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Examiners' Report
June 2010

GCSE Geography 5GA2F

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Introduction

It was pleasing to see a good level of responses in the first session of this new modular unit, as the paper was generally well received by candidates. Although many candidates have only studied the Natural Environment Unit this year the level of Geography given in many answers was good, and it was pleasing to see some explanation. I have no doubt that given a further year of study we could expect the quality of responses to improve.

The paper required candidates to answer two 25 mark questions in an hour. The vast majority of candidates managed this in the set time, with some detailed answers given on case study questions. Candidates must, however, ensure their answers focus on the demands of the question. There were often occasions where the candidate explained in a question requiring description.

Candidates used the space in the answer booklet well, though must be reminded to indicate where a continuation of an answer is, if additional paper has not been used.

In section A the Coastal landscapes and Tectonic landscapes were the most popular responses chosen. Very few centres opted for the Glacial landscapes option. In section B there was a more equal spilt between Question 5 and 6.

Candidate performance was surprisingly good. The approach to individual questions is considered in the reports on the separate items. However, a general summary of areas for improvement in the approach to some of the question types may prove of benefit to centres:

i) Candidates must label in the appropriate place with the labels given, not their own words.

ii) On questions requiring description of distribution, candidates must ensure they use, evidence to support their answer when asked for it.

iii) On case study questions, candidates should try to use specific detail relevant to their named area, to support their points.

Question 1(a) (ii)

This question required candidates to label terms onto the resource in the correct place. The vast majority of candidates achieved this. Though some made the mistake of putting their own terms in not the ones given in the question. Candidates must ensure they read the question carefully.

Question 1(a) (v)

Candidates were required to describe the features of the cliff and the beach. This question proved to be a challenge for the majority of candidates who opted to explain the formation of a stack or a headland. Clearly candidates were not familiar with the demand of the question and would benefit from practising these questions. Good answers focused on points such as a 'pebbly beach' or 'steep cliffs'.

(v) Describe the main features of the cliffs and beach shown in Figure 1a.

(3)

the cliffs are made out of chalk which is a very soft rock so its easily eroded, and the beach has large pebbles which will help erode the landscape quicker

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Examiner Comments

This is a fairly good response scoring 2 marks. The candidate recognises the geology of the cliffs in this case chalk, and that the beach was made of pebbles. Another feature such as 'jointed cliffs' would have gained the 3rd mark.

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Examiner Tip

Describe questions simply require you to say what you can see in the resource. Do not be tempted to explain.

Question 1(b) (iii) 1

This question was a multiple choice word fill. Most candidates scored 1 mark. Few candidates confused hard and soft rocks in this question.

Question 1(b) (iii) 2

This question was a multiple choice word fill. Most candidates scored 1 mark. Most candidates understood the geology of headlands and bays.

Question 1(b) (iii) 3

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 1(b) (iii) 4

This question was a multiple choice word fill. Most candidates scored 1 mark. Definition of fetch was well known.

Question 1(b) (iii) 5

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 1(b) (iv)

This question required candidates to give the advantages and disadvantages of soft engineering.

It was a popular question as many candidates were able to write some detail. However, soft engineering was considered in a general context, though some of the better answers focused on specific types of soft engineering. Some candidates confused hard and soft engineering types. Typical advantages stated soft engineering methods were 'cheaper' or 'better for environment'. Candidates should be encouraged not to write answers as a list, as this limits the opportunity for development in their answer.

(iv) Soft engineering could be used to protect the area shown in Figure 1b.

What are the advantages and disadvantages of soft engineering?

(4)

Soft engineering is cheaper than hard engineering. It is more attractive to the enviroment as less building is involved for example, beach replenishment in spurn head. However some ways of soft engineering is not as effective as other techniques, causing coastal erosion to still take place.

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Examiner Comments

This was a good answer which scored 3 marks in the first four lines on advantages and types. Although the answer was in a general context they managed to refer to both advantages and disadvantages for full marks.

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Examiner Tip

On a 4 mark question try to include four separate points in your answer.

Question 1(c)

Candidates found this question a tricky one, and did not seem fully prepared to write in detail on how coastal flooding can be reduced through planning and forecasting.

Answers were often generalised and simplistic. Many did not outline how planning/forecasting could reduced flooding, instead merely commenting that it did. Reference to examples often helps focus answers, and this could help improve candidate performance in future.

(c) Outline how coastal flooding can be reduced through planning and forecasting.

(3)

Planning

Planning on how to reduce flooding is a good idea as you could think of ways to reduce flooding.

Forecasting

forecasting would help the people prepare for the flood and they could try to reduce it.

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Examiner Comments

This was a typical answer at foundation level which did not have much detail on how flooding was reduced. The first part on planning simply states that planning will help reduce flooding, but doesn't say how. In the part on forecasting the idea that it would help people prepare was worth 1 mark.

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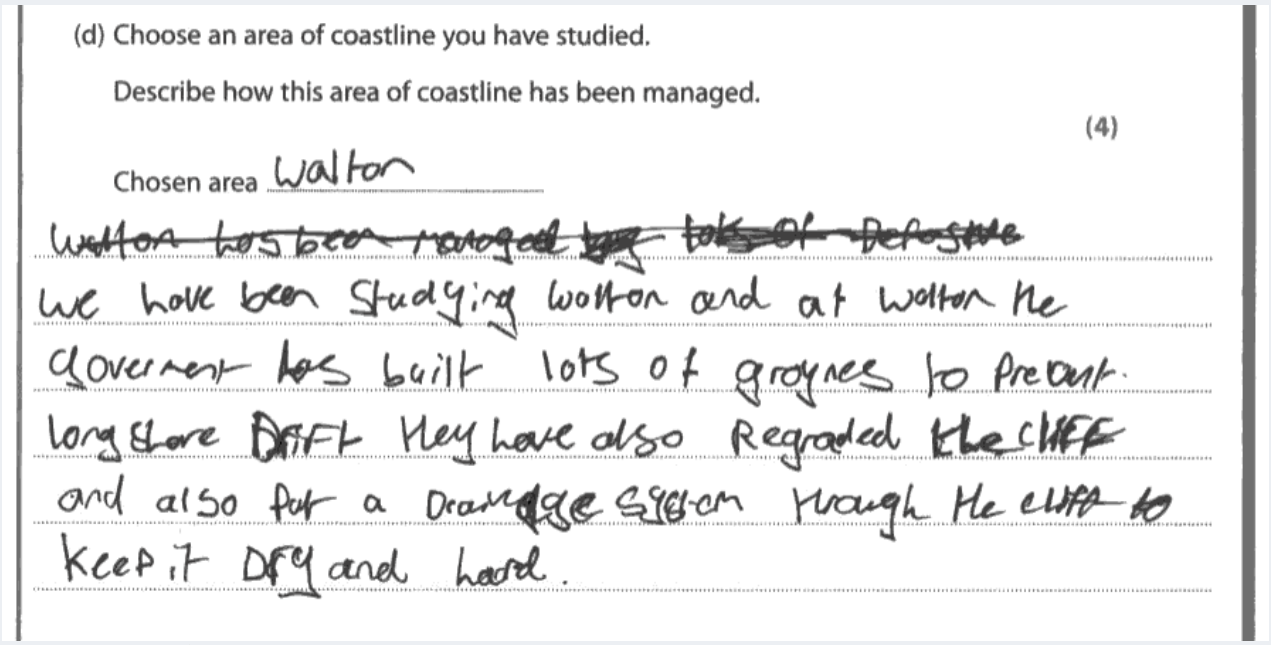
Examiner Tip

Try to relate you answers to examples to give your answer focus.

Question 1(d)

This question required candidates to describe how a coastline has been managed.

Many candidates were able to write in some length on their chosen example, though were stopped from achieving full marks as they did not include specific detail related to the chosen area. It is important that candidates try to learn specific information to allow them to reach full marks. Many candidates showed a good knowledge of defence measures and some could explain how they managed processes, even though this was not a requirement of the question.



(d) Choose an area of coastline you have studied.

Describe how this area of coastline has been managed.

(4)

Chosen area Walton

~~Walton has been managed by lots of defences~~

we have been studying Walton and at Walton the government has built lots of groynes to prevent longshore DRIFT they have also regraded the CLIFF and also put a Drainage System through the cliff to keep it DRY and hard.

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Examiner Comments

This is a classic example of a response which identifies some methods, groynes and cliff regrading, and even has some development. However without the specific point relating the case to Walton-on-the-Naze it only scores 3.

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Examiner Tip

Make sure you learn at least one piece of specific information which can be included in your answer. This will help you reach full marks.

Question 2(a) (ii)

This question required candidates to label terms onto the resource in the correct place. The vast majority of candidates achieved this. Though some made the mistake of putting their own terms in not the ones given in the question. Candidates must ensure they read the question carefully.

Question 2(a) (v)1

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates confused slip-off slope and river cliff.

Question 2(a) (v)2

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 2(a) (v)3

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates confused slip-off slope and river cliff.

Question 2(b) (iii)

Candidates were required to give the advantages and disadvantages of soft engineering in rivers. Many candidates had some knowledge of the advantages, though disadvantages were less well known. There was also some confusion between hard and soft engineering types.

Candidates should try to avoid generic answers and instead focus their response on an example. This may help give the candidates focus in their answer with the added benefit that they will gain credit from mentioning a soft engineering type.

(iii) Soft engineering could be used to protect the area shown in Figure 2c.

What are the advantages and disadvantages of soft engineering?

(4)

Soft engineering is good for the environment ~~because~~ and much cheaper to produce but however, it is less effecture than hard engineering.

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Examiner Comments

A concise answer scoring 3 marks. The candidates approaches the answer in generic content but makes three clear points.

ResultsPlus
Examiner Tip

In a point marked response candidates should always aim to give four points for a 4 mark question.

Question 2(b) (iv) 1

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 2(b) (iv) 2

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 2(b) (iv) 3

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates confused the idea of steep valley sides to soft.

Question 2(b) (iv) 4

This question was a multiple choice word fill. Most candidates scored 1 mark. Lower scoring candidates often confused the responses to 2biv3 and 2biv4, believing another cause of flooding to be soft rock.

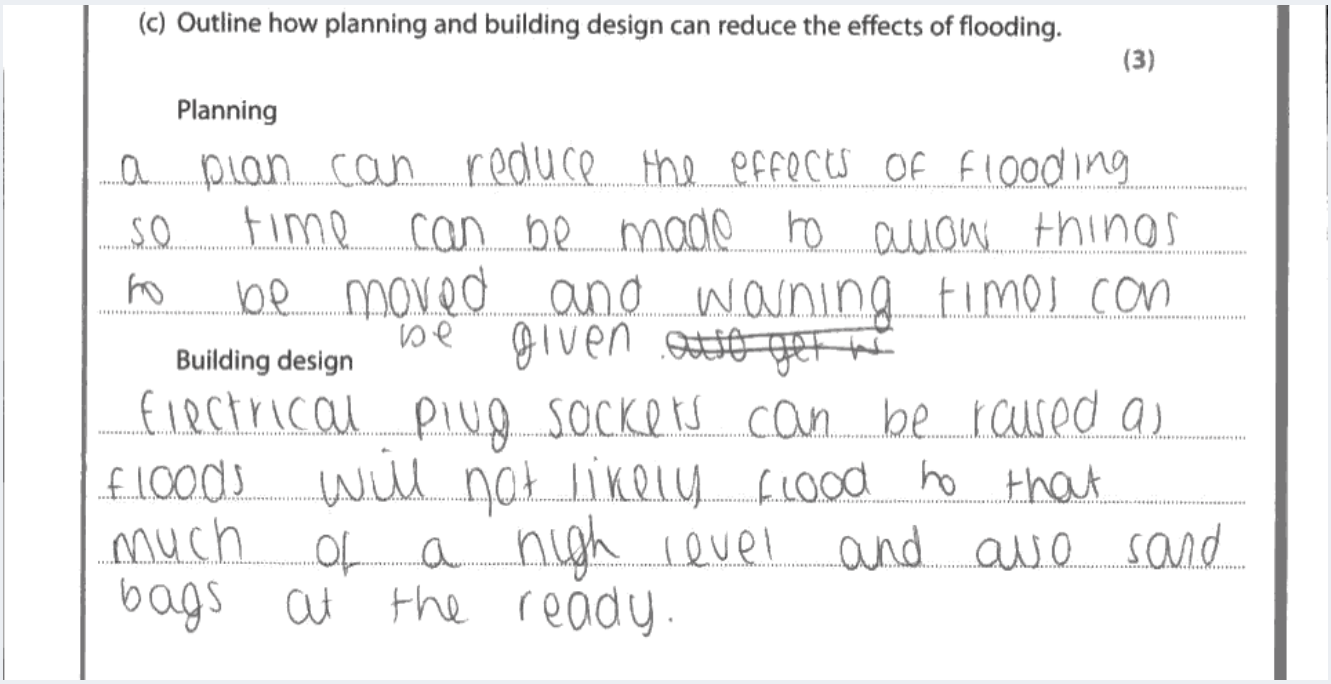
Question 2(b) (iv) 5

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 2(c)

Man candidates gave generic answers to how planning and building design can reduce the effects of flooding.

Candidates generally performed better on building design and a common answer was buildings on stilts. Interior design of homes also featured well. Many candidates mistook planning for defences, without linking the two. Candidates may improve their answer by relating flood reduction methods to examples.



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

(3)

Planning

a plan can reduce the effects of flooding so time can be made to allow things to be moved and warning times can be given ~~also get in~~

Building design

electrical plug sockets can be raised as floods will not likely flood to that much of a high level and also sand bags at the ready.

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Examiner Comments

Some generic points given here but the candidate has three basic points for 3 marks. Although sand bags was not building design it was a relevant point.

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Examiner Tip

Try to relate your points to examples to give your answer clearer focus.

Question 2(d)

This question required candidates a description of river management. Although many candidates struggled to give the necessary specific detail, the responses on the River Nene produced some of the best answers.

Some centres focused on examples which only had one aspect of measurement, such as the Thames Barrier which limited candidates ability to give detail on the scheme. Candidates were restricted to 3 marks without a specific point, so centres should be mindful to ensure candidates include these in their revision.

Question 3(a) (ii)

This question required candidates to draw the direction of ice movement. The response to this was varied and linked closely to the candidates overall knowledge of drumlins. Those that did well at 3aii also did well on 3aiii.

Question 3(a) (iii) 1

In this multiple choice question candidates had mixed responses. Stoss End and Lee Slope were often confused.

Question 3(a) (iii) 2

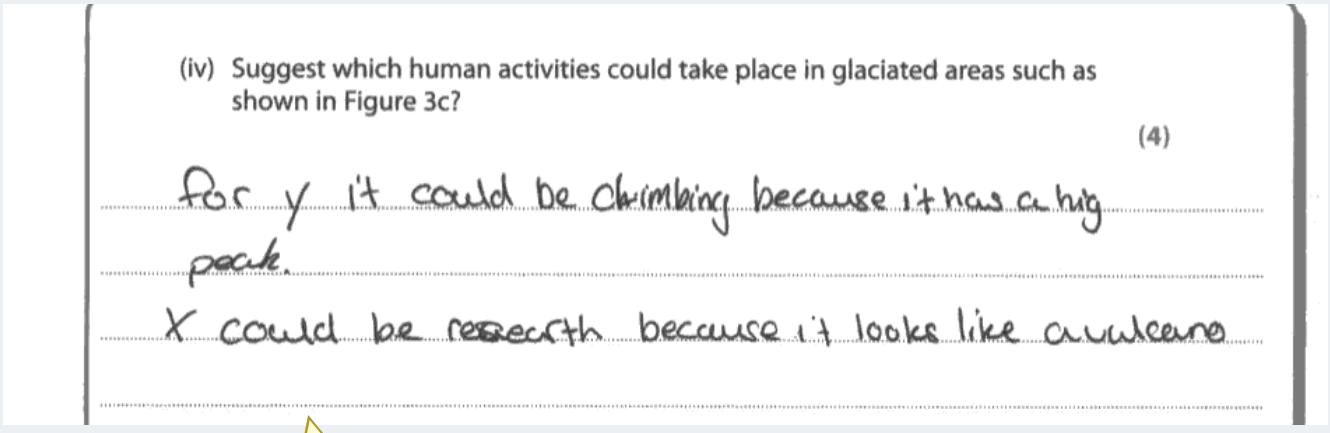
In this multiple choice question most candidates were able to identify moraine.

Question 3(a) (iii) 3

In this multiple choice question candidates had mixed responses. Stoss End and Lee Slope were often confused.

Question 3(b) (iv)

Many candidates coped well with identifying human activities in glaciated areas. Lots of candidates wrote a list of activities which limited them to 3 marks. To gain full marks on this question candidates were required to link at least one of the activities to either the resource or a glaciated area. Many candidates were able to score 3 or 4 on this question.



(iv) Suggest which human activities could take place in glaciated areas such as shown in Figure 3c?

(4)

for y it could be climbing because it has a hig peak.

X could be research because it looks like a volcano

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Examiner Comments

In this response the candidate identifies to activities on of which is related to a feature, ie 'high peak'. No credit was given to 'it looks like a volcano'.

Question 3(b) (v) 1

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates confused ice with water in the part of the question

Question 3(b) (v) 2

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 3(b) (v) 3

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates misread the sentence and put steep and flat in the wrong place.

Question 3(b) (v) 4

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates misread the sentence and put steep and flat in the wrong place.

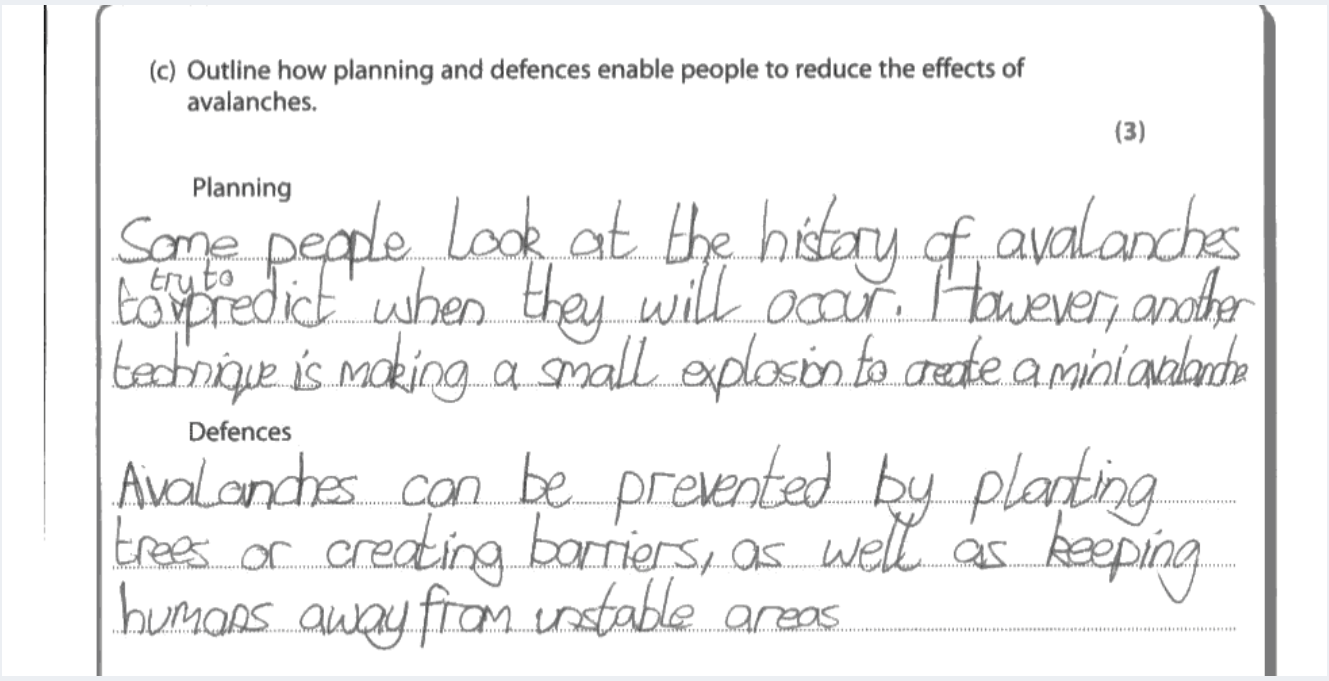
Question 3(b) (v)5

This question was a multiple choice word fill. Most candidates scored 1 mark. Though some low scoring candidates thought that v-shaped valleys were a associated with U-shaped valleys.

Question 3(c)

Candidate produced a variety of responses to this question however many generalised how planning and defences could reduce the effects of avalanches.

Candidates were often able to offer more specific reasons to defences and barriers or afforestation was a common response. Some candidates were unable to distinguish between planni and defences. There is a clear need to work on how planning could reduce effects of avalanches; centres should aim to teach this through use of examples.



(c) Outline how planning and defences enable people to reduce the effects of avalanches.

(3)

Planning

Some people look at the histary of avalanches to try to predict when they will occur. However, another technique is making a small explosion to create a mini avalanche

Defences

Avalanches can be prevented by planting trees or creating barriers, as well as keeping humans away from unstable areas

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Examiner Comments

This is a good response clearly worth 3 marks. The candidate can differentiate between planning and defences and shows clear understanding relating to specific ideas such as controlled explosions, planting trees and creating barriers.

Question 3(d)

Candidates were required to describe the effects of an avalanche on a chosen area. Of the few who did answer this question the response was often a good one. Many had specific points to support their answers especially those who used the Galtur or French Alps examples. Some lower scoring candidates described the causes rather than the effects or just told a story on the avalanche.

(d) Choose an avalanche you have studied.

Describe the effects of the avalanche on the local people and the environment.

(4)

Chosen study Galtur

The avalanche had a huge effect on local people as some died. Also busine ~~they might~~ their businesses could suffer as the avalanche has done damage to buildings. Also ~~skiier~~ ~~skier~~ Snowboarders wont be aloud to Snowboard due to the aftermarth, therefore more money lost for locals. Roads could be blocked by the snow, so survivers are stuck.

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Examiner Comments

This is a good example of a candidate who has many effects of the avalanche but no specific points, and therefore is held at 3 marks.

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Examiner Tip

Learn facts to make sure you achieve full marks in case study questions.

Question 4(a) (ii)

This question required candidates to draw arrows to show plate movement. Many correctly identified the movement of the plate towards each other however were limited by drawing only one of the two arrows. Arrows which moved in the plate direction, eg sub ducting, were acceptable.

Question 4(a) (iv) 1

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates chose to label the boxes with their own words and did not carefully read the questions.

Question 4(a) (iv) 2

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 4(a) (iv) 3

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 4(b) (iii)

Many candidates were able to suggest at least one reason why the buildings in the source did not fall down. This reason was often earthquake proofing. For candidates to achieve full marks they were required to give a series of examples of earthquake proofing measures or develop one example. Some candidates generalised foundations without relating specifically to earthquake proofing.

(iii) Suggest why many of the buildings in Figure 4b did not fall down in the earthquake.

(3)

the Incident pur place in between the buildings and on the motor way, the buildings could be earthquake resistance and the motor way could be made poorly and the baibders never took on earthquake happening into consideration

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Examiner Comments

This candidate only mentions earthquake proofing for 1 mark. All of the extra information on the bridge did not gain credit.

Question 4(b) (v) 1

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 4(b) (v) 2

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates confused Richter and Mercalli, but these were in the minority.

Question 4(b) (v) 3

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 4(b) (v) 4

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 4(b) (v) 5

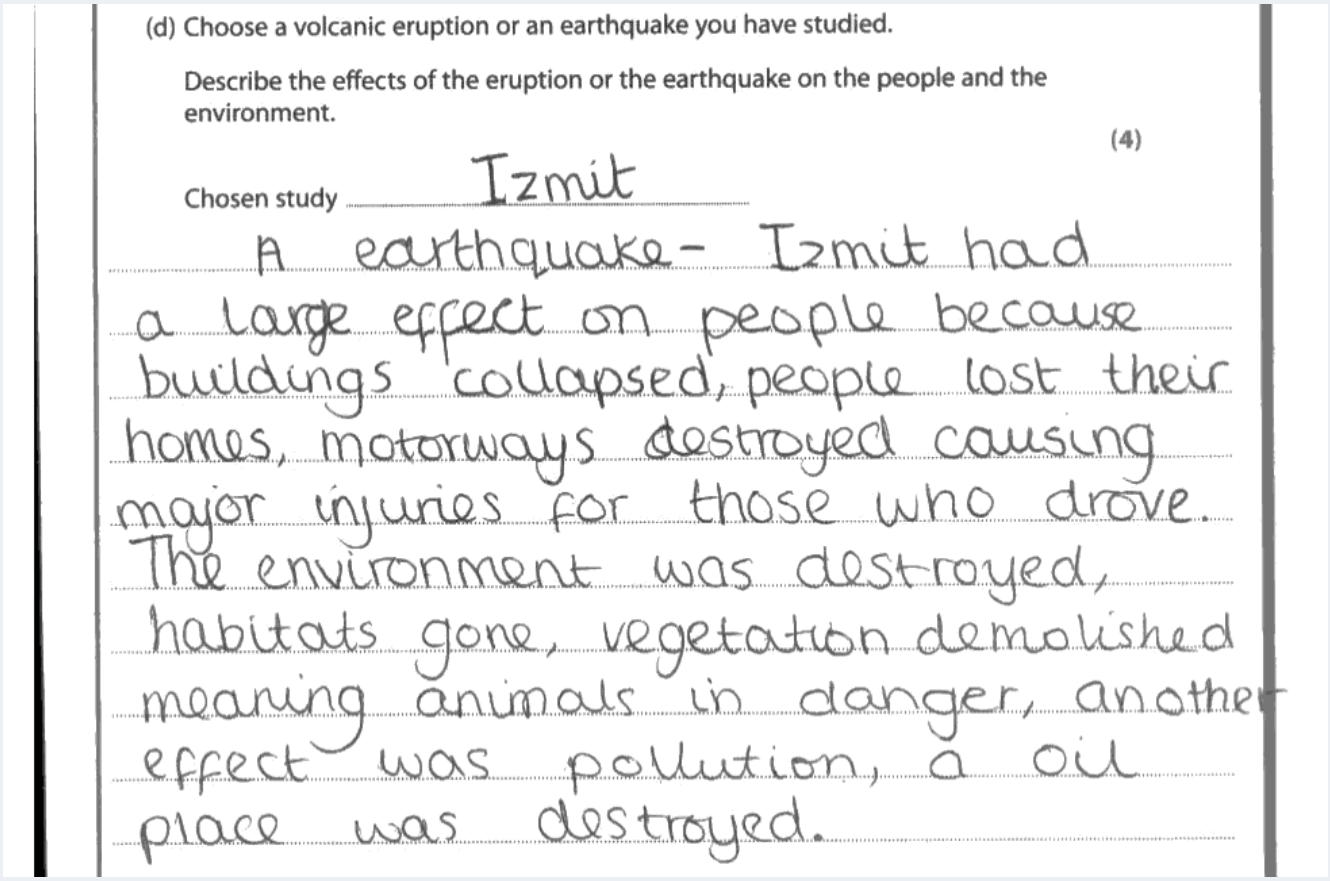
This question was a multiple choice word fill. Most candidates scored 1 mark. Those that did not score 1 mark confused the answer with forecasting. However, accurate forecasting has not been reliably achieved on earthquakes to date.

Question 4(c)

Candidates coped well with this question and many were able to outline reasons why people stay in areas affected by volcanic eruptions. Some low scoring candidates offered a list of statements and were therefore limited to 2 marks. Generalised answers were common such as 'cannot afford to move', or soil is good for farming'. The best answers were developed and these were more common in responses relating to tourism or fertile soil.

Question 4(d)

Candidates performed well on this question often achieving 3 or 4 marks. Many were able to identify relevant effects of a tectonic event with most answers focused on Montserrat or Izmit. Candidates who failed to include specific information relating to the case were limited to 3 marks. Some candidates told the whole story of the event including both cause and effect. Candidates need to focus their information to the demands of the question.



(d) Choose a volcanic eruption or an earthquake you have studied.

Describe the effects of the eruption or the earthquake on the people and the environment.

(4)

Chosen study Izmit

A earthquake- Izmit had a large effect on people because buildings collapsed, people lost their homes, motorways destroyed causing major injuries for those who drove. The environment was destroyed, habitats gone, vegetation demolished meaning animals in danger, another effect was pollution, a oil place was destroyed.

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Examiner Comments

This is a good response from a candidate who recognises effects from the event. However, lack of specific information limits the candidate to 3 marks. To gain full marks candidates needed to include specific information related to the case.

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Examiner Tip

A good way to get specific information on tectonic hazards questions relating to effects is to remember key facts such as deaths or injuries.

Question 5(a) (i)

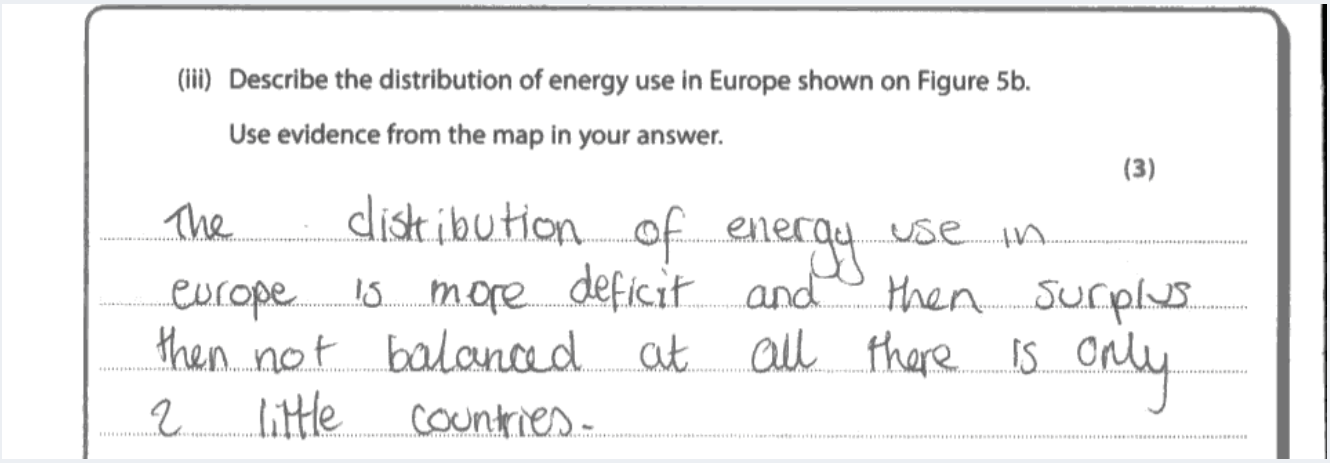
Candidates were required to complete the graph showing household waste per person. Although many achieve 2 marks on this question candidates need to be more careful of drawing lines with sharp pencil and using a ruler. Candidates should not waste time in shading the graph unless specifically asked to do so.

Question 5(a) (iv)

Candidates were required to suggest why the graph showed a person in a HIC. Many gave general answers about greater wealth in HICs, however this was not on its own relevant to the question. A good responses related to recycling and less need for landfill.

Question 5(b) (iii)

Candidates found describing the distribution of energy use a challenge. Good answers were able to identify the general trend and exceptions to that. Answers could only gain full marks if they used evidence from the map. Many candidates who scored low marks simply gave a tour of Europe, stating whether countries were surplus or deficit.



(iii) Describe the distribution of energy use in Europe shown on Figure 5b.

Use evidence from the map in your answer.

(3)

The distribution of energy use in europe is more deficit and then surplus then not balanced at all there is only 2 little countries.

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Examiner Comments

Although a convoluted response, the candidate clearly recognises the main pattern as deficit energy use, and uses evidence of two balanced countries for the second mark.

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Examiner Tip

Try to identify a main trend and exceptions from it. This will avoid unnecessary description.

Question 5(b) (v) 1

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 5(b) (v) 2

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 5(b) (v) 3

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 5(b) (v) 4

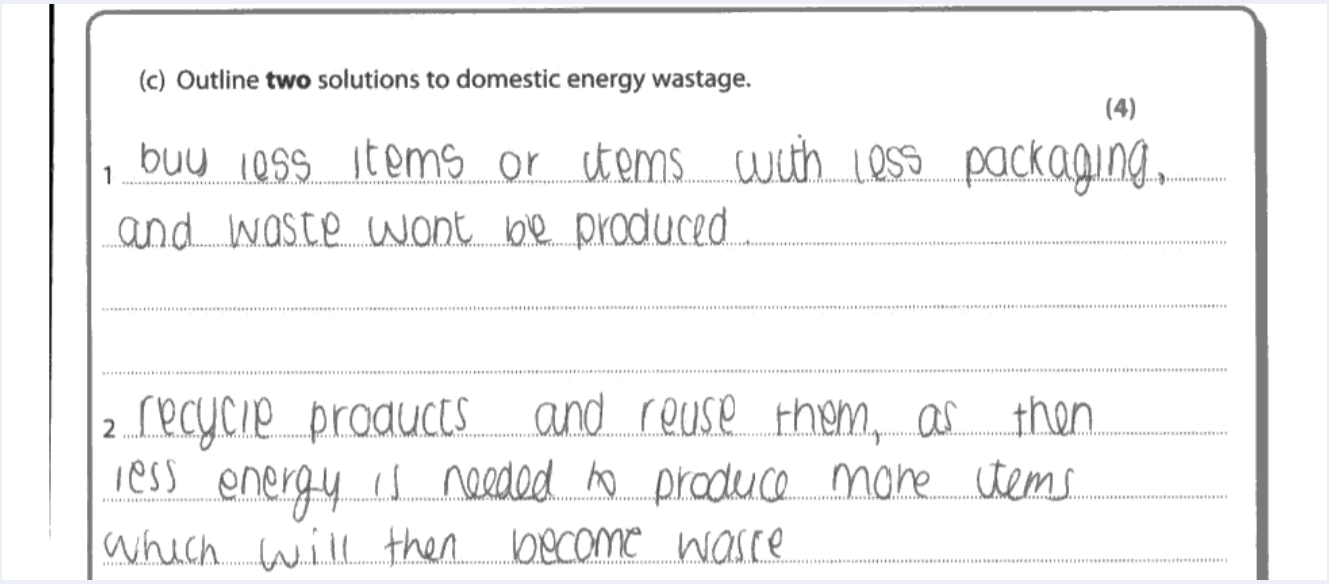
This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 5(b) (v) 5

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 5(c)

This question proved to be a good discriminator as candidates had to outline two solutions to domestic energy wastage. Low scoring candidates focused on waste not energy therefore often scored 0 marks. Many candidates could identify energy saving light bulbs, insulation, or switching off appliances as a measure, but only the more able candidates were able to suggest how these reduced energy wastage.



(c) Outline **two** solutions to domestic energy wastage.

(4)

1 buy less items or items with less packaging, and waste wont be produced

2 recycle products and reuse them, as then less energy is needed to produce more items which will then become waste

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Examiner Comments

This was a typical response which scored 0. This candidate has mistaken reducing energy wastage for reducing waste. Recycling therefore is an inappropriate choice of solution. Reference to energy saving light bulbs or insulation would have been a better focus.

Question 5(d)

Many candidates chose Germany as an example of how a country disposed of their waste. Those examples that focused on the UK often tackled the question from a local perspective and were limited to 3 marks. Although many candidates could describe landfill, incineration and recycling only some candidates achieved full marks as they were able to focus on different types and include a specific point. Most candidates that took this question showed good evidence of learning the case study.

*(d) Choose a High Income Country (HIC) you have studied.

Describe how it disposes of different types of waste.

(4)

Chosen HIC Britian

Britian disposes waste in many different ways it recycles certain waste but we do also just simply dump waste lik nuclear waste which seriously harms the environment

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Examiner Comments

This is a good example of a generalised answer which was common when referring to UK examples. Here the candidate only gains credit from mentioning recycling, with the point on nuclear waste not appropriate.

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Examiner Tip

If the question asks for different types of waste disposal ensure the answer doesn't just focus on domestic or municipal waste.

Question 6(a) (i)

Candidates were required to complete the graph showing household water use per person. Although many achieve 2 marks on this question candidates need to be more careful of drawing lines with sharp pencil and using a ruler. Candidates should not waste time in shading the graph unless specifically asked to do so.

Question 6(a) (ii)

Many candidates were able to offer two other household water uses. Common water uses included drinking, cooking and cleaning teeth. Some candidates did not include domestic uses and referred to agriculture and industry.

Question 6(a) (iii)

Candidates were often able to state a reason for why the graph showed a HIC. The best candidates were able to develop these answers. Good responses included HICs having easier access to water therefore having a greater domestic use, or another common response was that LICs were too poor and couldn't afford cars therefore percentage of car washing would be lower. Candidates should ensure their answers are fully developed when asked to suggest why.

Question 6(b) (iii)

Some candidates struggled to describe distribution of rainfall and therefore this could be an area of practise for the future. Less able candidates simply went around each region stating their rainfall amounts. More able candidates could recognise the east-west pattern and use data as support to their answer. Candidates should be reminded that when describing a distribution they should try to find the main trend and then describe the exceptions to it.

(iii) Describe the distribution of rainfall in Great Britain shown on Figure 6b.

Use rainfall data in your answer.

(3)

The distribution of rainfall in the UK is that the west side of the country has more rainfall, where as the east side of the country is the dryest part of the UK.

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Examiner Comments

This candidate has the beginnings of a good response recognising the east-west divide. However, lack of development from this limited the answer to 1 mark.

Question 6(c) (i) 1

This question was a multiple choice word fill. Most candidates scored 1 mark. Those that did not confused ground and surface.

Question 6(c) (i) 2

This question was a multiple choice word fill. Most candidates scored 1 mark. Some candidates were not clear on the meaning of aquifer and instead used the term borehole.

Question 6(c) (i) 3

This question provided many candidates with confusion as they mixed up borehole and pipelines.

Question 6(c) (i) 4

This question was a multiple choice word fill. Most candidates scored 1 mark. Those candidates that confused 6ci1 often confused their answer with this response.

Question 6(c) (i) 5

This question was a multiple choice word fill. Most candidates scored 1 mark.

Question 6(c) (ii)

Many candidates performed fairly well on this response which required an outline of two water supply problems in LICs. Many were able to identify at least one factor with the most common as contamination or disease. Some candidate were able to develop these points to score 3 or 4 marks. Candidates should be careful of generalisations such as all LICs are in drought ridden areas therefore a limited water supply. This question did reveal a series of stereotypes from centres.

(ii) Outline **two** water supply problems in Low Income Countries (LIC). (4)

1 Most LIC are in the southern hemisphere where the is generally less rainfall

2 They don't have the money to build things such as aquifers and reservoirs to store and collect water

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Examiner Comments

This candidate identifies a valid point in 2 and develops it for 2/4. However, the first part of the answer offers too greater generalisation therefore was not awarded any marks.

Question 6(d)

This question required candidates to describe the effects of a water management scheme in a chosen country. The best answers came from using the Three Gorges Dam case study which was clearly focused on effects. Many of those who chose the Sydney Olympics case study were limited as the case was centred on a description of the scheme not its effects. Many of the conflict case studies were also used which carried similar issues to Sydney. A select few candidates chose were small scale water management schemes such as the Walkers Crisps factory which had a limited amount of effects. Candidates should be careful when selecting an appropriate case study, especially in this unit which has two main case studies, water management and conflict.

*(d) Choose a water management scheme you have studied.

Describe the effects of the scheme.

(4)

Chosen water management scheme The three georges

The three georges was a dam that was built in China to be a hydroelectric dam. This is because chinas main energy is 15% coal and coal is running out. The good points about the dam is that it will produce over 10% of china's energy and it will make money as tourists will go and visit. This will also create jobs. The disadvantages are that this dam is very expensive to construct and will take over 10 years to complete. Also, more mudslides have occured because of towns and villages will need to be flooded to make the river long and wide enough for boats and ships and the yankesi river dolphin is almost ~~extinct~~ extinct because of the dam being built.

ResultsPlus
Examiner Comments

This is a good example of an answer focused specifically on effects and with some specific information which gains 4/4. It has a range of effects and is clearly structured.

ResultsPlus
Examiner Tip

Ensure you use specific information to support your answers, as this will enable you to reach full marks.

Well done to candidates and centres for their sound performance on the paper. I hope that centres will learn from the mistakes made this year so that future improvements are made.

Grade Boundaries:

Grade	Max. Mark	C	D	E	F	G	U
Raw boundary mark	50	28	25	22	19	16	0
Uniform mark scale boundary	69	60	50	40	30	20	0

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