

Examiners' Report  
June 2012

GCSE Geography 5GA1H 01

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## **Introduction**

The paper revealed the best and the worst of candidates. Excellent case-study knowledge saw high marks for many in the last section of the paper but, in marked contrast, the first section revealed very patchy skills with OS skills especially weak. 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.

## Question 1

There were very few wrong answers although some candidates appeared to be confused by the phrase 'land features' despite its use on the OS key.

(i) The photograph was taken in grid square 7641 looking south east towards the village of Welland.

Name the land feature at Z. (1)

Church with a spire, minaret or dome



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Examiner Comments

A perfect answer.

## Question 1 (a) (iii)

This question polarised students. Those who understood 'shape' did very well indeed using geographical terminology effectively. However it also produced very many poor answers in which, even if they demonstrated understanding of "shape" (which many did not), too many candidates chose to keep going and to describe "site", so making one wonder if they really did understand site.

(iii) Describe the shape of Welland.

Use map and / or photographic evidence in your answer. (3)

Welland is a nucleated settlement around a cross roads. This can be seen by the cluster of shaded squares around the junction of the A4104 and the B4208 in grid squares 7939 and 7940.



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Examiner Comments

A good answer with nucleation recognised as well as the focus of that nucleation.

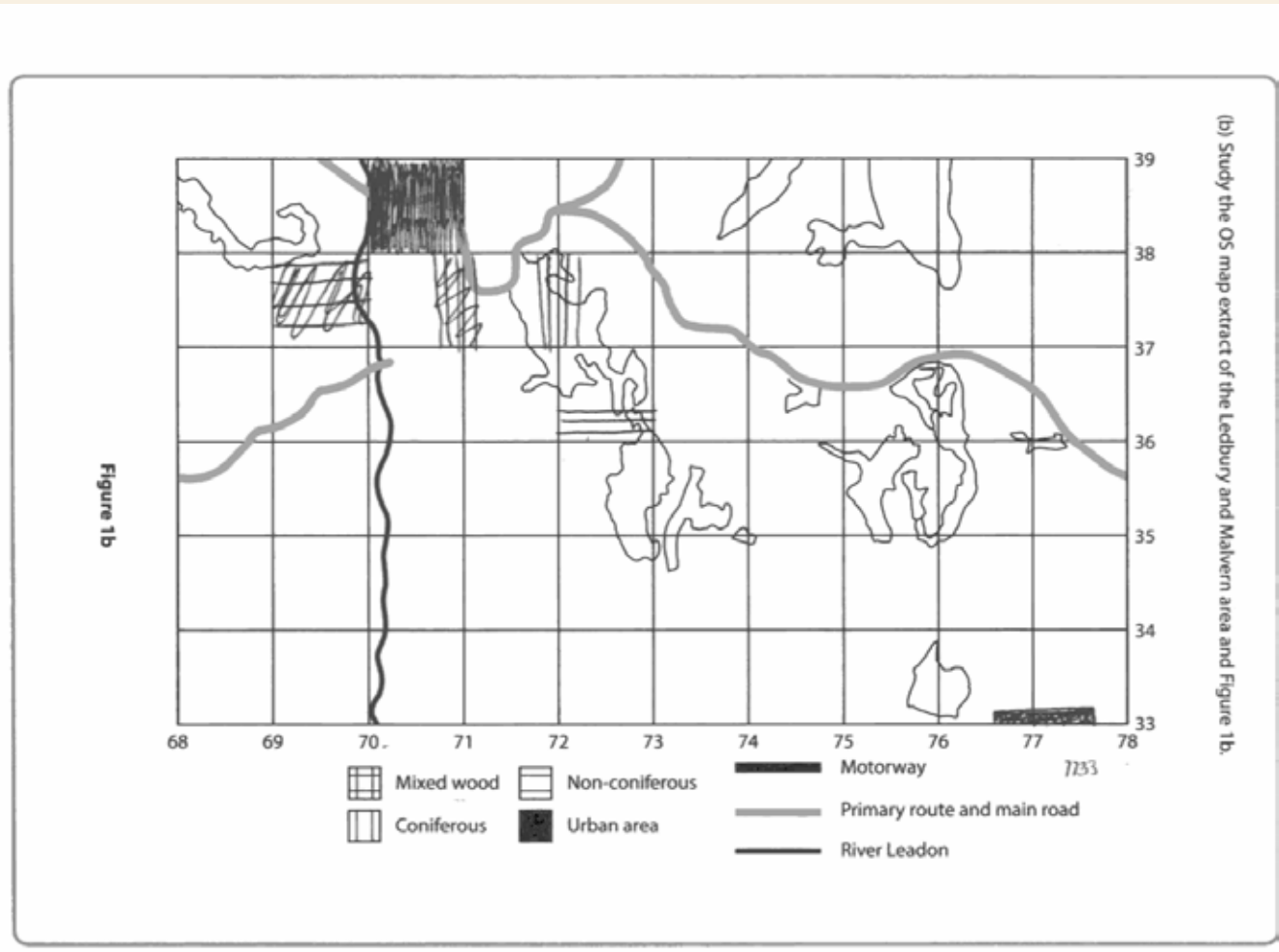


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Examiner Tip

Remember that every word in a question has a function – if you ignore keywords it is likely that you will miss the point.

### Question 1 (b)

There were many excellent answers. However several answers ignored the command to "use the key provided" drawing elaborate trees and failing to shade in Ledbury; the positioning of Fig 1(b) in relation to the map extract may have confused some candidates; a significant number of answers had the M50 completely wrong – they were clearly plotting the motorway's route across the red rectangle, not along the bottom of Fig. 1(b).



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Examiner Comments

A good deal of confusion here in a 'battleships' approach to the question; this answer fails to score.

## Question 1 (c)

Descriptive skills were generally good but occasionally candidates were let down by a limited basic understanding of maps. Marsh End, in the middle of the red rectangle, caused many candidates to decide it was *all* marsh despite the absence of any appropriate symbols; they then carried forward this idea into 1(d). However, a good number of candidates recognised this as farming rather than just an empty void. Some overplayed the amount of woodland (possibly looking at Fig 1(b) instead?) but others strayed into explanation. Many made use of grid references.

(c) Describe the land use in the area shown by the red rectangle on the OS map extract.

(4)  
The land is relatively flat so will be used largely for farming. There aren't any built up urban areas but there are churches, public telephones and camping sites for holiday makers and those who live in the nearby farms - for example Underhill Farm at 798337. There are also main roads such as the A438 and rivers.



**ResultsPlus**  
Examiner Comments

A mixture of the intelligent (farming) and the obvious which descends into a list but a typical 4/4 answer.

## Question 1 (d)

There were some good answers, looking at urban/Ledbury, woodland etc, although explanations could be rather basic. The command "state" was translated into "describe" in some cases, and "one" became two; some thought 1d(i) was "explain" – which generated longer answers which strayed outside the box. Many students had issues over scale in which Ledbury became a 'city' and rural roads became dense communication networks.

Too many students saw this as a methodological question about map styles which they managed to carry through to the 'suggest one reason..' part with no self-consciousness.

- (d) (i) State **one** difference between the land use in the area shown by Figure 1b and the land use in the area marked by a red rectangle on the OS map extract.

(1)

The OS map is close up and you can part out things and see them, however you can't on the other map.

- (ii) Suggest **one** reason for this difference.

(2)

The OS map is close up and you can not part out what is on or not on the maps.



### ResultsPlus Examiner Comments

Unfortunately this answer, which is an example of the type referred to above, cannot score any marks.

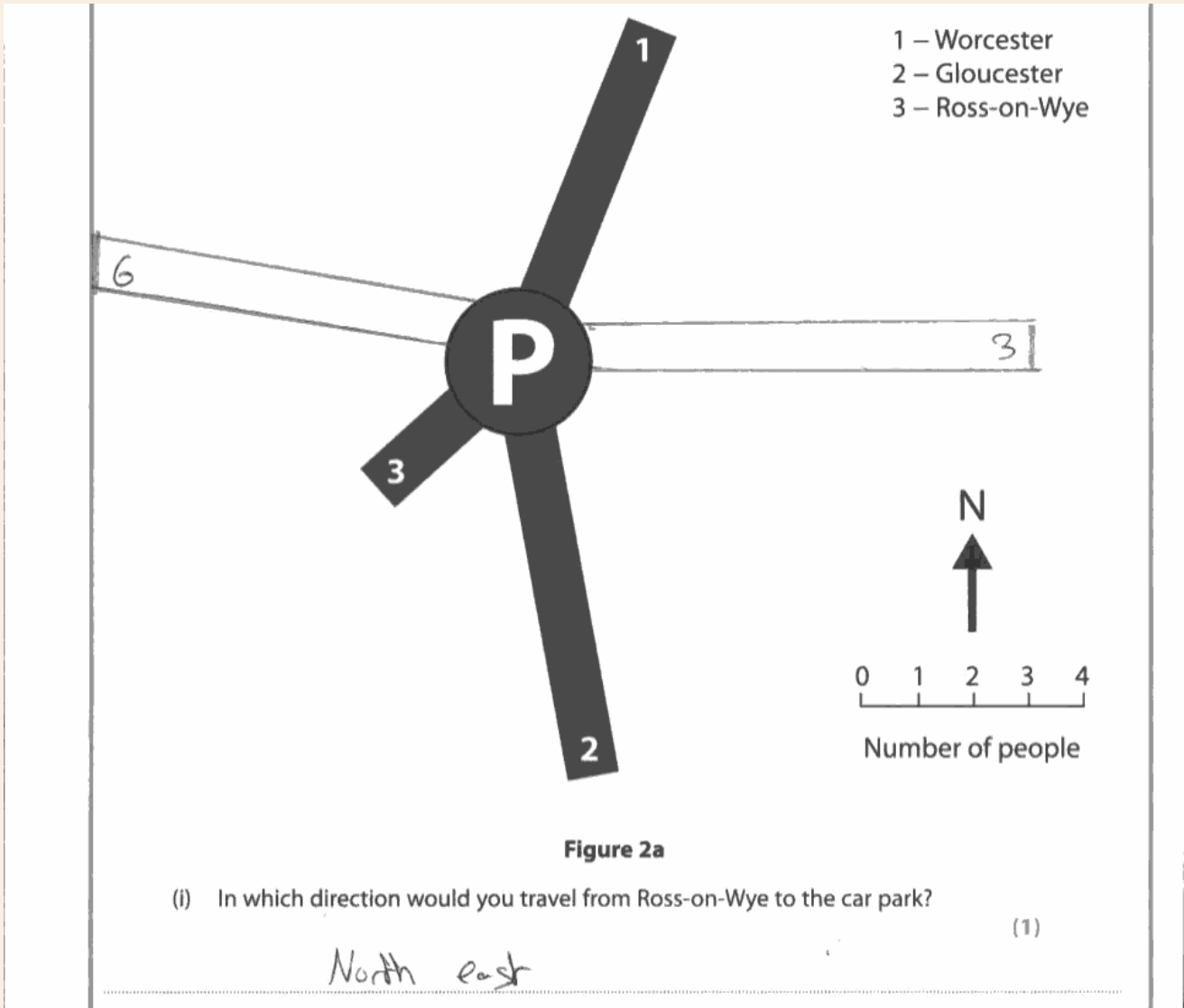


### ResultsPlus Examiner Tip

For mapwork questions take a step back and make sure you have the scale correct. For example, it is useful to have a mental picture of what a 'village' looks like on a map.

### Question 2 (a) (i)

The majority of students had little trouble with this question, with the commonest error being an inversion of the journey.



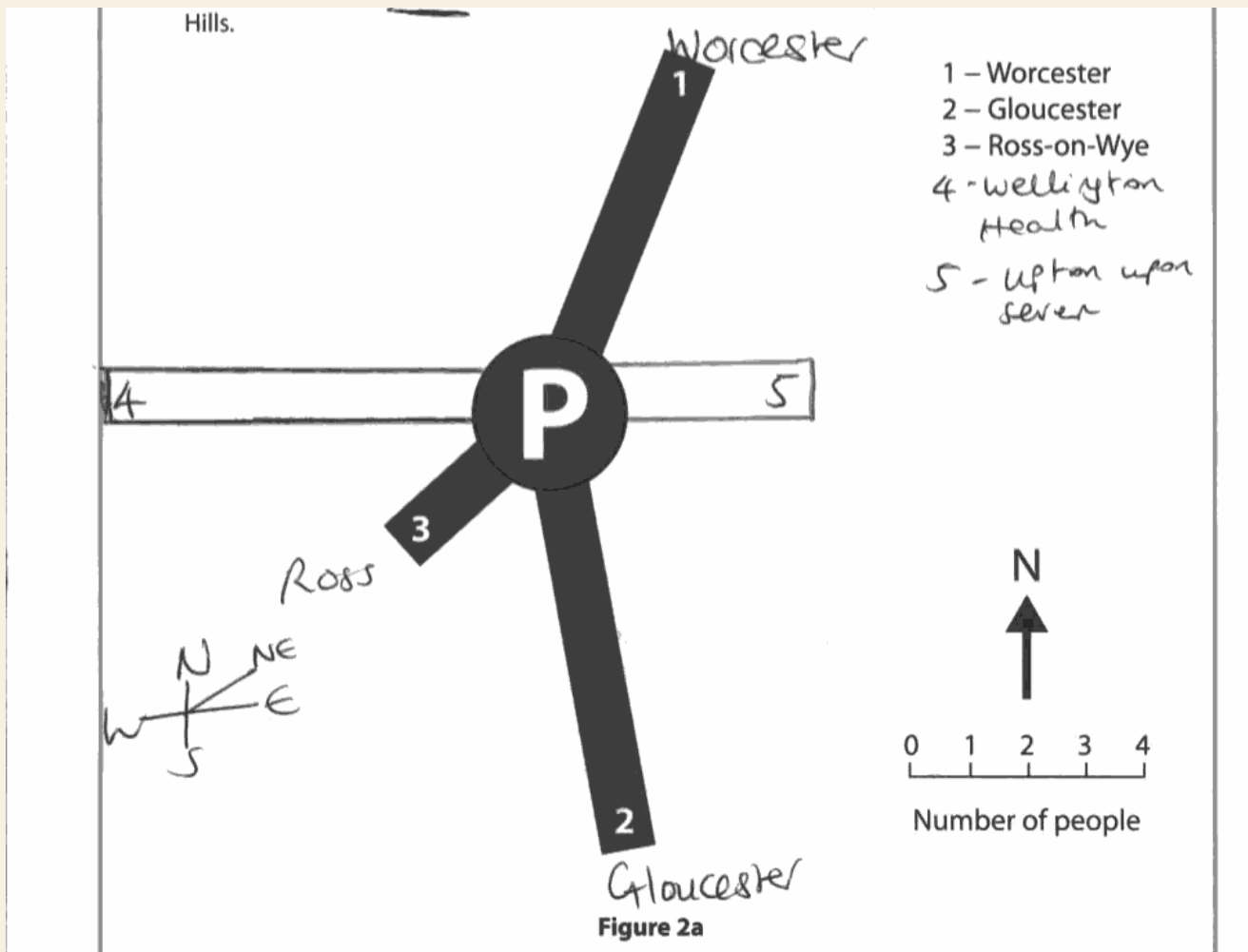
**ResultsPlus**  
Examiner Comments

A typical correct answer which is awarded 1 mark.



## Question 2 (a) (ii)

There were a number of good answers to this but many were very confused by the length of the lines and the numbering, conflating the key with the numbers of visitors. The mark scheme allowed a wide range of measurements, given that some took the origin to be the centre of the circle whilst others took it from the edge.



### ResultsPlus Examiner Comments

Some students chose to answer the previous question with a diagram - for this question this was an unusually accurate representation which scores 3 marks.



### ResultsPlus Examiner Tip

On the few occasions when you don't know the answer then make an intelligent guess. Blank answers obviously cannot score any marks!

### Question 2 (a) (iii)

Despite a majority of solid responses too many answers suggested that candidates were unfamiliar with rose diagrams.

(iii) Suggest **one** reason why a rose diagram is the best way to present this type of data.

it is easy to tell from what direction  
the people came (1)



**ResultsPlus**  
Examiner Comments

This answer was not untypical and scores no marks.

## Question 2 (b)

Those who 'got' this did very well indeed with some excellent critical skills deployed. For other candidates the biggest problem was recognising "the places FROM which people had travelled". This then generated answers about travelling to big places such as Gloucester for shopping etc. However, many answers included the idea of "more visitors from larger places" with evidence or "more visitors from nearer places" but relatively few included both ideas. Some converted the number of visitors into a % of a population when looking at the distance decay idea. Others saw the size of the car park as being significant or, in itself, the chosen destination, leaving people to complete the rest of their journey to, for example, Ross on Wye on foot. Some candidates left this question and moved on to question 3.

(b) Students found out some more information about the places from which people had travelled.

This is shown in Figure 2b.

Where have you travelled from today?	Number of people	Distance to car park (km)	Population of settlement
Worcester	5	20	93,000
Gloucester	6	35	110,000
Ross-on-Wye	2	30	10,000
Wellington Heath	6	10	500
Upton upon Severn	3	10	3,000

Figure 2b

Explain the results shown in Figure 2b.

Use evidence in your answer.

(4)  
in this survey 22 people were asked & 5  
said worcester, 6 said Gloucester, 2 said  
Ross-on-Wye, 6 said wellington for heath &  
5 said Upton upon severn. the furthest distance  
travelled was 35 km from Gloucester and the  
largest population settlement was 110,000 at  
Gloucester and the smallest distance travelled  
was 10 km from Wellington heath and Upton upon Severn

(Total for Question 2 = 9 marks)



**ResultsPlus**  
Examiner Comments

This is a typically confused answer.



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Examiner Tip

Remember to read instructions carefully and to look carefully at the data.

### Question 3 (a) (i)

Most students managed this without difficulty. However some candidates do need to read the question more carefully. 3(a)(i) wants the answer "to the nearest kilometre" and 3(a)(ii) wants "20 year period".

(i) What is the maximum retreat, to the nearest kilometre, of the Sheldon Glacier between 1947 and 2007? (1)

4 ..... km



#### ResultsPlus Examiner Comments

This answer includes a less common error showing a problem with scales. The answer cannot be awarded the mark.

### Question 3 (a) (ii)

Once again most had no trouble with this. However some candidates need reminding to read the question carefully. 3(a)(i) asks for the answer "to the nearest kilometre" and 3(a)(ii) asks for a "20 year period"

(ii) In which 20 year period was the maximum retreat? (1)

2007 .....



#### ResultsPlus Examiner Comments

This answer includes a typically common error and can score no marks.

### Question 3 (a) (iii)

There were many good answers to this question: greenhouse gases, solar output, orbital and/or tilt variations, volcanoes and albedo effects were all proposed. A few mentioned "effects" rather than "cause" and some dragged ozone into the explanation.

(iii) Outline **one** cause of climate change on a local or global scale. (3)

An increase in the amount vehicles on the roads. More vehicles means more ~~emissions~~ carbon emmissions being released into the atmosphere. This adds to the greenhouse effect and warms the earth.



**ResultsPlus**  
Examiner Comments

A standard and very common response with basic cause identified (1) impact on greenhosuse gases (1) and result of that (1).

### Question 3 (b)

There were very many very good, detailed and well exemplified answers. A few only addressed *one* effect, some addressed 3 or 4 (often generating extra pages).

There were many excellent answers to this question based on very sound case-study knowledge. The most apparent problem was a tendency to repeat the glacier retreat, specifically excluded by the question, and, more commonly, to lack supportive detail about generic problems.

(b) One negative effect of climate change is the retreat of glaciers.

Explain **two** other negative effects of climate change.

(6)

Another negative effect is ~~rain~~  
~~rain~~ which can cause erosion, to  
lead changes in crop yields. If  
the temp climate changes then people  
won't be able to grow the same  
sort of plants and might not be able  
to produce enough it might stop raining  
as much meaning that some plants won't  
be able to grow. Another negative  
effect is



#### ResultsPlus Examiner Comments

This was a rare example of a limited response with 1 mark being awarded for drought and 1 mark for reduced crop yields and no second cause identified. This answer scores 2 marks.



#### ResultsPlus Examiner Tip

Many questions, especially, those that revolve around case-studies expect some data in the answer. Make sure that you are prepared for that.

### Question 4 (a) (i)

This produced excellent answers although some were overlong, waffling answers that made a meal of the data whilst others decided to "explain" as well as describe. Overall the examiners saw some solid/good answers showing detailed case-study material.

- (i) Describe the changes in tropical rainforest destruction between 1995–2000 and 2001–2006.

Use rainforest destruction data in your answer.

(4)

If we take South America as an example, we can see that there has been an increase in deforestation. In 1995–2000 about 37500 hectares were cut down. In 2001–2006 about 4250 hectares were cut down. This is an increase of 500 hectares. This is because more trees are needed but could also be because the amazon rainforest is one of the biggest in the world.



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Examiner Comments

Inexplicably a few students decided to concentrate on just one of the global regions. This answer scores 2 out of 4 marks.

## Question 4 (a) (ii)

This question produced a great deal of good, detailed knowledge (largely ignoring the command "outline"). Unfortunately a few answers also ignored "Use examples..." and ended up as rather bland and generalised.

(ii) Outline the effects of resource exploitation on tropical rainforest areas.

Use examples in your answer.

(4)

Resource exploitation in tropical rainforests can cause harmful effects. For example mining in Brazil: minerals are extracted from the Amazon Rainforest in Brazil but it has negative impacts - the Capajaras iron ore mining project uses coal to power its pig <sup>iron</sup> plant - this leads to an annual deforestation of 6100km<sup>2</sup>! Also <sup>mining</sup> ~~mining~~ gold uses mercury <sup>which</sup> ~~is~~ is toxic & found in high concentrations in fish to 90% of air fish caught surrounding rivers. Tapajós are contaminated and can cause cancer & high miscarriage rates in the local tribes people. Also logging in Cameroon can lead to illegal loggers & commercial hunting, as well as local bush burning in Sumatra with uncontrolled cutting thus breathing in toxic pollutants eg against Angkor Wat.



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Examiner Comments

A typically full and detailed answer based on case-study material which scores full marks.



## Question 4 (b)

There were very many excellent answers which showed a thorough and detailed knowledge of traffic management schemes. There was a marked distinction between this majority and those which could not refer to details of Park and Ride or congestion charging schemes. Nevertheless, the detail provided in the best answers was very impressive.

\* (b) Explain how transport is being managed in urban areas.

Use located examples of sustainable transport schemes in your answer.

(6)

A range of sustainable schemes are used to manage transport in urban areas.

Congestion charging is the practice of making motorists pay to enter urban areas during periods of ~~high~~ heaviest use. It encourages people to use more sustainable forms of transport like walking or cycling. In 2003 London introduced the scheme and by 2008 ~~it~~ it had the following effects. Traffic levels / congestion was decrease by 21%, along of nitrogen oxide emissions that decreased by 12%. This meant ~~less pollution was~~ there was less pollution within the city as less cars were in the area. Also it achieved it's aim of encouraging public transport with a 29% increase in those entering the congestion zones using public transport in the morning peak rush period, simply because it was more economically sustainable for the person.

Also park and ride can be used i.e. ~~the~~ <sup>in</sup> Cambridge. Motorists park their cars on the outskirts of town and take a bus in. The parking is free <sup>but the</sup> bus is not, it cost £2.20. Cambridge has 4500 spaces <sup>and pollution</sup> devoted to the scheme and its aim is to also reduce congestion by making public transport more cost effective and efficient, people save money by taking the bus instead of the car. (Total for Question 4 = 14 marks)



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A not untypical answer which scores full marks.

## **Paper Summary**

Not for the first time with this paper, its ability to reveal the inconsistencies in candidates' performances was quite startling. On the one hand, there were some quite excellent answers whenever learned case study material was asked for, notably on Question 4 but also in Question 3. This was in very marked contrast to the performance on the skills elements of Questions 1 and 2. Map skills were sometimes quite rudimentary even from students who did so well later on in the paper. The most worrying aspect of this was the inability of students to grasp the idea of scale, their reading of 'white' areas on a map and their capacity to ignore key words in questions – 'shape' comes to mind. To use examination 'speak' it was their ability to understand maps that became the real discriminator on this unit.

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