Examiners' Report
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GCSE Geography A 5GA1F 01

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Introduction

As in previous series, this paper demonstrated a wide variety of responses from very weak to extremely good. Excellent case-study knowledge (which was focused on the questions set) saw generally high marks for many candidates in the last section of the paper. Importantly however, this knowledge had to be combined with a response which actually answered the question, e.g. "explain" which was a strengthened command on this part of the paper combined with a 6 mark allocation. In marked contrast, Section A once again revealed patchy skills with OS map skills especially weak. Competency in understanding the relevance of GIS and its application to flooding were also notably absent from many responses (Question 3). Many candidates also seemed surprised by the need to revisit the OS map in Question 4 and the lack of appreciation that most of the map contained low-lying, flat land at risk from flooding was a little worrying. Map skills were sometimes quite poor even from candidates who did well later on in the paper. As suggested in reports on previous examination series, it is probably a good idea for centres to try and integrate these map skills into general teaching and learning of topics rather than seeing them as a stand-alone unit of work.

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

Once again, there were a few candidates who looked as if they may have run out of time since there were some blank responses on occasion towards the end of the paper. Please remember to advise candidates that they really should only need to use the answer-space provided, and not over-write.

This was the third series since the introduction of SPaG. Please remember that the 4 SPaG marks are based both on the technical quality of written communication, e.g. sentence structure, full-stops, capitals as well as the complexity of writing and the use of technical geographical language and / or complex terms. A candidate who scores a zero response for the answer, i.e. it is incorrect, would normally be given zero for SPaG as well since there is a requirement to write in the "context of the demands of the question".

Senior Examiners reported that there were a number of scripts where the candidate should have been entered for the Higher paper, a point of note for some centres.

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

Question 1 (b)

The request for a description of the "**pattern**" still seemed to prove a difficult instruction for many candidates who were simply describing the type of roads (e.g. width) rather than their overall arrangement. Many candidates found the question more challenging because they did not have the correct terminology to describe the pattern and many also didn't refer to the correct area on the map. Some candidates wanted to use the terms "nucleated" and "linear" which are words more suited to describing settlement shape - linear roads?

(b) Describe the **pattern** of roads in the area to the south of Mark (3747) and north of the River Brue (3844).

(2)

> The roads in the area are all straight roads and the majority are all in the North to South/South to North Direction they all conjoin to make one road over the river Brue.

ResultsPlus
Examiner Comments

2 marks for this response - idea of straight (1 mark) and run north to south (1 mark).

ResultsPlus
Examiner Tip

"Pattern" is a word that a large number of candidates have struggled with. It is clear that they need considerable practice when dealing with this geographical carrier language.

(b) Describe the **pattern** of roads in the area to the south of Mark (3747) and north of the River Brue (3844).

(2)

> South of mark are linear Patterened and north of the River Brue are nuclear Patterned. This is because one is along a road and one is coming of a road

ResultsPlus
Examiner Comments

Unfortunately this style of response was typical for Question 1(b), with no clear links at all to the idea of pattern. Accordingly this response was awarded no credit.

Question 1 (d)

This is familiar territory on this exam - shapes of settlements, but once again some candidates simply were not equipped to answer as they did not have the technical language to develop their ideas.

(d) Describe the **shape** of the settlement at Wedmore (4347).

(2)

Wedmore is a nucleated settlement that is built around the B3139.

ResultsPlus
Examiner Comments

This response scores 2 marks - nucleated (1 mark) and the idea of built around B139 gets the second mark. If the candidate had put "along" instead of "around" then this would not have been credited.

ResultsPlus
Examiner Tip

Nucleated and linear are frequently occurring ideas and need embedding as part of teaching and learning.

(d) Describe the **shape** of the settlement at Wedmore (4347).
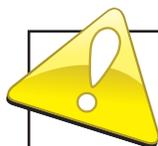
(2)

The small town is all clustered together along a few roads and cross roads. The buildings are also crowed together.

ResultsPlus
Examiner Comments

In this response marks were awarded for clustered and crowded around crossroads - 2 marks were given in total.

ResultsPlus
Examiner Tip

This candidate would have found it much easier to get the marks had they had the correct vocabulary - i.e. nucleated. Glossaries are important for skills as well as other technical language.

Question 2 (a) (i)

This is a standard type of question, reading off data from a table. Candidates need to be well practiced in this basic skill, as despite the relatively simplistic nature of the command some found it difficult to firstly select the correct column of data, and secondly to compare the activities listed.

2 (a) Study Figure 2 in the Resource Booklet.

(i) Using data from the survey, compare the different activities of visitors to Burnham-on-Sea aged **30–50**.

(2)

It is more of the older people that like to get active rather than the younger people. Under 30's.

ResultsPlus
Examiner Comments

This type of response was actually quite common whereby the candidate described the wrong age category. There was also no mention of data. Unfortunately this was not awarded any marks.

(i) Using data from the survey, compare the different activities of visitors to Burnham-on-Sea aged **30–50**.

(2)

More people liked dog walking than visiting there friends as there was 32 people dog walking and 0 people visiting friends.

ResultsPlus
Examiner Comments

This response was awarded 2 marks. Data is used correctly and the answer also has a comparison.

Question 2 (a) (ii)

The majority of candidates were able to complete this graphical task, although some examiners noted poor quality shading skills, poor accuracy and sometimes lack of attention to detail when it came to drawing the graph lines. Once again these basic graphical-literacy skills should be embedded and developed as part of a KS3 and KS4 geography course.

Question 3

It was disappointing to see how many responses to this question were often very generalised with no detail in terms of research sources other than "use the internet".

Most had ideas that you could use the internet to get some sort of information but lacked clarity of what and where you got the information from i.e. The Met Office, BBC or Local News etc. Research skills are clearly an area that could be much improved.

There was also evidence of few candidates using the resource to support them in their ideas, e.g. getting flood information from the Environment Agency.

A question which has the prompt to "Study Figures…" means that candidates should always use the resource provided as part of their answer.

In the specification it is clear that GIS is important, but unfortunately many candidates have a very narrow view as to the purpose and significance of GIS and presumably have had very little exposure at school to the technology.

*3 Study Figures 3a and 3b in the Resource Booklet.

   Describe how you would **use** the internet and GIS (Geographical Information Systems) to investigate flood risk and its impacts.

Internet

You could use the <s>safe</s> internet to view pictures ^and information of all the flood risks. Also the internet will tell you the dates and the deatails about floods, and you can search how the flood occurs. <s>it and</s> You can also use the internet to find <s>safty</s> safety <s>Precaus</s> Procautions on <s>to</s> what to to if a flood hits. The internet can also <s>tell</s> tell you that you may have to wait until crops can be regrown".

GIS

With a GIS system you can see the layers and all the deatails of an area, <s>on too</s> Google maps uses a GIS system. Also <s>A/G</s> a GIS System can high light the flood risk area's, it's really helpfull beacouse <s>tht</s> instead of having 3 diffrent system, The GIS does it all. You can also see from above which is always convienient. A GIS map can also show you the distance's.

(Total for Question 3 = 6 marks)

*3 Study Figures 3a and 3b in the Resource Booklet.

Describe how you would **use** the internet and GIS (Geographical Information Systems) to investigate flood risk and its impacts.

Internet

The internet would be used to look at how far the flood has travelled, where it could have came from and also what the weather was like around that area to see if that had an impact on the flooding. You can see photo's of the impact it has had on houses.

GIS

The GIS map would be used to show if the weather is bad what areas are most likely going to be affected and it can be used to show how far the flood has travelled. The GIS map can also show which way the flood is travelling and how harshly it's travelling.

(Total for Question 3 = 6 marks)

*3 Study Figures 3a and 3b in the Resource Booklet.

Describe how you would **use** the internet and GIS (Geographical Information Systems) to investigate flood risk and its impacts.

Internet

I would look at the history of floods in Somerset and see what defences they can buy to help prevent/protect the Somerset from floods.

GIS

The GIS will help me see where the flooding is most likely to happen and why so I can help prevent these floods from happening.

Question 4 (a) (iii)

The command "outline" still seems to be one in which some candidates are failing to develop their ideas sufficiently in order to score the 2 marks available. Instead, candidates often gave more than one cause that contributes to greenhouse gases. This generally resulted in them being restricted to only 1 mark since they had not developed their idea in sufficient detail or depth to get the second mark.

(iii) Outline **one human** cause that contributes to an increase in the amount of greenhouse gases in the Earth's atmosphere.

(2)

Farming cattle because cows produce methane so the more humans their are, the more cows we will breed to eat, causing more methane

ResultsPlus
Examiner Comments

This scored 2 marks - 1 mark for the idea of intensification of agriculture, and the second for this resulting in increasing methane.

(iii) Outline **one human** cause that contributes to an increase in the amount of greenhouse gases in the Earth's atmosphere.

(2)

The increase of car ownership which means more people are driving so more carbon dioxide is being produced

ResultsPlus
Examiner Comments

This was another common response, again developed (car ownership leading to more CO2 production), so 2 marks scored.

Question 4 (c) (ii)

Often candidates were simply too vague in terms of their use of the map resource and did not describe any map features in any meaningful way to get credit. It was surprising that many candidates failed to pick up on the most obvious of clues such as "North Drain". Clearly there is an opportunity for still more OS map practice and interpretation.

Many responses displayed a weak knowledge of correct terms. Canals, locks and slopes abounded. A number of candidates mistook the High Water Mark with a sea wall. Examiners reported inaccurate grid references, although names (e.g. around the Huntspill River) were credited instead.

Examiners also credited coastal management features, e.g. sea walls as well as river management features such as embankments and levees. Some candidates wrote about responses to the rising threat of water levels, e.g. build homes on hills, build bridges etc., but such answers could not be credited since they are a response to flooding / risk, rather than a river management approach.

(ii) Describe **one** feature that shows people have tried to manage water levels in this area.

Use evidence from the OS map extract in your answer.

(2)

They have tried to stop water levels in this area by building walls around them or using Léves or aquifters.

ResultsPlus
Examiner Comments

This was a common style of response, getting 1 mark for walls / levees, but there is no specific map detail so it is prevented from getting the second mark.

ResultsPlus
Examiner Tip

Candidates need to be shown examples of "evidence" so that they can see how to get the marks available.

(ii) Describe **one** feature that shows people have tried to manage water levels in this area.

Use evidence from the OS map extract in your answer.

(2)

one Feature that shows people have tried to manage waste water is by creating embankments on the sides of the Huntspill River that will stop waste water flooding the areas around it.

ResultsPlus
Examiner Comments

This response was awarded 2 marks since it specifically provides map evidence (Huntspill River in this instance).

Question 4 (d)

There were some high quality responses to this question with many candidates showing the ability to link ideas together so in effect showing partial explanation (although this as not required, it certainly demonstrates good practice). Marks were generated for either range or development of ideas. Flooding was the most obvious impact of rising sea levels but many recognised the impacts on agriculture and linked this to a loss of income for farmers.

(d) Describe the negative effects of rising sea levels.

(3)

> Land based Ice sheets could melt causing an increase in Sea level to rise. Low lying Parts such as bangladesh and the maldives could suffer from coastal flooding. Costal Settlements and farmland could be flooded. This may result in crol harvest and houses being destroyed and Potentially it can lead to more diseases.

(Total for Question 4 = 17 marks)

ResultsPlus
Examiner Comments

A good range of impacts of rising sea levels given (many are linked together) supported with some relevant place details. This is a clear 3 out of 3 marks.

(d) Describe the negative effects of rising sea levels.

(3)

> A negative effect of rising sea levels is it can damage people's homes. Another negative effect is it can damage habitats very easily. Another negative effect is that it can kill people or hurt them.

(Total for Question 4 = 17 marks)

ResultsPlus
Examiner Comments

Three separate (albeit simple) but nonetheless valid ideas relating to rising sea level. So again this was awarded 3 marks.

Question 5 (a)

Many candidates tended to focus on actions such as "use less water" and "do recycling" rather than bigger policies. However, there were some good examples, e.g. specific companies and their actions which is really what the question demanded. As there were two brief statements required there were no additional marks for any development of ideas, although some candidates did provide additional information which strengthened their responses and secured the marks.

However for others it was simply a case of over-writing once again, as they failed to see the level of detail required based on the number of marks available.

> **5** (a) Briefly describe **two** examples of policies or actions that large organisations can use to become more sustainable.
>
> (2)
>
> Policy/Action 1
>
> NoKia want more people to recyle their old phones so they send them back to be recycled or they can do it themselves
>
> Policy/Action 2
>
> Tesco asks people to buy permanant shopping bags instead of plastic ones so they can save money.

ResultsPlus
Examiner Comments

Two sustainable actions clearly linked to particular organisations. Therefore 2 marks awarded. Note that Examiners took a broad interpretation of sustainability to encompass social and economic sustainability as well as environmental.

Question 5 (b)

Most candidates managed to at least mention park and ride (the favourite response), as well as congestion charging and Boris / Barclays bikes. What was not always clear, however, was how these methods were sustainable and there were plenty of simple descriptions of the schemes with just a fortuitous reference to its effect on pollution. Again candidates taking this paper particularly need to have model responses shown to them so that they can see how to move from Level 1 to Level 2 and into Level 3.

For SPaG, the main words misspelled were congestion and Boris but many candidates didn't even start a new paragraph when it came to a different method. Very few candidates on this paper were scoring more than 2 marks for SPaG.

*(b) Using examples, explain how sustainable schemes can be used to manage **transport** in urban areas.

(6)

Transport can be used in urban areas because people can get the bus in, walk or cycle because and get the park + everything is very close together but very polluted. ride People can also recycle a lot more and rather than just throwing the rubish away and not thinking if they can recyle anything.

ResultsPlus
Examiner Comments

This response gives a brief mention of park and ride but there is no depth or range. Also, no location is given. Therefore 1 mark was awarded which is at the bottom of Level 1.1 mark was also awarded for SPaG, the candidate uses the rules of grammar with reasonable accuracy but there are errors, e.g. 'alot'. No technical language is used.

*(b) Using examples, explain how sustainable schemes can be used to manage **transport** in urban areas.

(6)

In York city there is a park and ride scheme which in 2011 carried 4.3 million people. It costs £2.50 for an all day ticket and you park your car in the car park and the shuttle bus takes you to your location. People can also park their for the day for free and walk to their location or cycle.

In London there are bus lanes which encourages people to take the bus. There is also a charge to travel into the

centre of London, It costs £10 and this encourages people to car share or use public transport. In ~~Durham~~ Durham there is a car park in the city centre which costs

The company google in California is on a large site so if people need to travel around the site they use electric cars. If workers purchase an electric car they get money towards it. This encourages people to buy electric cars. People who cycle to work earn points, these can be transferred into donations for charities. This encourages people to cycle to work, reducing CO_2 emissions.

*(b) Using examples, explain how sustainable schemes can be used to manage **transport** in urban areas.

(6)

Sustainable Transport is keeping transport that benefits the enviroment to the needs of the people.

Sustainable schemes such as the Durham park and ride scheme helps to manage traffic. The scheme was £4.1bn to set up and costs £1.70 per day, It has 3 routes and it allows people to get into town quicker instead of using their own cars. This allows less congestion

and pollution in the air and cuts down emissions making traffic flow faster.

Another scheme is London congestion charging which is £10 a day and ~~that~~ was introduced in 2003, it reduced emissions by 12% and traffic by 21% and it also increased passengers by 29,000. This reduced car emissions in the air and managed traffic.

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

Paper Summary

Based on their performance in this paper, candidates are advised to:

- Practice their map skills, in particular the idea of scale - this lack of skill was exposed in Question 1 for instance.

- Improve their knowledge of Geographical Information Systems (GIS).

- Practice their spelling, punctuation and grammar skills.

- Remember to use the answer space provided and not to overwrite.

- Read the question very carefully and answer the question asked, if one example is requested don't give several.

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