Examiners' Report

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GCSE Geography 5GB1H

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Introduction

This report covers responses from the Higher tier paper of GCSE Geography Specification B. The unit one paper is one hour long. The paper comprises of four compulsory sections and two optional units. Each section starts with a resource based activity, followed by one or two extending questions. The question paper has been designed to be progressively more difficult. The aim of the unit / paper is to provide candidates with a broad and varied understanding of the natural environment. Question paper completion will require candidates to apply a range of skills. Candidates will need to be able to interpret and read maps, diagrams and charts.

Question 1(a)

Although the majority of candidates scored full marks for this question, a significant number of candidates lost points for either describing processes (e.g. the oceanic plate is being pushed under), or identifying hazards (e.g. earthquakes) rather than highlighting the landforms.

Question 1(b)

This question was answered well by the majority of candidates. To achieve full marks candidates were required to describe two ways a region could prepare for future earthquakes. Some candidates dropped marks by trying to identify more than two strategies, but offering little or no description. Another common mistake was to provide repetitive, rather than extending, statements e.g. "build earthquake-proof buildings, these buildings must be strong enough withstand the power of the quake". Although the question didn't ask for case study related information, credit was awarded to candidates who linked statements to real life examples, e.g. "You could earthquake proof buildings, such as the Pan American building in San Francisco".

(b) Describe **one** way a region affected by earthquakes can prepare for this hazard.

(2)

> The region can have earthquake drills put in place so & in schools & workplaces, so when a real earthquake happens, they know how to act, be safe, and know what to do.

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Examiner Comments

This response scored full marks as it identifies an appropriate strategy (drills) and highlights its impact (people will know what to do when a earthquake hits).

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Examiner Tip

Always try to identify the command term before answering a question. This item was a 'describe' question. In order to score full marks on a describe question you need to add some depth to your response. The question clearly states 'one' so listing several strategies will score you no extra marks.

Question 1(c)

This was a high scoring question with most candidates gaining either 3 or 4 marks. Responses showed a clear understanding of the effects of earthquakes. A small number of candidates dropped marks for failing to refer to a specific example. Whenever questions start with 'Using an example(s)' candidates are expected to refer to case study regions. It is often easier to attain full marks by refering to several destinations.

(c) Using an example(s), describe the effects of earthquakes on people and property.

(4)

There is useally big effects from earthquakes, the earthquake itself is not dangerous but when it makes buildings collapse, this is how it kills so many people. Many people are also injured and killed by bridges and motorway bridges collapsing. Many people lose family and friends.

(Total for Question 1 = 8 marks)

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Examiner Comments

This candidate gained marks for identifying collapsing buildings and people being injured/killed. However, the second half of the response scores no additional marks as the two points previously highlighted are simply repeated.

ResultsPlus
Examiner Tip

Questions like this are often best answered by referring to a specific case study region. Including figures related to your chosen case study will often score you extra marks.

(c) Using an example(s), describe the effects of earthquakes on people and property.

(4)

Earthquakes, like the 2005 Kashmir earthquake is caused by the Indian and Eurasion plates can cause a lot of buildings to collapse, and therefore leave people homeless. In the Kashmir earthquake 3.3 million people were left homeless. People can become trapped in the rubble of their homes and can then be left trapped for days with no food and so can die. Gas pipes can be broken and this can cause fires that damage even more property, and can also cause injury and even death to people.

(Total for Question 1 = 8 marks)

ResultsPlus
Examiner Comments

A strong answer that scored full marks. Effects on both people and property have been identified.

Question 2(a)

Most candidates scored full marks on this question. Candidates who dropped points tended to explain rather than describe, whilst others provided repetitive statements.

(a) Using Figure 2, describe the changing melt pattern between 1992 and 2002.

(2)

It shows that there is an increase melt pattern between these dates and with Greenland naturally being a colder region this indicates a increase in tempreture from 1992 to 2002

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Examiner Comments

This response scored 1. The second statement suggests a reason for the increased melting. This information gained no credit as the question did not ask for explanation.

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Examiner Tip

Task 'a' in each section is always resource based. In almost all cases candidates should be able to answer these questions by interpreting / understanding the resource.

(a) Using Figure 2, describe the changing melt pattern between 1992 and 2002.

(2)

In 2002 a lot more of Greenland's ice is melting. Also in 1992 the melting is mainly happening around the south coast of Greenland but in 2002 the melting is happening around almost all the coast of Greenland and stretches much further inland.

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Examiner Comments

Two marks were awarded for this response as the candidate highlights the increase in melting and describes how the melt area has increased.

Question 2(b)

This question covered natural causes of climate change. This is new area of content for most teachers. Responses were generally of a higher standard with the majority of candidates correctly identifying a natural cause. Common incorrect answers included references to methane from cattle ranching and forest fires and a considerable number of candidates described the man-made causes of climate change.

(b) Describe **one** natural cause of climate change.

(2)

Volcanoes effect climate change when they erupt. ~~they~~ they produce leafall gases which contribute to the greenhouse effect making the climate warmer.

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Examiner Comments

Two marks were awarded as the candidate identifies a natural process (volcanoes) and suggests its potential impact (contributing to the greenhouse effect). Volcanoes are an interesting response, as depending on the nature of the eruption they can either warm or cool the planet.

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Examiner Tip

Natural causes of climate change refer to physical processes that we (humans) have no impact on, or control over. Methane from cattle is incorrect as the global cattle population has increased because of changes in farming, not because of natural processes.

Question 2(c)

The quality of responses for 2c depended greatly on the country chosen. Where a candidate had chosen to discuss the potential impact of climate change on Britain, responses were usually detailed and clear. When other destinations were opted for, responses were variable in quality. Some destinations didn't appear to offer the range of economic impacts necessary for full marks. For example, Egypt and Bangladesh were common destinations which tended to result in lower scores. Candidates discussing these countries often made the error of describing environmental rather than economic impacts.

(c) Explain the possible economic impacts of climate change on a named country.

(4)

Named country .....Bangladesh...................

Climate Change is causing sea levels to rise through increasing the melting of sea ice. Bangladesh's economy mainly relies upon fishing and rice farming. The rising sea levels means many rivers are being flooded with salt water causing the fish to die out and making it almost impossible for fishermen to earn a living. Rice feilds are also being flooded with salt water meaning one of Bangladeshs key sources of income, rice., is becoming harder to farm. Also rising sea levels is causing millions of people living on the coast of Bangladesh to move further inbrd **(Total for Question 2 = 8 marks)** to the bigger cities meaning the government needs to create more jobs in the cities to avoid mass unemployment.

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Examiner Comments

This was a strong response. By explaining that the economoy of Bangladesh relies upon fishing and farming all the following points become economic. Statements are clearly focused on the candidate's chosen destionation and explanations are clear and developed.

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Examiner Tip

Carefully read questions before you put pen to paper. Watch out for command and key words. Many candidates lost points on this question by failing to focus their response on economic impacts.

Question 3(a)

As with 2a, most candidates scored full marks on this question. Again, candidates who dropped points had usually explained rather than described, or provided repetitive statements.

Question 3(b)

Although candidates were often able to identify ways of conserving threatened environments, they often failed to include adequate detail to be awarded the additional mark. Sometimes candidates struggled to provide a clear description as a result of their choosen strategy. The best responses were usually related to 'national parks' or 'eco-tourism' as these approaches are familiar and understood.

Question 3(c)

This was another new content area for most schools. Although most candidates were able to identify a wide range of goods, a significant minority failed to identify a service. Goods are usually items that can be collected from a biome and taken elsewhere, such as timber or fruits; whereas services are usually processes that usually can't be seen, including climate regulation and nutrient cycling. Several candidates made unclear references to tourism. For marks to be awarded candidates needed to make it clear that tourists were attracted to certain biomes because of the creation of dramatic scenery or varied wildlife.

(c) Using examples, describe how the biosphere provides people with a range of
  goods and services.

(4)

The biosphere provides goods such as medicene, food and raw materials. The tropical rainforest provides asthmatic medicene which is highly used around the world. it provides fruit such as, kiwi, mango, melon. It's trees also provide wood/timber. The savvanah also provides goods such as tropical fruits. The wood and timber in the biosphere is also a good source of electricity which is widely used.

(Total for Question 3 = 8 marks)

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Examiner Comments

A strong response refering to both goods (rubber, medicines and food) and services (oxygen and habitats).

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Examiner Tip

It is always a good idea to support your answer with real life examples, i.e. the statement about medicines could have been strengthened by highlighting that the periwinkle flower is used in a range of cancer fighting drugs.

(c) Using examples, describe how the biosphere provides people with a range of goods and services.

(4)

the tropical rainforest is a good example. the Amazon in Brazil provides us with both goods and services. It is the habitat for rubber trees so therefore provides us with rubber. The unique equal characteristics also allow certain plants to grow with which we use for medicines or eating, like the brazil nuts. 1/3 of our oxygen is supplied by the Amazon rainforest, this service being invaluable. It is also providing the service of being a habitat to people/animals and plants, some of which only grow in that biosphere

(Total for Question 3 = 8 marks)

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Examiner Comments

A good response. Candidate identifies a range of goods and appropriate examples but fails to achieve full marks as no service is highlighted.

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Examiner Tip

When a question refers to two factors, in this case goods and services, both must be included in your response to achieve full marks.

Question 4(b)

There were some good responses to this question. Most candidates were able to identify an appropriate impact of water shortages, although a minority failed to provide the additional description needed for full marks. Candidates also lost marks by refering to environmental rather than people related impacts, i.e. water shortages can lead to river levels falling and fish habitats being destroyed. Some candidates all gave repetitive rather than extending statements.

Question 4(c)

Candidates found this question challenging. A significant minority were unable to name a small scale solution, whilst several were clearly confused by the difference between small and large scale approaches. A number of candidates explained the benefits of water solutions, whilst others provided detailed descriptions of how they work, rather than describing the characteristics that make them sustainable.

(c) Using an example(s), explain why small scale solutions to managing water supplies are often sustainable.

(4)

Small scale solutions like a tube well is sustainable because its at low cost and the local people are involved only. The water wont get used up but is enough ^to provide for the local people. Roundabouts get the community involved and the local people can maintain it themselves. It is suited to the geographical conditions and it doesn't use alot of rescurces so allows future generations to develop.

(Total for Question 4 = 8 marks)

ResultsPlus
Examiner Comments

A clear answer, focused on the sustainable features of the tube well and roundabouts.

ResultsPlus
Examiner Tip

No marks were awarded for stating that the identified scheme used appropriate technology. Examiners were interested in what made the scheme 'appropriate'.

(c) Using an example(s), explain why small scale solutions to managing water supplies are often sustainable.

(4)

The Tanzania water pump is a small scale project. It provides villages with fresh, uncontaiminated water on their front door step reducing the distance needed to travel. The pump is simple and easy to ~~to find water.~~ fix so people from the village do not have to wait for people to come and fix it they can do it themselves saving money.

(Total for Question 4 = 8 marks)

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Examiner Comments

This response only scored two marks as the candidate 'wanders' away from the focus of the question. The first 4 lines explain the benefits of the water pump rather than its sustainable features.

Question 5(b)

There was considerable confusion over what processes were erosional. Common incorrect responses included longshore drift and destructive waves. Some candidates identified a landform (e.g. stack) rather than an erosional process. Where the candidate was able to identify an erosional process, descriptions were generally clear and accurate, although their was some confusion between abrasion and attrition.

Question 5(c)

This question proved a challenge for most candidates, although the candidates that had a clear understanding of spits often reached level 3. Due to the nature of the specification, 'process' was the main focus of the mark scheme, with a clear explanation of longshore drift moving candidates into level 2. Top level responses also required candidates to 'explain' at least one spit feature (i.e. the marsh or curved tip). Although these features were often highlighted by candidates, most failed to offer an explanation as to why they formed. Diagrams were of mixed quality, often including only limited labelling.

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Examiner Comments

A clear and well labelled diagram. The process of longshore drift is explained and there is a good use of subject specific terminology. Written description provides additional information on why the spit ends mid-estuary and why a salt marsh develops.

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Examiner Tip

This question could have been answered through an annotated diagram, detailed written description or a combination of both approaches. It is often easier to explain physical processes in diagrams than it is in words. However, diagrams must be clearly labelled and need to include some detailed annotation to achieve 3.

*(c) Explain how a spit is formed.

You may draw a diagram(s) to help your answer.

(6)
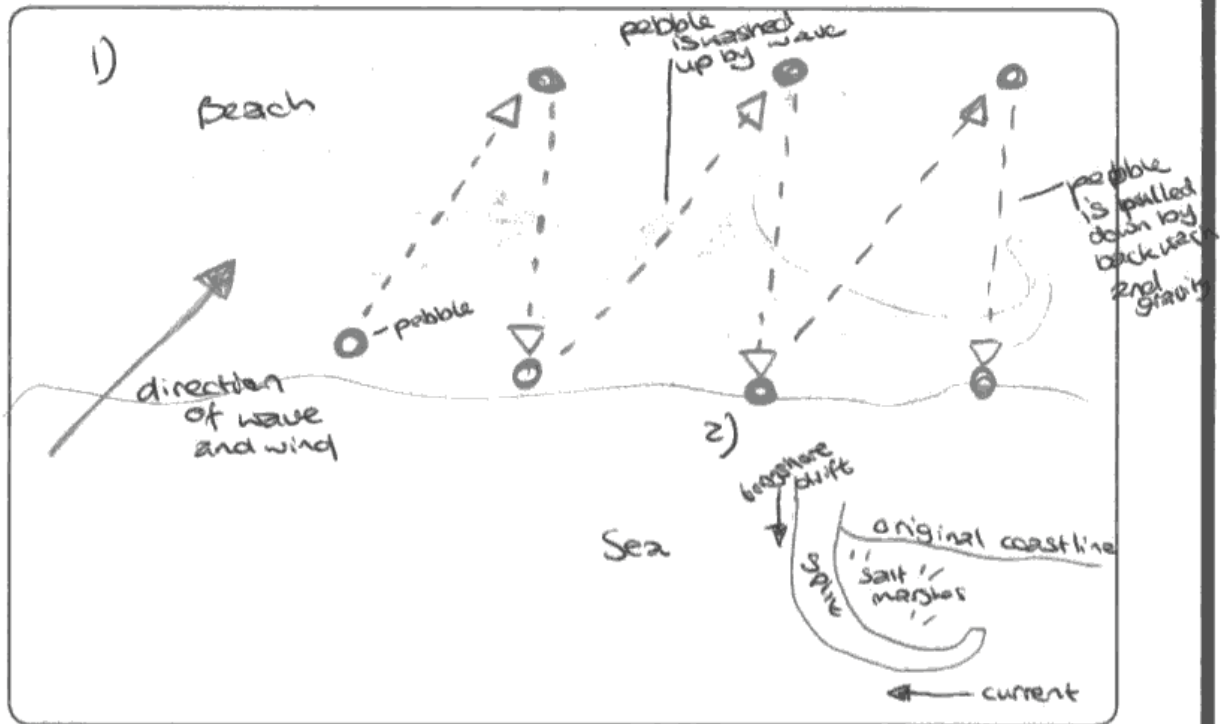
Long shore drift is the movement of material along the coast, shown in the diagram 1 above. When longshore drift meets a headland or a river estry it forms a spit. A spit changes the direction of the original coastline and forms a strip of as shown in diagram 2. beach out into the sea. A spit will be stoped at a certian distances by the current of the river or sea. Spits normally form a curved end and salt marshes will build up in the cam waters behind it.

Question 6(b)

There was considerable confusion over what processes were erosional. Common incorrect responses included forms of transport and weathering. A significant minority of candidates identified a landform (e.g. v-shaped valley) rather than an erosional process. Where the candidate was able to identify an erosional process, descriptions were generally clear and accurate, although their was some confusion between abrasion and attrition.

Question 6(c)

Although candidates appeared to find this task difficult, most candidates were able to score and a large minority reached level 3. A common mistake was for candidates to identify 'valley' rather than 'channel' changes. For level 3, candidates were required to clearly describe changes in shape, velocity and bedload. Level 3 could also be achieved by explaining how these factors interlink. i.e. As the channel size increases the current becomes stronger, leading to bedload erosion. Credit was given to candidates who identified channel landforms, such as meanders or waterfalls at the appropriate stage. The illustrations produced by candidates for this task were generally of a poor quality. The most common approach was to a create a long profile diagram, few candidates opted for the more useful cross-section approach. Diagrams tended to include only minimal labelling.

*(c) Describe how the shape and characteristics of river channels change from source to mouth.

You may draw a diagram(s) to help your answer.

(6)
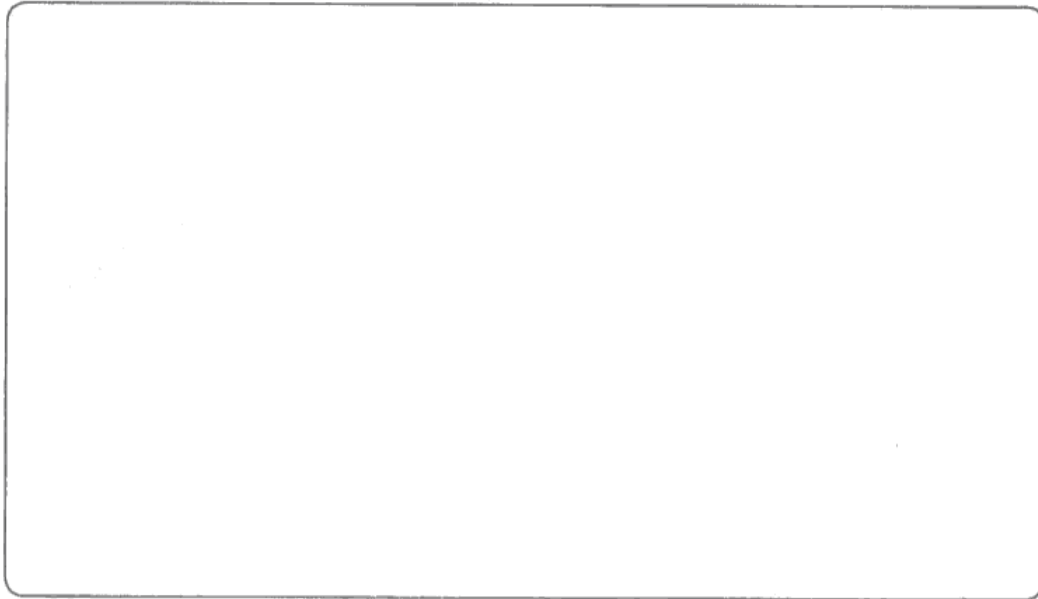
Rivers flow faster and have more volume the closer to the mouth you are. Rock and particles in the river are larger the further up stream you go. The river is higher up the further up stream you go.

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Examiner Comments

This candidate only makes basic statements. In order to raise the score, this candidate needed to link the identified factors together. i.e. the candidate should have explained the link between faster flow and channel volumn.

ResultsPlus
Examiner Tip

This question could have been answered through an annotated diagram, detailed written description or a combination of both approaches. It is often easier to explain physical processes in diagrams than it is in words. However, diagrams must be clearly labelled and need to include some detailed annotation to achieve 3.

Question 7(c)

The majority of candidates failed to attain level 3 as their response focused on local or regional actions rather than global responses. Only a small number of candidates were able to explain in depth a global response. The question asked candidates to base their answer on an example(s). These examples could have been specific destinations, named ecosystems or specific management methods.

*(c) Using examples, explain how global actions are attempting to create sustainable marine ecosystems.

(6)

In the North Sea, UNCLOS, has created quotas for maximum fishing outtake of cod in certain sections. Their quotas are the figures thought to be the best to keep cod numbers sustainable and out of her danger from extinction through over fishing. UNCLOS also watch address issues regarding the sea like pollution to an area which the marine ecosystem could be affected. The Great Barrier Reef, Australia has 4000 species of fish and supplies 25% of fish to the world. To keep it /sustain it steps have been taken. the E.g. Queensland government set up Moreton Bay marine park to which zones off sections to fishing which the are under threat.

(Total for Question 7 = 9 marks)

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Examiner Comments

This response scored full marks as it gave a clear explanation of a range management approaches, including international treaties on fishing and pollution.

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Examiner Tip

When a question refers to example(s) it is often simplier to attain level 3 by using a number of examples, as a single case study will need to be very detailed to achieve this level.

*(c) Using examples, explain how global actions are attempting to create sustainable marine ecosystems.

(6)

Global actions are attempting to create sustainable marine ecosystems to stop overfishing and to help preserve things like coral reefs. for example in St. Lucia they have sustainable marine ecosystems and SMMA which is basically a marine management. So St Lucia also has a fish/ marine reserves to protect the fish and it has places to protect the coral reefs from dieing, from tourism and etc. And they have many reserves spread out around St. Lucia.

(Total for Question 7 = 9 marks)

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Examiner Comments

Answer focuses on the local actions introduced in St Lucia. As the question asked for global actions, the candidate was unable to achieve level 3.

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Examiner Tip

Carefully read questions before you put pen to paper. Watch out for command and key words. Many candidates, like the example provided, lost points on this question by failing to focus their response on global actions. To avoid mistakes like these, it is often a good idea to underline the key words in a question before you start to answer.

Question 8(c)

Candidates found this question difficult. A considerable number of candidates misinterpreted the question, describing how people have adapted to extreme climates rather than explaining how life is changing. The best responses included a range of changes, often driven by both human (e.g. westernisation due to tourism) and physical factors (e.g. new types of farming introduced because of climate change). Candidates also limited their score by failing to identify a suitable region. A large number of candidates chose 'Africa' as their case study region, this made it difficult to achieve level 3 as clearly not all of Africa is arid and therefore the response was unlikely to be location specific.

*(c) For a named hot arid or polar region, explain how life is changing for its people.

(6)

Name of region: Outback of Australia

In the hot arid outback of Australia the climate is becoming more extreme and unpredictable, a likely effect of climate change. This means for many people life is changing as they are having to adapt and cope with the decreasing water amounts, farming are ~~+ Increasing temperatures~~ having to change the type of crops they grow, switching to more drought resistant ones, and using chemical treatments on their fruit. They are also having to reduce livestock amounts to prevent overgrazing. Even to those living nearer the coasts are affected as El Niño years are becoming more frequent bringing more drought to which they have to cope and change their lifes to adapt to, by being more resourceful with water, and meaning they have less water for daily use. *

(Total for Question 8 = 9 marks)

* People's lifes are changing as more drought is occuring and food shortages are likely to occur along with water shortages.

TOTAL FOR SECTION C = 9 MARKS
TOTAL FOR PAPER = 50 MARKS

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Examiner Comments

Response is clearly focused on the candidates chosen location. Answer highlights a number of changes to farming and water use. The farming section is particularly detailed. If the candidate had gone on to identify some of the ways city residents are being more resourceful with water supplies, then the candidate would have scored full marks.

ResultsPlus
Examiner Tip

A considerable number of candidates misinterpreted the question, describing how people have adapted to extreme climates rather than explaining how life is changing. Carefully read questions before you put pen to paper. Watch out for command and key words. To avoid mistakes, it is often a good idea to underline the key words in a question before you start to answer.

The early sections of the paper were well answered, with section 'c' on the optional units proving most difficult for the majority of candidates. The majority of candidates were able to describe issues / processes clearly, making good use of case study knowledge and subject specific vocabulary. Although the majority of answers were mostly correct, many candidates wasted time going into detail that was not required, i.e. 'explaining' when the question required description.

Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw mark boundary	50	39	35	31	27	24	22	0
Uniform mark scale boundary	100	90	80	70	60	50	45	0

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