

Examiners' Report  
June 2015

GCSE Geography B 5GB1H 01

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June 2015

Publications Code UG041635

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# Introduction

This report covers responses from the Higher Tier Unit 1 paper of GCSE Geography Specification B.

This was the second Higher paper to be produced following the revision of the specification and return to the linear assessment. Section A was compulsory (Questions 1-4); whilst candidates were required to select a topic from Section B (Rivers or Coasts) and Section C (Marine or Extreme Environments).

The aim of the unit/paper is to provide candidates with a broad and varied understanding of the natural environment. Question paper completion requires candidates to apply a range of skills. Candidates need to be able to interpret and read maps, diagrams and charts.

## Question 1 (a)

Many candidates produced accurate answers to this question. As the command word is 'outline' candidates only needed to identify what is happening at the boundary. The majority of candidates identified that the plates were moving apart; though a large minority identified the boundary as 'destructive' rather than 'constructive'. Some had the understanding that the lava is basaltic and therefore less viscous (runny). There were many ways for the candidates to access both marks.

1 Figure 1 shows a plate boundary.

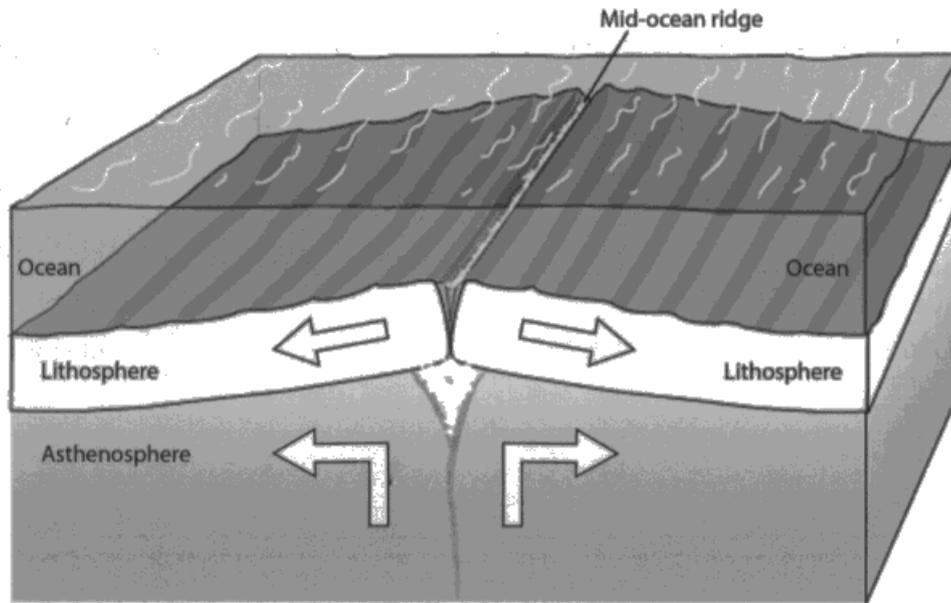


Figure 1

(a) Study Figure 1.

Outline why shield volcanoes form on this type of plate boundary.

(2)

Shield volcanoes form on a constructive plate boundary because convection currents pull the two plates apart. basaltic magma - has low silica and gas.



**ResultsPlus**  
Examiner Comments

This response shows an excellent understanding of what is happening at the boundary and accessed many more than the two marks available through mention of 'constructive boundary', 'convection currents', 'basaltic' and 'low silica'.

## Question 1 (b)

This question was answered by the majority of candidates very well – evidence of good teaching.

Most of the candidates understood the Earth is divided up into three layers: crust, mantle and core. Many used the terms 'asthenosphere' and 'lithosphere'. The core was well described, showing detailed understanding of the temperature, composition and state. Description of the mantle often included detail about convection currents and the crust detail often included information about the composition of the plates.

(b) Describe the layered structure of the Earth's interior. ~~write~~

(4)

In the direct middle is the inner core which is over 5000°C hot and made mainly out of iron and nickel, it is solid. Outside this is the outer core, which is liquid and slightly cooler than the inner core, made out of iron and nickel. Outside this is the mantle, which is viscous, and is the largest layer in the structure of the Earth. On the outside of the Earth's structure comes the lithosphere which is made up of the very top of the mantle and oceanic and continental crust. Oceanic crust is made of basalt and is dense with a thickness of 6-8 km. Continental crust is 30-50 km thick and mainly made of granite and is less dense than oceanic crust.



### ResultsPlus Examiner Comments

This is another example of an excellent response that could have been awarded many more than the four marks available. For each layer identified, the candidate has given additional, accurate information.



### ResultsPlus Examiner Tip

Responses could have been answered with an annotated diagram, which some candidates did. As the command word was 'describe' either annotations were needed or written description in addition to the diagram. A diagram just labelling the layers of the Earth could only achieve two marks.

## Question 1 (c)

The command word here was 'compare' which means that comparative language was required such as 'however' or 'whereas'. Many candidates just wrote about one earthquake and then the other, without linking them. The answer also asked for two named locations, so a completely generic response was limited to Level 1. Level 2 answers showed a clear indication of primary impacts and included a range of case study facts, such as numbers of deaths and injuries. There was some good case study knowledge of Haiti and Japan, where relevant facts and figures were used. Nepal was used as a named location but most candidates lacked data for this case study. However, marks were limited because of a lack of comparative language between the case studies, a necessary requirement for Level 3. The focus needed to be on 'primary impacts' so diseases and financial issues being secondary impacts were not creditable. Candidates need to take care with the questions and answer what has been asked and not answer the question that they wanted, an MEDC/LEDC comparison of all impacts.

\*(c) Compare the **primary** impacts of earthquakes in two named locations.

(6)

Named location 1: Port au Prince, Haiti

Named location 2: Loma Prieta, California

The earthquake in Port au Prince was in 2007, with a magnitude of 7.0 on the Richter scale. It was 13km deep and 250km away from the epicentre. 316,000 people were killed with a further 300,000 injured. Due to poorly constructed houses, 1 million were left homeless. In Loma Prieta, hundreds of people were killed and 3757 were injured. One of the main disasters was the collapsing of the Golden Gate Bridge, which crushed people on the lower deck of the dual crossing.



**ResultsPlus**  
Examiner Comments

This response contains case study detail but the 'compare' element is not clearly present so the mark awarded was top of Level 2 - 4.

\*c) Compare the primary impacts of earthquakes in two named locations.

(6)

Named location 1: Kobe, Japan

- collapse  
- moving

Named location 2: Sichuan, China

- collapse  
- subsidence

Both the earthquake in Kobe and Sichuan resulted in the collapsing of buildings and the death and injury of thousands of people. However, in the MEXC Kobe, the earthquake only lasted for 20 seconds at magnitude 7.2. This resulted in the death of 6000 people from building collapse. This was over 63,000 fewer deaths than at Sichuan. This was mainly due to Kobe's better earthquake proof buildings and earthquake drills. Also, the earthquakes both caused destruction of roads and railways, however in Sichuan, flooding occurred from the rupturing of nearby river banks from the shock waves.

(Total for Question 1 = 12 marks)



**ResultsPlus**  
Examiner Comments

As you can see from this response, the candidate has clearly compared a range of primary impacts separately with data and detail. This resulted in the candidate fulfilling the required criteria for Level 3 and achieving 6 marks for their answer.



**ResultsPlus**  
Examiner Tip

When answering a compare question, it is a good idea to take each aspect, such as number of deaths and compare them directly using comparative language. This is much more effective than writing about each case study separately and then writing a sentence at the end along the lines of 'so you can see they are different'.

## **Question 2 (a)**

The majority of candidates were able to point out that the emissions in the northern hemisphere were greater/higher than those in the southern hemisphere. Many candidates also pointed out Australia as an anomaly to this pattern or were able to refer to the key to illustrate the figures for the different emissions. Some candidates failed to refer to the two hemispheres, simply listing countries or continents instead. It was common for candidates to refer to 'America' rather than the 'USA', which is preferable. Another pitfall was reference to levels of development rather than hemispheres, which was not creditable.

The command word is 'describe' so candidates need to make a point for one mark and then prove it for the second mark.

## **Question 2 (b)**

The responses to this question were disappointing because many candidates did not grasp that the question required a spatial pattern for the UK, not a seasonal one, so focused on the reasons for seasonal changes rather than the differences in temperature between the north and south of the UK. Some candidates showed good knowledge of air masses, jet streams etc. but none of this was relevant to the question.

## Question 2 (c)

Many candidates were able to identify at least one environmental impact of climate change by referring to the climate getting warmer. Most candidates referred to rising sea levels and coastal erosion, along with temperatures affecting wildlife habitats and causing migration/ extinction of species, as well as the impact this will have on agriculture and the types of crops grown in the UK. Candidates need to read questions carefully because there were responses that focused on the 'economic' impacts rather than the 'environmental' ones and these answers struggled to access the higher levels. At the top end, responses needed to provide UK based details and those candidates that did gave impressive responses.

\*(c) Explain the possible **environmental** impacts of future climate change in the UK.

(6)

If the temperature of the UK's climate increases then it could see more frequent drought and less rainy all. There would also be longer and warmer summers but less predictable winters. As a result of the increase in temperature some animals and plants could die out and become <sup>extinct</sup> ~~extinct~~. Some crops may not be able to survive in hotter temperatures so new crops would have to be introduced which are adapted to more sun and less rain. Sea level rise however could result in the flooding of many low lying areas and the UK could see some of its coastal areas permanently flooded.

(Total for Question 2 = 12 marks)



**ResultsPlus**  
Examiner Comments

This response gained top Level 2 – 4 marks because they gave a wide range of possible environmental impacts. However the response was generic in its content and you would not have known that the focus needed to be the UK: 'some animals and plants'; 'some crops'; 'new crops'; and 'flooding of low lying areas'. Examples of the animals, crops or low lying areas were needed to achieve Level 3 marks.

### Question 3 (a)

The majority of candidates rightly concluded that the tundra had decreased, which gained them the first mark. The candidates then employed a wide range of strategies to achieve the second mark, which was great to see: the use of compass points 'less in the east'; the type of vegetation 'replaced by coniferous forest'; or the size of decrease through use of the scale or fraction/percentage. It was pleasing to see that the candidates used all the aids from the map.

Where the question requires a 'describe' response from a map, then a general statement about the pattern needs to be made, followed by evidence from the source. One simple statement is not going to be enough to access both of the marks.

### Question 3 (b)

This question with the command word 'explain' required candidates to give types of activities that are being carried out and how these activities are destroying the rainforests. Just covering one of these aspects limited the candidate in terms of the amount of marks that could be awarded. Quite a few candidates just listed human activities such as logging, mining and farming and were therefore only able to access two of the available marks. Higher end candidates gave specific reasons for the destruction, such as cattle ranching and logging for mahogany and then went on to explain what the consequences of these activities were on the rainforest, such as habitat destruction and increased soil erosion. Climate change was mentioned by a few candidates but tended to lack any depth in the explanation.

(b) Explain how human activity is causing the destruction of tropical rainforests.

(4)

Activities such as deforestation means people are destroying/removing trees for hardwoods or for cattle grazing. This means that there is less trees and can cause desertification because the roots are no longer holding the soil together so it becomes loose and can turn into a desert. Humans are also destroying and burning large areas of forest to grow crops such as palm trees meaning sections of forest and animal habitats are destroyed.



**ResultsPlus**  
Examiner Comments

This response combines both logging and agriculture with desertification and habitat destruction. So, having covered both aspects of the question the candidate easily gained 4 marks.

(b) Explain how human activity is causing the destruction of tropical rainforests.

(4)

Human activity is causing destruction of tropical rainforests in a number of ways. Many forests have been cut down to make space for farming and roads have also been made for farmers etc to use. They are also being destroyed for logging and to make space for things such as mines and ~~dams~~ dams.



**ResultsPlus**  
Examiner Comments

This response is a list of human activities that result in the destruction of the rainforests, but does not cover in any detail the impacts on the rainforest itself so only received 2 marks.

### Question 3 (c)

Many candidates focused on the words 'hydrological cycle' in the question and seemed to ignore or be unsure about the actual meaning of 'biosphere'. This resulted in many answers that explained the hydrological cycle only giving a passing mention to vegetation and so were unable to move above Level 1. Some candidates did write that trees intercept precipitation but did not follow this up with any sort of explanation.

\*(c) Explain how the biosphere influences the hydrological cycle.

(6)

One way the biosphere influences the hydrological cycle is glacial melts. If the glacier melts it will cause a greater increase in ground water storage, increasing the amount of ~~water~~ flooding which can damage the cycle. Another way is if biomes keep getting deforested it will increase the surface run off which may lead to ~~erosion~~ infertile soil since the top layer is being constantly washed away.



**ResultsPlus**  
Examiner Comments

This response was awarded Level 1 – 2 marks. The beginning of the answer was not relevant because it focused on glaciers. Credit was awarded for the statement about deforestation affecting surface run off. It was simple so lacked the necessary explanation to access Level 2 marks.

### Question 4 (a)

The majority of candidates understood the question and attempted to outline a valid farming practice. However, many failed to provide the required detail in the extending statement by either repeating the word 'pollution' from the question or writing that it 'contaminates' the water. Neither of these was acceptable. The best answers showed a clear understanding of the link between fertiliser use and eutrophication. It was clear that a large number of candidates (including many who received 2 marks) did not appreciate the distinction between, and different roles of, fertilisers and pesticides. Many answers began 'Pesticides and fertilisers...' and dealt with the chemicals as having the same impacts.

4 Figure 4 shows the causes of river pollution in the USA.

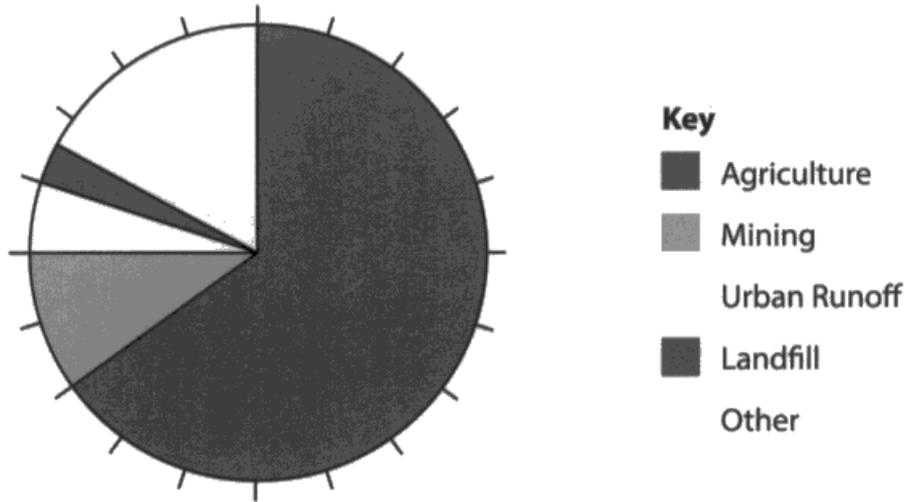


Figure 4

(a) Study Figure 4.

Outline **one** way agriculture causes river pollution.

(2)

If there is an agricultural part of land near a river fertilisers will be used to help the plants/crops grow and these could ~~leak~~ contaminate the river therefore polluting it.



**ResultsPlus**  
Examiner Comments

This response was only awarded 1 mark, because they identified a way in which agriculture causes pollution, through the use of 'fertilisers' but the extension was only 'contamination' so could not access the second available mark.

## Question 4 (b)

On the whole this question was well answered by candidates with many being awarded full marks. Candidates seemed to have a good grasp of intermediate technology and its benefits. There were some who referred to large-scale management although these were few. Where candidates did not gain full marks this was generally because they did not develop the benefits, just writing simple statements such as 'they are cheap and easy to use'. This is two simple statements, lacking extension, so could only access two of the marks. Those who did develop their benefits often made reference to that fact that travelling time for women and children was now reduced and children would now be able to gain a better education.

(b) Small-scale water management schemes often use intermediate technology.

Using a named example, describe **two** benefits of using intermediate technology.

(4)

Named example: <sup>gravity-led</sup> ~~water~~ pump <sup>water pump</sup>, Hitosia, Ethiopia.

One benefit is that the community can mend it themselves if it breaks. Also another benefit is that it is not very expensive to run, as it runs on the rainwater collected when it rained. It can store lots and lots of water.



**ResultsPlus**  
Examiner Comments

This example was awarded 2 marks for two simple statements, which lack development: 'mend it themselves' and 'not expensive to run'. More is needed for four mark questions. The command word is 'describe' so extra detail of each benefit is necessary.

(b) Small-scale water management schemes often use intermediate technology.

Using a named example, describe **two** benefits of using intermediate technology.

(4)

Named example: Afider hand pump in Tanzania.

The hand pump is bottom up meaning locals can easily run ~~and~~ it themselves, and is very simple ~~so~~ they can repair it too.

It is sustainable as it provides constant, clean and reliable water which helps improve life expectancy and less walking for locals, so they have more time for education or working.



**ResultsPlus**

**Examiner Comments**

However, this response easily achieved 4 marks. There are two simple statements worth one mark each: 'run it themselves' and 'repair it'. These were not needed because the candidate also included two developed descriptions: 'clean and reliable (1 mark) so improves life expectancy (1 mark)' and 'less walking for locals (1 mark) so more time for education/working' (1 mark).

### Question 4 (c)

The majority of candidates were able to answer this question and achieve Level 2 because they were able to explain at least one impact of an insufficient and unreliable water supply for an appropriately named location. However, apart from the named location, many candidates' responses were generic and if the named vulnerable area had been covered over, you would not have known where they were writing about. Specific details/data are necessary for top Level 3 marks.

\*(c) For a named vulnerable area, explain the impact on people of an insufficient and unreliable water supply.

(6)

Named vulnerable area: Egypt

99% of Egypt's population live on 5% of the land because most of the country is desert. The Nile is the only reliable source of water. However climate change could result in overabstraction by countries like Chad further up the river so then Egypt gets less water and there is more desertification.\*

Also, less water means that crop yields will increasingly fail so Egypt has to import food. However it is a developing country and spending more money on food and water halts its development so more people stay in poverty and could starve or have poor education as they have to work.

Additionally, ~~the weather~~ if there is increasing drought like we have been since 1970 then there will be increased famine and so people from overseas like Oxfam and other NGOs will have to help which will create a reliance on overseas aid, which will halt development.



**ResultsPlus**  
Examiner Comments

This candidate was awarded Level 3 – 6 marks. The candidate has extended their description of the impacts with data and detail so providing a relevant, focused answer that deserves full marks.

\*(c) For a named vulnerable area, explain the impact on people of an insufficient and unreliable water supply.

(6)

Named vulnerable area: Sahel.

In the Sahel, the land has desertified, which means plants are very difficult to manage. Water supply is essential for the development of farms in the Sahel. If this does occur, the subsistence farming cannot happen, thus lead to a famine or people being unable to sell any crops, so not get any income.

A lack of water would mean that people could die of thirst due to a non-existent water supply. This would lead to the ~~country~~ countries/areas dryfall as less people ~~are~~ would have to work harder to fit in for the ~~are~~ deceased.



**ResultsPlus**  
Examiner Comments

This response gives an extended impact on farming and also covers death but is very generic – you would not know from the body of the answer the area that was the focus. It was awarded top Level 2 – 4 marks.

### **Question 5 (a) (i)**

The majority of candidates responded correctly to this question; however, a minority wrote 'spit' which is a depositional, rather than erosional landform and not what was wanted.

### **Question 5 (a) (ii)**

Many candidates answered this question well. They recognised that the soft rock would erode faster than the hard rock and showed good knowledge of the processes involved so were able to name methods of erosion, such as hydraulic action, which gained a mark. It was pleasing to see the term 'discordant' used so frequently and correctly; again another mark gained. Candidates were also able to give examples of both hard and soft rock.

## Question 5 (b)

The majority of candidates were able to have a good attempt at this question. Most showed their understanding of longshore drift and were able to explain the impact of stopping the process via the use of groynes. Some of the case study detail was excellent and this helped candidates to move up the levels. On the other hand, a significant number of candidates had a lack of location specific detail. They were able to name a technique and then generically talk about the costs and benefits of, for example, a sea wall. Most candidates were able to name a suitable coastal location but their discussion of it was generic and they could have been writing about anywhere with hard engineering. There were many shopping lists of costs and benefits – candidates seemed to have missed the 'examine' part of the question and were instead 'describing' the positives and negatives of different hard engineering methods.

\*(b) For a named coastline, examine the costs and benefits of using hard engineering to manage this coastline.

(8)

Named coastline: Holderness.

The benefits of using hard engineering are that it will slow down the process of coastal retreat. This will be good as cliffs ~~won't~~ won't be eroded as quickly. This means that homes and businesses on top of the cliff are safer. Tourists will more likely go to the coast if on the cliffs are much safer and walking on the beach there is less risk of slumping. The costs are that to build the hard engineering like sea walls is very expensive but also very expensive to maintain. Visually the hard engineering do not look appealing and take away the natural look of a coastline.



**ResultsPlus**  
Examiner Comments

This response is typical of many of the answers that the candidates provided. Costs and benefits have been covered because retreat will slow down and houses and businesses will be saved, along with the high cost and ugliness. The response identifies a relevant coastal location, Hornsea, but the answer is generic, lacking detail/data in its explanations. It was awarded Level 2 – 5 marks and SPaG – 2 marks.

### Question 6 (a) (i)

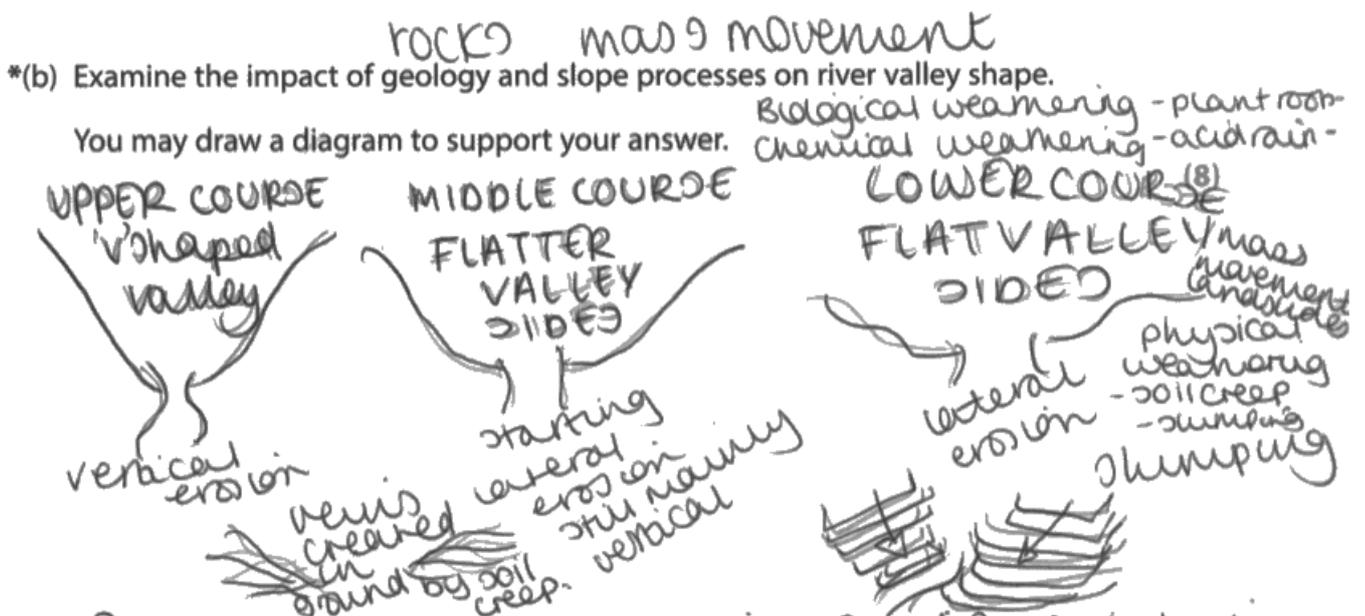
Most responses correctly stated that Y was an urban area, or that it had a school, transport links or a high population. There were some off-focus responses that seemed to read the question as 'how' rather than 'why' and wrote about 'flood defences having been built'.

### Question 6 (a) (ii)

This was a straightforward question, although many candidates achieved two rather than three marks. This is because they only made two points: that the washland can be flooded; and this reduces the river's discharge. For a three mark question like this, three things need to be written.

### Question 6 (b)

This was an eight mark question where it was important to read the question carefully, it asked for responses that examined the importance of both geology and slope processes on river valley shape. Good answers referred each point made to river valley shape. Responses included the formation of interlocking spurs and waterfalls in the upper course and how they impact on valley shape. To cover slope processes responses included mass movement and weathering. There were also some detailed sketches that showed candidates' understanding and helped them to accrue marks.



In the upper course of a river there is likely to be steeply sided 'V' shaped valleys. Lots of vertical erosion takes place here and also things such as mass movement. Soil creep which can cause small mud and land

shales and slumping where the ground creates small ridges as it moves towards the river's channel. In the upper course there is a large sized bedload but the river has a low carrying capacity. In the ~~the~~ middle course of the river lateral erosion starts to occur and the river valley sides become less steep and flatten out. Here the bed load size decreases but features such as waterfalls can be found in the presence of both hard and soft rock. In the lower course of the river the most amount of erosion occurs because it has the highest velocity and discharge. (Total for spelling, punctuation and grammar = 3 marks)

~~Here the erosion is lateral creating~~ (Total for Question 6 = 15 marks)  
Flat valley sides Flood Plains and terraces



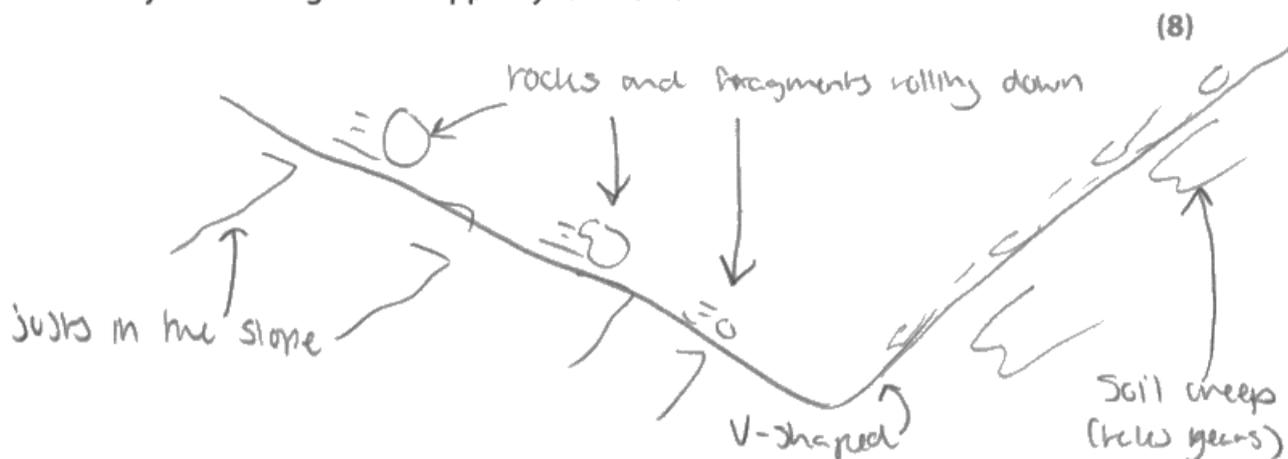
**ResultsPlus**

Examiner Comments

This response was awarded maximum marks. The candidate has clearly covered both elements of the question and makes constant, accurate references to the changes made to the valley shape. The candidate clearly knows the processes and is able to explain them clearly, using appropriate terminology.

\*(b) Examine the impact of geology and slope processes on river valley shape.

You may draw a diagram to support your answer.



The river valley shape is effected by erosion as rocks roll down the slope. Soil creep can also progress the slope downwards. There is the production of a V-shape as the steep sides of the slope are eroded away chemically - (natural chemicals break up the rocks, physically - plants grow into cracks in rocks, forcing the rocks to break and the fragments to roll down the slope. The weathering also creates small juts out of the mountain valley, as part of rocks erode away. Landslides of mud and rock due to rapid-fast movement can also quickly erode away the sides.



**ResultsPlus**

Examiner Comments

However, this candidate only focused on one element of the question – slope processes. They answered in detail, but were only able to access Level 2. The mark achieved was Level 2 – 5 marks and SPaG – 2 marks.

### **Question 7 (a)**

This question required candidates to read a trend of a graph and support that trend with evidence from the graph. Candidates generally understood that the areas of marine reserves have increased and by how much. They were also able to pick out periods on the graph when the rate of change varied.

### **Question 7 (b)**

The majority of the candidates understood a 'food web'. However some only wrote one simple point such as 'it shows how animals feed on each other', which could only achieve one mark. A two mark question does require extension of an idea or two points to be made, depending on the command word employed. As the mark scheme shows, there were many ways to access the second mark, such as it shows 'many food chains' or 'shows the transfer of energy'.

## Question 7 (c)

The most popular responses referred to 'overfishing' and 'climate change', with most candidates making the link between the activity and the threat that it is having. Some candidates had a detailed knowledge of their case studies and were able to use them effectively, especially St. Lucia. It was good to see a few candidates also covering the positive, protection policies that have been put in place, which meant they wrote about positives and negatives, so giving a more balanced answer. The command word 'examine' requires candidates to consider in detail, so those who only wrote briefly about the activities and their impacts were not able to access the higher levels.

**\*(c) Examine how human activities have affected the global distribution of either coral reefs or mangrove swamps.**

(8)

Human activities have affected global distribution of coral reefs because for example humans are increasing climate change which destroy coral reefs as the polyps can't survive in water temperatures over 26°C and also climate change is increasing the acidification of the oceans causing coral bleaching as the polyps can't survive in acidic conditions. Tourism is a big factor that destroys coral reefs because when tourists go diving for example, they trample on the coral causing it to break and die. However humans are trying to protect the coral reefs for example in St Lucia, there's the Soufriere marine management area, which uses zoning to protect both the coral reefs and the marine animals that live there. Overall, human activities have affected distribution due to destroying them but we are now recognising that we need to protect the coral reefs therefore we have methods of trying to re-increase the global distribution of them.



**ResultsPlus**  
Examiner Comments

This response achieved maximum marks for both content and SPaG. The candidate covers a range of human impacts, supported with details such as place names and water temperatures. They have also shown balance by writing about positive policies such as zoning.

This is a clearly written, comprehensive response.

### **Question 8 (a) (i)**

The majority of candidates gained at least one mark, by identifying the fact that the temperature decreases. However, graphs need to be read carefully so that figures are correct and if candidates are going to manipulate the data, which is great to see, they must ensure that their calculations are correct. The figures were 30 and 19, with a difference of 11.

### **Question 8 (a) (ii)**

A large proportion of candidates wrote that areas were turning into deserts, which achieved a mark. They then wrote that it was due to a decrease in rainfall or an increase in temperature, which gained the second mark. A small number of candidates gave a valid example such as the Sahel. In some cases candidates only wrote one simple statement so were only able to access one mark. A few candidates did not know what desertification was and wrote a wide range of comments such as 'people leaving the area' or 'no one lives there'. It is so important that definitions of terminology are learnt.

### **Question 8 (b)**

This question was received well by the candidates, who showed impressive knowledge throughout. Many had good knowledge of both arid and polar environments and knew a number of adaptations in detail. It was good that they were able to refer to tribes by name and identify arid and polar areas, such as the Sahel and the Arctic. Candidates who listed adaptations without expansion through examination only achieved Level 1. Those at top Level 2 and Level 3 made reference to a variety of adaptations and linked them to survival. The most common adaptations covered were typically about house design, clothing and diet. SPaG was quite accurate throughout, but a few candidates were not giving capital letters for Inuit, Sahel etc. Candidates who scored 3 for SPaG demonstrated a full range of punctuation, some of it quite sophisticated and a clear, logical structure which included appropriate geographical terminology.

**\*(b) Examine the adaptations made by people to help them live in extreme environments.**

**(8)**

In polar regions, people's houses are built on stilts. This helps them to reduce the amount of melting to the permafrost. Their houses also have triple glazed windows to reduce the need for excess energy, alongside increased insulation. Tribes such as the Inuits have strict rules on hunting to help conserve food supplies. One way they cut down on hunting is by not killing a species during their mating season. Another is

to use all parts of their prey - fur is used to make clothing. In hot arid areas such as the Sahel, tribes wear lightweight, thin clothing to protect them from the Sun. The tribes' men and women are tall and slender to increase their surface area and loss of heat, keeping them cooler. Their houses are built with flat roofs and sometimes

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 8 = 15 marks)

underground in these regions. This is to allow better sleeping patterns and conserve energy. These adaptations make life in extreme environments easier.

TOTAL FOR SECTION C = 15 MARKS

TOTAL FOR PAPER = 78 MARKS



**ResultsPlus**  
Examiner Comments

As can be seen from this response, which achieved maximum marks, the candidate has explained each adaptation and linked it to how it helps survival in an extreme environment.

This is an excellent answer.

\*(b) Examine the adaptations made by people to help them live in extreme environments.

(8)

Clothing can be used to help adapt people in extreme environments, for example people would wear more clothing in a colder region. People may also have to change their diet and think about the location of where they live depending on the climate, so they can survive. People may have to choose jobs depending on the climate and the area they live in. Extreme Environments could also affect housing and how they are structured to suit the climate and extreme environment.



**ResultsPlus**  
Examiner Comments

This response only reached Level 1 - 2 marks with SPaG of 2 marks. The candidate has stated the areas where adaptations are required, but not what the adaptations should be so the response could not be awarded many marks. Candidates need to ensure that their responses are detailed.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Double check literacy on SPaG responses to ensure marks are not being carelessly lost. Ensure all sentences start with a capital letter and end with a full stop. Avoid using capitals mid-sentence, unless spelling a place name or other proper noun. Take care when constructing responses to ensure answers are clear and easy to read.
- Ensure answers to questions with command words such as 'describe' and 'explain' include developed and linked statements.
- When drawing diagrams to support written explanations, make sure they are clearly annotated and reference to them is made in the written response.
- Take care when selecting case studies that they are appropriate to the question asked.
- Read questions carefully as marks are lost by referring to 'responses' rather than 'impacts' and 'economic' rather than 'environmental'.
- When describing a map or graph, make sure that your response includes accurate compass directions or axis readings.
- On questions where SPaG is assessed, try to maximise the effective use of subject specific terms.
- Questions with the command word 'examine' require the greatest level of depth and explanation. Look for opportunities to include linked information and case study material, or to justify an opinion.
- You can include case study information even when it is not explicitly asked for, especially on extended response questions.
- Learn terminology definitions thoroughly so that you understand the questions and are not having to guess.

## **Grade Boundaries**

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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