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Examiners' Report

June 2011

GCSE Geography 5GB1F 01

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Introduction

This report covers responses from the Foundation tier paper of GCSE Geography Specification B. The unit one paper is one hour long. The paper comprises of four compulsory sections and two optional units. Each section starts with a resource based activity, followed by one or two extending questions. The question paper has been designed to be progressively more difficult.

The aim of the unit/paper is to provide candidates with a broad and varied understanding of the natural environment.

Question paper completion will require candidates to apply a range of skills. Candidates will need to be able to interpret and read maps, diagrams and charts.

The general level of response on this paper was of a high standard. Most candidates demonstrated a clear understanding of the foundations of each topic and many were able to write with focus and in depth. This has been a more knowledgeable cohort.

Candidates have the choice of answering either sections 5 or 6 and 7 or 8. As with past papers, the

'Coastal Change and Conflict' topic proved most popular in section B. In contrast to previous series, 'Marine Environments' attracted the most the candidates in section C, this was probably a reflection of the content on paper 3. The breakdown in both cases was approximately one third, two thirds.

Students completing the 'Extreme Climate' topic are given the choice of focusing on either a hot arid

or arctic region. Hot arid locations, in particular Australia, was again most popular but did not necessarily provide the best answers. Candidates studying polar landscapes were often able to provide responses of equal quality, particularly on the adaptation question.

Question 1 (a) (i)

The vast majority of candidates correctly stated the strength of the earthquake. A small number of candidates failed to gain the available point by making vague statements, such as 'very powerful'. Candidates should be reminded that in almost all cases, part (a) questions should be answered by extracting information from the resource.

Question 1 (a) (ii)

Although the vast majority of candidates correctly identified the Tsunami, a significant number of candidates were clearly confused by the term 'hazard'. Common incorrect answers included 'responses' and 'effects'.

Question 1 (b) (i)

Almost all candidates correctly selected 'crust'.

Question 1 (b) (ii)

Almost all candidates correctly selected 'convection'.

Question 1 (c)

Overall, this question was answered well by most candidates. Almost all candidates were able to identify at least one appropriate preparation strategy. However, a significant minority dropped marks for either listing several (rather than describing two) or by suggesting responses rather than preparations.

A preparation happens prior to the eruption, a response after. The most common correct response referred to drills and evacuation plans.

(c) Describe **two** ways in which a region affected by volcanic eruptions or earthquakes can prepare for this hazard. (4)

1 They can do drills to prepare everyone what they should do in the time of ^a the volcanic eruption.

2 Create concrete roofs to avoid being hit by ash and rock. This may save many lives.



ResultsPlus Examiner Comments

This is a strong response. The candidate identifies 'drills' and 'concrete shelters'. Extending statements are provided in both cases.



ResultsPlus Examiner Tip

A common mistake amongst foundation candidates on the higher scoring questions is to list rather than describe/explain actions. Carefully read the question and pay close attention to the command word. To achieve maximum marks on a 4 or 6 point question you will always be required to develop your answer with extending statements.

Question 2 (a)

Although the majority of candidates gained this mark, a sizeable minority lost the point by failing to distinguish between carbon dioxide from fossil fuels and carbon dioxide from deforestation.

Almost all candidates correctly identified 'nitrous oxide'. The level of spelling was disappointing, particularly as the gas is correctly spelt in the table. Candidates should be reminded that points are awarded for the quality of their written communication. If an examiner struggles to decipher a candidate's work, this can result in marks being lost.

Question 2 (b)

Many candidates misinterpreted this question. Incorrect responses varied from sources of carbon dioxide not related to fossil fuels (in particular forest clearance), to sources of methane and even effects of climate change. Some candidates identified correct sources but failed to indicate why they had increased. The most common correct response referred to increasing car ownership and greater demand for electricity from thermal powerstations.

(b) Give **two** reasons why the amount of CO₂ from using fossil fuels has increased in recent years. (2)

1. more people own cars which use up CO₂.

2. More people go on holidays abroad using more fuel.



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Examiner Comments

Candidate scored both points. Including the word 'more' shows the candidate is explaining the increase in carbon dioxide rather than simply listing sources.

(b) Give **two** reasons why the amount of CO₂ from using fossil fuels has increased in recent years.

1. Because ~~now~~ now, there is more and more vehicles on the road than ever before, giving off more CO₂. (2)
2. Also, now there are lots of ~~power stations~~ power stations burning fuels, and disposing them into the atmosphere.



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Examiner Comments

This is a clear and accurate answer. The candidate identifies and briefly explains two reasons for the increase in carbon dioxide.

Question 2 (c)

The majority of candidates scored at least half marks on this question. The UK, Egypt and Bangladesh were the focus of most responses. Rising sea level resulting in coastal flooding was the most common developed response. A significant minority of candidates lost marks on this question by writing an answer that did not relate to their chosen country or by selecting a continent as their focus. Africa was not acceptable as the region has a diverse climate and varied biomes, and as such, whatever impact the candidate identifies is likely to relate to one part but not to another.

(c) For a named country, suggest **two** possible impacts of higher global temperatures. (4)

Named country: India

1. The heat getting warm every year will cause some crops to grow more.

2. The tourist will increase, so then more money will be coming into the country.



ResultsPlus Examiner Comments

Candidate identifies two feasible impacts on their chosen country. Some development, but more detail needed for maximum marks, ie how does an increase in crops affect the people of India?



ResultsPlus Examiner Tip

Empty space should be a warning that you have probably not included enough detail in your response to score maximum marks. In most cases you are given two lines per point.

(c) For a named country, suggest **two** possible impacts of higher global temperatures.

(4)

Named country: Australia

1. Even more desertification of the country could occur because of temperature increase so even use farming would be able to happen.
2. Could cause even more people to move to coastal areas ^(due to desertification) where it is cooler causing it to be densely populated and not enough water and facilities to cater for everyone.



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Examiner Comments

Candidate gained maximum marks as their response included two developed points.

Answer relates to their chosen country and demonstrates a good knowledge of the case study region.

Question 3 (a) (ii)

This question was answered well by most candidates. The most common correct answer referred to land clearance for farming or commercial logging. A small number of candidates gave a problem created by deforestation rather than answering the question.

(ii) Give **one** reason why deforestation is occurring in countries such as Brazil.

(1)

Deforestation is occurring because ~~the~~ ~~that~~ rainforests are located in developing countries and by cutting down the trees, they are sold to countries in the northern hemisphere. This is also a similar process to the rain forest in Malaysia.



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Examiner Comments

Candidate correctly identifies the trade of wood as a cause of deforestation.

Question 3 (b)

As with previous questions on this part of the specification, most candidates successfully identified a 'product' but the majority were unable to give an appropriate 'service'. Many candidates gave vague responses, such as 'food'. Candidates should be encouraged to give specific examples rather than general generic statements.

(b) Name **one** product (goods) and **one** service provided by the biosphere. (2)

Product
~~medicine~~ provides us ^{with} medicine

Service
takes in CO₂



ResultsPlus Examiner Comments

Candidate scored maximum marks. A suitable product and service were identified.



ResultsPlus Examiner Tip

Candidates often find it difficult to distinguish between a 'good' and a 'service'. In most cases, a good is something that can be 'picked up' and taken home, examples include fruit, wood and rubber. A 'service' usually occurs in the 'background' - in most cases it cannot be seen or touched, examples include the recycling of gases and water.

Question 3 (c)

Many candidates failed to score maximum marks on this question. Weak responses generally included vague statements about re-planting trees but failed to identify the management measure which would have been used to ensure that this was achieved, ie new legislation or the introduction of forest wardens. The strongest answers tended to relate to the creation of national parks/reserves or the introduction of eco-tourism.

(c) Describe **two** management measures that can be used to conserve the biosphere. (4)

1 To have an area of land that you have to keep natural and not touch so the biosphere can still be.

2 a limit number of trees that are allowed to be cut down each year.



ResultsPlus Examiner Comments

Candidate describes two strategies but fails to name the management measure. The second statement refers to limiting deforestation but does not suggest how this can be achieved (eg government imposed quotas or new legislation).

Question 4 (b)

Most candidates were able to name two stores. Some candidates lost marks for identifying the same store twice - eg water in rocks and groundwater. Others mixed up stores and transfers - 'rivers' was a common incorrect answer. A surprisingly high number of candidates made no attempt to answer this question.

(b) Identify **two** stores in the hydrological system. (2)

1 Ground storage

2 Lake/Sea



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Examiner Comments

Candidate identifies two stores, and therefore scored maximum marks.



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Examiner Tip

A store in the hydrological cycle is where water is held in one place for a period of time. Stages which involve movement (eg rivers) are known as transferred.

Question 4 (c)

Candidates were required to focus their answer on a specific water management project. Some candidates lost marks by confusing topics, with several referring to flood management schemes and coastal engineering projects. Large scale schemes tended to produce the strongest answers. Candidates who chose to focus on small scale projects often wrote responses that failed to answer the question, ie listing the sustainable features of the pumpkin tank or describing how it is made rather than identifying the benefits it brings to local people. Few students were able to offer the level of extension needed to achieve maximum marks. A concerning number of candidates made no attempt to answer this question.

(c) For a named water management project, describe **two** ways it has benefited local people.

- Named water management project: putting underground pump in africa ⁽⁴⁾
- 1 By placing the pumps underground, it makes it easier for locals to get ~~de~~ the water cleaner, drinking water.
 - 2 There will almost always be water available from underground, so it is reliable.



ResultsPlus Examiner Comments

Candidate identifies 'clean water' and 'increased reliability' as benefits but offers no extension. All part (c) questions require candidate to develop their answer.



ResultsPlus Examiner Tip

Think carefully about the question before putting pen to paper. The focus of this question was how the project benefited 'local people'. A large number of candidates wrote detailed description of how a water management programme works but never referred to how it helped local people and therefore scored few, if any, marks.

Question 5 (b)

Candidates struggled on this question. Only about a third was able to name a specific process of erosion. Although descriptions of appropriate processes were credited on this occasion, candidates need to improve the knowledge of vocabulary. Incorrect responses varied from coastal management measures to impacts of climate change. The identification of 'longshore drift' was the most common incorrect response.

(b) Name **two** processes of coastal erosion. (2)

1. long shore drift

2. Abrasion.



ResultsPlus Examiner Comments

This answer gets 1 mark for identifying abrasion. Longshore drift a process of transport (movement) along the coast, it is not a form of erosion.



ResultsPlus Examiner Tip

An understanding and knowledge of key geographical terms is an essential step towards examination success. Candidates often find it helpful to produce a glossary of key geographical vocabulary as part of their revision programme.

Question 5 (c)

Responses to this question varied considerably. Candidates who correctly interpreted the question often went on to score 4 or more marks. There were some excellent explanations of how sea walls, groynes and rip-rap prevent coastal retreat. Some candidates lost marks by identifying a wide range of strategies/measures but failed to explain how these prevented erosion. Unfortunately, a considerable number of candidates went off focus, often describing the effects of coastal retreat rather than its management.

* (c) Explain how the rate of coastal retreat (erosion) can be managed.

(6)

To prevent coastal erosion ^{you} could build a sea wall before the cliff like they did at hunstanton the sea wall will take out all of the waves energy and will stop the waves from crashing against the cliff, also you could put in groynes along the beach like at new hunstanton this will also trap sediment and take out some of the waves energy before reaching the cliff.



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Examiner Comments

Although relatively short, this precise and accurate response scored maximum marks. The candidate identifies two strategies (sea wall and groynes) and explains how they prevent erosion. The response is clearly structured and includes good terminology and location specific details.



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Examiner Tip

Part (c) to 5, 6, 7 and 8 are ALWAYS levelled questions. On these items the examiner is looking for a detailed response. Two clearly explained arguments with accurate grammar and the effective use of geographical terms is usually enough to gain maximum marks. Candidates who 'list' on these these questions are restricted to level 1 regardless of the number of points listed.

Question 6 (b)

Candidates struggled on this question. Only about a third was able to name a specific process of erosion. Although descriptions of appropriate processes were credited on this occasion, candidates need to improve the knowledge of vocabulary. Incorrect responses varied from river landforms to effects of flooding. The identification of 'traction' and 'saltation' were the most common incorrect response.

Question 6 (c)

Candidates struggled on this question. A minority of candidates scored above half marks and few provided the level of detail and accuracy required to reach level 3. Candidates with strong responses tended to discuss the impact of urbanisation and deforestation on flood risk. Students who attempted to include climate change in their answer generally went off focus, describing coastal flooding from higher sea levels rather than river floods from glacier melt or increased rainfall. A common incorrect response, referred to the creation of 'dams' made from built-up of litter, holding back the river's flow and causing flooding. References to litter blocking drains were credited.

* (c) Explain (how) human activity can increase river flood risk.

(6)

flood risk can increase by human activity, by how they react to the cause of the flood like Flood defences next to a River, it's good when River doesn't rise above the flood defence, but if it does, the water will take longer to run back to the river, making it worse than no-flood defence
And human cut down trees and have less soil/grass ~~and~~ ~~around~~ ~~the~~ ~~river~~ and trees can penetrate the rain and soil can absorb rain or water (percolation)



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Examiner Comments

Candidate explains the impact of deforestation and therefore reaches level 2. The first statement about flood defences wasn't credited as these are designed to reduce flood risk. Although the candidate arguably makes a valid statement about flood defences possibly increasing the severity of future floods, the likelihood (risk) of such a flood is still reduced.

*(c) Explain how human activity can increase river flood risk.

(6)

Humans can increase river flood risk by physically changing the river for human needs, e.g. changing a meander into a straight river so we can get to a place via boat more efficiently. This can increase flooding because the flow of the river will be quicker and there will be more volume of water in a smaller ~~area~~ area so this means it can overflow relatively easily. By ~~building~~ constructing buildings near a river will stop the greenery around the river from absorbing any overflows (~~Intensification~~) (Eutrophication).

(Total for Question 6 = 9 marks)



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Examiner Comments

The impact of two human activities (channel straightening and floodplain construction) have been clearly explained. This answer is clearly structured and easy to follow.



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Examiner Tip

Part (c) to 5, 6, 7 and 8 are ALWAYS levelled questions. On these items the examiner is looking for a detailed response. Two clearly explained arguments with accurate grammar and the effective use of geographical terms is usually enough to gain maximum marks. Candidates who 'list' on these these questions are restricted to level 1 regardless of the number of points listed.

Question 7 (b)

Most candidates scored at least one mark on this question and many attained both the available points. The most common correct responses identified the impact of 'over-fishing', 'pollution' and 'climate change'.

Question 7 (c)

Most candidates were able to describe at least one impact of climate change. Most answers focused on coral reef bleaching and/or water temperature change and habitat loss. The strongest answers usually linked habitat destruction to changing foodwebs and highlighted the wider implications of losing one stage in the chain.

*(c) Describe how climate change may damage marine ecosystems.

(6)

Climate change can damage marine ecosystems by:
in coral reefs ~~that~~ if the heat rises it can make the coral
~~lose~~ colour and so dies out. Some fish might not be able to
live in high or low temperatures.



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Examiner Comments

This is a level 2 response. The candidate briefly describes two impacts - damage to coral reefs and changing habitats for fish. Answer is focused and precise but lacks the level of depth needed to reach level 3. Answer includes little subject specific vocabulary.

Question 8 (b)

Most candidates achieved at least one mark on this question. Food and water shortages due to drought (Hot Arid) and melting permafrost resulting in collapsing houses and damaged roads (polar) were the most common correct responses. Some candidates lost marks by describing the causes of climate change rather than its impact, whilst others identified changes to the natural world when people were the focus of the question.

Question 8 (c)

Most candidates were able to describe the adaptations of at least one plant or animal in considerable detail. To reach level 3, candidates needed to provide developed statements on both plants and animals. Responses focused on polar and hot arid regions tended to be of similar standard with both environments offering countless opportunities for top level responses. The quality of answers to this question suggests candidates have a real interest in this aspect of the specification. Some candidates lost marks by describing adaptations that are not related to the climate - eg candidates commonly identified the camels large feet, an adaptation which helps the camel to walk on sand, it has no climate related advantage.

* (c) For **either** a hot arid **or** a polar region, describe how plants and animals survive in this extreme climate.

(6)

Hot arid or polar region: Hot arid

In extremely hot places some plants and animal have adapted to store water inside them e.g cactus are hollow so they store water in there trunks. Camels store water in there humps.



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Answer refers to plants and animals and identifies one way (water storage) that they have adapted to their extreme climate. Answer need to be considerably more detailed to reach level 3. Candidate could have included adaptations which prevent the stored water from being lost, eg cactus has no leaves to reduce rates of transpiration and spikes to stop animals from reaching the stored water.

* (c) For **either** a hot arid **or** a polar region, describe how plants and animals survive in this extreme climate.

(6)

Hot arid or polar region: the Australian outback.

A climate change becomes more of a problem ~~people~~ plants and animals need to adapt to the hot conditions an example of a plant is the Baobab tree which in its trunk takes in a huge supply of water but this ~~the~~ tree can lie dormant in order for it to survive. An example of an animal is the Bilby, it spends most of its time of the day underground and looks for food at night when the temperatures drop.



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This is a level 3 response. Clear, detailed and informative. It refers to plants and animals. The reason for each adaptation has been identified.

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