

# ResultsPlus

Examiners' Report

June 2011

GCSE Geography 5GA1H 01

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## **Introduction**

This was the third series for this paper. It was the first attempt for many of the centres but clearly excellent preparation had taken place with past papers being used as mock examinations. It was obvious from the candidates' responses that they had been well prepared for the Challenges to the Planet questions with some excellent responses being seen.

The Geographical skills section was much stronger in this examination with the majority of the candidates being able to demonstrate their skills. The skills section continues to be the lowest scoring section but this is due to the nature of the skills questions.

## Question 1 (a)

This question required the candidates to identify features on the map using the photograph; it also tested their ability to determine distance on a map. The majority of the candidates were able to identify feature T and S and some of the candidates had problems identifying the village at R, although from the answers seen the candidates coped very well with this question.

## Question 1 (b)

The candidates were able to describe the site of Durham, although a number did refer to the shape of the city. Some had problems identifying the relief on which it was built. The majority of them picked up 2 marks for identifying the river which flows through the city. The candidates did find it difficult to obtain the mark for situation.

(b) Describe the site and situation of Durham.

Use map evidence in your answer.

(3)

Durham is built around the River Wear which would originally have provided transport and communication. Nearby villages such as Sherburn in 3142 would have provided trade. Areas of woodland such as in 2841 would have been a supply of wood and hunting.



### ResultsPlus Examiner Comments

In this response the candidate has explained the site. This is not a requirement of the question. However, there is enough information on site and situation to award 3 marks.



### ResultsPlus Examiner Tip

Ensure that candidates know the difference between describe and explain.

(b) Describe the site and situation of Durham.

Use map evidence in your answer.

Durham ~~has~~ is near the villages of ~~Hastwell mo~~ <sup>Sherburn - to the East</sup> (3)  
and Sacriston to the North west, The River Wear also ~~pass~~ <sup>also pass</sup>  
through it. It's on an area of highland, ~~around 90~~ <sup>up to 97 metres</sup>  
above sea level.



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**Examiner Comments**

This response answers both parts of the question having map evidence on site and situation.



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**Examiner Tip**

Candidates should practice looking for and including map evidence in their answers.

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

Candidates were able to describe the section of the River Browney with some accuracy. Some lost marks because they were not precise enough with their answers. For example, they referred to woodland but did not state where the woodland was or name the woodland.

### Question 1 (c) (i-ii)

There was a vast improvement in candidate performance on this question. Many candidates were able to locate the required features on one map. However, the telephone did cause problems for about 60% of the candidates. Candidates should regularly practice completing sketch maps to ensure that they are used to the different ways that features can be portrayed.

(c) Study Figure 1b.

It is a sketch map of part of the OS map extract.  
Also study the OS map extract.

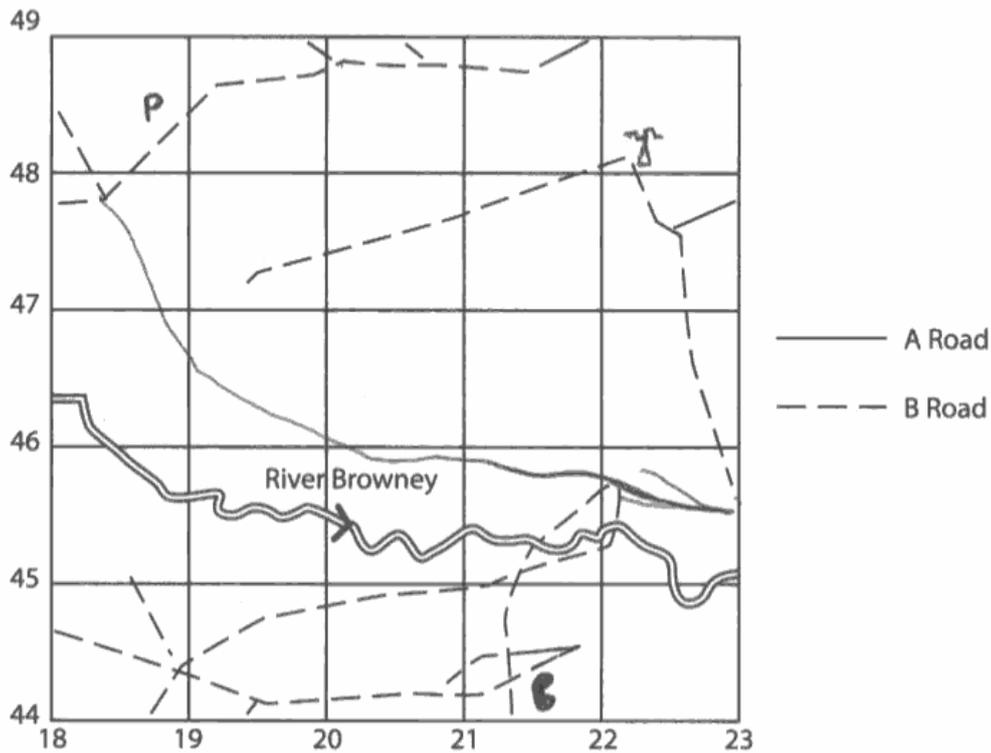


Figure 1b

- (i) 1. Complete the table below by adding the correct symbol.  
2. Locate the features on the sketch map using the correct symbol.

(3)

Feature	Four figure grid reference	Symbol
Post office	1848	P
Telephone	2144	
Mast	2248	

- (ii) The road network on the sketch map is incomplete.  
Complete the road network by adding the A road.

(1)



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**Examiner Comments**

On this response the candidate has successfully located the mast. However, the post office is not quite accurate and the telephone is in the correct place but a line has not been drawn to indicate its exact location on the map. The road is incorrect.



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**Examiner Tip**

Ensure that features are located accurately and are drawn at the correct scale.

## Question 2 (a) (i)

This question was very well received by the candidates. It was pleasing to see how many of them achieved the 2 marks that were allocated to it.

2 (a) The figures in the table show river data collected by a field study group.

The figures are for 10 sites on the River Browney between Lanchester and Durham.

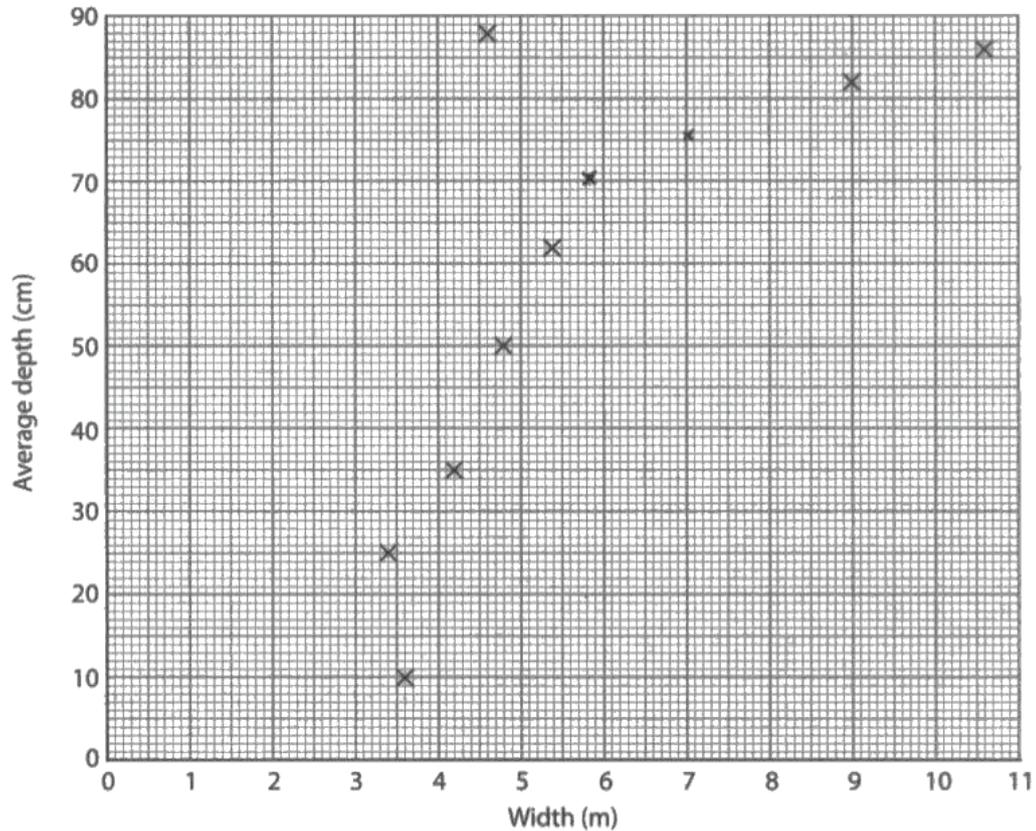


Figure 2

(i) Complete the scattergraph (Figure 2) for sites 7 and 8.

Use the data in the table below.

(2)

Site	Width (m)	Average depth (cm)
1	3.6	10
2	3.4	25
3	4.2	35
4	4.8	50
5	5.4	62

Site	Width (m)	Average depth (cm)
6	4.6	88
7	5.8	70
8	7.0	75
9	9.0	82
10	10.6	86



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Examiner Comments

There was no requirement for candidates to state the location of their plot on the scattergraph.

2 (a) The figures in the table show river data collected by a field study group.

The figures are for 10 sites on the River Browney between Lanchester and Durham.

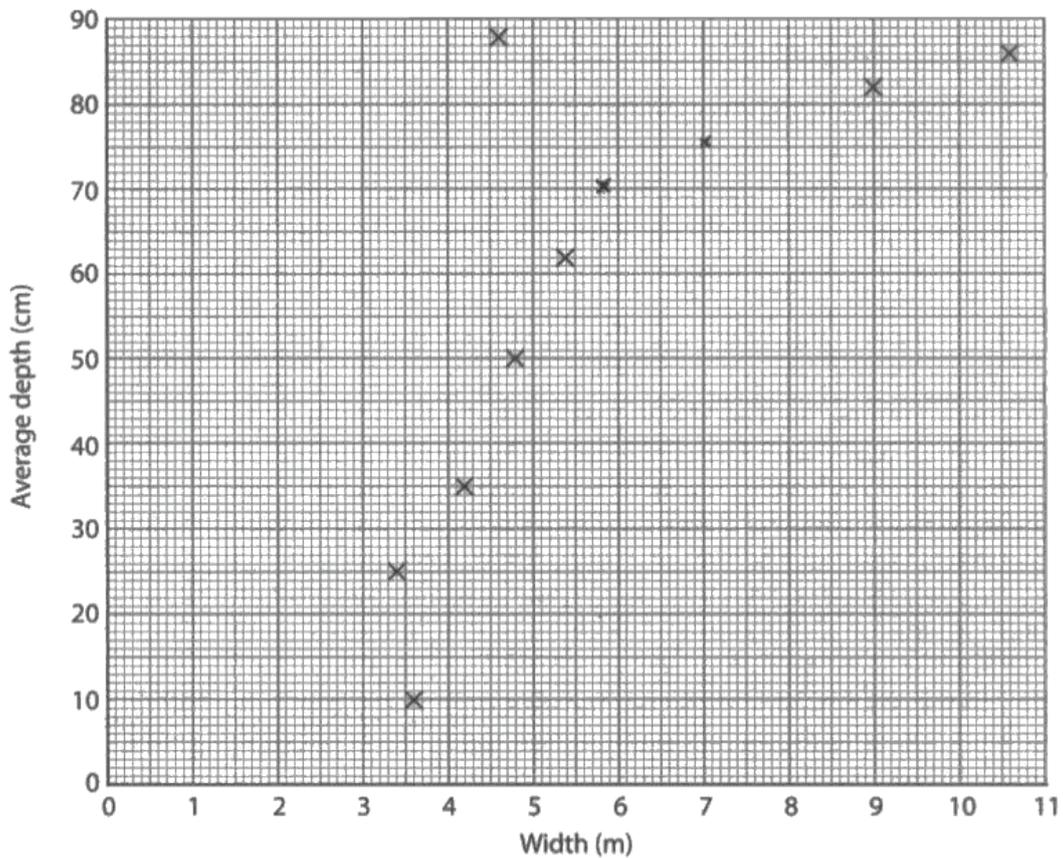


Figure 2

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6	4.6	88
7	5.8	70
8	7.0	75
9	9.0	82
10	10.6	86



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**Examiner Comments**

Both of these crosses are slightly inaccurate; however, they were close enough to receive credit.



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**Examiner Tip**

Encourage candidates to accurately locate their plots on graphs.

## Question 2 (a) (ii)

This type of question requires candidates to evaluate a display technique. It was very well received with most candidates achieving the allocated 2 marks.

(ii) Give **one** reason why a scattergraph is a good way of displaying this type of data.

(2)

because it shows clearly if there is a relationship between width of the river and its average depth.



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**Examiner Comments**

The response mentions that the graph shows a relationship and what the relationship is of. Therefore, it received 2 marks.

(ii) Give **one** reason why a scattergraph is a good way of displaying this type of data.

(2)

You can compare two sets of data to see if there is a trend or a relationship between the two sets of data, from which a conclusion can be drawn.



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**Examiner Comments**

This was another good response in which the candidate mentioned the relationship and the trend that is shown.

## Question 2 (a) (iii)

The majority of the candidates scored well on this question. However, the ones that made a sweeping statement about width and depth and included data only received 3 marks. There had to be a mention of the anomalous result either in words or numbers for the candidates to score full marks.

(iii) Describe how the width and depth of the River Browney change as it flows from site 1 to site 10.

Use data in your answer.

(4)

As the River Browney flows from site 1 to site 10, the overall width gets larger apart from sites 2 and 6, as the overall width increases, as does the overall <sup>average</sup> depth apart from sites 7 and 8 which decrease compared to the pattern of the other sites. This shows that usually, the increase in ~~width~~ width causes an increase in depth.



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**Examiner Comments**

The candidate has clearly understood the command and has clearly described the changes in width and depth. However, there is no use of data; therefore the mark would have been held at 2 even though the description is worth 4 marks.



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**Examiner Tip**

Ensure that candidates fulfil the requirements of the question in regards to the inclusion of data.

(iii) Describe how the width and depth of the River Browney change as it flows from site 1 to site 10.

Use data in your answer.

As ~~the~~ it flows from site 1 to site 10 <sup>(4)</sup> the width and the average depth increases. At site 1 the width is 3.6 m and the average depth is 10 cm. whereas at site 5 the width is 5.4 m and the average depth 62 cm. Finally at site 10 the width has increased further to 10.6 m and the depth has increased by over 20 cm from 5 to 86 cm. Also there is an anomalous result for site 6 with the average depth being 88 cm.

(b) Describe one way that ICT can be used to prepare for fieldwork or to collect



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**Examiner Comments**

This candidate has described fully what has happened to width and depth and included correct data.

## Question 2 (b)

This question required the candidates to display their knowledge on how ICT can enhance the preparation for and the collection of fieldwork data. A number of the candidates misread the question or did not understand the terminology and wrote about the presenting of data using Excel. The use of Excel to collect information in the field via a questionnaire answer sheet was perfectly acceptable.

(b) Describe **one** way that ICT can be used to prepare for fieldwork **or** to collect fieldwork data.

(3)

You can use ICT in various ~~ways~~ ways. This could be by using Google to search about the background of a certain area or by researching more about what you are studying. ICT is also good for presenting data. This is because you can present your data using different graphs. Also this is easier to do using ICT.

(Total for Question 2 = 11 marks)



### ResultsPlus Examiner Comments

This response deals with a number of ways that ICT can be used to enhance fieldwork. The marks are awarded for the reference to 'Google' and researching not for the reference to presenting data.



### ResultsPlus Examiner Tip

Ensure that candidates recognise the difference between collecting and presenting data.

(b) Describe **one** way that ICT can be used to prepare for fieldwork **or** to collect fieldwork data.

(3)

A GIS map can be produced using ICT, so the data needed for the fieldwork can be isolated and then layered on to one map, so it only shows the necessary information and not all of the additional data shown on a traditional map.



### ResultsPlus Examiner Comments

Although this response deals with GIS and what it can enable geographers to do it is still relevant for the question on collecting fieldwork data. 3 marks were awarded.

### Question 3 (a) (i)

This question was answered correctly by most of the candidates.

### Question 3 (a) (ii)

This question was answered correctly by most of the candidates. Some did not total the amount of aid giving as a response the amount for 1 year.

### Question 3 (a) (iii)

This question was well received by the candidates with many of them receiving full marks.

(iii) The world leaders were keen to reduce deforestation.

Suggest reasons why.

(2)

Deforestation is a major factor in Global Warming. Without the rainforest, the earth's natural cycle of trees absorbing Carbon and releasing oxygen will be drastically reduced.



**ResultsPlus**

Examiner Comments

This was a textbook response.

(iii) The world leaders were keen to reduce deforestation.

Suggest reasons why.

(2)

Forest areas ~~are~~ take in Carbon Dioxide when they photosynthesise, reducing the amount of CO<sub>2</sub> in the atmosphere. CO<sub>2</sub> causes global warming so ~~the~~ reducing deforestation will increase the resistance to global warming.



**ResultsPlus**

Examiner Comments

A good response worth two marks for the reference to carbon dioxide and global warming.

### Question 3 (a) (iv)

This question was extremely well received by the candidates with many receiving the allocated four marks.

(iv) One of the promises was to stop temperatures rising by more than 2°C.

Outline the negative effects of a rise in global temperatures.

(4)

A rise in global temperatures will lead to changing crop patterns meaning farmers will get a smaller crop yield. There are rising sea levels which is a threat to low lying land. Also retreating glaciers cause a problem for habitats in glacial regions, therefore endangering animals such as polar bears.



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**Examiner Comments**

There are 4 clear marks here. Rise in global temperatures; rises in sea level causing low lying land will be flooded; retreating glaciers, and habitat problems endangering polar bears. There is no mark for changing crop patterns, as the candidate does not give a negative effect of this.

(iv) One of the promises was to stop temperatures rising by more than 2°C. they are.

Outline the negative effects of a rise in global temperatures.

(4)

If global temperatures were to rise then the already retreating glaciers in the world, for example Glacier national park in Montana could lose up to 90% of its glaciers. Other effects of a rise in global temperatures are droughts, for instance Kenya has a drought every 10 years, but if the global temperatures were to rise, this drought could happen every 3 years instead.



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**Examiner Comments**

This response demonstrates how examples can be used even when they are not requested and will always receive credited.

(iv) One of the promises was to stop temperatures rising by more than 2°C.

Outline the negative effects of a rise in global temperatures.

(4)

If temperatures rise, ice caps will melt faster than they already are. Therefore sea levels will rise and cities such as London will be flooded. Also if ~~temp~~ temperatures rise our climate will change and animals that cannot adapt quick enough will become extinct.



**ResultsPlus**

**Examiner Comments**

There are 4 clear marks in this response. A reference to ice caps melting; sea levels rising, and an example of the effect on London. It finishes with a comment about animals and extinction.

(iv) One of the promises was to stop temperatures rising by more than 2°C.

Outline the negative effects of a rise in global temperatures.

(4)

The rise in global temp would lead to ice caps melting, rise in sea levels, flooding, hotter winters, which causes melt of the snow and ice to melt.



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**Examiner Comments**

This response only scores two marks for its reference to ice caps and sea levels. The rest of the response is too general to receive credit.

### Question 3 (b)

This question did pose some problems for candidates. In many instances they were able to write about different local responses. However, the question asks the candidates to explain. The majority of the responses described, and therefore were limited to 1 mark.

(b) Explain **one** local response to climate change.

(3)

A way local Councils <sup>are</sup> combatting climate change is the introduction of Curbed bins. By getting people to sort their rubbish alot more of it can be recycled at a quicker pace this cuts down the need for raw material and its processing techniques.



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**Examiner Comments**

This is typical response seen which relate to recycling. Although recycling may reduce climate change on a local level, this response does not relate the action to the climate change, and therefore would only receive 1 mark.

(b) Explain **one** local response to climate change.

(3)

'Livesimply' campaign, it from schools, teach kids ~~to~~ about their impact on the Earth and it teaches them to be more environmentally friendly. Schools also use renewable sources to power their central heating system or place recycling bins.



**ResultsPlus**

**Examiner Comments**

This response describes ways that schools can be more sustainable but does not link this to climate change. 1 mark would have been awarded.

(b) Explain <sup>increase</sup> <sup>meaning</sup> <sup>less</sup> <sup>or</sup> <sup>years</sup> <sup>grown</sup> **one** local response to climate change.

(3)

Local interest groups in the UK are encouraging people to reduce their carbon footprint for the benefit of the environment, and themselves. Rewards for people who use low carbon rates include the Green Badge Parking Permit which reserves <sup>followers</sup> parking spots and 25% off their ticket purchase. The groups also encourage people to join their green energy <sup>projects</sup>.

(Total for Question 3 = 11 marks)



**ResultsPlus**

**Examiner Comments**

This response does not link their answer to climate change except for a reference to carbon dioxide. Again this answer would have received 1 mark.

## Question 4 (a) (i)

This question was well received by candidates although many gave reasons for its introduction instead of describing what it is. Others implied that it was a charge for entering urban areas rather than city centres.

4 (a) Study Figure 4 (photograph) in the Resource Booklet.

It shows part of the congestion charge zone in Durham.

(i) What is meant by the term congestion charge? ✱

(2)

Congestion charge aims at charging motorists to enter certain parts of the city to reduce traffic and use of ~~used~~ vehicles yet also aims to encourage the use of low emission cars and use of public transport.



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**Examiner Comments**

This response gives a simple definition of congestion charge with an explanation of why it was introduced.



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**Examiner Tip**

Candidates should learn definitions of congestion charge and other specification terms.

4 (a) Study Figure 4 (photograph) in the Resource Booklet.

It shows part of the congestion charge zone in Durham.

(i) What is meant by the term congestion charge?

(2)

Congestion charge is a charge which means you have to pay to drive in certain areas of cities. You will have to pay by the amount of time you spend in this zone, it is aimed to cut down congestion and lower the amount of cars left running on roads to reduce emissions.



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**Examiner Comments**

This candidate has the correct idea about certain areas of the city although is a little confused about charging. Although what they have written is correct.

## Question 4 (a) (ii)

The majority of the candidates scored well on this question, demonstrating a good awareness of why congestion charging was introduced.

(ii) Give reasons why cities like Durham have introduced congestion charging.

(3)

Congestion charging has been introduced to a certain number of cities like Durham in order to cut down on the number of cars entering the city centre. Freeing up parking spaces and reducing traffic. Also it is a bid to encourage the use of public transport as well as cut down on emissions.



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**Examiner Comments**

This candidate just makes the three marks with reference to reducing traffic, reducing emissions and encouraging the use of public transport.

(ii) Give reasons why cities like Durham have introduced congestion charging.

(3)

Cities like Durham have introduced congestion charges because they have high levels of traffic running through them regularly, which causes a lot of pollution. This charge is introduced to try and lower pollution in these areas and thus help to lower carbon emissions.

Also, this is an easy way for local councils to make money which will be spent improving roads to lower congestion.



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**Examiner Comments**

This is not a clear response. It implies that congestion charge reduces traffic and actually states that it reduces pollution. The third mark is gained with the point about earning money for local councils.



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**Examiner Tip**

Always ensure that the candidate answers the question not as in this case states the problem.

### Question 4 (a) (iii)

Some excellent responses were seen to this question. Candidates were well versed in Park and Ride and the use of the bus system in Brazil. This question did lead to a lot of candidates overwriting and candidates should be reminded that if there are 3 marks the examiner is looking for 3 clear points.

(iii) Outline **one** other way that traffic can be managed in urban areas.

(3)

Another way traffic can be managed is via a park and ride system, for example the park and ride system at Durham enables you to park your car for free, and get a bus into the city at a charge of £1.70. These park and ride systems are usually near major roads for example in Durham the road A690.



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**Examiner Comments**

This is an excellent response on park and ride.

(iii) Outline **one** other way that traffic can be managed in urban areas.

(3)

Park and ride schemes can be set up to reduce congestion. In Brighton, they set up park and ride schemes on match days for Brighton Home Albion FC. This makes traffic flow smoother and reduces congestion on the roads. It also reduces the ~~overcrowding~~ <sup>overcrowding</sup> of car parks.



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**Examiner Comments**

This response shows an excellent use of an example to explain park and ride.

## Question 4 (b)

This question was well received by the candidates with many of them scoring in level 2 and above. The biggest problems were the candidates who only had examples about farming to draw upon which is not correct for the Specification which deals with resource extraction and its effects.

\* (b) Explain the effects of resource extraction on tropical rainforest areas.

Use examples in your answer.

Palm oil extraction → Papua New Guinea  
→ communities disturbed → local small holders  
→ endangered animals. → local small holders  
companies

Oil extraction → Ecuador  
Periwinkle treatment for childhood leukemia → treated  
→ 200 times normal amount of oil hydrocarbons  
in water → stomach cancer + miscarriages (6)  
→ locals die → companies pay out.

Resource Extraction from fragile environments such as tropical rainforests can have a very negative impact on these areas. For example; Oil Extraction from rainforests in Ecuador has had ~~as~~ lots of bad consequences ~~to~~ on both the locals and the environment. The extraction of oil ~~has~~ leads to more than 200 times the normal amount of hydrocarbons being present in the water. This in turn has led to a massive increase in the chance of stomach cancer and miscarriages in the local population which is obviously very horrific for them. Deforestation which has occurred due to this oil extraction has also caused important medicinal plants such as Periwinkle which treats Childhood Leukemia to become endangered. However not all the impacts have been bad. The company who runs the oil extraction has agreed to pay out millions of pounds a year to help protect the environment and improve the life of the locals.

Another example of resource extraction is Palm oil growth in Papua New Guinea. This is where large areas of rainforest are being chopped down to make way for massive Palm oil plantations. This has led to a loss of habitat for many endangered species of animals and has also disrupted the local community. Also local small holders have become dependent on the large foreign companies, so much so that the local community can no longer survive without the palm oil industry. Palm oil plant itself also damages the soil making it difficult to plant trees if necessary.



### ResultsPlus Examiner Comments

This response has an excellent example with the destruction that is occurring in Ecuador and the effects of that destruction. However, the information about Papua New Guinea is not about resource extraction but is the farming of palm oil therefore the example cannot be credited.



### ResultsPlus Examiner Tip

Ensure that examples are about resource extraction and its effects; not about the destruction of rainforest areas for farming.

\*(b) Explain the effects of resource extraction on tropical rainforest areas.

Use examples in your answer.

(6)

Resource extraction on tropical rainforest areas will lead to global warming as there are less trees to absorb greenhouse gases.

Resource extraction will also lead animals and plants to extinction, such as the penicilline which can cure leukaemia for children. Crocodiles and turtles in Ecuador are on the brink of extinction due to pollution caused by extraction.

The local villages are also affected as they the companies that extract resources dump their waste in water, such as, if the French government allowed JAMGOLD to extract gold, then they would have polluted the water with cyanide. Furthermore, in Brazil, there have been an increase in miscarriages by 5 five times due to mercury polluting the water.

Overall, resource extraction leads to global warming as it has to remove trees, it affects the ecosystem and affects the local people's health.



**ResultsPlus**

**Examiner Comments**

This response has a number of specific points but fails to really explain the relevance of them to Tropical Rainforest areas.



**ResultsPlus**

**Examiner Tip**

Candidates should always develop each point into an explanation; not simply state specific points.

\*(b) Explain the effects of resource extraction on tropical rainforest areas.

Use examples in your answer.

(6)

Resource extraction is having many effects in rainforest areas, especially affecting its indigenous inhabitants.

In Ecuador, ~~oil~~ Oil is being extracted by big oil companies, but dangerous hydrocarbons are being dumped in rivers as a waste product of the extraction. These hydrocarbons are causing high rates of miscarriage and also high rates of stomach cancer. These hydrocarbons are also killing off plants, such as the periwinkle, which is a cure for child leukemia/leukemia.

Additionally, in Peru gas pipelines are being built and these gas pipelines are introducing new diseases which the local people are not immune to, this is causing death in the locals. Also, these gas pipelines are coming with roads, too, and these roads are allowing new settlers to come in and cut down local trees, causing deforestation.

Finally, in Brazil, wood from local trees is being burnt for fuel at a rate of 600 km<sup>2</sup> per year in the Cerrados area. Also, in Brazil, gold mining is occurring. Mercury used in this gold mining is getting into the river Tapajós and infecting and killing the fish in the river. This is also affecting 90% of the local people, causing cancer in many of them.



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Examiner Comments

This is an excellent answer which draws on a number of specific examples with clear explanation.



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Examiner Tip

Candidates should learn one or two specific points per example and do not forget to explain their points.

\*(b) Explain the effects of resource extraction on tropical rainforest areas.

Use examples in your answer.

(6)

In the Amazon rainforest deforestation is a huge problem. Large companies chop down the trees to be used for their own purposes. Others use the space for farming. When the trees are felled it destroys habitats. For example certain birds are on the brink of extinction because their habitats are being destroyed. Also the vehicles use are polluting the environment and the fewer trees means less CO<sub>2</sub> is being absorbed. Also alot of the money in the businesses don't reach the local people, but thro the large North American corporations. The vehicles can also pollute the rivers. Lots of tropical species are now endangered because of deforestation. For example in china pandas are becoming extinct because of an increase in the resource extraction.



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**Examiner Comments**

This is a very general response that could be about any area in the world. The first example is about cutting down trees for farming, which is not resource exploitation and therefore would be discounted. The next effect is about the loss of trees and the effect on global warming. This is not about the effect on tropical rainforest areas and so does not receive credit. There is one creditworthy point about the endangering of species.



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**Examiner Tip**

Candidates must ensure that examples are about resource exploitation and not farming.

\* (b) Explain the effects of resource extraction on tropical rainforest areas.

Use examples in your answer.

(6)

In Madagascar ~~now~~ wood is being extracted and sold to many countries this affects the rainforest and its inhabitants because for an average every tree you cut down 28 more are damaged when you transport it. This means that deforestation is happening extremely quickly. The inhabitants of the rainforest; both people and animals are affected because they lose their habitats and homes to logging companies.

Also in Ecuador resource extraction has led to an increase in miscarriages and a 1/5 chance of stomach cancer due to hydrocarbons in the drinking water. Also the Periwinkle plant, that helps prevent or stop childhood Leukemia is being wiped out by the extraction. This has a huge effect not only on natives but on people across the world.

Resource extraction in general also contributes to climate change because the machines that cut the wood down, process it etc. all give off emissions and CO<sub>2</sub> in the trees is released when they are cut down. (Total for Question 4 = 14 marks)



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**Examiner Comments**

This response has a number of specific points which are explained. The response would achieve level 3.

## **Paper Summary**

The majority of the questions were well received and the mean of the paper which indicates candidate performance continues to improve. There were few questions that the whole of the candidates found challenging. The best performing question was 3aiv, which the candidates seemed to 'enjoy' answering and the worst performing question was 3b which the candidates did not respond to correct because they described rather than explaining.

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