

Examiners' Report

June 2012

GCSE Geography 5GB1F 01

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Introduction

This report covers responses from the Foundation tier paper of GCSE Geography Specification B. The unit one paper was one hour long. The paper comprised of four compulsory sections and two optional sections. Each section started 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 paper was to provide candidates with a broad and varied understanding of the natural environment. Question paper completion required candidates to apply a range of skills. Candidates needed to be able to interpret and read maps, charts and photographs.

Candidates had the choice of answering either sections 5 or 6, 7 or 8. Similar to previous papers, the most popular topics were 'Coastal Change and Conflict' and 'Extreme Climates'. The breakdown in both cases was approximately one third, two thirds.

Candidates completing the 'Extreme Climate' topic were given the choice of focusing on either a hot arid or arctic region. Hot arid locations, in particular Australia, proved most popular.

Question 1(b)(i)

The majority of candidates produced accurate answers to this question. The question focus was 'immediate responses' so long-term actions and preparations weren't credited (immediate responses are steps taken the day of the eruption). Some candidates lost marks by identifying hazards and causes rather than responses. 'Panic' was not a common unacceptable answer.

(b) (i) State **one** immediate response to a volcanic eruption.

(1)

To evacuate the area in which the volcano is.



ResultsPlus
Examiner Comments

An appropriate action was identified.

(b) (i) State **one** immediate response to a volcanic eruption.

(1)

ash cloud.



ResultsPlus
Examiner Comments

Candidate stated a hazard not a response.



ResultsPlus
Examiner Tip

It was clear from candidate responses on Foundation level that terminology was often misunderstood/ confused. A significant number of candidates identified hazards, preparations and long-term responses.

Question 1(b)(ii)

Candidates were required to (a) identify how buildings can be made earthquake proof, and (b) to briefly outline the impact of their stated improvement. Extending statements such as "this will stop the buildings from falling over/collapsing" were not sufficient, as these kinds of comments were simply defining the concept of earthquake proof rather than providing extra information. Some candidates lost marks by going off focus, outlining how their identified improvement could reduce injuries and deaths; rather than highlighting the impact on the building.

(ii) Outline **one** way buildings can be built to survive an earthquake.

buildings in Japan have been built with a ⁽²⁾
pendulum to counter act the ~~sway~~ ^{sway}
of the building during the earthquake



ResultsPlus

Examiner Comments

An accurate answer which identified strategies for making a skyscraper earthquake proof and outlined how it works.

(ii) Outline **one** way buildings can be built to survive an earthquake.

(2)

Build on shock absorbing foundations.



ResultsPlus

Examiner Comments

This answer identified a technique but offered no extension, e.g. would the foundations be built on rubber, springs or rollers?

Question 1(c)

Although most candidates were able to identify at least one prediction technique, they often failed to include extending statements. Some candidates failed to score by focusing on what happens during an eruption rather than strategies for predicting when the volcano is likely to erupt. A significant number of candidates lost marks by referring to earthquakes rather than volcanoes.

(c) Describe **two** methods that can be used to predict when a volcano is likely to erupt.

(4)

1 Seismometers can be used to predict when a volcano is likely to occur

2 Tiltmeters can be used to predict when a volcano is likely to occur when the volcano fills up.



ResultsPlus

Examiner Comments

This response identified two pieces of equipment that could be used to help predict the likelihood of an eruption but failed to describe what these devices measure/look for.

(c) Describe **two** methods that can be used to predict when a volcano is likely to erupt.

(4)

1 They can use Tiltmeters to sense the volcano so if it begins to swell up they will know there will be an eruption.

2 They can use aircraft to monitor the volcano's gases coming out of a volcano. There are more gases before an eruption.



ResultsPlus

Examiner Comments

A full mark response - two strategies identified and developed. The second statement only just hit the mark. Stronger responses relating to this topic suggested specific gases that would be monitored rather than just the amount.

Question 2(b)

Almost all candidates scored full marks on this item.

Question 2(c)

This question was answered well by most candidates. Some candidates lost marks by stating the causes of climate change rather than evidence of its impact; other candidates lost marks by going off focus and identifying the likely impacts of future climate change.

Some candidates failed to score by simply stating 'droughts' or 'temperature', clearly these kinds of answers were insufficient to be awarded marks. Candidates needed to state that droughts are becoming more frequent/severe and that temperatures are rising/changing in order to gain marks.

(c) Identify **two** types of evidence that can be used to show climate change is taking place. (2)

1 different gas levels in ice cores

2 temperatures rising in arctic places



ResultsPlus
Examiner Comments

Two valid types of evidence identified
- full marks awarded.

(c) Identify **two** types of evidence that can be used to show climate change is taking place. (2)

1 That the ice caps are melting

2 that the droughts in some countries



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Examiner Comments

The second point failed to score as there have always been droughts in some countries. The candidate needed to suggest how these droughts changed, e.g. more widespread, long lasting, more extreme.

Question 2(d)

Most candidates were able to gain at least two marks on this item. Some candidates failed to gain full marks by giving repetitive statements such as 'using cars produces CO²', followed by 'burning fossil fuels creates CO²'. In cases like this the extending statement was only credited once. A surprisingly high number of candidates lost marks (or failed to score) by going off focus and referring to general environmental issues such as over extraction of water rather than climate change. A common incorrect response referred to people leaving their tap on when cleaning their teeth.

(d) Describe **two** ways human activity can lead to climate change.

(4)

1 more people driving ^{cars.} ~~cars~~ could mean more CO₂ in the atmosphere.

2 more people demanding water cause they use to much when having baths and showers.



ResultsPlus
Examiner Comments

The second comment referred to water use rather than climate change.



ResultsPlus
Examiner Tip

Candidates seem to wrap every environmental issue into one. Somehow we need to clearly separate these problems and make our candidates realise that they are not all connected.

Comments referring to the ozone layer were down on previous years but still common. There is no need to cover the ozone layer in this specification.

Question 3(a)(i)

The vast majority of candidates answered this question correctly.

Question 3(b)

Most candidates were able to identify a least one 'good' from the biosphere. Some lost marks by making repetitive statements, such as 'food and fruits', whilst others gave overly simplistic answers such as 'trees' – this term refers to a type of plant, the *good* these plants provide is 'wood'.

Comments referring to 'water' or any item mined from beneath the surface, e.g. gold, were not credited as these are either not 'goods' or not provided by the biosphere (the part of the Earth's surface where living things are found). NB: Water is recycled through the system but this is a service.

(b) Name **two** goods provided by the biosphere.

(2)

- 1 Oxygen
- 2 Water.



ResultsPlus Examiner Comments

No marks were awarded as these are both services not 'goods'.



ResultsPlus Examiner Tip

A 'good' can almost always be picked up and taken away.

(b) Name **two** goods provided by the biosphere.

(2)

- 1 Medicines to treat such illnesses such as cancer.
- 2 Wood from the trees.



ResultsPlus Examiner Comments

Two appropriate 'goods' were identified, so full marks were awarded.

Question 3(c)

The majority of candidates produced strong responses to this question. A considerable number of candidates provided detailed extension on this question, leading to full points through the 3+1 route. Some candidates explained why the human action had taken place (e.g. deforestation to get wood for buildings) rather than the impact of that action on the biome.

Some candidates lost a mark by failing to name a biome. A considerable number of candidates identified countries (e.g. Australia) and regions (e.g. Siberia) rather than biomes.

(c) For a named biome, describe **two** ways it has been damaged by human activity. (4)

Named biome: ~~Rainforest~~ ^{Tropical} rainforest

- 1 Firstly deforestation is rapidly destroying the biome at an alarming rate which means its wildlife have to migrate or die.
- 2 Another is agriculture, we go into the biome, and use up all the nutrients in the top soil. After that the tree's can't get their nutrient and die, and if the tree's lose the animals food they die as well.

(Total for Question 3 = 8 marks)



ResultsPlus
Examiner Comments

Two developed points were given so full marks were awarded.

(c) For a named biome, describe **two** ways it has been damaged by human activity. (4)

Named biome: amazon rainforest

- 1 The amazon has been damaged by humans deforesting it because we need space for cattle ranching and wood for lots of things like paper and building material
- 2 We have also damage the food chain because some animals have become extincted this has a big effect on all the other animals in the chain.



ResultsPlus
Examiner Comments

This answer only referred to one human action (deforestation), so was limited to only 3 marks.

Question 4(a)(i)

Most responses to this question were accurate.

Question 4(a)(ii)

The vast majority of candidates correctly answered this activity.

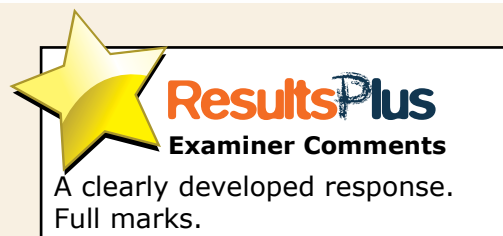
Question 4(b)

A significant number of candidates failed to score on this item as they identified a large scale water management project rather than one that used intermediate technology. Candidates who referred to a large scale scheme but only used generic terms (e.g. a dam was built) were restricted to 1 mark. The command term was outline, so candidates needed to identify a benefit and provide an extending statement. Some candidates failed to score as they focused on the term 'technology' and produced responses which focused on schemes which used expensive high-tech/modern equipment.

(b) Outline **one** benefit of using intermediate technology to improve water supply.

(2)

Sources like water pumps can be fixed easily by anyone with a small understanding about mechanics. And the only tools needed is a wrench ~~or screwdriver~~



Question 4(c)

A significant minority misinterpreted this question, confusing water quality with availability. Candidates frequently referred to over use, highlighting domestic activities which waste water. These responses did not answer the question and therefore didn't score.

Some candidates lost marks by producing simplistic responses which referred only to 'pollution'. To be credited, the candidate needed to identify the source or type of the pollution. Similarly, extensions were often too vague, with lots of statements similar to 'this makes the water dirty'.

Question 5(a)

Most candidates correctly identified the landforms.

Question 5(b)

As with previous questions of this type, a scarily high percentage of candidates were unable to name an appropriate erosional process. The most common responses were longshore drift, swash, weathering and stack. The purpose of this item was to test candidate's knowledge of key terminology; as such, candidates were only required to name a process.

Candidates who attempted to describe a process rather than naming it did not score.

Question 5(c)

There were a lot of good responses to this question, with a significant percentage reaching Level 2. Candidates who described soft rather than hard techniques were limited to Level 1. As the question asked for examples, for Level 3 candidates were required to include location specific details, for top marks the response had to be clearly focused on the identified destination(s). Some candidates misinterpreted the question, describing how a chosen type of hard engineering works rather than its benefits or costs.

*(c) Using examples, describe the costs and benefits of using hard engineering to manage coastal retreat.

(6)

In Hone Bay they use sea walls, groynes, rip-rap to stop coastal erosion. The costs of using these are that they are expensive to build and they can make the beach look ugly. However, the benefits of using hard engineering is that they prevent coastal ~~erosion~~ erosion. The sea wall stops the water eroding the cliff and damaging the residential areas and the town used for tourism. Groynes prevent longshore drift, so they don't lose their beaches.



ResultsPlus Examiner Comments

The response listed two costs and described one benefit. Benefit was clearly developed with a number of extending/linked statements (sea wall - stops erosion - protects residential areas - encourages tourism).



ResultsPlus Examiner Tip

For questions which ask candidates to consider two factors (in this case, costs and benefits), both must be extended to reach Level 3.

* (c) Using examples, describe the costs and benefits of using hard engineering to manage coastal retreat.

(6)

Using hard engineering means using Groynes and Rip Rap and more. Using these methods ~~are~~ will make it look unattractive. Both methods are, also, very expensive to use. The positive factor of using groynes is that it reduces Long Shore Drift (LSD). A positive for using Rip Rap is that it is quite effective.



ResultsPlus
Examiner Comments

This response listed a number of drawbacks (costs). No development given, so only achieved Level 1. It didn't suggest why reducing longshore drift was a good thing.

Question 6(a)

Most candidates correctly identified the river features.

Question 6(b)

As with previous questions of this type, a scarily high percentage of candidates were unable to name an appropriate erosional process. A considerable number identified landforms, many left it blank. The purpose of this question was to test candidate's knowledge of key terminology; as such, candidates were only required to name a process.

Candidates who attempted to describe a process rather than naming it did not score.

Question 6(c)

There were some good answers on this item. As a named flood was requested, failure to identify a specific region affected by flooding limited the answer to Level 1. For Level 3 candidates needed to include location specific information in their answer. A significant proportion of candidates went off focus describing the 'causes of' or 'responses to' the flood rather than the effects.

*(c) For a flood you have studied, describe the effects of the flood on the local area.

(6)

Named flood Boscastle flood

Boscastle flood had ~~an~~ a huge effects on the local area. There was no warning to it as when the rivers ~~burst~~ burst there banks the water flowed all down the streets and was so powerful that cars traveled down with the water. The flood left people stranded on top of roofs and in there houses. It created lots of damage and had turned people lives around in a few hours. The flood happened because of the amounts of rain which fell up river and have been to big a amount to take the ~~water~~ route down the river so it burst out.



ResultsPlus

Examiner Comments

A considerable proportion of these responses referred to the causes of the flood rather than the effects. The middle section included a number of impacts with some very basic development, pushing the response to Level 3.

*(c) For a flood you have studied, describe the effects of the flood on the local area.

(6)

Named flood Shrewsbury

Shrewsbury floods have affected the local area socially ^{and} economically. People in ~~the~~ area had to evacuate or ~~stay~~ at home. Businesses got shut down because they had no customers. ~~There were~~ the water was polluted because there were rodents and bacteria in the water which would have caused infections. Cars were damaged and couldn't be used as a result. but no one died as a result but people's homes were destroyed by rotten wood etc.

(Total for Question 6 = 9 marks)



ResultsPlus

Examiner Comments

The response included a wide range of effects with some development. For Level 3 the answer had to be more location specific.



ResultsPlus

Examiner Tip

Most levelled questions require the use of examples or named case studies. In most cases, location specifics will be needed for top marks. Try to refer to place names, include specific facts and use local terms. It must be clear to the examiner you are talking about a particular place and not just anywhere.

Question 7(a)

Almost all candidates were able to identify an appropriate change.

Question 7(b)

Although most candidates were able to identify at least one source of marine pollution, a significant minority of candidates lost marks by simply referring to marine problems (such as over fishing) rather than focusing their response on pollution. Some candidates lost marks by highlighting the effects of marine pollution (e.g. habitat destruction) rather than its source.

(b) Suggest **two** sources of marine pollution.

(2)

- 1 Oil spill in the area from boats
- 2 Unsafe fishing nets destroy the coral bed.



ResultsPlus

Examiner Comments

The second point is a marine concern but not a source of pollution.

Question 7(c)

Responses to this question varied in quality. The main level 'elevator' was explanation. Lists with no explanation could not progress beyond Level 1, regardless of the number of management measures identified. A Level 3 response needed to include clear and relevant explanation. As this question asked for examples, place specific information was needed for Level 3. A top mark response needed to be clearly focused on a named destination(s).

*(c) Using examples, explain how marine ecosystems can be sustainably managed.

(6)

By Zoning governments can manage where you are able to fish and use your boats. This stops overfishing which would lead to dead zones. In the Mombasa marine park they have guards to stop you from standing on the coral as this kills it instantly. If too much coral dies wildlife wouldn't go there as the coral provides minerals and food for smaller fish and microorganisms. The smaller fish attract bigger fish making a ecosystem.



ResultsPlus

Examiner Comments

Two management measures were clearly explained (zoning and marine parks). Response identified a specific location where they explained action had taken place (Mombasa).

Question 8(a)

This question was answered well by almost all candidates. Candidates were required to include some basic extension to gain a mark, e.g. 'solar panels' by itself didn't explain how people in hot arid regions cope, a mark worthy answer would have been 'solar panels to generate electricity' or 'solar panels to heat water'.

8 Look at Figure 8.

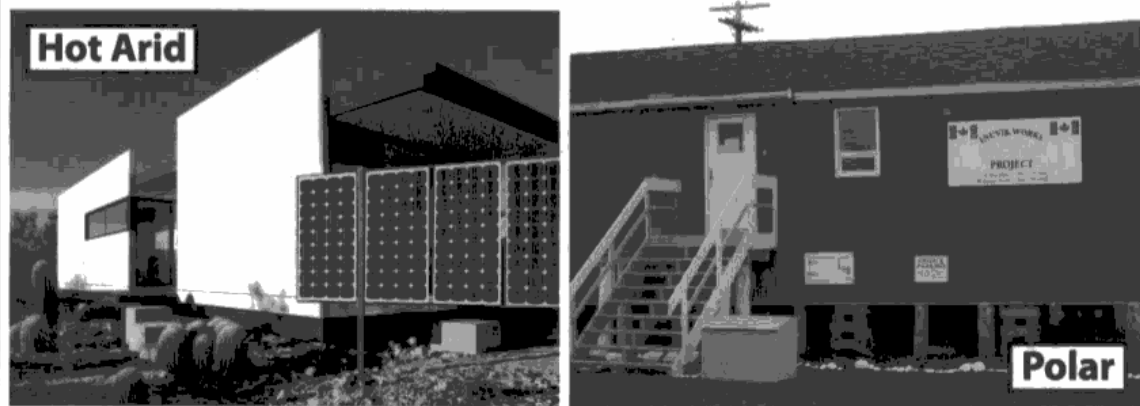


Figure 8 – Buildings adapted to cope with extreme climates

(a) For **either** the hot arid **or** the polar climate, identify **two** ways the building has been designed to cope with the extreme climate.

(2)

Hot Arid or Polar: Hot Arid

1 Solar panel For electricity so they
can have things like fans to cool them down
2 bright walls to reflect the sun
away so it isn't as hot

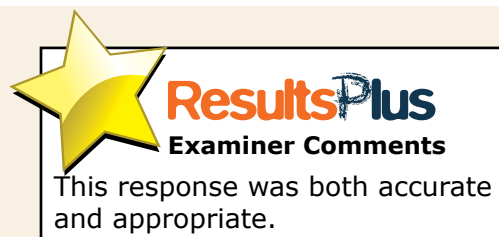
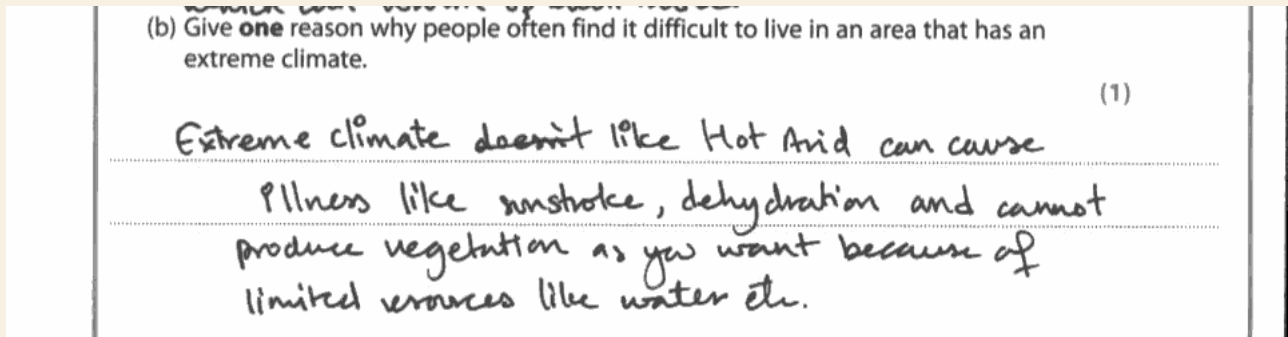


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Examiner Comments

Two appropriate factors were clearly identified. Full marks.

Question 8(b)

The vast majority of candidates gained the point available. A minority of candidates failed to score by suggesting a difficulty which could apply to anywhere, e.g. 'it may be hard to find a well paid job'. Some candidates failed to score by simply stating that people 'would have to adapt' or 'would find it impossible to adapt', these kinds of answers were too vague and were not credited.



Question 8(c)

Candidates clearly found this question challenging. Many misinterpreted the question and simply listed how people cope in extreme climates (e.g. scarves to keep sand out of their eyes) rather than explaining sustainable actions. Any action which may help the environment was credited, such as solar panels, sustainable farming techniques and recycling projects. As explanation was again the main level 'elevator', a Level 2 response needed to include at least basic explanation, e.g. 'residents may install wind turbines to produce clean energy' or 'local people may try to use their cars less to lower CO₂ emissions'. For Level 3, candidates needed to focus their response on a specific region.

*(c) For a named area with **either** a hot arid **or** a polar climate, explain how local people have protected their environment.

Named area:

Australia, ~~Western~~ Outback

(6)

People in the hot arid have protected their environment by using Solar Panels. Which is a renewable energy source and do not produce any harmful gasses.

Black Water tanks on these roofs to heat up their water. The tanks are black because black is the best absorber of heat so with the hot conditions the water is easy to be heated this also is environmentally friendly. They help animals by not wasting water to keep them alive.

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



ResultsPlus
Examiner Comments

A good answer, which included a number of sustainable actions with clear development. For full marks the candidate needed to focus their response more specifically on the Australian outback.



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Examiner Tip

To gain full marks on a levelled response you are often required to talk about a specific place or region you have studied in class. Include place names, location data and local terms to make your answer place specific.

*(c) For a named area with **either** a hot arid **or** a polar climate, explain how local people have protected their environment.

(6)

Named area: Iceland

In Iceland ~~they have~~ Certain areas have raised houses like the one on the page before. The reason for this is that when high levels of snow occur the people often get snowed in so instead they raise the houses and have steps, the door is even higher up to reduce the risk. They also have salt/grit boxes out the front of their houses. This is because when it snows it can become very

(Total for Question 8 = 9 marks)

Slippery and Icy so the people are at risk of car accidents and just general walking on the ice as it could cause someone to fall over and hurt themselves.

TOTAL FOR SECTION C = 9 MARKS

TOTAL FOR PAPER = 50 MARKS



ResultsPlus

Examiner Comments

The response included some good information but didn't answer the question set. Candidate described how local properties had been designed to cope with the extreme climate rather than any environmental protection schemes.

Paper Summary

Candidates responded well to the paper, producing a lot of strong answers. As expected the levelled activities proved the most challenging for the majority of candidates. At Foundation level, candidates rarely included the level of development needed to reach the higher levels. A large percentage of responses on these longer questions were also generic. Most 6 mark questions included a demand for either 'examples' or 'a named region'. In both cases, candidates were expected to include location specific information.

Misinterpreting or not answering the question was the most common reason for dropping marks.

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