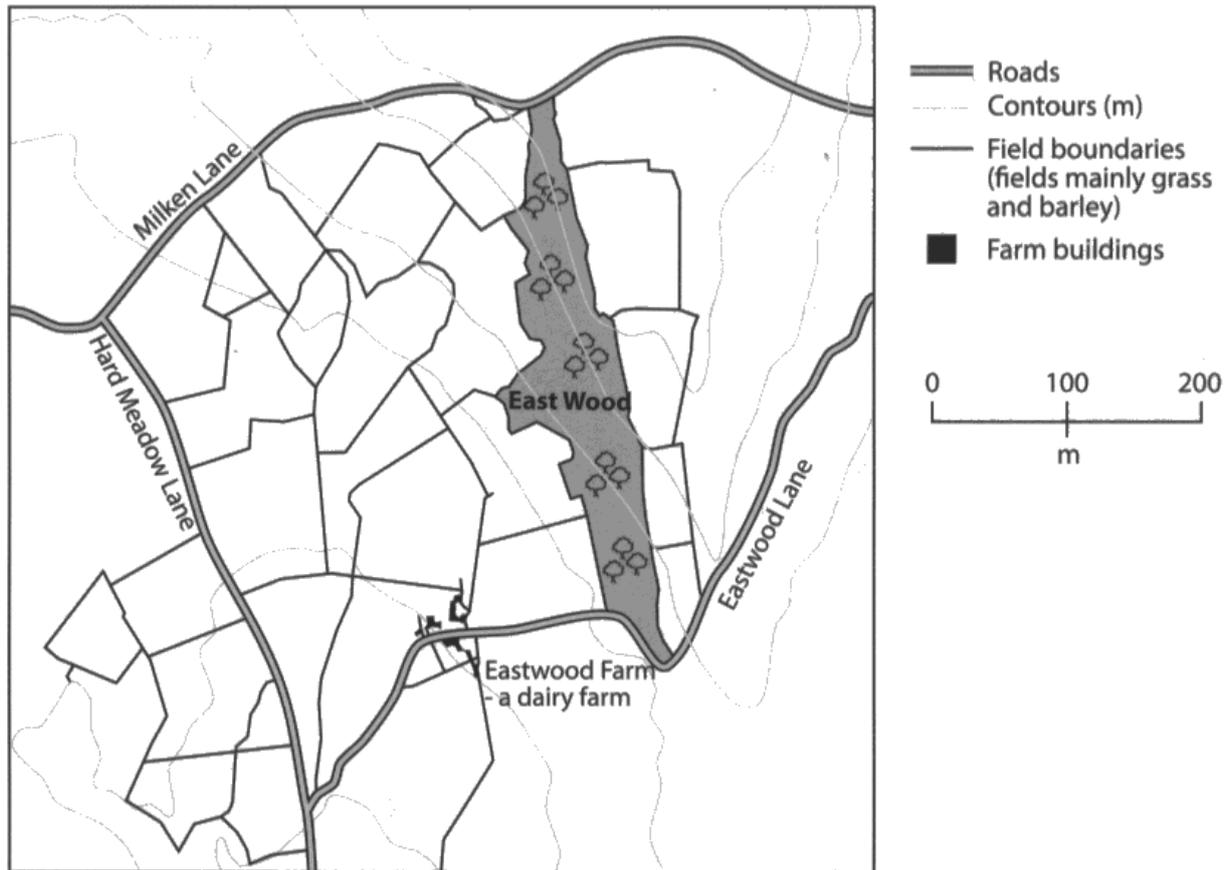


Figure 10b

(i) Suggest **two** possible geographical aims for an investigation of this farm.

(2)

- 1 Investigating the different processes involved on the farm and farming as a system.
- 2 To investigate the different land use on the farm. Flora + Fauna in the wood.

(ii) Suggest the type of information that you would need to collect for the aims you have outlined in (b)(i) to be investigated.

(4)

To collect the I would need to speak with the owner of the farm and would need information on the inputs, processes and outputs. For the land use I would collect information on the type of crops grown and the different animals that are on the farm. In the wood I would need to collect a quadrat so I could investigate the flora + fauna.

(iii) State **three** health and safety risks that should be assessed before collecting fieldwork data on a farm.

(3)

1. Animals - making sure you are safe around them.
2. Slips + Trips e.g. uneven ground.
3. Sanitation - making sure you wash hands after animal contact to prevent infections.

(iv) Describe the equipment and field techniques you might use when collecting information for this investigation.

(8)

#### Equipment

I would need a clipboard and a data logging sheet so I could record my data. I would also need a pen. I would make sure I had suitable clothing on for a farm environment e.g. wellies. For the fauna + flora test I would need a quadrat and a key indicating species.

#### Field techniques

I would do an ~~interview~~ interview with the farmer ~~to see to see what p.~~ so he could explain the processes. I would then look around the farm and record my information I might need e.g. different types of land use and different inputs/outputs. I would collect all this data and then review it. I would use stratified sampling for the quadrat experiment. I would record several readings of different areas.



bi. 2 marks. Both stated aims credited (even though aim 2 would have been helped by an introductory command)

bii. 4 marks. Four good sources of information clearly identified (4x1).

biii. 2 marks. 1 mark for risk 2. 1 mark for risks 1 and 3 combined (both animal-related).

biv. 8 marks : 4 marks for equipment as 4 pieces clearly recognised. 4 marks for field techniques which includes descriptions of interviewing and stratified sampling.

Overall, a near-maximum mark response.

## Question 10 (c)

This item discriminated effectively and it was apparent which candidates had undertaken some fieldwork investigation, including stage 7 of the sequence. Those who had evaluated the process and results of a piece of fieldwork during their course of study scored well and were able to refer to sampling procedures, larger sample size, repeated studies, additional study sites, secondary sources, anomalies and reliability. For others this seemed to be outside of their prior experience. These candidates answered rather poorly and were generally unaware of the need to review how and where the data was collected, whether any additional information, including secondary was needed, and whether conclusions were accurate, valid and reliable.

## Question 11 (a) (ii)

Data-response - correctly read by many but the concept of trend over the time-period indicated was not always appreciated. Too many stated every oscillation on the graph and some simply got the trend wrong.

(ii) What was the trend in global temperatures from:

(2)

1. 1980 to 2000

it was going up rapidly but had some periods of decrease

2. 2000 onwards

it dropped overall but went up at one point for a short period of time



**ResultsPlus**  
Examiner Comments

Statement 1 is accurate. 1 mark.  
Statement 2 - not true of trend. 0 mark.



**ResultsPlus**  
Examiner Tip

Make sure that candidates are reading graphs carefully!

### Question 11 (a) (iii)

The majority of candidates had success with this item. The positive correlation shown by the graph was detected and expressed. There were many full mark answers.

(iii) Describe the relationship between average global temperatures and carbon dioxide concentrations shown in Figure 11a.

As the carbon dioxide concentration has<sup>(2)</sup> gone up, the average ~~of~~ global temperature has followed closely closely.



**ResultsPlus**  
Examiner Comments

States simple relationship as per graph and mark scheme. 2 marks given.

### Question 11 (b) (i)

This was about the lowest-scoring definition item on the paper. It generally was not very well answered. Many candidates were not familiar with the concept of climate and climate change, and wrote about global warming, sometimes in rather vague terms.

### Question 11 (b) (ii)

A good understanding of the consequences of climate change, usually in the contemporary context of global warming were displayed. Many candidates were able to identify two basic consequences e.g. sea level rise and habitat change, with differentiation coming about as some were able to gain development marks.

### Question 11 (b) (iii)

This question was not particularly well answered. The crux of the question was whether candidates wrote about adaptation or mitigation. There were the answers who offered two sensible adaptation strategies e.g. migration; changes in farming. Equally, some candidates misinterpreted the question and offered climate change mitigation strategies e.g. use less fossil fuel. Answers offering one of each did exist! Development marks for a valid strategy were how better answers differentiated themselves.

### Question 11 (c)

There were a lot of good answers on desertification; it was clear that candidates understood the range of causes and could explain the various processes culminating in soil erosion. However, few referred to global distribution or used locational examples and case study material. Weaker answers merely described how deserts are spreading without reference to reasons.

### **Question 11 (d)**

This was another of this year's well answered case study-based items. There were many strong answers on how areas of threatened TRF, often in Amazonia but also in locations such as Madagascar, are being increasingly managed in a sustainable way. The better responses showed an understanding of sustainable management and appreciated the need for international cooperation in sustainable strategies.

### **Question 12 (a) (ii)**

This mostly generated 2-mark responses as per the mark scheme though some candidates did fail to recognise the basic distinction between positive net and negative migration. Without it the relationship with economic development did not work and marks were not gained.

### **Question 12 (a) (iii)**

The vast majority of candidates scored at least 1 mark here, usually for identifying Mexico-to-USA migration. Fewer quantified the extent of this movement or referred to the ease of USA-to-Mexico movement.

### **Question 12 (b) (i)**

This definition was very well answered. Few candidates scored less than full marks.

### **Question 12 (b) (ii)**

This piece of geographical content tends to be known well and not surprisingly, was answered well by most candidates. The best answers both described the concepts of push migration and pull migration well and offered examples of push and pull factors. More limited answers either clarified the terms, push and pull or listed push and pull factors without clarification as to their meaning. Another weakness in the responses was where candidates showed a narrow understanding of the complex decision to migrate by giving opposites as their example of push and pull factors e.g. pushed out by lack of jobs and pulled in by plenty of jobs.

### **Question 12 (b0) (iii)**

It was encouraging to read few responses with a xenophobic, anti-immigration narrative. Most were fair-minded, balanced and based in the main, on reasonable geographical grounds. Candidates generally wrote of the need to manage immigration and some of the need to limit excessive emigration on the grounds of resource pressures, employment, skilled labour supply and contributions to society. Many distinguished between legal and illegal immigration. Some candidates' responses lacked clarification of the reasons and so fell short of high marks but there were surprisingly large numbers gaining full marks. Teachers are to be congratulated on the content and tone of the responses to this item.

### **Question 12 (c)**

This item was answered well by the majority of candidates who fully understood the question and appreciated that Figure 12b, as in previous years in the final section of the paper, was of a data-stimulus, assessing knowledge/understanding rather than data-response nature assessing skills. Relatively small numbers misinterpreted the question and merely described the data in the bar graph rather than explain factors that lie behind the emergence of major tourist destinations. A broad range of reasons from transport improvements and changes in the media and travel industries to increases in leisure time and in disposable income were looked at. Weaker responses were more descriptive in nature, limited in explanatory factors and often lacked development of any factors identified.

## Question 12 (d)

There was a good spread of answers based on the required case study of India or China; China was a more popular choice and the answers using China tended to be more factual and generally better. The best answers dealt with both their changing economy (e.g. Chinese manufacturing; the growth of tertiary and quaternary sector in India) and their changing role in the world as a result of this new economic power. There were regular references to TNCs, global shift and lending/financial support, with the very best answers explaining the effects that these changes have had on the global economy and geopolitics e.g. Chinese influence in Africa; reliance on export of Chinese products; overseas infrastructure investment. Many showed appreciation of their growing economic influence around the world.

## Question 13 (a) (ii)

Data-response item: most scored on this item with the determinant as to whether 1 or 2 marks being awarded being whether map/statistical evidence was provided in support of basic observation. Some candidates had difficulty in using statistics to exemplify the disparity that they had clearly managed to identify.

- (ii) Give **one** piece of evidence from Figure 13a that the UK is divided into a rich South and a poor North.

(2)

because in each figure the % of unemployment in the South is lower than in the North - going by the North/South divide line.



### ResultsPlus Examiner Comments

A simple and correct but statistically unsupported observation worthy of 1 mark.



### ResultsPlus Examiner Tip

Data from the resource is needed for 2nd mark with questions which ask for one piece of evidence but are worth two marks.

(ii) Give **one** piece of evidence from Figure 13a that the UK is divided into a rich South and a poor North.

(2)

All 8 sections of the south are above average, whereas the north is below average in all areas except for Scotland in 2007



**ResultsPlus**

**Examiner Comments**

Max marks. A general observation with evidence in the form of number of regions applicable to. 2 marks.

### **Question 13 (a) (iii)**

Candidates tended to struggle with this item with few gaining full marks. Providing evidence that the divide had widened did prove challenging to all but the more able. Many candidates gained just the 1 mark.

### **Question 13 (b) (i)**

Most candidates were familiar with the term and many scored max marks. Their fast pace of growth was not always known but the vast majority understood that they were former LICs on the development pathway.

### **Question 13 (b) (ii)**

Many candidates were able to pick up the two identification marks i.e. stating two relevant changes e.g. BRICS; MINT; stagnating HICs, but far fewer showed the capacity to develop this statement into a description as to how it changed the global pattern.

### **Question 13 (b) (iii)**

This item stimulated a range of interesting, sometimes thoughtful responses which did reveal an appreciation of the existence of a global development gap. The vast range of causes suggested included climate, colonialism, conflicts, trade, institutions, priorities ... The item differentiated well with better answers developing stated causes into fuller explanations of possible causation. Understanding of the interaction between HICs, LICs and NICs was often impressive.

### **Question 13 (c)**

Few used the examples of an NGO and a UN aid agency given as stimulus material in their response and where they did received no credit unless they added on quality of life to what was already given. Those making this choice tended to score lower than those bringing their own case study into the examination. The vast majority chose one of the two agencies that they should have studied as case-studies; there was a considerable range of names.

Descriptive answers were commonplace with many failing to link their response fully to quality of life. There were good answers but fewer than in some other 6-mark items on the paper. These good answers tended to be based on an NGO aid agency case study and address the impacts of small-scale bottom-up strategies, usually in Africa.

### **Question 13 (d)**

This item generated excellent content on development/quality of life indicators e.g. HDI, IMR, GNI, birth rate, death rate and GDP; however, the question asked was why use a range of indicators and not what are the ways of measuring development. A majority of candidates tended to do the latter which depressed the mean mark. Some exceptional answers did offer discussion and addressed the issue of why. They generally appreciated that single indicators tend to give a false impression and proceeded to take different indicators in turn and focus on exemplifying why and how some were better than others.

## Paper Summary

- A significant rise in the mean mark of both home and overseas candidates
- Some of this raised mean mark due to improved candidate performance, especially in the use of case study knowledge and understanding.
- The highest grade %s award since the first Edexcel single International GCSE paper in 2011.
- There were many very high-scoring scripts with evidence of excellent geographical knowledge, understanding, skills and application.
- Most popular question choices per section : 1 in A; 6 in B; 7 and 9 in C; 11 in D. No one question was significantly unpopular.

## **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  
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