

Examiners' Report
June 2012

GCSE Geography 5GA2F 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2012

Publications Code UG032279

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

The Natural Environment unit requires the candidates to answer a question on a physical geography topic (Coastal, River, Glacial or Tectonic landscapes) in section A and on an applied topic (Wasteful or Watery World) in section B.

The paper was well received by centres in its new format, without a resource booklet. More candidates sat the foundation tier paper than the higher in this series, however, there was evidence that some could have been attempting the higher tier paper.

In part A, Coasts and Tectonics continued to be the most popular topics, with Rivers gaining popularity and Glacial Landscapes still struggling to attract large numbers. However, it must be noted that performance by those taking the Glacial section was on the whole very good.

Overall performance was better in Section B than in Section A, with some candidates struggling with some of the process orientated questions.

Question 1 (a) (i)

Although many candidates scored well on this question, a large number also confused some of the information from Figure 1(a) and therefore opted for the incorrect statement. Candidates must read the resources supplied carefully, especially when the multiple choice answers relate directly to them.

Question 1 (a) (ii) 1

This question proved to be a little tricky for some candidates as they confused the processes of soil creep and slumping. The key differentiator is that slumped areas usually show detachment from the original slope. Identifying processes from photographs would be good practice for candidates.

Question 1 (a) (ii) 2

Those candidates who incorrectly answered 1(a)(ii) as soil creep, often made the mistake of putting 'dry' as the answer to this question. There is some confusion over the fact that the ground may crack open before taking on water, leading to slumping, when in fact the water is what leads to the slumping.

Question 1 (a) (ii) 3

Rock associated with slumping is often clay based, however, a minority of candidates confused this with the limestone option.

Question 1 (a) (ii) 4

Many candidates were able to answer this correctly as 'slips' even if they had answered an earlier part of the question incorrectly.

Question 1 (a) (ii) 5

The vast majority of candidates were able to identify the correct answer as cliff.

Question 1 (a) (iii)

This question produced highly variable responses with many students unsure of the term "fetch". Centres are encouraged to reinforce students' learning of key terms from the specification so that they can apply them in the exam.

Many candidates struggled with this question as many were unfamiliar with the term "fetch". They therefore also found it difficult to apply the concept to coastal recession. Common mis-associations were with longshore drift or with wash and backwash.

(iii) 1. What is meant by the term **fetch**? (1)

How far the wave has travelled over sea.

2. Describe how fetch can affect the rate of coastal recession. (3)

The bigger the fetch higher the wave will be & it will have more energy. So when it arrives at the coast line / beach it has more power which will hit the cliff & erode it away it will also have carried stones, pebbles (corrosion) which will hit the cliff + damage it.



ResultsPlus
Examiner Comments

Here the candidate has a clear understanding of the process and can apply this to coastal recession therefore scoring full marks.

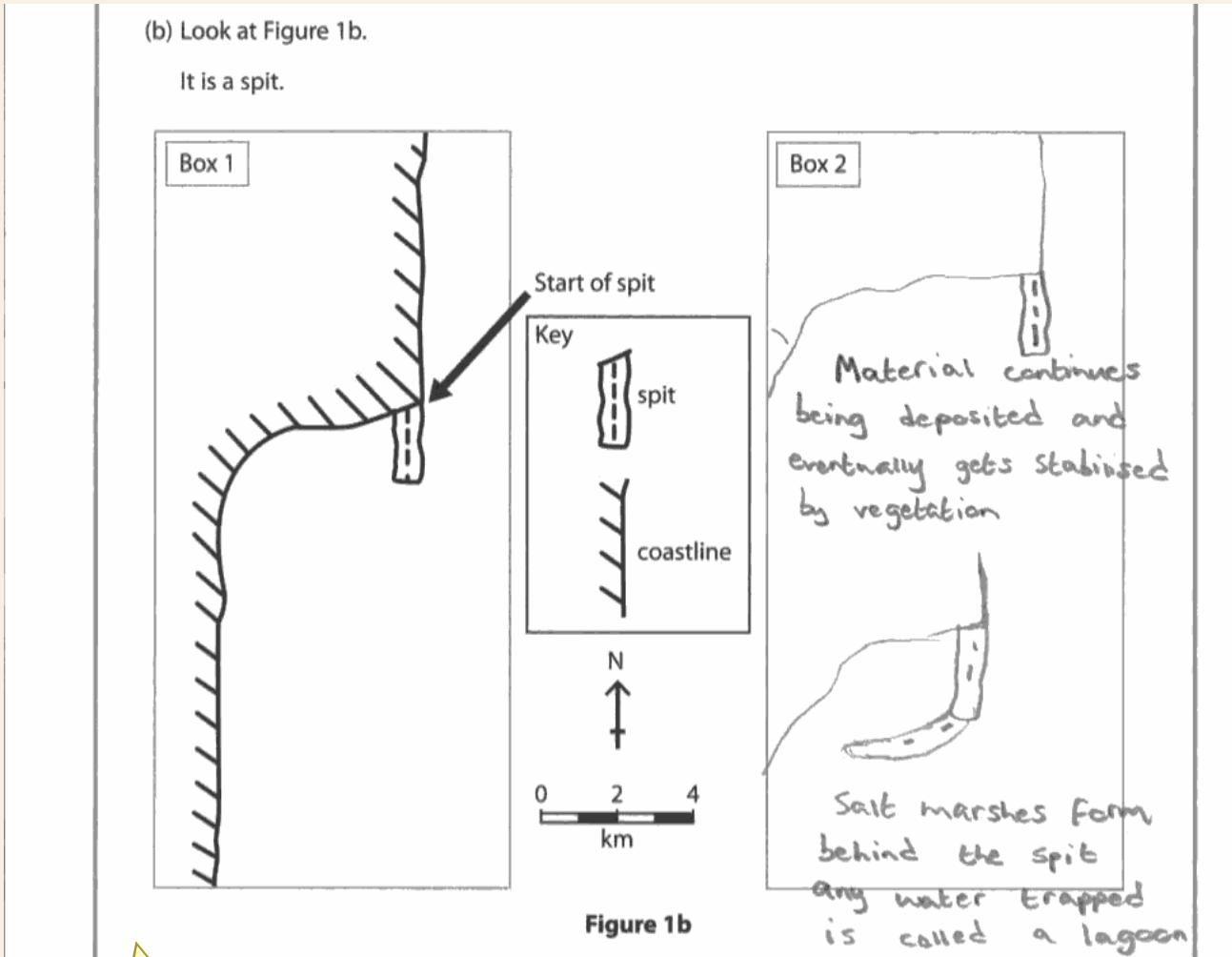


ResultsPlus
Examiner Tip

Ensure that you learn your processes as a series of terms so that you can apply them appropriately in the exam.

Question 1 (b) (iii)

This question brought variable response from the candidates. Some simply drew a diagram without labels and these responses were therefore self-limiting. Others were unsure of spit development and therefore confused the direction of longshore drift or spit orientation. Common correct answers included spit extension and curving. Some also showed the spit reducing in size. Candidates would benefit from further practice in drawing landform development.



ResultsPlus Examiner Comments

Here the candidate scores full marks for clearly following the instruction of using a labelled diagram. The candidate adapted the diagram to show the progression and both parts of the diagram are labelled. The candidate scores one mark for the extended spit, another for an appropriate curve and the third mark for the label.

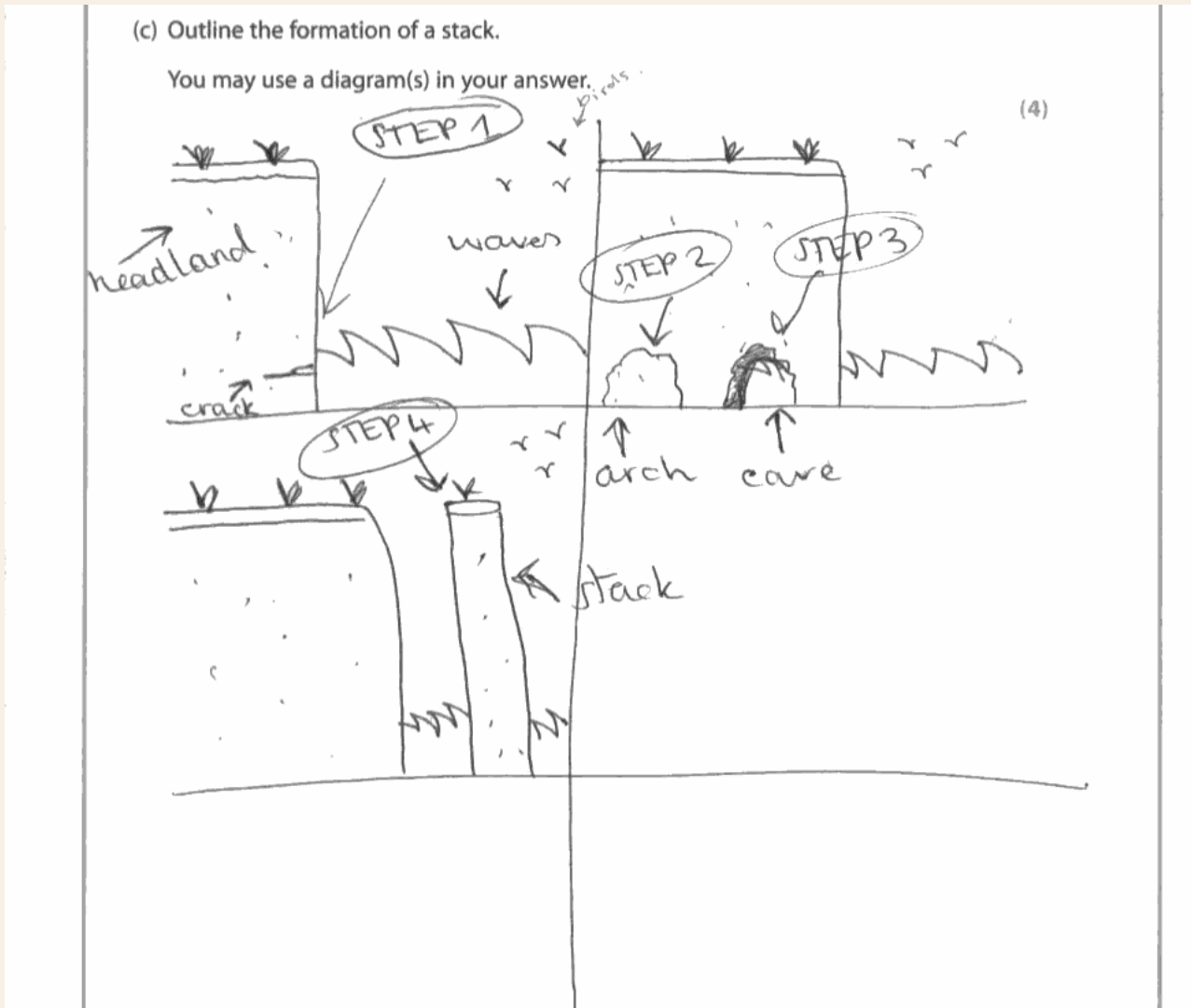


ResultsPlus Examiner Tip

Ensure you complete the exact demands of the question, and if asked to label ensure that you do so. It is also good practice to draw landforms so that you are familiar with them in all formats.

Question 1 (c)

The quality of responses was surprisingly varied, for such an iconic coastal feature. Many candidates had some idea of how stacks are formed but confused the order or mistook the process involved. Strong candidates used the diagrams in support (see example), however lower scoring candidates often failed to include a diagram. Use of diagrams to show a sequence was often helpful and therefore gave the students structure to their answer. I was pleased to see this recommendation from a previous series being put into practice. Candidates must, where possible, try to maximise the use of process in their answer and try to break down the formation into a series of stages - this may help to improve performance.



Stacks are formed by a strong wave hitting a headland to cause hydraulic action (where air is pushed into cracks) This then forms a crack, then an arch is eroded then a cave erodes, (where ~~th~~ there is a hole all the way through. ~~The top~~ Above the arch cannot be supported then it falls down into the sea. A stack is then



ResultsPlus

Examiner Comments

This candidate makes good use of the diagram showing sequential changes en route to stack formation. S/he gives a good descriptive account but shows outline through the development of hydraulic action as a process. This response showed a clear understanding by the candidate.



ResultsPlus

Examiner Tip

Try to include a sequence in the diagrams to show the examiner that you understand how the landform is formed. Equally where possible try to give some development of process e.g. corrosion/hydraulic action.

Question 1 (d)

Once again many students were able to score three marks, referring to a series of descriptive methods used at a particular location. However, answers were often generic and could relate to any location, therefore access to full marks was restricted. Some lower scoring candidates were also restricted by not outlining how the coast was managed, instead focusing on the reasons for management. The main area for improvement should be the use of specific locational data in the answer, as this was a requirement for full marks. Use of specific locational data can include dates, costing, numerical values (length of a defence), or even a named geology. The name of a place is often not enough. Neither is a specific piece of information which does not relate to the question, i.e. the cost of houses which may fall into the sea!

(d) Choose an area of coastline you have studied.

Outline how this area of coastline is being managed.

Chosen area of coastline Holderness (4)

This area of coastline has had groynes fitted. due to costing analysis some land has been saved and every 3 years do beach replenishment to stop the cliffs eroding away. Another way is they have been building sea walls along the coast to make sure it stops it.



ResultsPlus
Examiner Comments

This is a classic example of a candidate giving good descriptive information on the different types of management and how it stops coastal processes. However, like many answers, it failed to clearly address the specific location and was therefore held at 3.



ResultsPlus
Examiner Tip

Use of specific information is a necessity on case study questions to achieve full marks. Students should also learn the difference between outline and describe - an outline requires some development or a brief explanation.

Question 2 (a) (i)

Many candidates were able to recognise the two correct answers relating to the distribution of flooding. However, many thought that the sea near Karachi was a severely flooded area.

Question 2 (a) (ii) 1

Many recognised the correct answer as 200mm of rainfall.

Question 2 (a) (ii) 2

The majority of students recognised July as the correct answer.

Question 2 (a) (ii) 3

The vast majority of students recognised 'less' as the correct answer.

Question 2 (a) (ii) 4

The vast majority of students recognised '1.8' as the correct response to the number of homes destroyed.

Question 2 (a) (ii) 5

Most candidates correctly read and interpreted Figure 2(a) and therefore understood the answer as 'farmers'.

Question 2 (a) (iii)

Many candidates clearly understood how flood warning systems reduced the impact of flooding. However they should avoid just stating 'they warn against floods so people know they are coming' as this is a repetition of the question. Common answers referred to increased preparation time, or organisation of evacuation.

Washlands were frequently not well understood. Most candidates were unfamiliar with the term and those that knew it often could not articulate how they reduced flooding, instead opting for a simple description of what they were.

(iii) Suggest how the following soft engineering methods can reduce the effects of flooding. (4)

Flood warning systems

Electronic sirens go off when there may be a flood. Gives people time to evacuate and take their possessions so there will be less casualties and damage.

Washlands

~~Areas are allowed to flood~~ Areas with nothing of value are allowed to flood. It holds the water and ^{it} drains away harmlessly.



ResultsPlus Examiner Comments

This candidate scored full marks for two correct points per soft engineering method. Candidates were allowed to state what the washland achieved, as described in the first sentence. This was an uncommon response as many were unsure of the term.



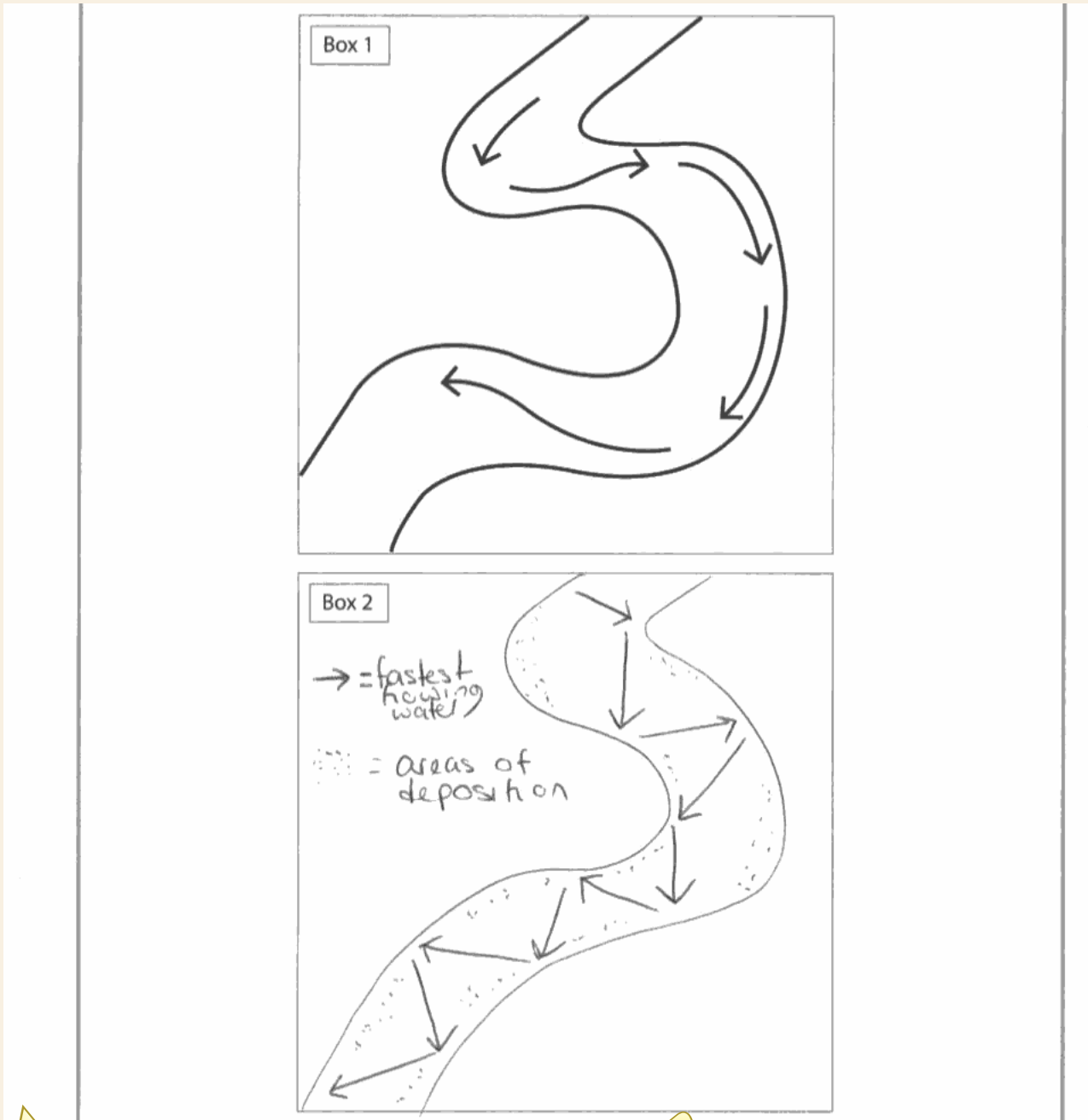
ResultsPlus Examiner Tip

Ensure candidates are familiar with the different soft and hard engineering methods outlined in the specification. For each they should be able to outline what they are and how they reduce flooding.

Question 2 (b) (iv)

Candidates achieved variable success on this question, however the biggest issue was not including labels on the diagrams therefore limiting the possible score to 2 marks.

For those who chose to develop the meander into an oxbow lake, which was the majority, they often achieved full marks with a simple labelling of the word oxbow lake - detail was not required. However some lower scoring candidates were confused and took the meander to an earlier stage therefore scoring no credit. Some also drew a cross-section, which was not relevant in the overall demand of the question.



ResultsPlus Examiner Comments

This was a good example of a candidate who scored 0 marks. They did not clearly develop the meander and they have confused the processes shown on the meander.



ResultsPlus Examiner Tip

Practise drawing labelled diagrams of river landforms in addition to learning how they form. Ensure that you follow the demands of the question and if asked label it!

Question 2 (b) (v)

This question was poorly answered by many candidates. A common mistake by many candidates was to simply describe the location of both floodplains and levees, without any focus on the formation. Surprisingly few linked the formation with flooding, and only the higher scoring candidates made any link to sequential deposition. Of those higher scoring candidates many only reached 3, as they failed to tackle both floodplains and levees, focusing mainly on levees. Use of diagrams was often simplistic, and use of a series of stages would help the candidate to develop the answer.

(v) Outline the formation of a floodplain and levees.
You may use a diagram(s) in your answer.

The diagrams illustrate the formation of a floodplain and levees. The left diagram shows a river channel with a 'floodplain' area on one side and a 'bank' on the other. A line indicates the 'boundary of the floodplain water'. The right diagram shows a river channel with a 'bank' on one side and a 'boundary water' line on the other. A horizontal line indicates the 'Water' level. A central vertical line is labeled 'Sediment that builds up on the banks'.

When ~~the~~ a river floods the area ~~the~~ of land that ~~at~~ the water covers that isn't in the ^{channel} ~~banks~~ of the river is called the floodplain. This is normally flat land. When a river floods, the sediment is dropped near the banks of the river as the water in the flood plain is a lot shallower so there is less energy to carry the load so it drops the ~~larger~~ larger sediment. When the water retreats back into the channel, ~~bank~~ marks are left on each side of the banks. As the river floods more the levees get higher.



ResultsPlus

Examiner Comments

This is one of few examples that addressed both floodplains and levees. The diagram clearly shows an understanding of the difference in spatial distribution. This was a particularly good answer which would have performed well at Higher Tier as it incorporated a temporal aspect to the answer.



ResultsPlus

Examiner Tip

Ensure you set out diagrams in a series of stages to show the sequential nature in the formation of the landforms. If two landforms are requested in the question ensure that you address both.

Question 2 (c)

Many candidates were able to reach 2 or 3 marks for general descriptions of flood management methods. However, common mistakes included omission of specific data which made the answer relevant to the named example, or lack of an outline. It should be noted that specific data can include dates, cost, names of sites along the named river or any other numerical detail, e.g. measurements of management techniques. For an outline students must ensure that their answer has more detail than simple description, development of a process or simple explanation of how the technique reduces flooding are ways to achieve this. Many good answers focused on the River Nene case study.

(c) Choose a river that you have studied.

Outline how this river is being managed.

(4)

Chosen river Darwen River

This river has flood gates at the start of the river. These act as a barrier in case a flood does happen. These will slow the water down and can even stop the river. The banks of the river have also been heightened so that there is no water coming over the sides if the flood does hit. This will minimise the effect of flooding.



ResultsPlus
Examiner Comments

This is a typical example of an answer without specific place detail. There is however some outline, so if this candidate had included the costing of one of the methods they would have achieved full marks.



ResultsPlus
Examiner Tip

Ensure you give specific locational detail within your answer to achieve full marks.

Question 3 (a) (i)

Many candidates were able to use the resource, Figure 3(a), to determine the correct answer. Some candidates were, however, misled by the idea that a reason why Iceland is suitable for energy production is because it snows a lot.

Question 3 (a) (ii) 1

Many candidates were able to correctly identify 80% as the correct answer.

Question 3 (a) (ii) 2

The majority of candidates correctly identified that hydro-electric and geothermal are renewable energy types.

Question 3 (a) (ii) 3

Many candidates used the resource to work out that the answer was 'mountainous'.

Question 3 (a) (ii) 4

The majority of candidates used the resource to understand that Reykjavik was kept snow free.

Question 3 (a) (ii) 5

Many candidates recognised the correct answer as geothermal energy.

Question 3 (a) (iv)

Responses to this question were often disappointing as many candidates continued to refer to energy production even though the question asked for other uses of glaciated areas. Of those who did provide appropriate answers, many simply listed responses and failed to relate to examples. Students should refer to place examples and should learn different uses with reference to place.

(iv) Energy production is one way people use glaciated areas.

Describe **other** ways people use glaciated areas.

Use examples in your answer.

(4)

People at home will need energy off the glaciated areas, such as lights and other energised equipment



ResultsPlus

Examiner Comments

This was a typical response which instead of focusing on other uses, simply referred to energy production. Better candidates referred to skiing, hiking or tourism in glaciated areas and could name specific places.



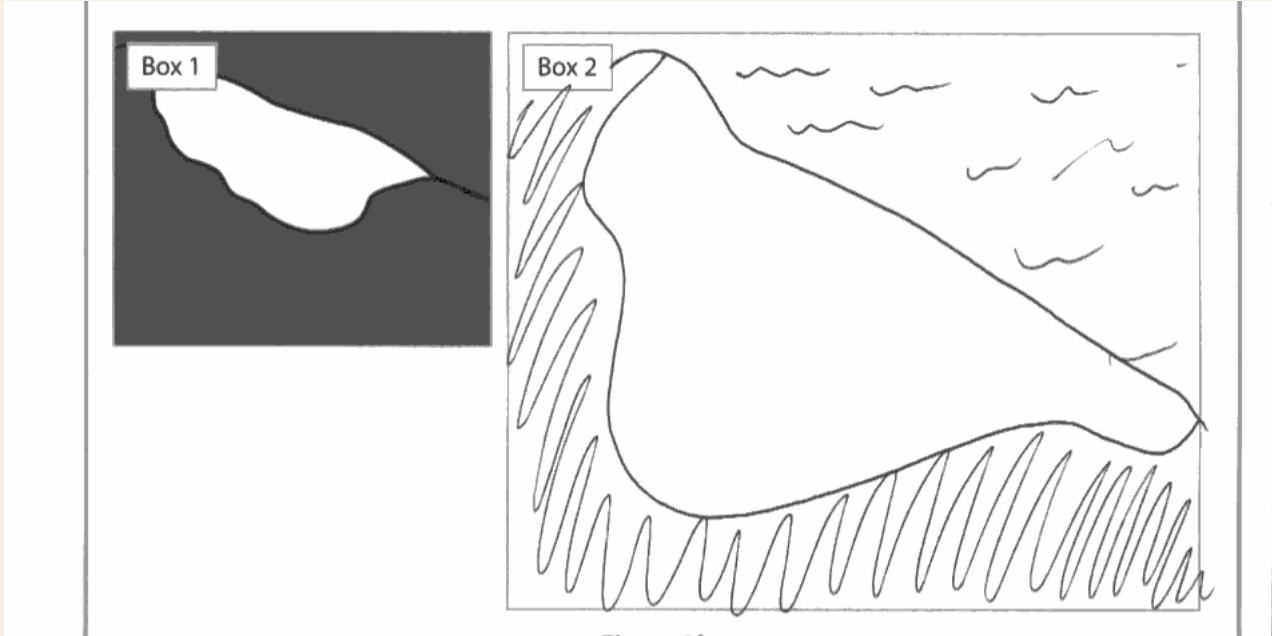
ResultsPlus

Examiner Tip

When asked to give examples, refer to place examples. Where possible be as specific as you can, for example hiking up Mt. Snowdon, or skiing in the Canadian Rockies.

Question 3 (b) (iii)

Lack of labelling restricted many candidates to full marks. Many candidates, by default, scored at least 1 mark for their diagram as they increased the scale of the corrie, however, there were equally some who did not. Common developments of the corrie included melting of the ice, or increased steepness of the back wall. Surprisingly few labelled their responses which were therefore self-limiting.



ResultsPlus Examiner Comments

This was a typical response scoring 2 marks. The candidate increases the size of the corrie and draws a distinct steep back wall, but fails to add any labels.



ResultsPlus Examiner Tip

Ensure you label your diagram if that is asked for in the question. Students should practise labelling different glacial landforms so that they can recognise features in the exam.

Question 3 (b) (iv)

Very few candidates had an understanding of what a truncated spur was, and for those that did, they struggled to develop their answer enough to outline how they were formed, instead giving a simple description. Higher scoring candidates often showed the V-shaped valley with interlocking spurs, the movement of ice through the valley and the subsequent U-shaped valley with truncated spurs. Even so, few developed their answer. Simple explanation of why the glacier moves, or development of one of the processes such as abrasion or plucking would have helped.

(iv) Outline the formation of truncated spurs.
You may use a diagram(s) in your answer. (4)

U Shaped valley

Truncated Spurs

Interlocking Spurs

Glacier cuts through the interlocking Spurs

Truncated Spurs is caused by plucking.
They look like the hills or mountains has been sliced by a huge knife.



ResultsPlus Examiner Comments

This candidate shows some understanding through the use of diagrams. However, the text at the bottom is only description, therefore the response is limited to 3 marks.



ResultsPlus Examiner Tip

Candidates need to be made aware of all glacial landforms in the specification, even the lesser known ones such as truncated spurs. It appears, from the limited knowledge shown, that some landforms are less well known.

Question 3 (c)

This was a well answered question and many candidates scored at least 3 marks, with a large majority scoring 4. Students often referred to the Galtur example and could quote figures highlighting the effects. For answers scoring only 3 marks, an omission of facts was often the reason. Some candidates wasted space by giving a full account of the case study including the causes.

(c) Choose an avalanche you have studied.

Outline the effects of this avalanche.

(4)

Chosen avalanche Gailtural

The avalanche happened because of a storm 4000km away when the storm caused lots of snow and high speed wind causing snow to build up on mountainside. Avalanche happened. 31 people died altogether. People looked to search for survivors soon after. Roads were shut. Houses were destroyed. 30,000 people evacuated from the area. In the panzansi valley lost about £5 million a day because the tourists ~~was~~ stayed away. ~~feels~~ ~~of~~ ~~more~~ ~~avalanches~~.



ResultsPlus Examiner Comments

This was a typical answer, that included both causes and effects - even though only effects were requested. The inclusion of a series of pieces of data, number of deaths, number of people evacuated and cost of damage, earned the full 4 marks.



ResultsPlus Examiner Tip

Ensure that you support your answer with specific locational detail which is relevant to the demands of the question.

Question 4 (a) (i)

Although many candidates were able to access the correct answers, those that did not often misinterpreted the question by opting for the *effects* instead of the *causes* of the L'Aquila earthquake.

Question 4 (a) (ii) 1

The majority of candidates used the resource correctly to show that over 70,000 people were made homeless by the earthquake.

Question 4 (a) (ii) 2

The majority of candidates understood that the cost of the earthquake was 4 billion Euros.

Question 4 (a) (ii) 3

The majority of candidates identified 'collapse' as the correct answer.

Question 4 (a) (ii) 4

The vast majority used Figure 4(a) to identify 'strict' as the correct answer.

Question 4 (a) (ii) 5

Most candidates identified 'dangerous' as the correct answer.

Question 4 (b)

This was a question for which candidates appeared well prepared, as examiners saw a wide range of answers relevant to volcanic regions. Such answers included the usual fertile soil, friends and family and inability to move, as well as the unusual spiritual reasons and belief in the predictive methods used by local authorities. Still many candidates only scored 3 out of 4 marks, as they did not include examples in their answer. In this question an example required more than just a country name, instead a volcanic region or cone would have sufficed. Candidates should aim to prepare for this type of question by looking at a range of examples of famous volcanic areas around the world in order to develop their geographical understanding.

(b) Give reasons why people continue to live in areas affected by volcanoes.

Use examples in your answer.

(4)

People continues to live in areas affected by volcanoes because either they find it beneficial or they can't afford to move away. Farmers use the fertile soil to grow better and more crops. Other own little businesses their and make money so as the tourists visiting the volcano.



ResultsPlus

Examiner Comments

This was a typical response which gave a range of reasons but failed to use supporting examples. For this reason the response could only score 3 marks.



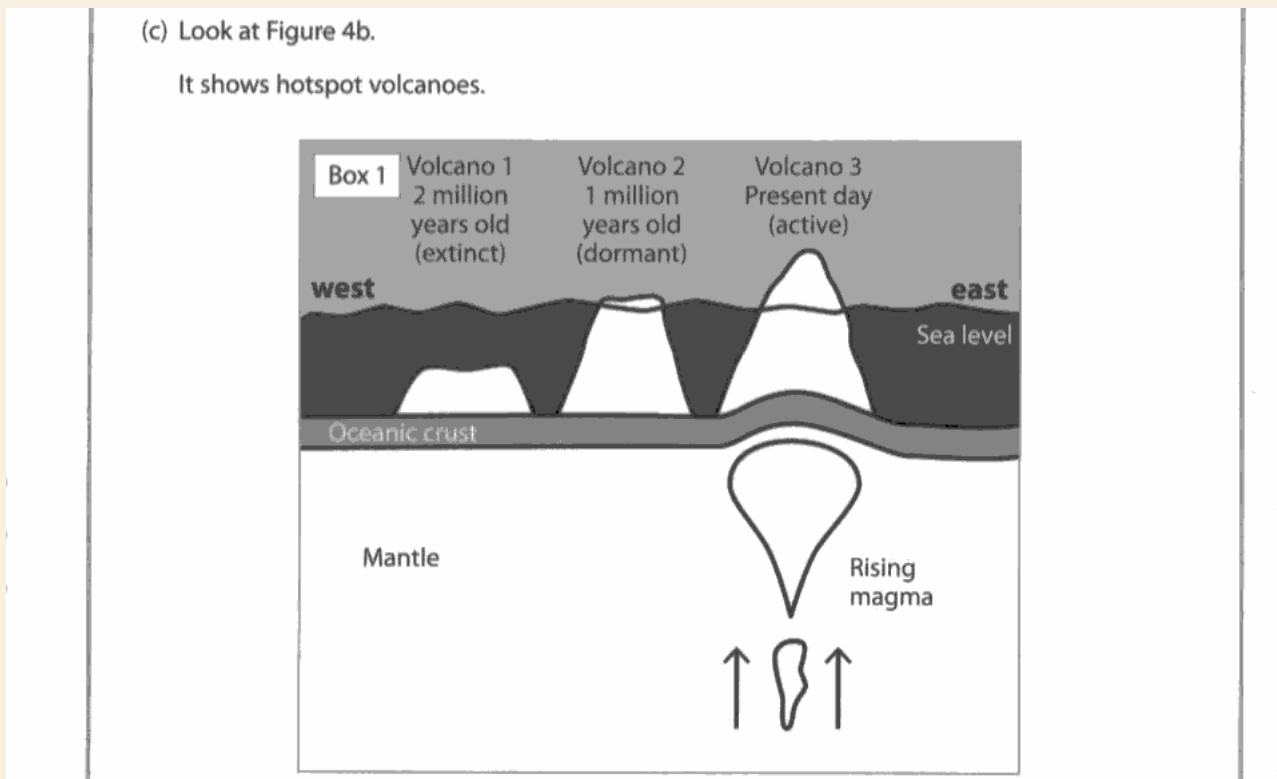
ResultsPlus

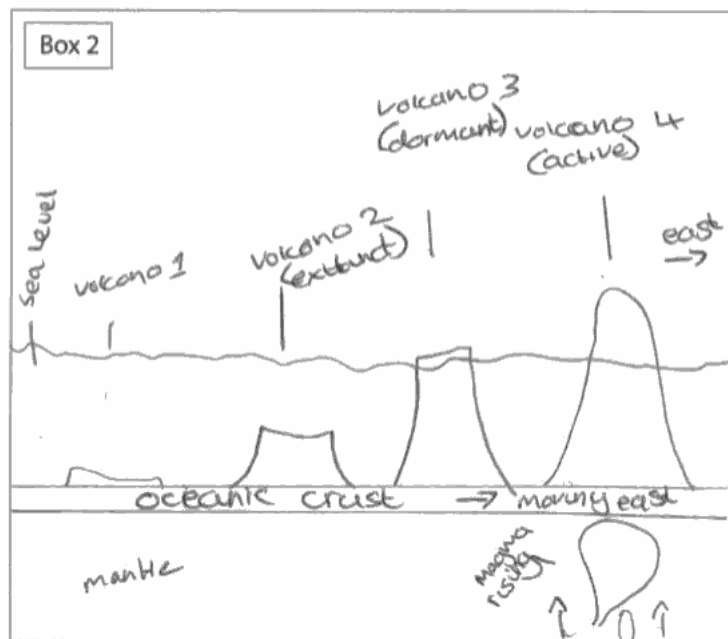
Examiner Tip

When learning examples, refer to named volcanic regions. Learning 2 or 3 famous volcanic regions will help with your answer and develop your understanding of tectonics around the world.

Question 4 (c) (iii)

Many candidates performed well on a potentially tricky question, however some responses were limited by the failure to use labels as directed in the question. Good responses showed the movement of the 3 volcanic cones to the west, with cones 1 and 2 eroded down or, alternatively, the formation of new cones, or the eruption of cone 3 were common answers. Those candidates that only used the labelling from box 1 did not gain credit for labelling as they had to label a *development*. Some candidates opted to present their answer in plan view, which was often self limiting as they could not obviously show the changes to the cones in box 1.





ResultsPlus
Examiner Comments

This is a good answer, as the candidate recognises the erosion of the initial 3 cones, the movement in a westerly direction and the formation of a new cone. Through the labelling they have recognised the change in the state of the volcanic activity.



ResultsPlus
Examiner Tip

Practise the formation and development of tectonic landforms through a series of labelled diagrams so that you are familiar with them for the exam. Ensure that you use labels when requested.

Question 4 (d)

Candidates have clearly been prepared on the formation of volcanoes at plate boundaries, but found the identification of characteristic features more of a challenge. Many candidates still followed the description of a volcanic eruption at a divergent plate boundary and this answer, although relevant, was self limiting as it did not pick up on other features, for example type of volcanic activity, seismic activity or associated landforms at this plate boundary. Equally, many struggled to offer any outline and often gave a descriptive list of features, focused around the diagram. Some candidates confused divergent plate boundaries with *destructive* and subsequently referred to convergent plate boundaries.

Question 4 (e)

This question proved a challenge for many candidates. The specification requires students to be able to understand how earthquake forecasting, building design, planning and education can reduce the effects of earthquakes. Although there are no known methods of successfully forecasting earthquakes, well noted by some candidates, the mark scheme allowed credit for pre-emptive signs that could potentially signal an imminent earthquake. Methods of planning for earthquakes such as practice drills or safety provisions were not acceptable answers as they are under the planning component of the specification. Acceptable answers included anecdotal evidence including earthquake clouds, animal behaviour, foreshocks or changes in gas emissions. A number of students struggled with this.

Many candidates reached 3 marks and gave good detail on building design, often being able to relate to known examples such as Tapei 101 or the San Francisco airport. However, an inability to relate to methods of forecasting or to identify that many earthquakes cannot be forecast held the responses at 3.

(e) Outline how the effects of earthquakes can be reduced through forecasting and building design.

Use examples in your answer.

Earthquakes cannot be predicted ⁽⁴⁾ exactly when they will happen, but can be predicted if an earthquake is going to happen. It can be predicted using seismometers measuring the plate movement. Buildings can also be designed better by using steel re-inforcing to hold ^{them} up and build ^{the} buildings out of a suitable material to hold ^{them} up such as metal and use ~~counter~~ counter-balances on top of the building.



ResultsPlus Examiner Comments

This candidate scored full marks, as s/he gave a good account of building design with implicit detail on how design reduces effects. There was also reference to the use of seismometers to help 'predict'. Given that many candidates found the forecasting element challenging, this was accepted at Foundation Tier.



ResultsPlus Examiner Tip

Ensure you have an understanding that earthquakes cannot be forecast, but that there are a variety of methods of short timescale notification (although some may not be covered in detail by the core texts.)

Question 5 (a) (i)

The vast majority of candidates were able to identify the two correct answers showing how recycling can help the environment.

Question 5 (a) (ii) 1

The vast majority of candidates recognised that recycling uses fewer natural resources.

Question 5 (a) (ii) 2

Many candidates successfully used the resource to identify that recycled paper can be used to make toilet paper. Some confused it with 'more' paper - which was almost correct but not in the resource, as directed by the question.

Question 5 (a) (ii) 3

The majority of candidates understood that recycled glass can be used for road building. Some lower scoring candidates thought it could be used for "edible buildings".

Question 5 (a) (ii) 4

Many candidates used the resource to identify that recycled glass can be made into sand which is used for golf bunkers.

Question 5 (a) (ii) 5

The majority of candidates identified 'plastic' as the correct answer.

Question 5 (a) (iii)

Candidates were well prepared for this answer and many could write in detail on the different recycling schemes. Some mistakenly referred to countrywide schemes, such as those in Germany, but the vast majority focused on schemes run by local authorities. Candidates' understanding of recycling is clearly twofold, either how you recycle at home, or what happens to material once collected from your home; both were acceptable. Many answers simply referred to coloured bins, and only the higher scoring candidates focused on what happened to items once they had been removed from the domestic environment. Good answers focused on the reprocessing of material which helped students achieve the relevant piece of 'local detail' to access full marks. Many were limited to 3 marks for generic references to recycling.

(iii) Choose an example of a local scale recycling scheme you have studied.
Describe how its waste material is recycled. (4)

Chosen local recycling scheme Bracknell

Bracknell teamed up with Woking and other towns to help recycle more. By using colour coded bins, recyclable waste is sent to plants/factories all round the country. Paper is sent to a recycling plant to be made into other things like toilet paper. Plastic cups can be re made into more plastic items.



ResultsPlus Examiner Comments

Although this candidate refers to place names, the link between two areas was enough for the local detail relevant to the scheme, therefore allowing this response to achieve full marks. Although the rest of the answer is generic it gives a clear account of the recycling process.



ResultsPlus Examiner Tip

Ensure that your recycling scheme is on a local scale; best to stick with one operated by a local authority. Reference to the named centres where material is recycled is a good way to achieve the mark for 'local locational detail'.

Question 5 (b) (ii)

This question brought a range of answers, not always the correct ones. Many could identify that in option B Europe used more energy than South America, however few picked up that south of the equator Australasia used the greatest amount of energy. I would advise that, on multiple choice questions which relate to a resource, that candidates carefully check their answer.

On a purely administrative point, the energy unit was not included on the map, as we felt, in this case, it would detract from the candidate understanding, even though it is good geography to have a key.

Question 5 (c) (i)

The vast majority of candidates correctly identified a non renewable fuel, with coal, oil or natural gas the overwhelmingly popular responses.

Question 5 (c) (ii)

This was an answer that many candidates had clearly prepared for, yet it still brought a mixture of responses. Some candidates were confused by Q5(c) and therefore referred to non-renewable energy types, highlighting the importance of reading the question very carefully. Other candidates gave generic responses which were self-limiting, especially when they wrote 'cheap' for an advantage and 'expensive' for a disadvantage; such examples were not credited. Better candidates either developed their answers, e.g. stating that one advantage could be that they release fewer greenhouse gases, which reduces global warming or they referred to specific types of renewable energy and constructed their answer around these, for example wind turbines can disrupt the migration of birds. Although candidates are not required to learn specific types of renewable energy it is advisable as it helps to develop the answer.

(ii) Describe the advantages and disadvantages of renewable energy. (4)

Advantages

They ~~are~~ will never run out, so they don't need to be replaced, they produce lots of energy.

Disadvantages

Wind power is noisy and ^{a danger} ~~harmful~~ to migrating birds. Solar ~~power~~ power doesn't work at night or when its cloudy, or in places with not much sun.



ResultsPlus

Examiner Comments

This candidate scores 3 for disadvantages and scores 1 for the advantages. Candidates could achieve full marks in this way or by identifying two relevant points on both advantages and disadvantages.



ResultsPlus

Examiner Tip

When learning about renewable energy try to learn specific points associated with different types.

Question 5 (d)

This question was one which candidates were well prepared for. Many were able to gain top Level 2 marks for appropriate descriptions, or Level 3 answers which included some explanation and/or a specific point - in this case a statistical supporting fact, such as the cost of different methods or savings gained by using a specific method. Variation included answers which referred to reducing waste instead of energy, or those who chose schemes which had no relation to the question, though these were in the minority. Candidates could improve their performance by referring to how the chosen methods reduce energy loss as opposed to stating points such as 'plugs needing to be switched off'. Better answers came from references to loft insulation/cavity wall insulation, as candidates could refer to how these reduced heat loss and the subsequent impact.

*(d) Explain how energy wastage in the home (domestic) can be reduced.

(6)

Turn off all appliances by the wall, so less energy is wasted on standby. Purchase double glazing windows, these prevent heat being lost through windows so you save money. Purchase wall/loft insulation, these prevent heat being lost through walls/roof so you save money and less energy is wasted. Turn your thermostat down 1°C, you will barely notice a difference in the temperature in your home, and a vast amount of energy will be saved, and less money will be used on heating bills. Purchase a jacket for your boiler, this helps

unrelate your boiler so less heat is wasted. Buy an up-to-date boiler, there are more energy efficient than old ones. If you're cold, put a jumper on instead of using the central heating, a huge amount of energy will be wasted.

(Total for Question 5 = 25 marks)



ResultsPlus Examiner Comments

This is an example of a top Level 3 answer which has a range of methods to reduce energy waste in the home, and is supported by numerical information: lowering the thermostat by 1 degree. The candidate clearly refers to how the methods help reduce energy wastage.



ResultsPlus Examiner Tip

Try to learn numerical data to support your work, especially when referring to reducing energy waste in the home.

Question 6 (a) (i)

The vast majority of candidates could use the resource to identify the messages shown in the cartoon. Many scored full marks on this question.

Question 6 (a) (ii) 1

Many candidates recognised the answer as 'poor' water supply.

Question 6 (a) (ii) 2

Many candidates correctly identified the point that people may have to travel 'long' distances to get clean water.

Question 6 (a) (ii) 3

The vast majority recognised 'time' as the correct answer.

Question 6 (a) (ii) 4

The vast majority of candidates recognised 'school' as the correct answer.

Question 6 (a) (ii) 5

Most candidates recognised that supplying piped water to villages was 'expensive'.

Question 6 (a) (iii)

This question brought a variety of responses. The understanding of appropriate technology was much better in comparison to previous series. Many candidates could identify one or two different types of appropriate technology such as boreholes or hand dug wells, but few described really clearly how they improve water supply, instead focusing on describing the methods.

Question 6 (b) (ii)

A significant number of candidates found it difficult to interpret the map and to give both correct answers. Many could identify that the water surpluses were found in the north west, but fewer recognised that water deficits were mainly found in the east of Spain. Many, instead, opted for the south coast of Spain having water deficit, when in fact the south coast has both deficit and surplus. Candidates should check their answers to ensure that other answers are not more plausible.

Question 6 (c) (i)

Many candidates were able to access correct answers such as reservoirs and aquifers, however, clearly some were not familiar with the term "local scale water source" and were therefore limited.

Question 6 (c) (ii)

Many answers focused on either the UK or Spain as appropriate HICs which had water shortages. Only a few low scoring candidates referred to an LIC as an example. Most correct responses made references to the usage of luxury tourist facilities, such as swimming pools, water parks and golf courses; two marks were available for such responses and many candidates were stuck at 2. However some made reference to the impact upon local populations or the issue of seasonal imbalance which contributed to the shortages and enabled candidates to reach 3 or 4 marks.

(ii) Describe how the demands of the leisure and tourism industry can lead to water shortages in High Income Countries.

~~The answer~~ Spain has ^{hundreds of} ~~many~~ tourists a year. They ⁽⁴⁾ supply these tourists with pools and lush green golf courses. They do this with loads of water. Using all this water means they don't have much for anything else. Then when finished supplying the tourists there isn't much water left for the people who live in Spain for their everyday lives. So Spain then have a water shortage.



ResultsPlus Examiner Comments

This candidate makes reference to the usage associated with tourist activity and the impact on the local people. Further detail about the impact or reference to seasonal imbalances in water supply would have improved the response which nevertheless scored 3 marks.



ResultsPlus Examiner Tip

Ensure that you make reference to the correct setting, when asked for tourist led water shortages in HICs.

Question 6 (d)

The quality of answer here depended on the example chosen, with many references to the 3 Gorges Dam reaching Level 3 scores. Some candidates were limited by their inability to refer to the impacts on people. Equally, some examples, such as Sydney Olympic park or Walkers Crisps factory had more reference to the scheme and less reference to the impact on people. Top level 3 answers gave reference to both explanation and a specific point, on either the negative or positive impacts on people. Lower scoring responses simply described the schemes.

* (d) Choose a water management scheme you have studied.

Explain the positive and negative effects (impacts) of this scheme on people.

(6)

Chosen scheme The three gorges dam (china)

The three gorges dam in china is the largest in the world & was built to control flooding down river, consequently, this has ceased the flooding down river and saved many peoples homes & businesses. Though the dam also destroyed many homes and businesses due to the reservoir that has been created behind it, leaving many people homeless and gaining little or no income. Though ~~because~~ ^{thanks} to the dam, it created many jobs for ~~less~~ people, whether that be from building or maintenance. The dam also produces 10% of china's electricity (hydro electric power) which is good for ~~best~~ ^{people} because china is a very polluted country and the energy produced is clean. Many of the construction jobs were not of lasted forever so people may of been out of jobs after but the project did take around 13 years to complete which would of given somebody a good source of income.



ResultsPlus Examiner Comments

Here is a typical Level 3 response which referred to the 3 Gorges Dam. The candidate focuses on both the positive and negative impacts and includes clear development and statistics.



ResultsPlus Examiner Tip

By learning only 2 or 3 statistics per case study, candidates give themselves a greater chance of gaining full marks; it is best not to strive to learn too many and thereby overstretch yourself.

Paper Summary

Candidate performance on this tier was roughly in line with previous series. There is encouraging evidence that centres are following advice given through reports such as these. The examiners were pleased with candidate performance and would like to congratulate all who took the paper.

Below are some general observations which could help improve overall candidate performance:

- i) Learn processes in the specification as definitions - many candidates found this a challenge in Section A.
- ii) Practise drawing landforms, so that they are easily recognised in a skill based question.
- iii) On questions requiring use of examples, try to make reference to places, and where possible support your answer with some data.
- iv) On landform questions try to break the formation into a series of stages. Ensure you are able to explain or develop one part of the sequence.
- v) On case study questions ensure that you include place specific detail to access the higher marks.

A final note to candidates is to request that they answer all questions on the paper, as often candidates will leave spaces. It makes sense to attempt all multiple choice questions even if you are unsure of the correct answer.

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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG032279 June 2012

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning