

Examiners' Report January 2013

GCSE Geography 5GA1H

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Introduction

There were some very good responses to this paper and some very poor responses too. Excellent case study knowledge (which was focused on the question set) saw generally high marks for many candidates in the last section of the paper. In marked contrast, the first section revealed very patchy skills, with Ordnance Survey skills being especially weak. The linkage to ICT and graphical presentation was especially difficult for some candidates.

As is often the case, the greatest discriminator was often a lack of clarity about what to do, with command words too often ignored and problems of scale and context all too apparent when looking at the map extract.

It looked as though some candidates may have run out of time since there were some blank responses on occasion towards the end of the examination paper. Centres should advise candidates not to over-write; they should really only need to use the space provided for their answers.

This was the first year of the introduction of SPaG (spelling, punctuation and grammar). The award of these additional four marks is based both on the technical quality of written communication (eg sentence structure, full stops, capitals as well as the complexity of writing) and the use of technical geographical language and/or complex terms. It is worth stating that a candidate who is not awarded any marks because their answer is incorrect would normally be given zero marks for SPaG, since there is a requirement to write in the 'context of the demands of the question'.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions that required more complex responses from candidates.

Question 1(b)(i)

For many candidates there was some confusion over the meaning of site and situation. Many candidates wrote about human geography (eg, 'it has a pub and post office', the pattern of roads, etc) rather than the physical features. It is always a good idea to use specific map evidence in any response, eg a gentle rise up to 24m, etc.

(b) (i) Describe the **site** of St Nicholas at Wade in grid square 2666.

(3)

A nucleated ~~of~~ village situated near ~~the~~ a junction between primary routes. The site has a few roads going through village. The land is quite flat and situated on a small hill.



ResultsPlus
examiner comment

This was a typical response confusing site, situation and a general description of location. It was awarded one mark.

(b) (i) Describe the **site** of St Nicholas at Wade in grid square 2666.

(3)

St Nicholas at Wade is a nucleated settlement focused at a crossroads (264 666). There is a church with a tower also close to the crossroads. The relief of the land around the settlement is very flat & sloped to the west - south. West of the town but flat to the east. It is also very close to the A26 (a major road).



ResultsPlus
examiner comment

This answer was awarded the maximum three marks. Crossroads (1), sloped (1) and directional detail (1). The 'flat to the east' comment is also valid for a mark, but the candidate has already achieved maximum marks.

Question 1(b)(ii)

There was confusion regarding shape in a number of responses to this question. Some candidates gave details of the physical site (eg relief and topography), but of course these could not be credited since the focus of the question was shape. Other candidates tried to link shape with relief and provide an explanation, which was not required. The comparison is important here, so examiners were looking for evidence of comparative statements (eg 'whereas', 'but', etc).

(ii) Find the village of Monkton in grid square 2865.

Compare the shape of Monkton with the **shape** of St Nicholas at Wade (2666).

(4)

The shape of Monkton is of a linear settlement as it has all its buildings lined up along a road while the shape of St Nicholas at Wade is of a nucleated settlement as all its buildings are concentrated around a crossroad.



ResultsPlus
examiner comment

This is a concise and well-written response, which was awarded maximum marks for the development of both ideas.



ResultsPlus
examiner tip

It is not necessary for candidates to fill up all the white space to get maximum marks.

Question 1(d)

Candidates tended to do well on this question if they gave map directions. It is always good practice to give points of the compass (not 'left side of map'), specific grid references (or areas) and located examples from the map, eg named roads, settlements, rivers, etc. It was important here to give an overview of the whole map and comparative language seemed to work well.

(d) Describe the land use pattern on the map extract.

(4)

Most of Canterbury is at least 30 metres above sea level with a few ~~except~~ exceptions. There is quite a bit of woodland (Thunders wood, West Blea wood, Clowes wood, Honey wood). There are also a lot of farmland.



ResultsPlus
examiner comment

Specific places are mentioned in this answer, but a pattern or overview is not provided. 'Lots of farmland' on its own does not get a mark. No marks were awarded for this response.



ResultsPlus
examiner tip

It is always good practice to refer to particular locations / points of reference on the map, but it is important to provide an overview, ie to see the 'bigger picture'.

(d) Describe the land use pattern on the map extract.

(4)

There are variations in the land use of this map. In general the south west, ^{Canterbury district} and north of it are the most built up areas. These areas have been used for housing. Canterbury and district and the area above are both very nucleated areas. The rest of the area is more rural with some non-coniferous woods, marshes and orchards. The exception to this is the very north eastern area, Birchington, which is very nucleated unlike the rest of that section.



ResultsPlus
examiner comment

The first sentence has a developed idea (1 mark + 1 mark). Other credit (1 mark) comes from the generalised third sentence. The final fourth mark is for the last sentence; the candidate has identified another idea about pattern, ie more coastal development (implied, just).

Question 2(a)(ii)

In answers to this question, some candidates did not use evidence/information/data from Figure 2a (eg the actual number of rounded stones, etc), which tended to limit the number of marks they could get. Others failed to consider both size (length) and shape as part of their response. However, many candidates did give full responses and were able to get maximum marks. An example of such a response is given below.

- (ii) Describe how the size (length) and shape of the pebbles changed between Reculver and Minnis Bay.

Use pebble data in your answer.

(4)

As the location changed from the West (Reculver) to the East (Minnis Bay), the pebbles generally became smaller as Pebble 1 in Site 1 was greater than 4cm but 2 to 4cm in Site 4. They also became rounder towards the East as pebble 3 in Site 1 was very angular but pebble 3 in site 4 was well rounded. An anomaly is pebble 2 in site 3 which is angular sub-angular despite the previous one being well rounded.



ResultsPlus
examiner comment

Two good ideas have been developed in this answer (1 + 1) and (1 + 1). There is also the comment about the anomaly, but the response has already achieved maximum marks.



ResultsPlus
examiner tip

You must use numerical data from the figure to get the maximum marks.

Question 2(a)(iii)

Lots of candidates gave just a basic idea about comparison, but for two marks examiners were after a couple of advantages (briefly stated), as stated in the question. Different dimensions of comparison (eg 'one pebble next to each other so can make comparisons') were rewarded.

“(iii) Outline the advantages of using the technique, shown in Figure 2a, to display a mix of data.

By using this technique it allows you to see compare the ^{a mix of 2 different (2) pebble lengths} pebble type with other pebble types. Also you can see relationships of pebble types at each site. It is also possible to see if there are any anomalies in one site if the pebble doesn't follow the pattern.



ResultsPlus
examiner comment

This candidate gets two marks, firstly for the ideas of comparison and 'see(ing) relationships' (which is a development), but there is also a good comment about being able to spot anomalies.

Question 2(b)

Importantly, this question asked **how**, rather than what can be displayed (eg a graph). The 'how' part needs a more detailed description of how ICT is actually used. Many responses got two marks for naming a technique, eg using Excel and then creating pie charts from the software. The question is not about the advantages of using ICT (it's quicker, easier, etc). Some candidates wrote about using the Internet for comparison with other locations, but this of course is not linked to presentation.

There were some good references to GIS by many candidates, including the ideas of layering and geo-locating particular items of information and data.

(b) Describe how ICT can be used to present data that has been collected in the field.

(3)

Using Google Earth or other GIS (Geographical Information Systems), the size and shape of each pebble can be plotted onto the map. Pictures using ^{Microsoft} Word can be placed onto a map of the field from a GIS and the map ~~can be used to show where~~ ^{or the site} can be used to show where each pebble was measured, which will allow for comparison.



ResultsPlus
examiner comment

There is some good development of the GIS idea in this answer, which was awarded three marks for the comments and the notion of putting pictures (using Word) onto a base map.

(b) Describe how ICT can be used to present data that has been collected in the field.

(3)

ICT can be used to present data by using a GIS to ~~map~~ layer all the different types of information and then digitally switch them on/off and this would help us compare data as well. The graphs can be drawn using wizards in software like Microsoft Office Excel. You can take photos using a digital ~~photo~~ camera and use these to explain anomalies (findings).

(Total for Question 2 = 10 marks)



ResultsPlus
examiner comment

Again the use of GIS is well described in this answer. Examiners were also prepared to credit the digital camera idea as it related to presentation. The answer was awarded three marks.



ResultsPlus
examiner tip

Candidates must always read the question carefully to extract the meaning of the instruction. It is not sufficient to just write 'do pie charts' as this doesn't link to ICT in any meaningful way.

Question 3(a)(ii)

This question was generally answered well. Some candidates provided some excellent detail in terms of effects of methane, volcanoes and even Milankovitch cycles. Other candidates suggested a cause may be the CO₂ released by cars during combustion, but this is probably not a major source; the burning of fossil fuels is much more important.

(ii) Sea levels are predicted to rise because of climate change.

Explain **one** cause of climate change.

(3)

One cause of climate change is the use of fossil fuels. This is because we burn fossil fuels to create energy for ourselves. However as we burn fossil fuels we produce carbon dioxide, which is a greenhouse gas. This gas traps the heat of the Earth and in doing so it can increase the Earth's surface temperature by a couple of degrees.



ResultsPlus
examiner comment

This is a very concise and clear answer, which was awarded three marks. The candidate links the idea of carbon dioxide to changing temperatures.



ResultsPlus
examiner tip

Sea level rise is just given as a context for the answer. The question itself is one cause of climate change.

Question 3(a)(iii)

Overall there were some high-quality responses to this question, but some candidates wrote generally about the negative effects of global warming (eg melting ice), which is not the same as rising sea levels. Sea level rise is mostly linked to thermal expansion of the oceans. There was occasional reference to river flooding, which was also not part of the question. The effects on people were generally better dealt with than the effects on the environment, but these categories are not mutually exclusive.

(iii) Outline the negative effects of rising sea levels on people and the environment.

Use examples in your answer.

(4)

The negative effects of rising sea levels on people and the environment are, people who live on low-lying land such in London, ~~London~~ and ~~Netherlands~~ and Tokyo will be flooded and after a certain point these areas will become uninhabitable. This will mean people will have to move elsewhere and properties and business in these low-lying lands will be lost to the sea.



ResultsPlus
examiner comment

This response was awarded four marks in total. The developed flooding idea (London, etc) gained two marks, plus the additional idea of relocation of businesses is worthy of credit.

(iii) Outline the negative effects of rising sea levels on people and the environment.

Use examples in your answer.

(4)

Many people will be ~~forced~~ forced to move if the sea level keeps rising. In Bangladesh, if the sea level rises 1.5 more metre, it will lose 17.5% of the land that it has, causing people to have to move from their homes with nothing. ~~Things such as~~ On the environment, land becomes impossible to grow crops on because they will drown because of the water that has flooded the area.



ResultsPlus
examiner comment

This is another response worth four marks. The idea of flooding (developed with an example location) is worth three marks, plus one mark for the idea of crops flooding.

Question 3(b)

Some really good knowledge came through in answers to this question; Kyoto and Rio were most popular as global agreements. However, a few candidates failed to consider the global dimension and instead tried to link Boris bikes, for example, to the answer, which could not be given any credit unless it in some way made a real connection back to CO₂ reductions / global issues or management. Comments about recycling, for example, were again generally not relevant to the response unless connected to Local Agenda 21 for instance (an objective from Rio).

(b) Describe **one** global response to climate change.

(3)

In December 1997, the Kyoto conference was held in Japan. The primary aim of this conference was to reduce carbon emissions by 5.2% since the 1990. Countries were also given carbon credits to manage their CO₂ emissions. The Kyoto protocol was implemented in 2005 with 181 countries signing off to it.



ResultsPlus
examiner comment

There is a good level of detail here. The facts and figures are correct. The maximum three marks were awarded.

Question 4(a)(ii)

Candidates should be aware that 'Describe the distribution' means give an overview of the locations of the Park and Ride sites, rather than just saying 'around', which was in the stem of the question.

(ii) Describe the distribution of Park and Ride sites around Canterbury.

Use evidence from the OS map extract in your answer.

(3)

There are 4 park and ride sites around Canterbury with all of them being far from the city center (148577). The Park and Ride sites are normally on a main road or primary route which can easily get into the center of Cambridge like the P&R to the south west of Cambridge which is close to the A2 and the P&R to the south east of Cambridge which is close to the A2050.



ResultsPlus
examiner comment

This answer got the maximum three marks. The candidate uses detail from the map to support their distribution comments.



ResultsPlus
examiner tip

A common mistake was not using map evidence, eg grid references, names of roads or other precise locational detail. The use of such evidence will help candidates gain maximum marks.

Question 4(a)(iii)

There were some very strong responses to this question with good detail on London congestion charging and other schemes, eg dedicated bicycle lanes, car-sharing, etc. Once again, those candidates who were able to provide locational details combined with facts and figures usually developed their responses well. A simple list of four approaches was not sufficient to gain maximum marks since the question required candidates to explain the management / how the scheme works.

(iii) Other than Park and Ride schemes, explain how transport can be managed in urban areas.

(4)

Congestion charging. Congestion charging is where motorists have to pay to drive in congested areas at certain times of day. This reduces the numbers of vehicles on the road and as a result reduces pollution. It also encourages walking and cycling. ~~Also, there are~~ Cities such as: London, Oslo and Stockholm all use congestion charging. In addition, adding ~~more~~ more cycle lanes can encourage cycling and reduce the amount of traffic and pollution in areas. There is 273km of cycle paths in Milton Keynes, which encourages more cycling as ~~people~~ cyclists can feel safer on their own paths, and not a part of the main traffic flow.



ResultsPlus
examiner comment

A very full response is given here, scoring a maximum of four marks. It deals with the 'how' very well.



ResultsPlus
examiner tip

Candidates should be encouraged to write only within the space provided. The skill of writing in a succinct style is important in these relatively short answer data-response style questions.

(iii) Other than Park and Ride schemes, explain how transport can be managed in urban areas.

(4)

Transport can be managed in urban areas through congestion charging which is where motorists have to pay for congestions at the times of heavy use. For example the 'London Congestion Charge' was introduced in 2003, and charges motorists around £10, ~~with~~ within the time period of 7am to 6pm, Monday to Friday. This has led to an increase of 12% in cycle journeys and therefore reduces pollution and congestion. Also, people can use more public transport e.g. buses to reduce the congestion. For example if 40 people used one bus it would reduce the amount of pollution compared to 40 different vehicles.



ResultsPlus
examiner comment

This is another example of over-writing and it scored good marks (the maximum of four), although part of the response is a description of the outcomes/success. In this respect, it is lacking focus.

Question 4(b)

A mixture of responses was provided in this part of the examination. Some answers were extremely good, others very poor. There were lots of references to Costa Rica, but case studies and examples can be taken from range of texts and resources at different scales. There is absolutely no requirement to use material from approved textbooks or other accredited resources; material just needs to be geographically appropriate and fit for purpose. As usual, facts, figures and locational details are well rewarded and characteristic of work in the top-band. Unfortunately, some candidates chose to describe the impacts of tropical rainforest destruction, rather than explaining the management, which was the focus of the question.

*(b) Explain how the effects of resource extraction from tropical rainforest areas are managed.

Use examples in your answer.

(6)

Oil Extraction in Ecuador, locals in Ecuador took oil companies to court because of the mess they left, Texaco company agreed to give them £40 million to clear up and build 106 out of 600 waste pits but locals say they need £6 billion, In Madagascar a Swiss company surveyed the area and came up with 40 new fragrances which they sell around the world with half their profits going back into the rainforest. Costa Rica have made zip wires and nature trails in the cloud forest to be ecotourist and this is getting tourist to come and pay and any money they make they put into development of the rainforest.



ResultsPlus
examiner comment

This is a well-written and well-developed response. Perhaps it could have been further improved if the candidate had adapted their case study knowledge slightly more towards the effects of managing deforestation. Nevertheless this answer was awarded six marks + three marks for SPaG.

This is another example of a strong response.

*(b) Explain how the effects of resource extraction from tropical rainforest areas are managed.

Use examples in your answer.

(6)

Oil extraction in Ecuador is being managed as Maxus Oil have put an underground pipeline through the tropical rainforest to transport the oil, which doesn't harm the forest and reduces deforestation. Also, oil has been extracted from Yasuni National Park and \$60 million has been given to protect the environment. \$40 million has been given for the clean up, including clearing 10 of 600 of the unlined waste pits created but the local chief of the Secoya tribe said that \$6 billion was needed to do the job properly.

In Papua New Guinea, palm oil plantations are causing trees to be cut down in large numbers. Unilever have introduced guidelines for farmers, including encouraging them to put owl boxes in ~~the~~ ^{so the owls} will eat the snakes and pests, so pesticides don't need to be used, protecting the environment and when they are used, workers have to wear protective suits.

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



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This response was awarded six marks with three marks for SPaG.

Summary

This paper revealed some inconsistencies in candidates' performance.

- There were some excellent answers linking together knowledge and understanding through case study material, eg Q3 and Q4.
- This was in marked contrast to the performance on the skills elements of Q1 and Q2. Map skills were sometimes quite poor even from candidates who did well later on in the paper.
- A particular aspect of this was the inability of some candidates to grasp the idea of scale and distribution, their reading of the 'white' areas on a map (eg 'nothing') and their capacity to ignore key words in questions, eg 'shape' and 'size'.
- It is probably a good idea for centres to try and integrate these map skills into general teaching and learning of topics so that they can become more firmly embedded.

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