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Examiners' Report January 2011

GCSE Geography 5GA2F 01

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Introduction

After the second outing of this paper the overall performance has shown a slight improvement by the candidates. The overall number of candidates who took this unit in this session was lower than the summer with many candidates attempting a retake.

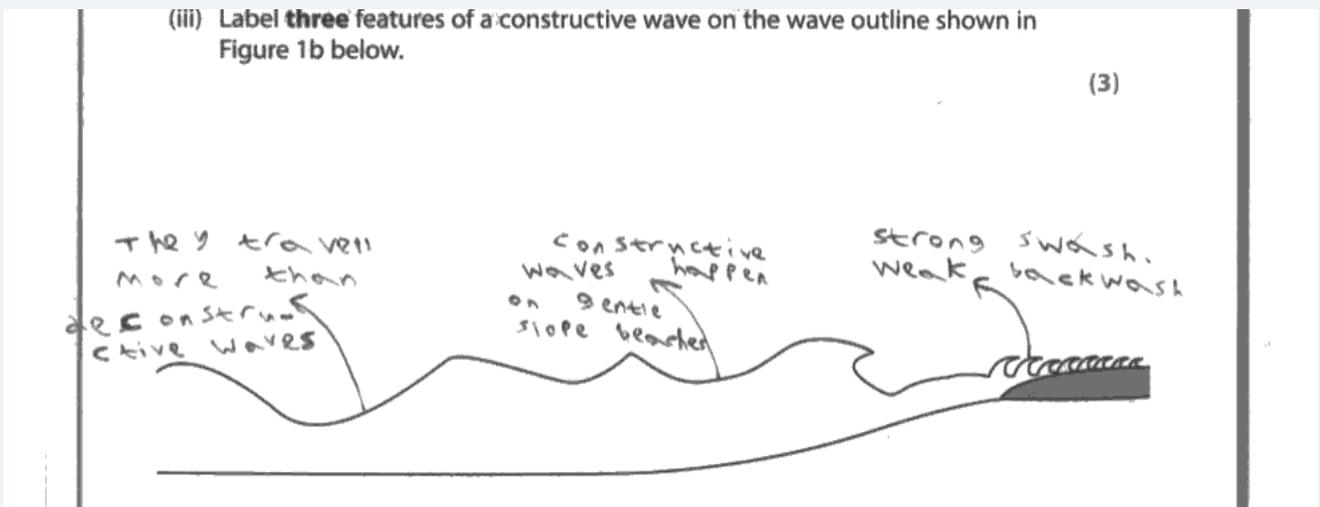
Overall candidates seemed to cope well with the time requirements of the paper and there was little evidence of incomplete scripts. Some candidates are still writing answers out of clip, but this has significantly reduced. Centres are asked to advise candidates that when they write extra material away from the designated space on the paper that they inform the examiner with specific directions.

The popularity of the questions followed a similar pattern to that of last summer. With Tectonic and Coastal landscapes the most popular options in part A, with fewer candidates attempting Rivers and a small minority attempting Glaciers.

Section B has more of a balance of candidate numbers with Waste proving to be the more popular option over Water.

Question 1 (a) (iii)

This question required student to label features of a constructive wave around the diagram. Common mistakes included confusion between constructive and destructive waves. One mark was allowed for a general wave characteristic, labelled in the correct place. Candidates need to learn to apply the wave characteristics to diagrams not just learn them.



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Examiner Comments

This candidate scores full marks as they have three labels relevant to constructive waves. They are all labelled in areas of the diagram which correspond to the characteristic.



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Examiner Tip

In addition to learning features, candidates must practise labelling them onto either photographs or sketches to enable them to apply their learning.

Question 1 (a) (ii) Y

The intended label for Y was originally meant to be the beach. However, with a lack of an arrow many candidates misinterpreted the 'Y' as a headland or the cliff, and therefore these features were creditworthy. Bay was also a valid response.

Question 1 (a) (ii) Z

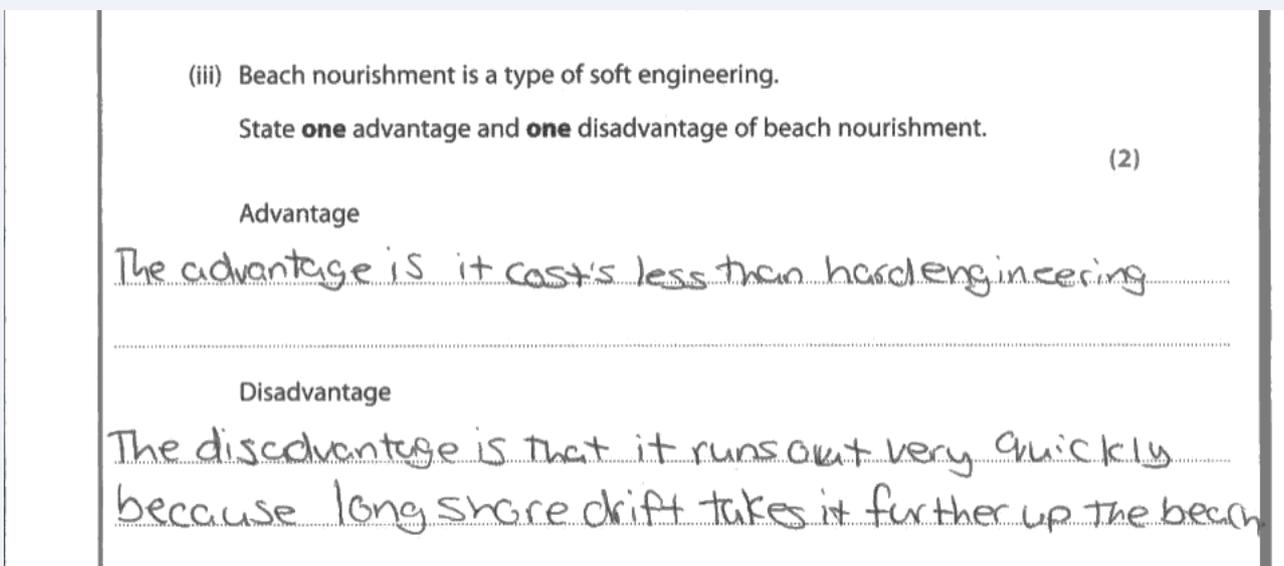
Many candidates recognised 'Z' as a cliff or headland. Some candidates confused naming a landform with naming a process such as slumping.

Question 1 (b) (i)

Many candidates have a good understanding of the difference between hard and soft engineering. There was some confusion between the two, and some simply put the names of the type of engineering shown. It would be good if candidates learnt a list of hard techniques and soft methods to manage the coastline.

Question 1 (b) (iii)

This question had mixed response from candidates. Many did not know what beach nourishment meant and therefore guessed an answer. There were often generic answers on cost or appearance, but some were not always relevant to this method. Good answers had a clear idea of what beach nourishment was and therefore could relate to specific advantages and disadvantages of each. In future candidates should try, if possible to avoid generalisations.



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Examiner Comments

This candidate scored full marks, as although they give a generalised point on the advantage, they put it in context comparing it to hard engineering. The disadvantage highlights the candidate's clear understanding of beach nourishment.



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Examiner Tip

Show the examiner that you know about the method of coastal defense by giving specific information which relates to that type of engineering.

Question 1 (b) (v) 1

Some candidates confused the process of deposition with a landform of the coast. This question provided a surprising hurdle for candidates.

Question 1 (b) (v) 2

This part proved to be tricky for some candidates with some confusing the 'coastline' with 'beach'.

Question 1 (b) (v) 3

Many candidates could recognise that spits form in estuaries.

Question 1 (b) (v) 4

Many candidates recognised the deposition of sand in shallow waters.

Question 1 (b) (v) 5

A good understanding of spits shown here, many candidates able to identify the curved nature of spits.

Question 1 (c)

This question was a good discriminator at foundation level. Many candidates were limited by a lack of knowledge of the terms geology and fetch. It was common for candidates to confuse fetch with the speed of the wind, or the power of erosion. Some candidates who understood fetch, simply did not relate it to erosion. The term geology, although in the specification, provided the greatest hurdle on this question. It was commonly linked to coastal defense methods, as surprisingly few could link it to rock type or structure. Credit was therefore given on this question for a simple recognition of the term. Use of the term geology is one that more centres at foundation level should try to use.

1 Length of the fetch affects the rate of coastal erosion.

The more fetch there is on the beach the more strong the waves are, the smaller the fetch the weaker the waves are.

2 Geology affects the rate of coastal erosion.

I think that the way that geology affects the rate of coastal erosion is that it slows the wavelength and stops it from eroding material.



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Examiner Comments

This response was common and scored 1 mark. Although the candidate does not have a clear understanding of either fetch or geology, they do recognise that increased fetch results in stronger waves. This could have been improved if they had linked this to erosion rate.



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Examiner Tip

Ensure candidates learn the terms which are found in the specification. On questions asking about rate of erosion, make sure the candidate includes in their answer whether there is more, or less, erosion.

Question 1 (d)

This question was well answered by many candidates up to 3 marks. The most common reason for not getting full marks was an inability to include a specific point of fact, with many answers simply generalised. Although the question asks for effects on people and the environment, this was not a requirement for full marks, even though many candidates did refer to both. More case study detail on such a question would be preferable. Some candidates confused 'effects' with 'management'. Even though management could be considered an effect, in light of the specification it was decided not to credit these points.

(d) Describe the effects of coastal recession on people and the environment.

Use examples in your answer.

(4)

Coastal recession can cause people to lose their homes and can make coastal hotspots ~~in~~ lose money as families do not want to go on to beaches with big rocks that have fallen off the cliff on it. It can also ruin nature reserves and habitats for some animals as well. Coastal recession can ruin villages which are near the sea as at Walton Sand the haze in some places ~~at~~ the cliff is retreating at an average of 50 cm a year due to soft rock so in the future this could be a problem for people who live near the sea. (Total for Question 1 = 25 marks)



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Examiner Comments

This response, although largely generalised on the effects, scores full marks as it has reference to a specific fact and place. This answer is also good because it focuses on both people and the environment, even though this was not a requirement at foundation level.



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Examiner Tip

Make sure that you include specific points or facts in your case study answers. This will help you get to full marks.

Question 2 (a) (iii)

This question was generally well answered, though there seems to be confusion over how river characteristics change. Depth was best understood, though many seemed to believe that gradient increased, even though a diagram was given to help the candidates. Many candidates also believe that velocity decreases downstream. This may be due to a lack of understanding of terms, which in the case, means that these specification terms should be used more widely in the teaching of the topic for foundation level students.

(iii) The diagrams below show the River Seine on Figure 2a at point R and point S.

Complete the boxes on Figure 2b to show the changes to width, depth, velocity and gradient as the River Seine flows downstream.

One has been done for you.

(3)

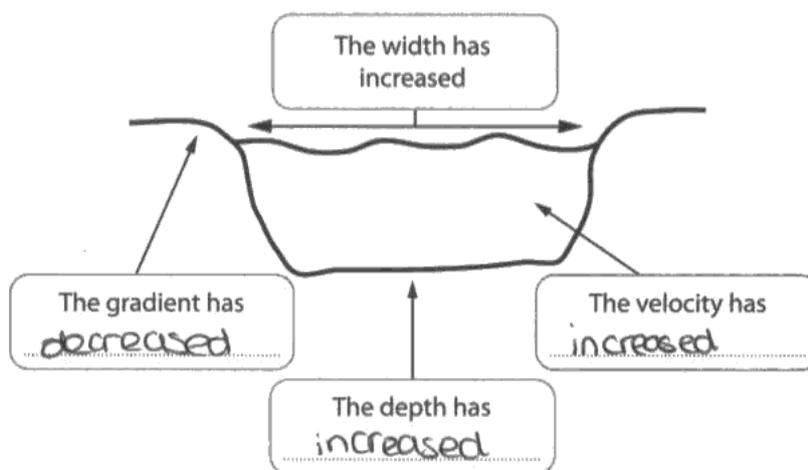
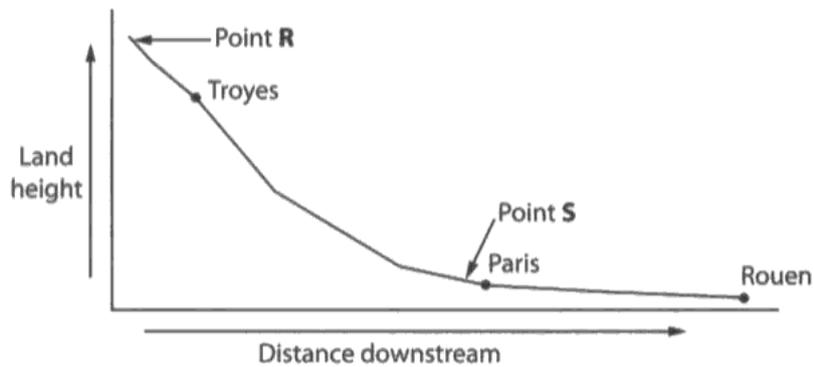


Figure 2b



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Examiner Comments

This candidate had a clear idea of the expected changes downstream, correctly identifying each characteristic for full marks.



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Examiner Tip

When learning river characteristics at foundation level, have a table with the feature e.g. discharge, and whether it increases or decreases.

Question 2 (a) (ii) Y

The majority of candidates correctly identified this as the mouth.

Question 2 (a) (ii) Z

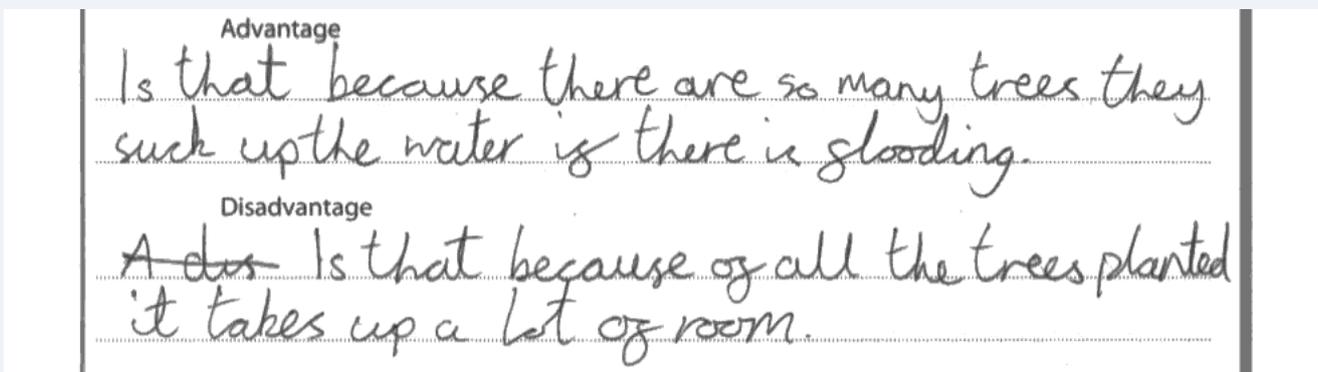
Although the placing of the arrow did not help clear identification, many candidates correctly identified this as the 'confluence' or the 'river channel'. The main confusion was that Z was a meander, even though more obvious meanders were shown downstream of Paris. Based on this meander was not accepted as a correct answer.

Question 2 (b) (i)

The majority of candidates correctly identified this as hard engineering.

Question 2 (b) (iv)

There was some confusion in this question over the term afforestation, despite many associating it with trees. Candidates need to ensure they avoid general reasons which could apply to any type of engineering method. Many candidates were able to recognise that afforestation was not always effective, but that it brought scenic value to an area or increased interception, thereby reducing surface runoff.



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Examiner Comments

This candidate shows a clear understanding of what afforestation is, and provides relevant responses taking them to full marks.



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Examiner Tip

Avoid generalisations in these types of questions. Show the examiner that you truly understand the term, in this case, afforestation.

Question 2 (b) (v) 1

Most candidates recognised that waterfalls were a drop in the river course.

Question 2 (b) (v) 2

Most candidates could link waterfalls to bands of hard and soft rock.

Question 2 (b) (v) 3

A small proportion of candidates confused hard and soft rock in this response.

Question 2 (b) (v) 4

A small proportion of candidates confused hard and soft rock in this response.

Question 2 (b) (v) 5

A majority of candidates could recognise that a gorge is formed as a waterfall retreats.

Question 2 (c)

The concept of flooding was quite well understood by many candidates in this question. Deforestation was accepted as both a human and a physical cause. At this level if candidates referred to just 'rain' as the physical cause they were not credited as they had to clarify their idea. Dam bursting was allowed as a human cause of flooding. Many candidates, even at foundation level were able to clearly describe how their recognised factor leads to flooding, and subsequently many candidates were able to score above two marks on this question. Although this question asks for an outline, candidates were able to reach full marks without brief explanation.

Human cause

A human cause of flooding is a lot of trees are cut down in the same place & then there is a lot of rain, there is nothing to ~~soak~~ suck up all the water.

Physical cause

A physical cause can be when there is a lot of rain ~~is~~ in a short time which then causes a river to burst its bank & flood anything around the river.

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Examiner Comments

This was a good answer at foundation level scoring full marks. Here the candidate has a clear understanding of the concept and fully describes both physical and human causes. When mentioning rainfall as a physical cause they clarify it by stating 'in a short period of time'.

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Examiner Tip

Always link your point back to the question. So make sure you say how e.g. impermeable rock, can lead to a flooded environment.

Question 2 (d)

This question was fairly well answered by many candidates up to 3 marks. The most common reason for not getting full marks was an inability to include a specific point of fact, with many answers simply generalised. Although the question asks for effects on people and the environment, this was not a requirement for full marks, even though many candidates did refer to both. More case study detail on such a question would be preferable. Some candidates confused the concept of effects with management. Even though management could be considered an effect, in the light of the specification it was decided not to credit these points.

They may have a house near the river and it could flood the area and go inside the house decreasing its life span. This could cause real bad difficulties if they are struggling with money. It will ~~put~~ damage the environment. ~~Look~~ look nice or animals getting ~~into~~ hurt. People may get washed away or die. Surrier injuries may occur.



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Examiner Comments

Here is a classic example of a candidate who gives a series of descriptive effects but lacks any specific detail, or facts to allow it to access full marks. These types of answers were very common.



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Examiner Tip

Make sure you include a specific point or fact in a case study question. Avoid generalisations if possible.

Question 3 (a) (ii)

Although some candidates confused the term 'use' with 'processes', the majority of candidates were able to recognise relevant uses. Common responses referred to tourism, hiking or hydro-electric power.

(ii) Suggest **two** uses of glaciated upland areas such as the area shown in Figure 3a.

(2)

- 1 The water-coming from the rocks and rivers. This ~~was~~ area would be a good place to start a village.
- 2 preserved nature.

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Examiner Comments

This response is an example of a candidate confusing the concept of use of upland glacial environment. Although uncommon some candidates were limited by such responses.

Question 3 (a) (iii)

Candidates generally showed a good understanding of the freeze thaw weathering process, and were able to label this onto the diagram. Although the question required labelling many candidates correctly annotated. Candidates were required to label their points in areas relevant to the point they were discussing, some were limited by not doing this.

(iii) The diagram below shows a rock.

Freeze thaw weathering has affected this rock.

Label Figure 3b to show what has happened.

(3)

rain water has got into the crack. the crack freezes and the ice expands which caused the rock to open wider.

the rock has the got wider but not able to hold the both sides & equals to the rock collapsing



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Examiner Comments

A good answer here with clear understanding of process and good choice of the position of the label. The candidate recognises the entire process and can label points on both diagram correctly.



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Examiner Tip

Ensure that labels are fixed to the point on the diagram which you are talking about.

Question 3 (b) (i)

Understanding of moraine was generally poor. The question required candidates to recognise the types of moraine shown in the diagram. Many correctly identified lateral or medial moraine but some candidates gave reference to ground or terminal which were clearly not visible in the diagram. There is a need for candidates to learn types of moraine and be able to recognise these in diagrams or photographs.

(b) Look at Figure 3c (photograph) in the Resource Booklet.

It shows a glaciated area in Pakistan.

(i) Name the **two** types of moraine shown in Figure 3c.

(2)

1 Lateral Moraine

2 ~~Terminal~~ Recessional moraine



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Examiner Comments

Many candidates could recognise lateral moraine (or medial) but simply guessed at the other type of moraine. Although this candidate clearly has an understanding of different types of moraine, they cannot identify both from the diagram.



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Examiner Tip

Be able to recognise all types of moraine on diagrams and photographs.

Question 3 (b) (iii) 1

Many candidates were able to identify that erratics were boulders.

Question 3 (b) (iii) 2

Many candidates confused the process of deposition here with transportation. Candidates must remember that although transportation is part of the process in their formation that they are themselves a landform of deposition.

Question 3 (b) (iii) 3

Many candidates who understood erratics could recognise that they are dropped a great distance from their origin.

Question 3 (b) (iii) 4

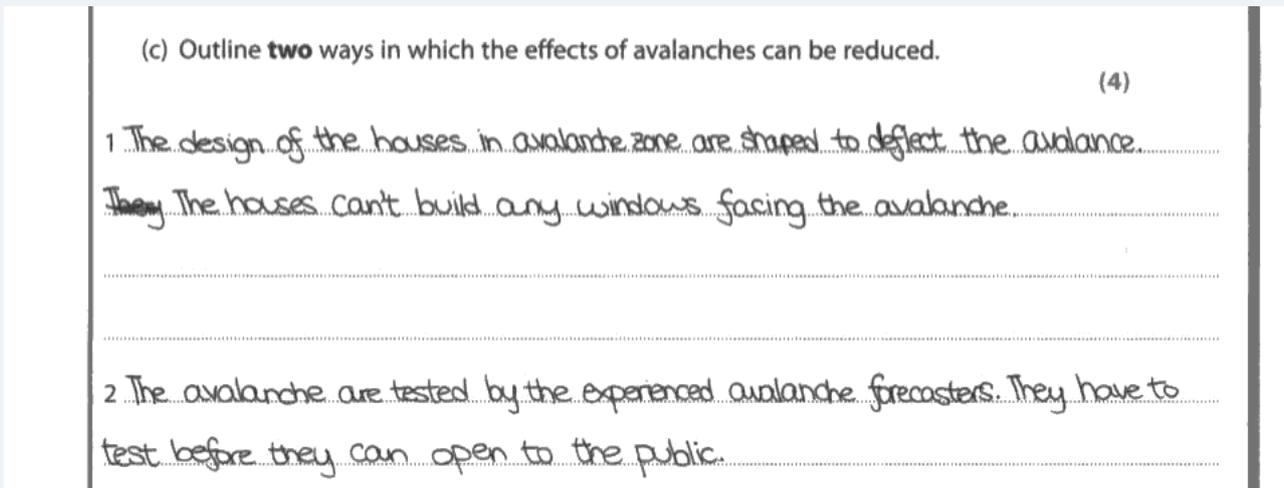
This response was again confused with transportation. Candidates must try to read these questions carefully to come to a logical sequence within their answers.

Question 3 (b) (iii) 5

Again many candidates confused the process of transportation and erosion in this response.

Question 3 (c)

It was pleasing to see that candidates had a good understanding of how the effects avalanches could be reduced, and how well this topic had been taught. At foundation level candidates must try to develop their point to show how the effects are reduced. They should try not to generalise, for example 'trees stopping snow'. Although the question was outline, explanations were credited.



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Examiner Comments

This is a fairly concise answer but with clear focus. Two points are clearly developed and the candidate shows a clear understanding of how the effects can be reduced with specific points. Although the second response was slightly generalised it has two clear ideas which are correct and therefore accesses full marks for the question.



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Examiner Tip

Try to be as specific as you can when outlining the reduction of avalanche effects. This will make your answer more creditable.

Question 3(d)

Although many candidates clearly had a good understanding of case study detail, many struggled to focus on causes. Many candidates instead wrote an answer on effects and only superficially covered causes. Therefore this question was a good discriminator. As there were less facts (dependent upon example used), specific points could be wind direction, weather systems or depths of snowfall. Those candidates that focused on causes generally were able to use specific facts well.

(d) Choose an avalanche you have studied.

Describe the causes of the avalanche.

(4)

Chosen study Norway

In Norway on ~~the~~ December an avalanche
 has effect the land around 18,000 people
 were dead and 12,000 people were homeless after
 2 years still 10,000 people were homeless.
 Many people have lost things. and



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Examiner Comments

This was an unfortunate but frequent example of how candidates lacked focus on causes. Here the candidate uses a number of specific facts but only relates them to effects of the avalanche, therefore scoring no marks.



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Examiner Tip

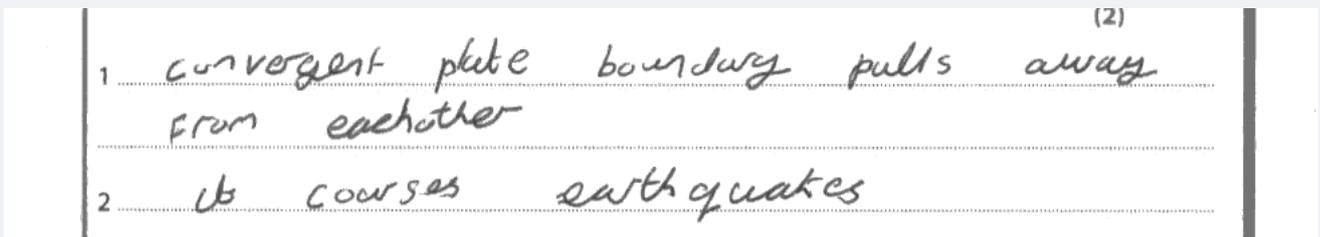
When learning glacial case studies, split your revision of the example into causes and effects. This will limit the chance of confusion in the exam.

Question 4 (a) (ii)

Many candidates could recognise that the earthquakes were near the coast and by plate boundaries. However, few recognised the linear pattern. This may be a descriptive word which candidates are unfamiliar with. Candidates should try to learn distributions in terms of clustered, dispersed or linear.

Question 4 (a) (iii)

Many candidates were able to recognise a feature of a convergent plate boundary, even though the understanding of the term convergent could have been mixed with divergent, simply because both of these plate boundaries have similar features. Some candidates did not understand the term characteristics and were unsure exactly how to focus their answer, even though this is a term used in the specification.



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Examiner Comments

This is a good example of a candidate who confuses convergent and divergent, however still is able to access some credit as they recognise a feature which is relevant to both convergent and divergent boundaries.



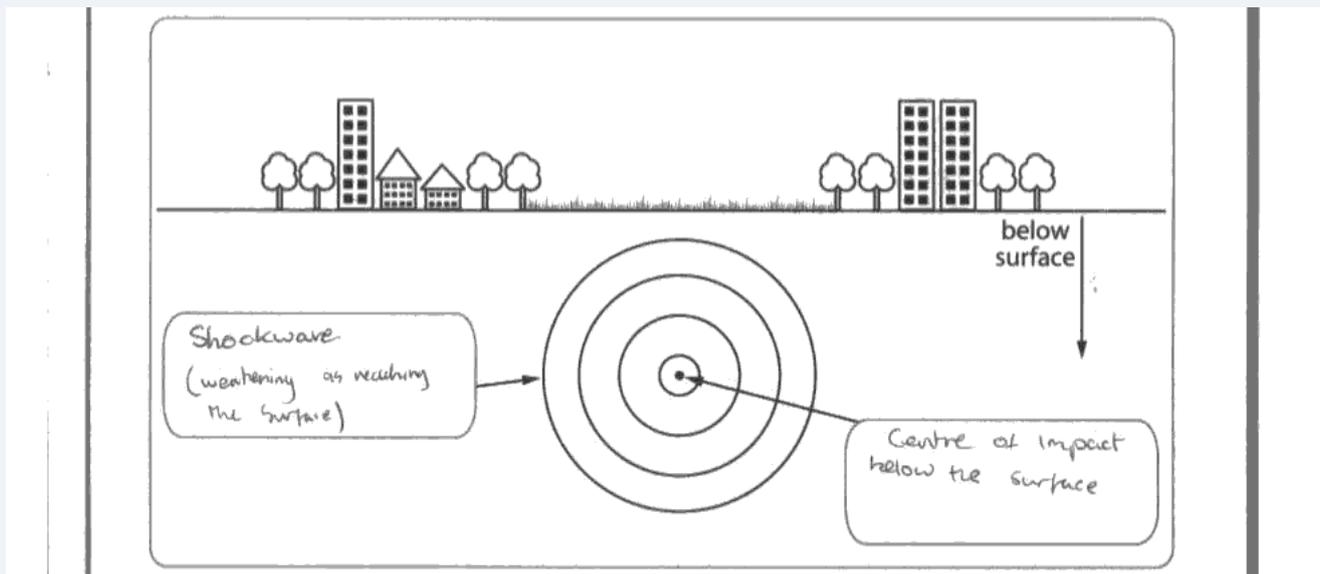
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Examiner Tip

Try to learn three or four features of convergent and divergent boundaries. Remember that some of the characteristics occur at both!

Question 4 (a) (iv)

This was a tricky question for foundation tier candidates asking them to identify characteristics of a focus. The diagram served to help candidates and many were able to identify the focus, or break in earth crust. Shock waves or seismic waves were also identified by some candidates which was impressive at foundation level. A common mistake was to confuse the focus and epicentre.



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Examiner Comments

This was an excellent response from a candidate with a clear understanding.



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Examiner Tip

When learning epicentre and focus learn them on a diagram. This helps visualise the terms.

Question 4 (b) (ii)

Most candidates were able to interpret the satellite photograph and count three volcanic cones.

Question 4 (b) (iv) 1

Many candidates recognised that hotspots are associated with rising magma.

Question 4 (b) (iv) 2

Some candidates confused exploding and erupting. Candidates must remember that any magma onto the surface is an eruption.

Question 4 (b) (iv) 3

Most candidates recognised the correct answer here as surface.

Question 4 (b) (iv) 4

Although many candidates were correct in their response, some confused oceanic and continental. Most hotspots in the world occur on oceanic crust.

Question 4 (b) (iv) 5

Many of the candidates were able to identify chains as the correct answer.

Question 4 (c)

This part of the tectonics course has clearly been well taught and retained by the students. Most candidates were able to recognise a relevant method but only the higher scoring candidates were able to develop how their method would reduce earthquakes. A common error was to identify earthquake proof buildings as a method, but only some students specified examples of earthquake proofing on buildings, e.g. shatter-proof glass. Candidates should try to avoid generalisations.

(c) Outline **two** ways in which the effects of an earthquake can be reduced.

(4)

1 having earthquake proof buildings that are not damaged as much when earthquakes happen.

2 Having a plan about what your going to do if a earthquake occurs.



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Examiner Comments

This is a good example of a candidate who gives two clear methods of how to reduce earthquakes but does not develop them any further. Therefore this candidate only scored 2.



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Examiner Tip

When referring to earthquake proofing buildings, a common response, try and specify a modification of buildings such as counterweights or cross bracing to make your answer more specific.

Question 4 (d)

Candidates had a clear understanding of their tectonic case study but frequently referred to the effects instead of the causes therefore limiting their scores. Many candidates who did refer to causes only gave the plate setting and did not focus on the trigger mechanism of the event, for example the build up and subsequent release of pressure in the crust, or convecting magma rising through the crust. Many candidates were able to offer some specific fact in most cases the plate boundary name, or plate names.

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

Describe the causes of the volcanic eruption **or** earthquake.

(4)

Chosen study Pinatubo

When Mount Pinatubo erupted 15,000 people were evacuated from Clark Airbase not knowing the second eruption would be worse.

When it had erupted much ash came out blocking the sun out and causing temperature decreases. Scientists say this has slowed global warming by ~~ten~~ 10 years. The ash covered many farmlands causing farmers to abandon their crops which created ~~the~~ their food and income. Babies and asthma sufferers were affected by the ash badly. As a result of the eruption 847 people died and 220,000 homeless.

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Examiner Comments

This was a frequent type of response which focused on the effects not the causes. Although it is an excellent example with specific facts it scores zero.

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Examiner Tip

Make sure when you learn tectonic case studies that you learn causes and effects separately so that you do not confuse these in the exam.

Question 5 (a) (iii)

Many candidates were able to identify the correct answers. Clearly some candidates misinterpreted over 31% with under 31%.

Question 5 (a) (iv)

The vast majority of candidates were able to identify two different types of waste. Candidates should be aware of first rule, which means that if they write two answers on one line then the first one is taken when an answer is given on the second line. Some candidates did not gain credit as then simply wrote household waste, or kitchen waste without specifying. Some candidates wrote about wasting energy which was obviously irrelevant in this item.



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Examiner Comments

This is a good answer which correctly identifies two types of waste. However, the candidate must be careful as two responses were given on the second line and the first rule applies and the first answer is taken. If paper had been incorrect but cardboard correct then the candidate would not have received credit.



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Examiner Tip

Be very specific on waste type e.g. cans or bottles, not kitchen waste.

Question 5 (a) (v)

Many good answers were given in response to this item, with many candidates showing a clear understanding of the Germany case study. Often answers were abounded with specific facts. Answers which related to England tended to be more generalised. Candidates should try to avoid referring to local scale schemes by local authorities as these do not answer the question.

(v) Outline how **one** High Income Country (HIC) disposes of its waste. (4)

Chosen HIC Germany

Germany ~~re~~ disposes its waste in 3 different ways landfill, incineration and recycling. There are 64 incineration factories but plan to build another 100. This is bad because it releases emissions into the atmosphere. 14 million tonnes of municipal waste is produced each year and 60% of it is recycled. Landfill sites are decreasing.

(b) Look at Figure 5b in the Resource Booklet.



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Examiner Comments

This is a good answer referring to Germany. Clear evidence of specific facts and reference to the different types of waste disposal easily take this to full marks.



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Examiner Tip

Candidates who focus their answer on the Germany case study, on average score better than those who did not.

Question 5 (b) (ii)

Many candidates were able to identify noise and disruption to bird migration as correct answers. Some candidates referred to ecosystems or animals being affected. However, this was too non-descript and therefore not creditworthy. Some students were misled by the cartoon believing that wind turbines make people colder.

(ii) Describe the **disadvantages** of the source of energy shown in Figure 5b. (2)

The windfarms are known to be very noisy, there are also known to disturb the migration of birds and birds are known to fly into the blades.



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Examiner Comments

A very good answer with clear focus on the cartoon = 2 marks.

Question 5 (b) (iii) 1

Most candidates were able to arrive at the correct answer.

Question 5 (b) (iii) 2

Most candidates were able to arrive at the correct answer.

Question 5 (b) (iii) 3

Most candidates were able to arrive at the correct answer.

Question 5 (b) (iii) 4

Most candidates were able to arrive at the correct answer.

Question 5 (b) (iii) 5

Most candidates were able to arrive at the correct answer.

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Examiner Comments

This was a rare example of a student who was able to access full marks by referring to specific data and a scheme by a local authority which had relevance to energy waste reduction. This candidate uses the specific facts well to highlight their point.

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Examiner Tip

Ensure you include specific facts in your response to allow access to level 3 marks.

Question 6 (a) (ii)

Many candidates were able to access full marks in this question.

Question 6 (a) (iii)

Many candidates repeated the question and did not focus on how a lack of clean water led to increased disease. Good answers focused on the reasons why there was a lack of clean water, for example inability to afford piping, or, how the fact that many people are forced to drink water which is not treated. This question was a challenge as it required candidates to apply their knowledge instead of recalling facts.

(iii) Describe how a lack of clean water can lead to an increase in diseases such as cholera.

(2)

A lack of clean water can increase diseases like cholera because there will be many germs and bacteria in the unclean water causing water born diseases, but it can't always be stopped because of a lack of access to unclean water.



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Examiner Comments

This candidate focuses on why the dirty water leads to disease and they develop their point. Many candidates simply repeated the question that dirty water led to more disease.

Question 6 (b) (i)

A tricky question for some as they focused on flooding due to heavy rainfall. Flooding references to filling the reservoir were acceptable but not those which focused on subsequent flooding. There were some good answers by candidates who recognised loss of land, loss of habitat or pollution of a large water body. Many candidates gained some credit here.

(b) Look at Figure 6b (photograph) in the Resource Booklet.

It shows Bewl Water, a reservoir in Kent.

(i) Suggest **two** problems caused by creating reservoirs such as Bewl Water.

- 1 ~~the~~ it ~~is~~ could overflow and flood the ⁽²⁾ surrounding areas.
- 2 wastes alot of water.



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Examiner Comments

This answer focused on flooding subsequent to construction of the dam which in the light of the question was irrelevant.

Question 6 (b) (iv) 1

The majority of candidates scored well on this question.

Question 6 (b) (iv) 2

The majority of candidates scored well on this question.

Question 6 (b) (iv) 3

The majority of candidates scored well on this question.

Question 6 (b) (iv) 4

The majority of candidates scored well on this question.

Question 6 (b) (iv) 5

The majority of candidates scored well on this question.

Question 6 (c)

For those candidates who understood the term appropriate technology they were able to access some marks, however, at foundation level this was not common. Some candidates were confusing the methods with large scale projects such as dams. Good answers focused on boreholes, tube wells and irrigation.

(c) Low Income Countries (LICs) use appropriate technology to provide water for small communities.

Outline how.

(4)

In LICs they use many methods to save as much water as they can. They will use irrigation, where they dig in the soil so water can channel through, they will also use tube wells and boreholes to collect water, and they will have rain water harvesting. They do this to improve their levels of water they have and to improve their agriculture and industry and they will also have water for domestic use.

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Examiner Comments

This is a good response at foundation level which focuses on specific methods relevant to appropriate technology. Another good aspect of this was the ability to comment on the benefit of these methods.

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Examiner Tip

Try to learn the specific appropriate technology methods. This is sometimes more easily achieved through examples.

Question 6 (d)

There were many good answers in this item with good specific knowledge of conflicts and schemes, enabling many candidates to reach level 2 or 3. Candidates main reference to specific information was country names. Some candidates only focused on the scheme or the conflict, even with specific facts, but were held to level 2 as they did not discuss the other factor. Good answers comonly referred to Colorado or Iraq/Turkey.

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

Chosen water transfer scheme

Describe how water transfer can cause conflicts between areas.

(6)

It is where they fill water in a man made resevoir, and connect pipelines to it which go to towns and villages when the pipeline's are switched on it pumps water # from the resevoir into wells, water supplys or taps which can be used to drink, make food and other very important things.



ResultsPlus

Examiner Comments

This was a rare example of a level 1 response which only had general points about a water transfer scheme. With no mention of conflict and general points mentioned answers were held at level 1.



ResultsPlus

Examiner Tip

Try to support your case study responses with specific facts relevant to the case. This will allow you to access Level 3.

Paper Summary

The general performance of the questions was more varied than the summer. In part A, although Glaciers was in the minority the performance on this question was fairly good, highlighting that centres who teach this topic have specialists in this area. Performance on the higher mark questions was especially good on this option. Surprisingly candidates performed less well on Rivers and Coasts.

In part B the water topic performed much better than in the summer as candidates coped well with the water transfer conflict case study question.

Overall candidates could improve their performance with inclusion of specific detail in case study questions. This was particularly relevant in the Rivers, Coasts and Waste case study questions. Candidates could also improve by learning specification terms so that they have a familiarity with them, in case they are tested in the paper. Candidates could also practise applying their knowledge to diagrams and photographs, so that they can match their points to the relevant places on such diagrams.

Well done to all the students who took this particular paper as performance showed improvement on past series.

Grade Boundaries

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

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