

Examiners' Report
January 2012

GCSE Geography 5GA2F 01

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January 2012

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Introduction

The Foundation tier paper was well received by candidates and although the layout of the paper was marginally different from the previous sessions it was generally well answered.

Candidates did not struggle with time issues on the paper and equally used space for answers well. Many of the centres have taken the advice from previous sessions and instructed candidates to show the examiner clearly where additional answers are located with arrows or labelled asterisks.

Preferred choices of Part A topic continue to be Coastal Landscapes and Tectonic Landscapes, although River Landscapes saw a slight revival in popularity. The Glacial Landscape topic appears to be less popular, which is disappointing considering that candidates who do choose this topic generally achieve a good standard. In Part B Waste and Water are equally popular.

Two main issues which emerged from this examination session can be summarised as: i) there are not enough candidates making references to examples and specific facts in the case study/example questions and: ii) candidates must learn to approach map and graphical work with a higher level of accuracy and particularly draw lines with a ruler and not free-hand.

Question 1 (a) (ii)

This question presented considerable challenges to many candidates. Many candidates did include explanations in their responses and therefore, although the explanation was often good, received no marks as they had not followed the requirements of the task. Candidates need to be able to describe landforms from photographs and pictures in terms of the features and their location.

(ii) Describe landform X shown on Figure 1a.

(2)

land form x is a wide cliff properly
made of chalk and the base has been
cut out and there is vegetation growing
on top there are also so cracks.



ResultsPlus
Examiner Comments

This candidate gives a clear description of the features and scores full marks. They recognise the vegetation on top of the landform and the cracks in it. They also have the knowledge to associate the colour with a possible geology.



ResultsPlus
Examiner Tip

Know the difference between "describe" and "explain". The description of landforms requires a summary of what they look like or where they are relative to other landforms around them.

Question 1 (a) (iii)

There was a range of responses to this question. There were some good answers, especially in reference to freeze thaw weathering, from those who understood the concept of weathering. However, many candidates simply referred to types of erosion. Therefore, clearer understanding of terminological differences would help candidates. Other good answers referred to root action, which was accepted as a type of physical weathering due to the force and pressure exerted on rocks as the roots grow.

(iii) Physical weathering can affect the landforms shown in Figure 1a.

Outline the process of physical weathering.

(3)

abrasion - where rocks ~~being~~ rub together to become smooth.
Corrosion - the rocks dissolving because of the chemicals in the sea.



ResultsPlus
Examiner Comments

This was a classic case of confusion by candidates between processes of weathering and erosion. This candidate has mentioned two types of erosion: abrasion and corrosion.



ResultsPlus
Examiner Tip

Ensure you learn the terminology carefully and know the differences between weathering (in situ breakdown) and erosion (wearing away of rocks).

Question 1 (a) (iX)

The majority of candidates were able to recognise this feature as either a cliff or an overhang. Headland was not accepted as an answer in this case as there was no indication from the picture to suggest this. Candidates must only interpret what they can see in the image.

Question 1 (a) (iY)

Many candidates found it difficult to identify the wave-cut platform. Many left the question unanswered and some thought it was a bay or simply copied from the image 'wave-cut notch'. Candidates should practise using images to identify features.

Question 1 (a) (vi)

Many candidates followed the instructions correctly on this question and could identify the direction of longshore drift. Some confused the processes of swash and backwash, which were given away by the direction of arrows.

(vi) Longshore drift can help move cliff material which has fallen on to the beach.
Label boxes 1 and 2 with the correct terms **swash** and **backwash**.
Draw an arrow in box 3 to show the direction of longshore drift. (2)

The diagram shows a cross-section of a wave-cut platform. Three waves are depicted. The first wave has an arrow pointing up the slope labeled '1' and 'swash'. The second wave has a vertical arrow pointing down the slope labeled '2' and 'backwash'. The third wave also has an arrow pointing up the slope. Below the platform is a box labeled '3' containing a horizontal arrow pointing to the right, representing longshore drift.



ResultsPlus
Examiner Comments

This represents a good answer with clear arrow direction in Box 3 and swash and backwash correctly labelled.



ResultsPlus
Examiner Tip

Ensure that you follow the instructions carefully and label clearly. The secret of longshore drift is that the backwash is often perpendicular to the coast and would therefore appear to move in a vertical line back to the sea.

Question 1 (b) (ii) (1)

The majority of candidates scored the correct answer 'shortest' in this question.

Question 1 (b) (ii) (2)

Many candidates were able to identify '150' as the correct answer.

Question 1 (b) (ii) (3)

The majority of candidates were able to identify 'fetch' as the correct answer.

Question 1 (b) (ii) (4)

Although many candidates correctly identified 'destructive' with a large fetch there was confusion here with 'constructive'.

Question 1 (b) (ii) (5)

The vast majority of candidates correctly identified the answer as 'sea walls'.

Question 1 (b) (iii)

There were a range of responses to this question. The lower scoring candidates often confused hard and soft engineering methods and therefore only gained credit for generalisations. The best answers came either from a thorough general understanding of soft engineering or from references to specific types of soft engineering.

Candidates should try to avoid contradictory statements, e.g. saying that an advantage is that methods were respectful to nature and then saying that they ruined the view. Equally, when referring to cost they should avoid the term cheap and instead opt for cheaper or cheap compared to hard engineering.

Question 1 (c)

The topic of prediction and prevention is not one that candidates find easy. They struggle to apply it to coastal flooding and can easily get drawn into erosion management. Examples in some popular text books are not always well used and reference to examples such as the Dutch Polders or Bangladesh may be more easily understood. References to specific organisations such as the Met Office or DEFRA saw candidates access a mark for specific data/point. When making a point, candidates should try to do more than name a country; they should try to include some specific detail e.g giving a date or naming a scheme.

Some candidates were also limited by reference to either prediction or prevention which held them at 3 out of 4.

(c) Describe how the effects of coastal flooding can be reduced through prediction and prevention.

Use examples in your answer.

(4)

you can broadcast it on the news so there is a warning people can get prepared and put sandbags outside to prevent water from getting in.

you can put your socket high up in your kitchen and get tiled floors instead of carpet and the cooker high up.



ResultsPlus Examiner Comments

This candidate makes a range of points but they are all generalised, and do not relate to a specific place or fact; therefore the candidate only scores 3 out of the possible 4 marks. The answer includes both prevention and prediction so could have accessed 4 marks if a specific point had been used.



ResultsPlus Examiner Tip

When preparing to answer questions on flooding prevention and prediction do not rely on one case study, try to refer to a few small examples in your answer to maximise your chance of gaining marks for a specific point. Ensure you make reference to both prediction (warning/forecasting) and prevention (building design/defences and evacuation/education schemes).

Question 2 (a) (ii)

Many candidates struggled to answer this question well. Candidates often included explanations in their answer which were not required. Candidates need to understand how to *describe* landforms from photographs and pictures in terms of the features and their location. Although many of the explanations given in the answers were accurate, candidates had not always followed the requirements of the question and many scored zero.

Candidates should make better use of the scale on the diagram to give feature dimensions.

Question 2 (a) (iii)

There was a surprising confusion by many candidates between mass movement and river transportation. Hence there were many answers referring to sediment movement downstream not downslope.

Those who referred to correct process, e.g. slumping or soil creep, often found most success. There were nice references to differences in speed of movement and the link to gravity as a cause of the mass movement.

Question 2 (a) (iX)

Most candidates could identify this as a river bank/levee/embankment. However, some referred to river features e.g. hard rock or steep slope and therefore need to understand the difference between the concept of landform and feature.

Question 2 (a) (iY)

Many candidates recognised this as a floodplain, though some confused it as the river bed, even though it was clearly not in the river.

Question 2 (a) (vi)

This question proved to be a challenge for some candidates, particularly the arrow movement. Although there was some confusion over the position of river cliff and slip-off slope, many candidates correctly identified the position - the clue here was the shape of the meander to identify the outside of the bend.

With regard to the arrow, either up or down was acceptable though many candidates drew a horizontal line from the inside to the outside of the bend. In this case this lateral movement was not considered acceptable as the candidate had not accounted for the flow of the river.

Question 2 (b) (ii) (1)

The majority of candidates gave the correct answer '700' in this question.

Question 2 (b) (ii) (2)

The majority of candidates gave the correct answer '2006' in this question.

Question 2 (b) (ii) (3)

There was some misinterpretation of this item as some candidates felt the data had fallen, but the correct answer was 'varied'.

Question 2 (b) (ii) (4)

The majority of candidates gave the correct answer 'more' in this question.

Question 2 (b) (ii) (5)

The vast majority of candidates gave the correct answer 'warming' to this question.

Question 2 (b) (iii)

There were a range of responses to this question. The lower scoring candidates often confused hard and soft engineering methods therefore only gained credit for generalisations. The best answers came either from a thorough general understanding of soft engineering or references to specific types of soft engineering.

Candidates should try to avoid contradictory statements, e.g. saying that an advantage is that methods were respectful to nature and then saying that they ruined the view. Equally when referring to cost they should avoid the term cheap and instead opt for cheaper or cheap compared to hard engineering.

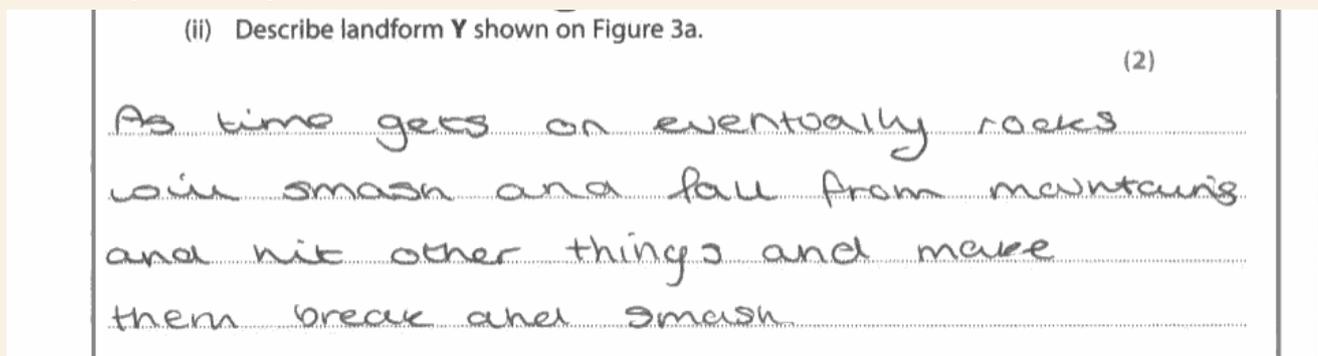
Question 2 (c)

Candidates were able to apply their management case study, particularly of the River Nene, to this question as it was relevant. Some good answers gave specific reference such as the 450m clay embankment or 2 hour flood warnings.

Some answers which did not relate to the River Nene were a little generalised and were held at maximum 3 as no specific points had been given. Some answers were also limited by not referring to both prediction and prevention.

Question 3 (a) (ii)

Many candidates scored well on this as they recognised the steep sides and flat bottoms of the U shaped valley.



ResultsPlus Examiner Comments

This was an example of a candidate trying to explain rather than describing. Therefore this response could not gain any credit.



ResultsPlus Examiner Tip

Ensure candidates understand the difference between describe and explain. They should practise explaining features from photographs and images to help improve on these questions.

Question 3 (a) (iii)

Many candidates had a very good understanding of freeze-thaw weathering and were able to describe the process in detail for 3 marks. Some did not complete the process and were held at 2 for not mentioning the thawing.

Question 3 (a) (iX)

Most candidates took this to being an arete, though some confused with the corrie.

Question 3 (a) (iY)

A range of answers were acceptable here even though the arrow was meant to be on the U-shaped valley. Some candidates repeated truncated spurs even though that feature was already listed on the diagram.

Question 3 (a) (vi)

This answer produced a mixture of responses as many candidates were unable correctly to locate the rock lip. Others, who managed this, confused the position of abrasion and plucking. Candidates would benefit from learning not only the explanation of landforms but also the labels of the main features.

(vi) Look at Figure 3b.
It is a corrie.
Label boxes 1, 2 and 3 with the correct terms **abrasion**, **plucking** and **rock lip**. (2)

The diagram shows a cross-section of a corrie. A large mass of ice is shown at the top, with the word 'Ice' written in the center. Below the ice, a U-shaped valley has formed. Three boxes with arrows point to specific features: Box 1 points to the steep left-hand side of the valley, labeled 'plucking'. Box 2 points to the bottom of the valley, labeled 'abrasion'. Box 3 points to a small ridge of rock at the right-hand end of the valley, labeled 'rock lip'.



ResultsPlus
Examiner Comments

This candidate correctly identifies all labels for full marks.



ResultsPlus
Examiner Tip

Practising using blank templates of landforms and labelling and describing them would significantly improve candidate performance.

Question 3 (b) (ii) (1)

The vast majority of candidates gave the correct answer 'highest' in this question.

Question 3 (b) (ii) (2)

The majority of candidates gave the correct answer '5' in this question.

Question 3 (b) (ii) (3)

Most candidates correctly identified 37 as the answer but some misinterpreted the graph by not reading the question carefully.

Question (3) (b) (ii) (4)

There was confusion as to whether the answer was snow or ice, but many correctly gave 'snow'.

Question 3 (b) (ii) (5)

The vast majority of candidates gave the correct answer 'loud' in this question.

Question 3 (b) (iii)

This question was well attempted by many, as candidates could refer to effects on both people and the environment. There was a fixation with 'deaths' which were held at 1 mark, but the best answers came from those who made reference to an example in their answer. The specific facts gained no credit but gave the candidate good focus.

Question 3 (b) (iv)

Generally well answered with candidates scoring up to 3 marks, but many struggled to include a reference to a specific point. Many of the popular case studies have brief references to prediction and prevention specific facts, therefore this is something centres could look to improve in future.

Question 4 (a) (i)

Most candidates recognised Krakatoa as the correct answer.

Question 4 (a) (ii)

There was a distinct improvement in the quality of distribution descriptions and terminology such as clustered/grouped or linear were used more frequently by candidates when describing active volcanoes. Some candidates overlooked the introductory stem to the question which told them that the map showed the distribution of the Ring of Fire volcanoes, therefore this could not be awarded as creditworthy in their description. However many observed the exception to plate boundaries e.g. Kilauea as map evidence. Most candidates scored 2 or 3 on this question.

(ii) Describe the distribution of volcanoes shown on Figure 4a.

Use evidence from Figure 4a in your answer.

(3)

All the volcanoes are on plate boundaries.
This is where most volcanoes are formed.
They are odd volcanoes away from the
plate boundary, these are called hot spots.
Generally, most volcanoes are formed on boundaries.



ResultsPlus

Examiner Comments

This answer is typical of many in that reference is made to plate boundaries and hotspots, but there is repetition and a lack of map evidence; this response therefore scored 2 out of the 3 marks available.



ResultsPlus

Examiner Tip

Remember to use your map evidence in distribution questions. When practising distributions, use terms such as clustered and linear to describe the volcano distributions.

Question 4 (a) (iv)

This question was poorly answered by many, as candidates were only able to recognise the movement of plates apart. Some confused it with divergence, therefore scoring zero. Few candidates could recognise the melting of oceanic plate or the subsequent rising of material through the continental crust. Learning the volcano formation in a series of steps may help students' understanding, as convergence volcanism is a tricky subject. Some candidates included very good diagrams which supported their answers.

Question 4 (a) (v) (1)

Most candidates correctly identified ocean trench but some confused this with the subduction zone.

Question 4 (a) (v) (2)

For those who gave the incorrect answer in box 1 they tended to get this confused by default. Many, however, identified this as subduction zone.

Question 4 (a) (v) (3)

The majority of candidates scored a mark here for identifying oceanic plate.

Question 4 (b) (ii) (1)

The vast majority of candidates gave the correct answer '2010' in this question.

Question 4 (b) (ii) (2)

The majority of candidates gave the correct answer '5' in this question.

Question 4 (b) (ii) (3)

The majority of candidates gave the correct answer '9' in this question.

Question 4 (b) (ii) (4)

The vast majority of candidates gave the correct answer 'buildings' in this question.

Question 4 (b) (ii) (5)

The vast majority of candidates gave the correct answer 'scientists' in this question.

Question 4 (b) (iii)

This question presented a challenge to many candidates. One error was made in answers referring to reasons linked to volcanic eruptions rather than to earthquakes, such as references to scenic beauty, fertile land or mineral resources. Better answers tended to be more general and referred to friends and family, poor economic state and building design. A surprisingly small number of candidates, however, developed their reference to building design; for example some buildings have shock absorbers to dampen seismic waves. Overall, candidates need to clearly differentiate between reasons which are circumstantial to areas where there are earthquakes e.g. tourism, and those that directly relate to them e.g. building design. One issue is that the text books can give a misleading view that all earthquake prone areas are beautiful and tourist areas, which they are not!

Question 4 (c)

In a similar way to the other questions in Part A many candidates scored 3 for general comments but they struggled to find *specific* points. Good, common answers focused on the exclusion zone of Montserrat, or the numbers of people evacuated from Montserrat after the 1995/1997 eruptions. Equally, references to Mt St Helens, Mt Etna and even references to the Eyjafjallajokull eruption gained credit. Some candidates, and indeed centres, were unprepared for a focus on prevention and prediction with reference to either a volcano or earthquake as some answers were focused only on earthquakes.

Question 5 (a) (i)

Many candidates made hard work of this question, as they were casual in their approach to drawing the lines particularly for the commuting value. Subsequently 1 out of 2 was a common mark. Some candidates missed the question out.

Candidates need to ensure, when doing graphical questions, that they follow the symbols given in the key, as closely as possible. Lines should always be drawn using a ruler.

SECTION B – ENVIRONMENTAL ISSUES

Answer EITHER Question 5 OR Question 6.

Topic 5: A Wasteful World

If you answer Question 5 put a cross in this box

5 (a) Look at Figure 5a.

It shows a carbon footprint for the United Kingdom.

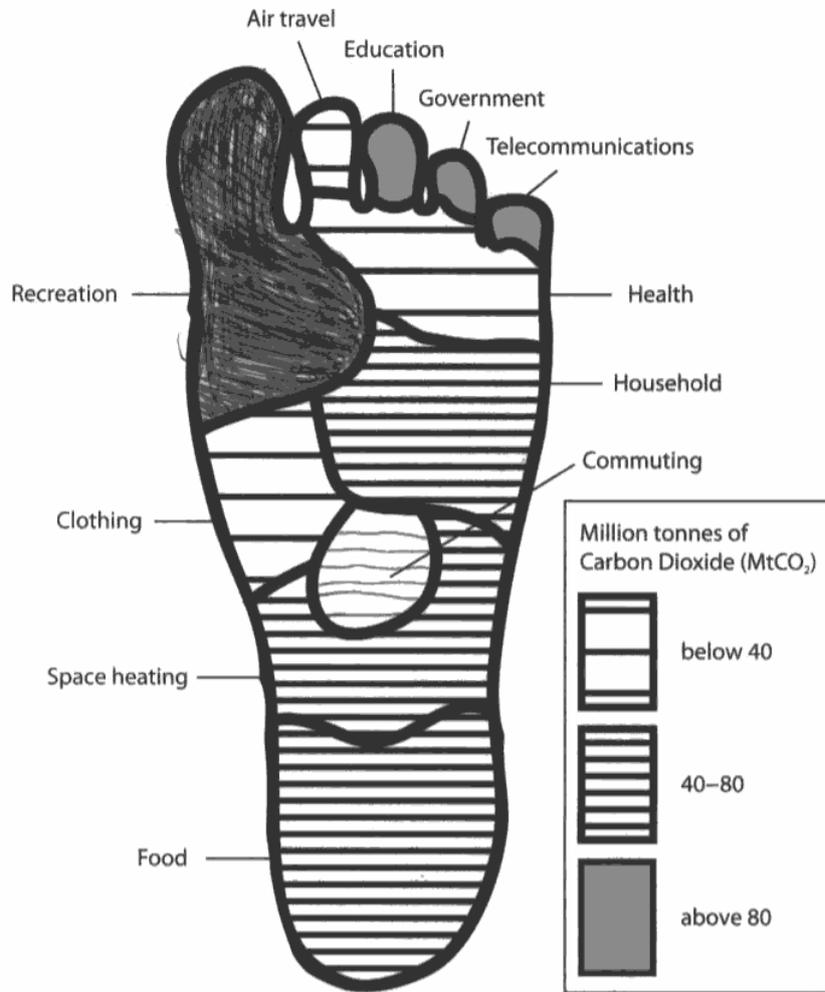


Figure 5a



ResultsPlus
Examiner Comments

Here is a good example of a candidate who scores 1 mark for the correct shading of the 'recreational' value but fails to use straight lines and therefore does not score on the 'commuting' value



ResultsPlus
Examiner Tip

Ensure you have a ruler for graphical questions in the exam.

Question 5 (a) (vi)

This was a well answered question by many candidates. Many were able to access 2 or 3 marks with references being made to energy saving lightbulbs, not leaving appliances on standby and use of double glazing. Some who failed to reach 4 marks did not develop any point and simply listed three statements.

Answers which did not directly relate to reducing energy use, such as answers which focused on the use of renewables, were not accepted as, although these are sustainable, they do not discourage use.

(vi) Outline how schools and/or homes can reduce the amount of energy that they use.

(4)

- ~~By turn~~ ~~By turn~~
- By turning every thing off Standby.
- turn the light off after leaving the
- grow your own fruit and ^{room} vegetables.
- get solar pannels fitted.



ResultsPlus Examiner Comments

There is an answer which is a list of statements, therefore could not score higher than 3 marks. Moreover, references to solar panels and growing own fruit and vegetables were not considered direct methods to save energy therefore could not be awarded marks.



ResultsPlus Examiner Tip

When you have an outline question ensure that you develop one point so that there is clear information on how, in this case, energy can be reduced.

Question 5 (b) (ii) (1)

The vast majority of candidates gave the correct answer 'less' in this question.

Question 5 (b) (ii) (2)

The majority of candidates gave the correct answer 'Morocco' in this question.

Question (5) (b) (ii) (3)

The majority of candidates gave the correct answer 'HICs' in this question.

Question 5 (b) (ii) (4)

The vast majority of candidates gave the correct answer 'LICs' in this question.

Question 5 (b) (ii) (5)

The vast majority of candidates gave the correct answer 'more' in this question.

Question 5 (b) (iii)

The concept of throw away society is tucked away in the specification and it is pleasing to see that many candidates understand the concept. Many were able to access 2 marks for descriptive statements while only some were able to explain at foundation tier. Common ideas included the wastefulness of the more wealthy, the materialistic way of purchasing new items before old ones have run their life course or the overuse of packaging.

(iii) HICs are described as 'throw away' societies.

Explain why.

(3)

Because Hic, have more money than Lic, so Hic tend to buy more food and make more waste or they leave food to long so they have to throw away, which means more waste.



ResultsPlus
Examiner Comments

Although this answer is simply phrased, the candidate makes a clear link between the wealth of the person and waste created



ResultsPlus
Examiner Tip

When explaining, try to use words which connect two sentences together. This candidate's use of examples of wastefulness was a good way to achieve full marks.

Question 5 (c)

This was the first outing of this case study question on Paper 2 and it was well received. Many candidates gave good accounts of recycling in their local area with clear detail on the frequency of collections and the types of recycling. Some higher scoring candidates even gave detail of how the recycled waste was processed.

Some candidates confused local scale and made reference to examples such as Germany which were limited to Level 2 or simply gave accounts of waste disposal which were self-limiting.

Explain how waste is recycled. (6)

Chosen local study ~~Woking Borough Council~~ ² Bracknell Council

~~Woking Borough Council has~~

Bracknell council is joined up by 3 other council which ~~pro~~ have recyclings up to 150 round the local scale, They have Plastics, Paper and domestic (food). They're ~~not~~ having this like this can help people be more aware of recycling, they've also put it out near people in council houses and flats, The bins are placed within minutes from where you live, this helps ~~the~~ the local council area to reduce the amount of waste, ~~they~~ they usually produce. This can also help them and then they'd be able to tell people about the recycling which benefit the Bracknell Council as well as people in it.



ResultsPlus
Examiner Comments

This is a Level 3 answer: it includes a clear description of the type of recycling and moves into level 3 as it also has a correct specific point.



ResultsPlus
Examiner Tip

The transition to Level 3 requires a specific point or an explanation together with a good description. Without both elements you cannot score above Level 2. Good detail in this answer came in the form of name or number of recycling centres.

Question 6 (a) (i)

Many candidates made hard work of this question, as they were casual in their approach to drawing the lines particularly for the Zambia value. Subsequently 1 out of 2 was a common mark. Some candidates missed the question out, and simply moved straight onto the next question.

Candidates need to ensure that when they are doing graphical questions they follow the symbols given in the key as closely as possible. If there are lines to be drawn these should be completed with a ruler.

Topic 6: A Watery World

If you answer Question 6 put a cross in this box ☒

6 (a) Look at Figure 6a.

It is a map showing the percentage of the population with safe drinking water in some High Income Countries (HICs), Middle Income Countries (MICs) and Low Income Countries (LICs).

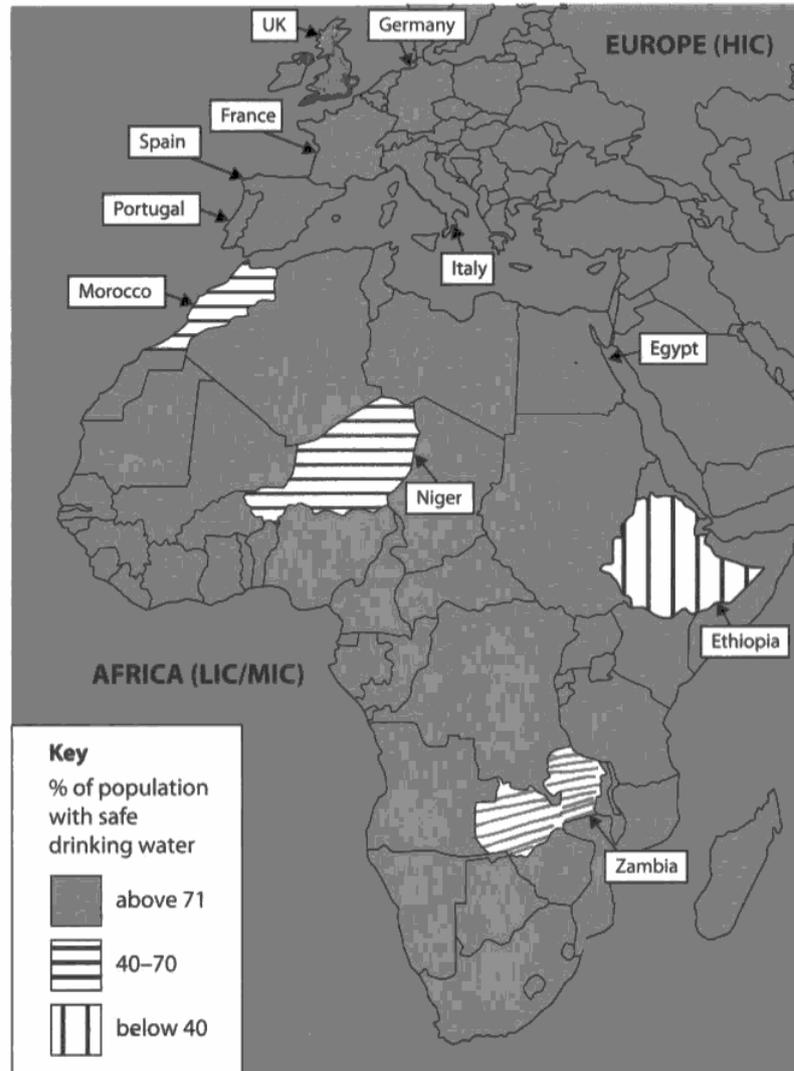


Figure 6a



ResultsPlus
 Examiner Comments

This candidate clearly shades in the UK for 1 mark but draws their lines at the incorrect orientation therefore does not gain credit for the Zambia value.



ResultsPlus
 Examiner Tip

Try to be as accurate as possible when drawing graphical symbols. Follow the key as closely as possible.

Question 6 (a) (iii) (1)

The majority of candidates gave the correct answer 'HICs' in this question. Some confused it with Egypt but then crossed out their answer in light of the second space.

Question 6 (a) (iii) (2)

The majority of candidates gave the correct answer 'Egypt' in this question.

Question 6 (a) (iii) (3)

The vast majority of candidates gave the correct answer 'long' in this question.

Question 6 (a) (iii) (4)

The vast majority of candidates gave the correct answer 'few' in this question.

Question 6 (a) (iii) (5)

The vast majority of candidates gave the correct answer 'cholera' in this question. Only few believed AIDS was a water borne disease.

Question 6 (a) (iv)

Although the majority of candidates gave a correct response, some were a little confused by the term showering society. The term is synonymous with HICs' wasteful use of water, not just their desire to shower every day. Many common responses included references to water hungry appliances, easy access to supply or a careless approach to using water.

Candidates must ensure they include a clear explanation; many could not score above 2 marks as they only provided a description.

(iv) HICs are described as 'showering societies'.
Explain why. (3)

Because in High Income countries people can afford to pay for water. And get to clean water more than LIC's, The picture shows or is described as 'showering societies'. Because the water has to travel around it firstly has to travel around because where it is in lesotho Africa the water travels around.



ResultsPlus
Examiner Comments

Here the candidate starts well and gains two marks for the reference to increased wealth and easier access to water. However the rest of the answer lacks any relevance to the question.



ResultsPlus
Examiner Tip

Encourage candidates to use conjunctions when they are explaining so that ideas are linked together.

Question 6 (b) (i)

Many candidates scored 1 out of 2 as they overlooked the demand of the question to focus on environmental effects.

Question 6 (b) (iv)

The concept of appropriate technology presented an issue for some candidates who confused them with more expensive solutions to water management such as dams. Many of those who did understand generalised their answers, while those who gave focused answers in reference to a named method often scored either 3 or 4 marks. There was a tendency by many candidates to repeat the same reason for the method e.g. cheap and easy to set up; few actually concentrated on giving detail about how the method enabled water management.

(iv) Outline **two** methods which use appropriate technology to manage water supply in LICs. (4)

Method 1

Recycling of water is one way to manage water, which is where water that has already been used, will be used again. It's a cheap, easy to do, maintain and install method.

Method 2

Hand dug wells is another way of managing water, the community can dig the wells themselves and will be easy to install, maintain cheap.



ResultsPlus Examiner Comments

Here the candidate clearly shows understanding of relevant methods. They can give a description of how each method works and some advantages (although not explicitly asked for) of using the method.



ResultsPlus Examiner Tip

Try and write an answer in reference to *named types* of appropriate technology, which will help improve understanding of the water management techniques and avoid generalisations.

Question 6 (c)

This question was well received by many candidates who were able to achieve at least Level 2 marks. The best applied case studies included the GAP project in Turkey (Syria and Iraq) or the water transfer along the river Colorado. Those who used case studies focusing on water storage issues were limited to Level 2 answers e.g. 3 Gorges Dam or Kielder Dam.

This question differentiated well as Level 3 marks were only available to those who gave clear focus to the conflict not just the scheme/transfer.

* (c) Choose a case study of water transfer which has caused conflicts between two or more areas.

Explain how water transfer can cause conflicts.

Chosen case study Colorado river.

The Colorado River starts up high in the Rocky mountains and its mouth is at the Gulf of California in Mexico. Along the river is 11 dams, the most famous is the Hoover Dam which attracts many tourists every year. Over a 100 year period, the river and its tributaries now provide water for 50 million people. Because of this river and its dams, new cities/settlements have been built, e.g. Las Vegas, Phoenix and Tucson. ~~The~~ ^{Conflicts} ~~solutions~~ ^{begin} in 1998, there is still no major control over the water. Mexico suffers from this because ~~the~~ ^{due to} the water being recycled & evaporated, Mexico have had to build a ~~desalination plant~~ ^{desalination plant} because it's dirty & full of salt.

Handwritten notes: near Tucson, Hoover, Rocky mts, 50 million people, 11 dams, Mexico, build a desalination plant, Total for Question 6 = 25 marks

TOTAL FOR SECTION B = 25 MARKS



ResultsPlus

Examiner Comments

Here is a good response from a candidate who has a clear grasp of the example and focused their answer on the conflict with specific, supporting detail.



ResultsPlus

Examiner Tip

Ensure you use the appropriate water case study for the question; the Colorado/Tigris examples are much better for water transfer whereas 3 Gorges is better for the water management scheme. A good description and a specific point will often help you to access Level 3.

Paper Summary

Candidates continue to show improvement on the Part B topics, however a push to improve process and landform understanding on the Part A topics would help to improve overall candidate performance. It was pleasing to see an increase in those studying rivers, however, it would be nice also to see more centres in future attempting the glaciers unit in Part A.

Attention to the following recommendations will help to improve overall performance:

- Candidates should be given opportunities to practise landform descriptions.
- Candidates must complete all graphical work with a ruler when straight lines are required and use the correct symbols.
- When writing descriptions, candidates should be sure to include the overall trend, anomalies and data.
- For case study questions requiring examples, centres should encourage students to work from *a range* of examples rather than one, as it will give the candidate a greater opportunity to apply specific points.
- Use of specific points should be encouraged in all case study questions, as they were lacking in many answers.

Grade Boundaries

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Order Code UG030505 January 2012

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