

Examiners' Report
June 2016

GCSE Geography A 5GA2H 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. 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.

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



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2016

Publications Code 5GA2H_01_1606_ER

All the material in this publication is copyright
© Pearson Education Ltd 2016

Introduction

On the Natural Environment paper candidates are required to answer all topics in Section A, on the physical geography of Coasts, Rivers and Tectonic Landscapes, at a mark tariff of 15. In Section B there is a mark tariff of 20, however candidates still have the option of either Wasteful World or Watery World topics. The extended writing questions in Section B carry a SPAG mark of 4. SPAG at Higher Tier is judged on the same criteria as the Foundation Tier paper. Overall, this means that both Unit 2 examinations now have a total mark allocation of 69.

The paper was generally well received by all candidates and centres and, although the paper had a greater demand particularly in Section A where the focus was on processes, the mean mark was only slightly lower than in previous series. With the added emphasis on purer physical geography the performance in Section A dropped slightly. Candidate performance in the Rivers section was most effective with worst performance in the Tectonic Landscape section – mainly because of the question on hotspots. In Section B, many more candidates attempted Question 4 than Question 5, though performance was similar across both sections with similar mean marks.

The following report outlines candidates' performance on the paper, highlighting areas of strength and weakness across the different questions, offering examples of performance and suggestions for improvements in future series.

Question 1 (a)(i)

The majority of the candidates were able to use the scale to estimate the correct distance between the points A and B on the resource. A significant percentage however found the use of scale a challenge, a key geographical skill!

Question 1 (a)(ii)

Many candidates were able to score credit on this response though only a relatively small percentage gained full marks. The common problem for most was twofold: (i) that the responses given were generic and did not include reference to Figure 1a, and (ii) that a significant minority of candidates made reference to recessionary impacts on a coast other than that shown at Newtok. Consequently these generic responses were held at 2, which suggests why this was the modal mark.

When using a resource candidates need to familiarise themselves with extracting information from it to support their points.

Question 1 (b)

Process orientated questions are not generally well attempted historically on this paper. However there was a sound basic understanding of weathering and mass movement processes. Weathering was less understood, with many candidates unable to distinguish the process from erosion. It was common for candidates to make reference to freeze thaw and root action and this often led to a developed description (i.e. an outline). Mass movement was better understood than weathering, with references to soil creep and slumping dominating. However, a worrying number of candidates felt that longshore drift was mass movement.

Some candidates were simply let down by not outlining both processes or by only describing. This was a matter of exam technique!

This response scored 4 marks.

(b) Outline the processes of weathering and mass movement on the coast.

(4)

~~the~~ weathering occurs on the coast through ~~freeze~~ physical weathering; freeze-thaw, ~~through biological weathering in~~ freeze-thaw weathering water gets into cracks, freezes and thus expands, widening the cracks water and thus breaking the rocks and loosening the rock face. Also mass movement occurs, which is when soil is pulled down with water by the pull of gravity. Water in the soil is pulled down and the soil is moved with it. It can be seen by ripples in the ~~land~~ ^{beach}.



ResultsPlus Examiner Comments

This was a typical response from candidates who chose to outline both processes through examples. This candidate has a developed understanding of freeze thaw and soil creep.



ResultsPlus Examiner Tip

An outline is a detailed description or a partial explanation. In this case ... as soil is filled with water it is pulled down by gravity. This leads to the formation of ripples. This would be a well-developed answer.

Question 1 (c)

This question differentiated quite nicely. Quite often candidates would focus on the management of coastal erosion with the weaker ones looking at what caused the particular rate of coastal erosion. Others looked into the reasons behind why flooding occurred in particular areas. However, this was generally quite well answered. Many of the responses were dominated by looking at how forecasting would help reduce the effects of coastal flooding. Within these answers the candidate would focus on the role of the Met Office, then the Environment Agency and lastly, and not as often, DEFRA. The most frequent error was to become a little confused as to what was the role of each of these organisations. Planning was dominated by reference to building design where one would see many comments related to Bangladesh (i.e. stilts, height of buildings) and California, on techniques that could be incorporated within buildings to reduce the potential damage and / or costs related to flooding e.g. moving electric sockets higher up the walls, door replacement, and nature of the flooring.

Some candidates attempted to answer the question through use of their coastal management case study. We would recommend this approach to centres, encouraging candidates to apply what they have learnt. Some candidates did this but in reference to their river flooding case study, though these were in the minority.

The following response scored 5 marks.

* (c) Using located examples, explain how the effects of coastal flooding are reduced by forecasting and planning.

(6)

By forecasting and planning it can help prevent and reduce the effects of flooding. For example when planning a building plug sockets can be raised further up the walls to reduce the damage on the electrical system. Concrete flooring is encouraged instead of wooden flooring to stop water soaking through the floor. If wooden floor is in a house you can paint the floor with a wax coating to stop water soaking through the wood and it can just flow off instead. Buildings can also be built on stilts to stop water getting to the house. By forecasting the weather people can prepare

for flooding because they can prepare kits so they can evacuate safely and prepared. Forecasting the weather using the MET system can allow people to evacuate on time so there is less damage to people, resulting in fewer deaths.



ResultsPlus
Examiner Comments

This candidate has focus on how planning and forecasting reduces the risk of coastal flooding. They only have a detailed development of the planning section. For candidates to reach full marks on a levels question with two factors they need two developed points. Here the examples are provided through the reference to the Met Office which was considered acceptable.



ResultsPlus
Examiner Tip

Try to relate and apply your coastal management case study to the question in hand so that you reduce the amount of material to learn for final exams.

Question 2 (a)

Most candidates were able to achieve 1 mark on this item, and more often than not the definition of confluence was correctly given. Many confused the definition of watershed with that of a drainage basin and it appears that some centres are teaching the idea as an area around the drainage basin rather than the more generally accepted view of a linear boundary.

Question 2 (b)

While candidates were given a choice of landforms to describe from Figure 2a, the majority opted for waterfall, rather than gorge, rapids, or plunge pool. Some chose floodplain and ox-box lake which were clearly not on the figure.

This question prompted from many an explanation of how the named landform had formed, rather than exactly what the question had asked which was to focus on the role of erosion in the formation, however this subtlety was perhaps too much for GCSE and formation was accepted regardless. Many candidates were able to secure at least 2 marks for a correct named landform and some level of description. The better answers made reference to named erosional processes in the stages of formation.

Question 2 (c)

Such resource interpretation questions have been historically well received by candidates and on this occasion it was no different. The majority of candidates were able to score 3 or 4 marks with many able to identify potential impacts of flooding and developing the idea. References to impact on the motorways, the airport or housing were most common. Some candidates were limited only by their inability to use the figure or by repeating the same point twice. Overall, well done to candidates for producing some good answers.

The response below is an example of a full mark answer.

(c) Study Figure 2b.

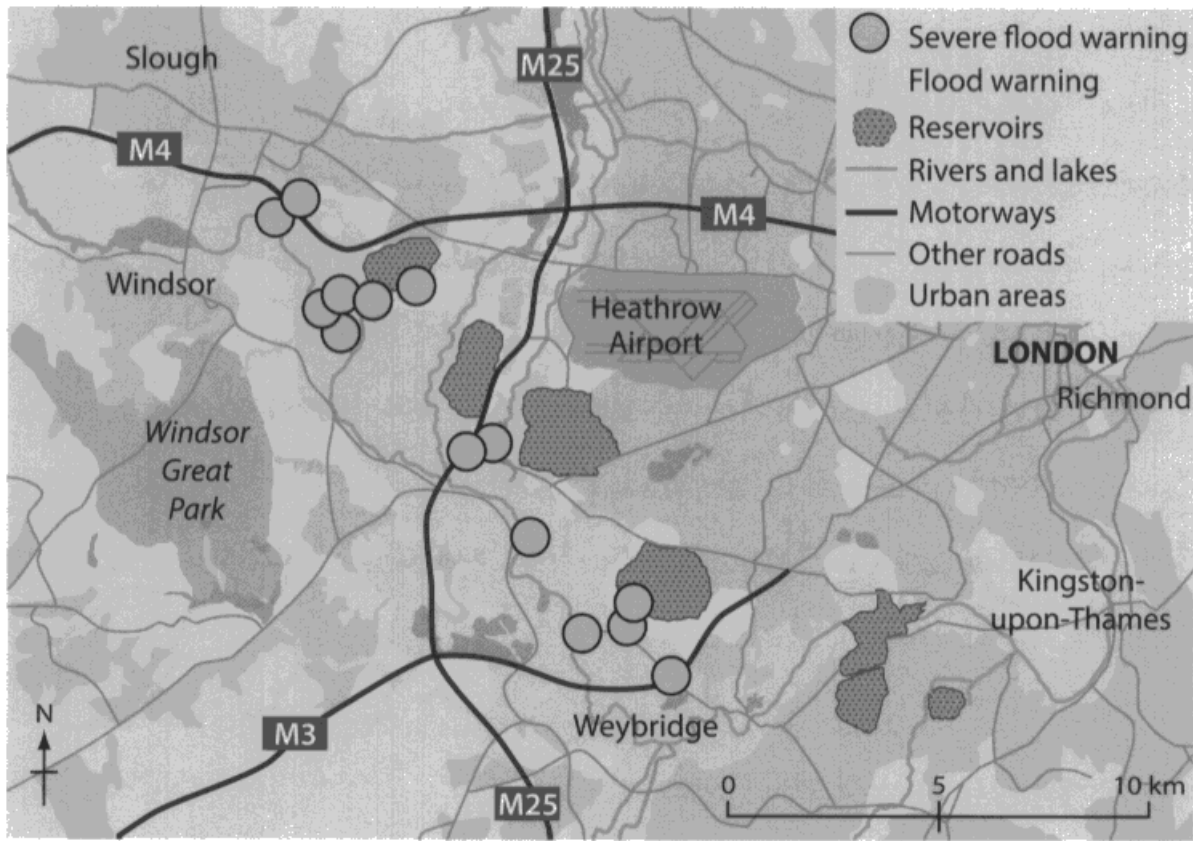


Figure 2b

Flood warnings around south west London, February 2014

Using Figure 2b, suggest the impacts of the possible flooding on people.

(4)

If there are severe floods on major motorways like the M3 and M4 then people won't be able to go to work or where they need to go. Flooding of areas near Heathrow airport could result in planes being cancelled which means people can't travel or go on holiday. Any potential farmland in the surrounding areas the crops will die as they are will drown due to too much water. Reservoirs could overflow and then become contaminated resulting in more money having to be spent on purifying the water again.



ResultsPlus

Examiner Comments

This is a well-developed answer which has clear links into the resource, (M3, Heathrow airport and the reservoirs) and clearly develops each point. This could be worth more marks were they available.



ResultsPlus

Examiner Tip

The term 'suggest' is really another way of asking the candidate to explain but in unfamiliar circumstances. Therefore ensure you do not just describe a range of points rather link them together to explain their meaning.

Question 2 (d)

With a modal mark of 4, this question proved to be a popular one for candidates who often answered in one of two ways; either as a series of explained advantages of both hard and soft engineering or through specific examples of engineering from case study material. Most common responses were often in relation to channelisation, embankments and floodwalls. Although many do not consider flood warning as a soft engineering technique (rather a reaction to a flood) it was credited as it is in the specification. We would encourage candidates to apply their case study examples to extended questions wherever they have the opportunity. A small minority however, used coastal examples of engineering methods or case studies to answer this question to little effect.

The main differentiation between candidates' responses was often their ability to develop their explanation fully enough to reach Level 3 marks (5 and 6). To do this, candidates need to link a series of ideas together rather than give a range of brief points.

The response that follows was awarded 6 marks.

* (d) Explain the advantages of different engineering methods used to manage rivers in the UK.

(6)

After the flood in York in 2000, a barrier was built inbetween the two rivers at the confluence, so when the discharge was high, the two rivers wouldn't merge and flood the city. Instead, the excess water was allowed to flood areas of washland, such as playing fields and parks, which is a natural way to manage it. Also, a hard engineering method was channelisation, which doesn't look unsightly but and allows more water to flow in the river without overflowing. As well as this, flood gates control the amount of water allowed to flow in a river, which protects towns and keeps people safe from flooding. Flood plain zoning means building car parks closest to rivers rather than houses, so it is safer and poses a smaller risk to human life.

(Total for Question 2 = 15 marks)



ResultsPlus

Examiner Comments

In the context of the York floods this candidate develops the point of washlands, channelisation and flood gates with detail. There is also a clear link between different methods which is another way of developing a point.



ResultsPlus

Examiner Tip

Please ensure that when asked to explain that you develop your points fully linking different ideas together to enable you to reach Level 3 marks.

Use case study detail from your management example to help support your answer.

Question 3 (a)

This item was well answered by the majority of candidates who were able to identify plate boundaries as a global location to find earthquakes. Some developed this through type of boundary while others made reference to examples, both were acceptable developments. While this may have been a little challenging without a resource, many candidates were well aware of the location of earthquakes.

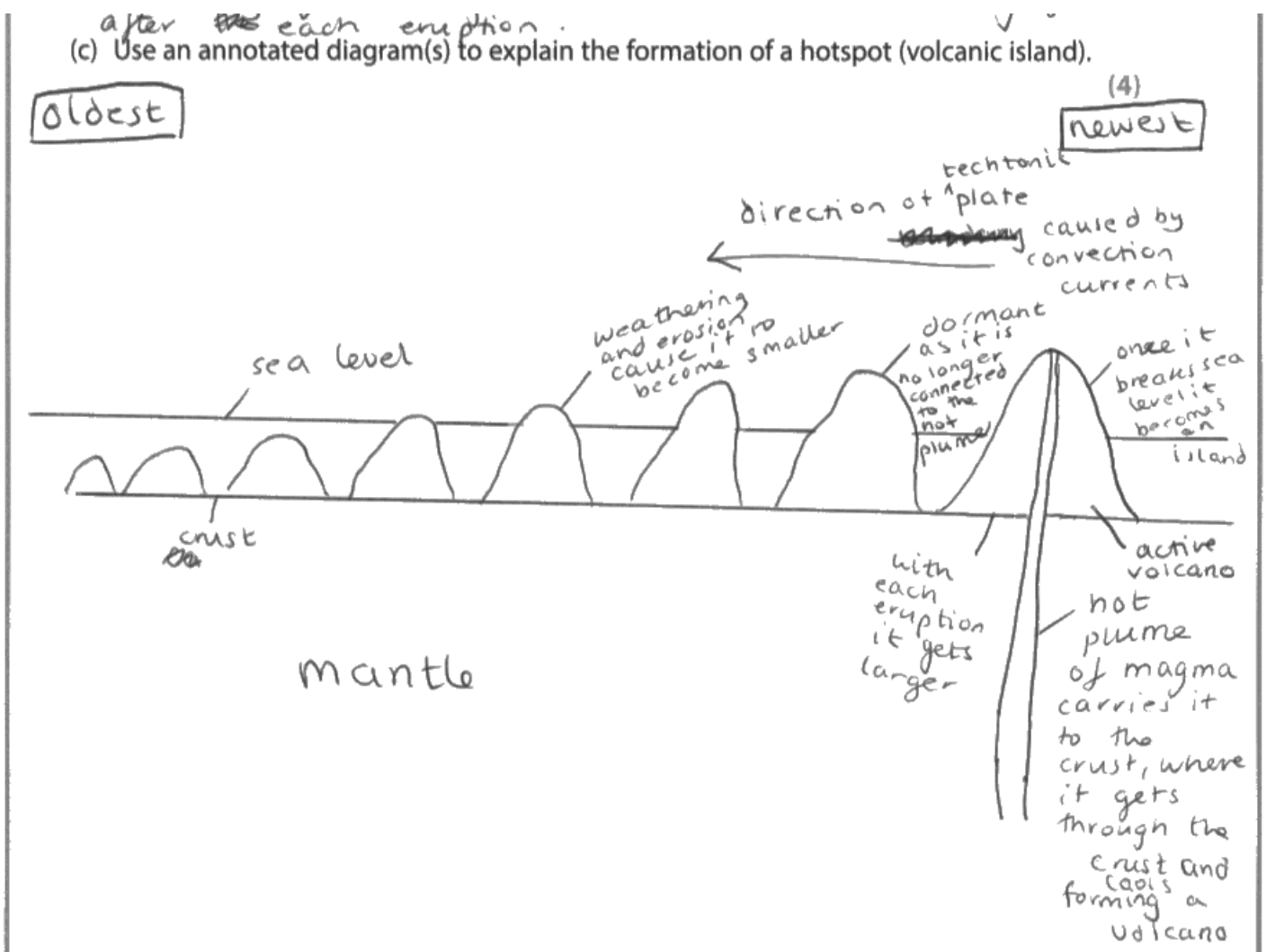
Question 3 (b)

Candidates were divided in this question by those that read the question and used the resource and those that did not. Those that did not produced generic answers about the impacts of volcanic eruptions and were limited to 1 mark. Those that did then faced the dilemma of whether they had focused on the environment or people. Those that used the resource and focused on the impact on the environment often easily scored 2 or 3 marks. Those that did not were more varied in their outcome. This question was really a case of reading the question carefully. When asked to use the resource this is what you should do.

Question 3 (c)

This question was one of the poorest answered questions on the paper. This can be summarised for a variety of reasons including: (i) generally poor understanding of what a hotspot even was, (ii) inability to understand the command 'annotated diagrams' and (iii) the confusion between hotspot volcanism and convergence and divergence. It is clear that some centres spend more time on landforms associated with divergence and convergence rather than hotspots and it is also clear that candidates easily confuse the processes that occur between each of the tectonic areas. Quite simply convergence has subduction, driven by convection leading to explosive volcanism as a consequence of plate melting, divergence has spreading of the plates, driven by convection, leading to crustal thinning and effusive eruptions, while hotspots are not at a plate boundary (intra-plate) and are formed due to rising magma plumes causing the crust to thin and magma to erupt and build up on the surface (in volcanoes).

Some candidates who did understand the differences were unable to get past 2 marks as their annotations were often descriptive. While some candidates did the sensible thing of drawing a diagram (or series of) but put a block of text below – which was not an annotation and therefore the answer was held at 2 marks. The best answers had a series of diagrams showing the stages of formation with a small block of explanatory text next to each – clearly labelled onto the diagram to exemplify the process. Annotation is a skill that needs more practice.





ResultsPlus

Examiner Comments

This diagram does not look like much on first viewing, but this candidate has a clear understanding of the process and shows the progression over time through the volcanoes becoming progressively more dormant. Candidates could develop their explanation by either explaining the process of initial formation or development over time. This candidate has simple development in their points about the active part linked to the plume and also development of the volcanoes eroding and becoming dormant over time. It is a simple but good answer without ambiguity which scored 4 marks.



ResultsPlus

Examiner Tip

Ensure that when annotating you explain different points of the diagram(s) to show progression in process or change over time.

Question 3 (d)

This question was generally quite well answered. The most popular locational examples quoted included Turkey (Izmit), Haiti, Japan and California. Unfortunately too many candidates wrote about volcanic activity, particularly with reference to Montserrat. Alongside this, one of the most common errors occurred when candidates provided some good coverage of relevant reasons why people continue to live in areas of earthquake activity but either they remained generalised points with no clear reference to specific examples, or they only dealt with the social or economic reasons. The best answers seemed to contain clear reference to, and have the necessary specific recall, with regards to building design. Here, one saw responses clearly describe what measures had been taken to safeguard buildings (and people) e.g. at the San Francisco International airport, the Transamerica Pyramid in San Francisco or Yokohama Landmark Tower in particular. Also frequently seen were good comments regarding job opportunities e.g. tourism in Turkey, high-tech industry in California and resource exploitation in places like Chile. If they did not provide such specific detail, they would at least, write about the concerns related to finding jobs elsewhere and relinquishing their current security of employment.

The following response scored 6 marks.

*(d) Using located examples, explain the economic and social reasons why people continue to live in areas of earthquake activity.

(6)

Places like San Francisco along the San Andreas Fault ~~are very~~ suffer frequently from earthquakes but people still live there. This is because America is an HIC so has made the technology to help reduce the impacts of earthquakes. Buildings like the Transamerica Pyramid are designed to be earthquake resistant so it does not collapse, meaning people do not have to fear for their lives. Also people have very well paid jobs and so do not want to move, especially if there are buildings to keep them safe. In Japan, there are earthquake drills every year on September the 1st. This means people know what to do if an earthquake occurs so aren't as afraid and don't want to move. It is also very difficult to move away from earthquakes in Japan as it would mean moving to a different country.



ResultsPlus

Examiner Comments

This candidate had a clear link to both economic and social reasons and developed their answer with reference to case study detail and examples. The points on building design were well-developed and well linked into an economic reason.



ResultsPlus

Examiner Tip

Development in terms of explanation can come through the development of a point or through an example. This example shows this well. The link also to the Japanese preparation as a motive for not wanting to move (a social reason) was also effective.

Question 4 (a)

Candidates performed well on this question with those scoring 2 or 3 marks in the majority. Many achieved 3 marks by giving a pattern from Figure 4a and then providing a developed reason for this. As this question required 'suggest reasons' 1 mark was available for a pattern. However, candidates could still achieve full marks for a series of reasons. Most explained in the context of more wind in coastal areas, due to longer fetches or more wind on higher areas. Some tried to develop this with mirror-image statements, for example less wind inland, however, these were generally not accepted. Other valid reasons, which commonly appeared, included objections to wind farms (as a reason for not having them), lack of funding or close proximity to urban areas. Overall, candidates were able to offer valid reasons and appeared well practiced at resource interpretation.

Question 4 (b)

While this initially appeared to be a tough question to mark, answers could be divided generally into two types. Those which were generics and just focused on issues associated with renewable energy and those which had specific focus on the opinions of individuals or government. Most candidates could offer some sort of reasoning and therefore many candidates scored 2-4 marks on this item. The focus was often wind farms, even though the question prompted any type of renewable energy, and responses were often limited in range. For answers in relation to individuals the concept of NIMBYism was often given, with many of the issues negative. For government-related responses there was often crossover with Unit 1: Challenge for the Planet and references to a global benefit related to meeting targets such as Paris or Kyoto.

There was a significant minority of candidates who gave general comments on energy saving measures or those who simply described the advantages and disadvantages of renewable and non-renewable energy. In such circumstances, candidates need to read the question carefully. Overall, considering this was a potentially slightly challenging question, there were some very sound responses.

The following response scored 4 marks.

(b) Explain the attitudes of individuals and governments to the use of renewable energy resources.

(4)

Governments are very much on board with renewable energy resources because they realise the need to be sustainable. In 2010 the UK started a £75 billion project to make more onshore and offshore wind turbines and places like Iceland already get 28% of their ~~energy~~ electricity from geothermal energy. The government have the public's interests in mind whereas people are much more selfish and because they don't see the effects of using non-renewable energy and don't understand that that non-renewable energy will be lost within the next 200 years they don't feel it concerns them. We also live in a consumer society so we have more products and need energy faster and don't want to wait around for renewable energy sources and don't want to pay for them to be installed either.



ResultsPlus

Examiner Comments

This comment was an effective one which tied together the views of the government and the individual. While it may not represent the views of all, there is a clear contrast in attitude, the link to which is explicit and there is also some wider understanding to support the view of the candidate. There is development of both the government and the individual view.



ResultsPlus

Examiner Tip

When asked to comment on attitude, make sure that this is clear in how the answer is formulated. Use wording such as 'governments believe that...' rather than saying 'some people'. This way the link to attitudes is explicit.

Question 4 (c)

While many candidates were able to secure at least 1 mark for this question, fewer were able to extend beyond 2. Candidates were often limited by oversimplification of the point made, for example 'recycling is sustainable' without developing this further. A minority of candidates simply described the process in the diagram. Some candidates also gave a range of advantages rather than going into greater detail on one. Higher scoring candidates focused on one aspect of recycling, such as the process lessening the need to reduce landfill, and extract more resources leading to a reduction in greenhouse gas production. Where candidates developed one idea, or linked their idea to another, 3 marks were often common.

Question 4 (d)

It seems that centres had been waiting for the topic of waste management by a HIC for some time; therefore it was little surprise to see a raft of answers on Germany. It is a little disappointing to see that many responses still used the same facts which were relevant when the specification was introduced; it would be nice to see evidence of more recent developments in German waste management.

Answers focusing on the UK and Germany were most prevalent. Those on the UK tended to focus on recycling methods across the country, and in this instance reference to local scale approaches were allowed as a national approach, though often a lack of specific detail held many of these approaches at 2 marks. Those answers on Germany often produced the most insightful responses though there was a tendency to describe the different methods employed in Germany, rather than explain how the country disposes of the waste. Many candidates could improve their answers by simply stating 'because' and then developing their answer.

Using this case study, many candidates were able to articulate how the country disposed of its municipal waste (60%) by recycling, landfill operations, incineration, and recycling rubbish via the 'Grüne Punkt / Green Dot Scheme', nuclear waste (particularly exportation) and other toxic waste. For these candidates, they were able to offer sound explanatory comments i.e. the use of landfill due to the favourable geological conditions; why they now have to export more non-hazardous waste and the benefit of direct waste incineration.

Overall, this was a well answered question.

This response scored 4 marks.

(d) Explain why a named High Income Country (HIC) uses different methods to dispose of its solid waste.

(4)

Named HIC Germany

Germany disposes of its waste in ~~many~~ many ways. It is known as the recycling capital of the world as it recycles 65% of its industrial waste and 60% of the 14 million tonnes of municipal waste it produces. Germany used to be very dependent on landfill, with over 500 sites in the country in the 1970s but now they only have 160. The waste produced has to be ~~disposed~~ treated before land. Germany also has 68 incinerators with an annual capacity of 68 million tonnes. Germany has no waste recycling ~~but~~ nuclear or toxic waste and until 2008 it would ship it to the UK or France, it is now sent to Siberia.



ResultsPlus

Examiner Comments

This was a fairly typical answer for a candidate who had an understanding of the German waste disposal management methods. There was often clear description, decent statistical support, and in this case some explanation of why the methods were employed (reducing landfill, and inability to deal with nuclear waste).



ResultsPlus

Examiner Tip

Try to bring some of the older case studies, such as German waste management, up to date as the material used in the text is often 6–8 years old.

Question 4 (e)

The concept of carbon footprint was generally well understood, with many candidates scoring Level 2 marks (3-4 marks for the geography). Many understood which countries had higher carbon footprints and most could offer reasons for them. In many cases these reasons were generic and not always explicitly linked to carbon footprint and therefore were held at 4 marks (with partial explanation). Those candidates that could qualify the reasons for the variation in carbon footprints with an explicit link between the reason and the carbon footprint (often achieved with a reference to carbon emissions) were more likely to access the higher level marks. Good answers often made reference to a named country and applied the reasons to it and then compared those with another country without giving just mirror-image statements, i.e. more/less cars therefore more/less emissions.

It was a shame that there were few answers on issues such as food production, food miles or fuel efficiency measures which are all contributors to carbon footprint. The majority of answers seemed to focus on industrial emissions, car emissions and wasteful lifestyles.

There was, however, a fundamental issue with the command 'examine'. Many candidates were limited to 5 marks as they made no attempt to examine. All that is required is a summary paragraph which looks at the evidence presented to provide an overall statement. With so few candidates attempting this, it seems that it may not be a simple exam technique error but an issue that is not being fully explained in class. Please practice the concept of 'examine' with candidates and encourage them to write conclusions on the extended questions.

In SPAG, many candidates were clearly making an attempt to correct spellings; however SPAG is more than this. Use of specific geographical terminology, or clear use of paragraphing, variety in sentence structure and use of different types of punctuation are all ways in which SPAG can be improved.

*(e) Examine the reasons for variations in carbon footprints between countries.

(6)

In high income countries (HICs) people usually have a larger carbon footprint than people in low income countries (LICs). One reason for this is that people in HICs have a consumer society where many goods are purchased & packaging goes to waste and manufacturing and the product's travel miles contribute to a carbon footprint. Also people in HICs can afford more long distance travel than people in LICs countries so the planes release more CO₂ when they fly and cars also release CO₂ in travel. People in HICs also import foreign foods as they can afford them and the 'food miles' contribute to CO₂ however LICs countries grow food locally so food doesn't travel. Also there are more cattle for meat in HIC countries which release methane from fermenting whereas LICs eat more vegetables and less meat.

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

(Total for Question 4 = 24 marks)



ResultsPlus Examiner Comments

Although this candidate has a range of points and many are well developed and explicitly linked to carbon footprint variation, there is no attempt to examine. The candidate needed only to make a summarising statement based on the evidence produced to reach full marks.



ResultsPlus Examiner Tip

In questions requiring candidates to 'examine' please encourage them to write summary statements which draw together the ideas expressed in the answer. It should act as a conclusion which provides an overall comment or statement.

Question 5 (a)

This was generally a well answered question with most candidates obtaining 2 to 3 marks. Answers were often linked to the graph (Figure 5a) and displayed a good understanding of the issues related to water leakages i.e. age, state of pipes, environmental damage (freezing weather, traffic on roads), slow response of water companies in repairing and replacing pipes, increasing demand and pressure of increased water flow on aging pipes. Quite often candidates would provide a development through an example (i.e. age of water mains in London). However, some candidates saw the graph as indicating water consumption and related the amount to different methods of water management / conservation techniques (domestic regulation of water use) i.e. push taps, push button showers, short flush toilets etc. Some attributed the differences to a lack of water management techniques.

Question 5 (b)

This was another fairly well answered question with many candidates able to obtain 3 to 4 marks reasonably easily. Those who went wrong saw this problem being solely due to personal domestic consumption or over-use, as they did not develop how the overconsumption led to shortage problems. The most popular responses focused on the rainfall and population imbalance, often fully described with rainfall totals included; seasonal rain imbalance, here either Spain or Greece were cited as appropriate examples clearly linked to the increasing demand of tourists; leakage issues; increasing affluence and lastly industrial and agricultural pollution. Again, it was the well-structured, developed responses that most easily obtained the maximum score.

This response was awarded 4 marks.

(b) Explain two reasons for water supply problems in HICs.

(4)

~~A lot of water is used~~ Seasonal variability is very common in HICs, meaning that the amount of water available changes with the seasons. This can cause surplus in the winter and deficit in the summer - a big problem. Another problem could be the fact that ~~because~~ fertilizers and chemicals are used most of the time in agriculture, and these ~~can~~ can run off the surface of the ^(due to rainfall) ~~area~~ into streams and rivers where water may be collected from. This could contaminate a water supply easily, causing a problem.



ResultsPlus Examiner Comments

This candidate makes clear reference to imbalance of supply leading to deficit or surplus. They also develop the idea of agricultural water pollution leading to contamination and therefore shortage. This type of response was OK as it made explicit links to water supply problems. Credit was not given for just issues with water use.



ResultsPlus Examiner Tip

When the question asks for two explained points, try to have a clear structure in your answer, stick to two points and develop each. Try where possible to add locational detail to this to develop understanding.

Question 5 (c)

Most candidates were able to obtain at least 2 or 3 marks, especially where they provided some relevant exemplification. Favourite answers included reference to water meters, dams, drip irrigation and water restrictions like hose pipe bans. These were the examples where development was most easily achieved by the candidates. However, too many candidates restricted themselves to 1 mark because they commented on two or three methods, but then offered no development. More care was needed by some candidates whose developed point would make reference to something that was not about water use i.e. controls the amount of water in order to reduce the risk of flooding.

Question 5 (d)

This was another well understood question with many candidates using a range of methods to obtain water to secure between 2-4 marks. Mark differentiation was often due to an inability to explain or a lack of located examples rather than a misinterpretation of the question. Common answers made reference to reservoirs/dams, rivers and aquifers. However, there were some good answers on methods used in LICs such as different types of appropriate technology.

Better responses were able to make reference to named examples such as Bewl Water or Kielder Water; however there were also many good generic answers which were able to access 3 marks (especially in the context of appropriate technology). Some candidates did focus on water use or water management in a domestic circumstance, but fortunately this was only a minority.

In some cases candidates were limited because they could not explain how the water was obtained but wrote about the implications of installing such a method.

Overall, there were some pleasing responses to this question.

(d) Using examples, explain the different methods used to obtain water on a local scale.

(4)

Either through groundwater. for example the Thames basin.

A layer of chalk lies on top of the impermeable layer of clay which traps water forming an aquifer, which is drilled through to get the water.

A direct supply reservoir which is on the river valley. for example the west Thames river has a raised storage

reservoir which holds 2 billion to litres of water and keeps it there for when it is needed.



ResultsPlus
Examiner Comments

This candidate has a clearly structured approach with focus on the method to obtain water supply. Reference in this case to West Thames water is enough to secure full marks.



ResultsPlus
Examiner Tip

When you are learning appropriate technology methods, ensure that you can apply them to a particular place rather than just giving generic descriptions of them.

Question 5 (e)

Most candidates found this question fairly straightforward having seen similar type questions in previous series. With the focus on the greater demand for water in HICs there were many answers focusing on the 'showering society', the touristic demand for water in beach resorts (especially in drier climates) and the use of water in commercial agriculture or water use in leisure (namely waterparks and golf courses). These answers often produced some generic explanations but were limited to Level 3 due to lack of full explanation or lack of examples.

The greatest challenge for most candidates was the inability to follow the command 'examine'. Very few candidates achieved full marks on this question as a consequence of this. Candidates simply need to provide some sort of concluding comment which summarises the views expressed in the answer.

In SPAG, many candidates were clearly making an attempt to correct spellings; however SPAG is more than this. Use of specific geographical terminology, or clear use of paragraphing, variety in sentence structure and use of different types of punctuation are all ways in which SPAG can be improved.

*(e) Examine the reasons for the increasing demand for water in HICs.

(6)

There is an increasing demand for water because of increase of hygienic luxury and increasing population.

Nowadays people ^{use a} bath several times a week whilst in the 1950s it was regular to have a bath once a week. This causes much more water being used.

The population is growing, causing more people demanding for water, more than in the past. The HIC population is extremely high. ~~1/2~~ 250 litres of water is drunk by the population a year.

Thirdly we have an increase of ~~hygiene~~ ^{luxury} and technology. We have equipment such as a dishwasher and a washing machine. The washing used to be done in the rivers but now we do several washes a

week. In conclusion the main reason for increasing demand for water is the increase of luxury because we ~~don't~~ do not care how much water we use and it is so easy to use a lot. Whereas a growing population ~~can't~~ ^{doesn't} explain. (Total for spelling, punctuation and grammar = 4 marks) (Total for Question 5 = 24 marks)

Please see below

Mainly water is used in the industry - 47% and the machinery uses a lot of water.

TOTAL FOR SECTION B = 24 MARKS

TOTAL FOR PAPER = 69 MARKS



ResultsPlus

Examiner Comments

This is a sound answer which raises a series of reasons for increasing demand. However, only the comment on use of luxuries and technologies is developed. Even though the answer has an attempt to examine there is only one point developed in detail hence the score of 5. The response reads well in the time constraint, though there are errors in communication.



ResultsPlus

Examiner Tip

As shown in this example, please encourage candidates to write a clear conclusion at the end to meet the command 'examine'.

Paper Summary

The performance across the paper was pleasing considering this was perhaps a slightly more challenging paper in terms of technical requirements than in previous series. Outlined below are a few general suggestions which may further improve performance across the paper:

- Ensure that centres prepare candidates for the exam using the wording of the specification and relate this to the content taught so that candidates are familiar with question wording in the examination.
- Show candidates the difference between partial and full explanation so that they are able to access Level 3 marks on the case study or extended writing questions.
- Learn terminology, particularly from the Section A topics, to improve understanding of processes in physical geography, as there was greatest variation in performance in these items.
- In case study questions, use located detail from examples to develop your points. This approach can often enable a candidate to reach the top of a level.
- In questions where case study material can be used, although not specifically asked for, use it to develop your points.
- Ensure that candidates know how to tackle 'examine' questions – offer a concluding comment which summarises the evidence presented.

The examining team offer their congratulations to the many candidates who attempted this paper and hope that centres and future candidates can learn from it.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.