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Examiners' Report
June 2013

GCSE Geography B 5GB1F 01

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June 2013

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Introduction

This report covers responses from the Foundation tier Unit 1 paper of GCSE Geography Specification B. The Unit 1 paper is one hour long. The paper comprises 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 requires candidates to apply a range of skills. Candidates need to be able to interpret and read maps, diagrams and charts.

Question 1(a)

The vast majority of candidates scored well on this item. Direct lifts from the resource were allowed as well as reasonable suggestions not included in the text. Some weaker answers lost marks by suggesting the Japan was a poorly prepared country with limited/untrained rescue services. Correct answers tended to focus on the strength of the earthquake, the power of tsunami created and problems accessing the worst hit areas.

This response scored full marks (2/2).

Figure 1– An article about the Japanese Earthquake of 2011

(a) Using Figure 1, give **two** reasons why this earthquake caused a large loss of life.

(2)

1 it measured 9.0 on the Richter Scale which means it was a powerful quake.

2 Rescue Services ~~se~~ struggled to cope which caused some of the victims to not get treated.

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Examiner Comments

As the question asked the candidate to use Figure 1 and the command word was 'give', two direct lifts from the source with no development was sufficient for both marks.

Question 1(b)1

The vast majority of candidates correctly identified the crust.

Question 1(b)2

A significant number of candidates incorrectly selected from the word box. Limestone and granite were just as frequent as basalt. Mantle also appeared regularly.

Question 1(c)

There were many strong responses to this question. Answers scoring full marks tended to focus on practice drills and the construction of defences such as diversion channels or volcanic bomb shelters. Lower scoring responses often explained how volcanoes can be monitored rather than how people can prepare for an eruption. Statements which suggested monitoring the volcano only scored the development point if the candidate described how this information could be used by authorities, eg by enabling early evacuations. Weak responses often included overly simplistic extensions which simply suggested that the action would 'reduce injuries/deaths'.

The following answer scored all 4 marks.

(c) Describe **two** ways people can prepare for volcanic eruptions before they happen. (4)

1 They could have drills to show people what they should do. This would prepare people as they would know what to do rather than not knowing what to do if a volcanic eruption occurs.

2 They could build walls or trenches to help guid the lava flow away from places e.g cities and towns. This would mean people have prepared for an eruption by already guiding the flow away.

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Examiner Comments

This was a strong response - two actions were identified and clear development was shown.

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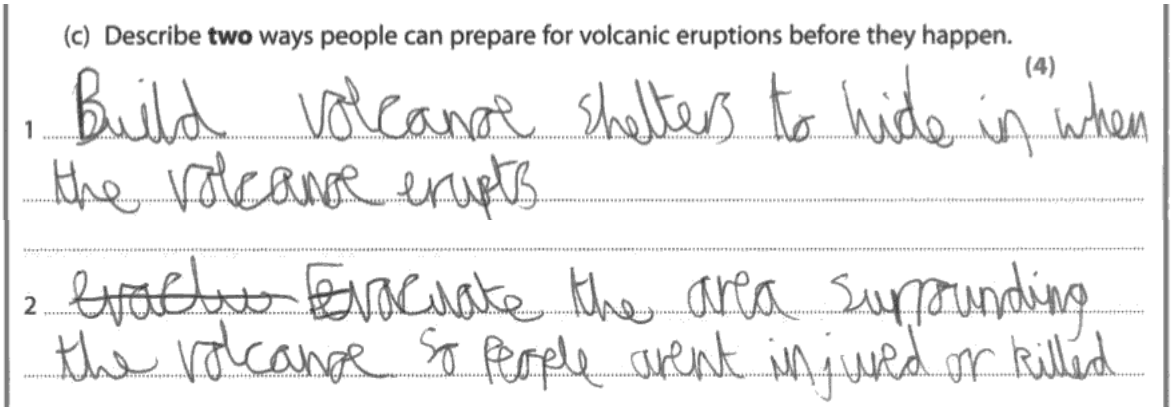
Examiner Tip

On questions where **two** actions are needed, carefully choose your actions to ensure that different extensions can be provided for each action. Repetitive extension statements will only be awarded once.

This example was awarded 2 marks.


(c) Describe **two** ways people can prepare for volcanic eruptions before they happen. (4)

1 Build volcano shelters to hide in when the volcano erupts

2 ~~Evacuate~~ Evacuate the area surrounding the volcano so people aren't injured or killed

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Examiner Comments

Two actions were highlighted but the extension statements were too basic to be awarded the development marks.

Question 2(a)1

Almost all candidates correctly identified the increase.

Question 2(a)2

The vast majority of candidates were able to accurately extract the correct figure from the graph.

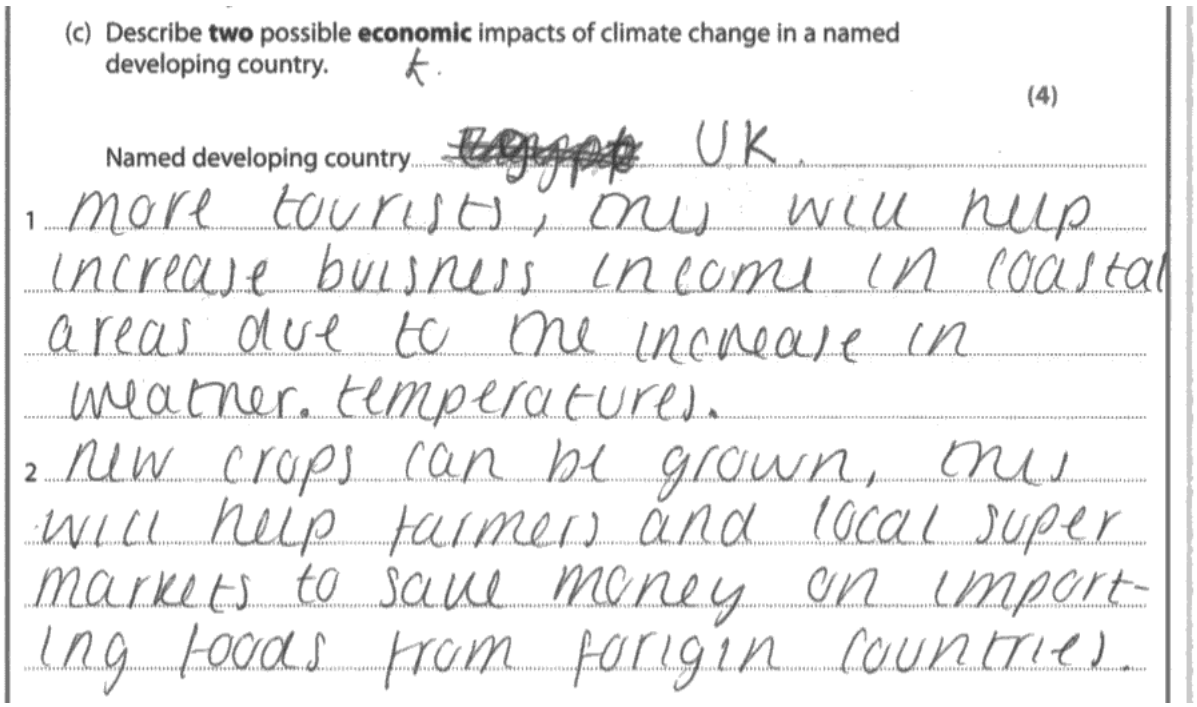
Question 2(b)

Many candidates lost marks on this question. Most correctly identified carbon dioxide but their second suggestions were often incorrect. Common incorrect answers included carbon monoxide, hydrogen, nitrogen and oxygen. Full mark responses tended to refer to either methane or water vapour, as well as CO_2.

Question 2(c)

Although there were some strong responses to this question, a large number of candidates lost marks either by failing to identify an appropriate location (the UK and Africa were common locations) or due to a lack of focus on economic impacts. Candidates who failed to name a developing country were limited to 3 marks; as were responses where the economic impacts suggested didn't relate to the country named, for example: 'Bangladesh - a rise in temperature will lead to a growth in tourism'. Some weaker responses went entirely off focus describing the causes of climate change or potential solutions rather than the economic impacts. The strongest responses tended to focus on either Bangladesh or a Sahel country and concentrated on changes to agriculture and costs associated with flooding or drought.

This is an example of a response that scored 3 marks.



(c) Describe **two** possible **economic** impacts of climate change in a named developing country.

(4)

Named developing country ~~Egypt~~ UK.

1 more tourists, this will help increase business income in coastal areas due to the increase in weather temperatures.

2 new crops can be grown, this will help farmers and local super markets to save money on importing foods from foreign countries.

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Examiner Comments

As the candidate focused on the UK, the mark was capped at 3.

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Examiner Tip

Take care when choosing named locations. The selection of an inappropriate location (in this case a continent or developed country) will result in carelessly lost marks.

This response was awarded all 4 marks.

(c) Describe **two** possible **economic** impacts of climate change in a named developing country.

(4)

Named developing country Egypt ~~- Egy~~

1 Drought ; causes no crops, which means people cannot sell crops for money. This affects the economy as there is less money. ~~to~~

2 flooding; causes damage to buildings and villages. This means the ~~econ~~ economy decreases with money as the cost for repair a rebuild adds up.

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Examiner Comments

This answer scored full marks - two economic impacts were identified with description.

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Examiner Tip

The term 'economic' refers to money related matters; such as employment, wages, trade and costs.

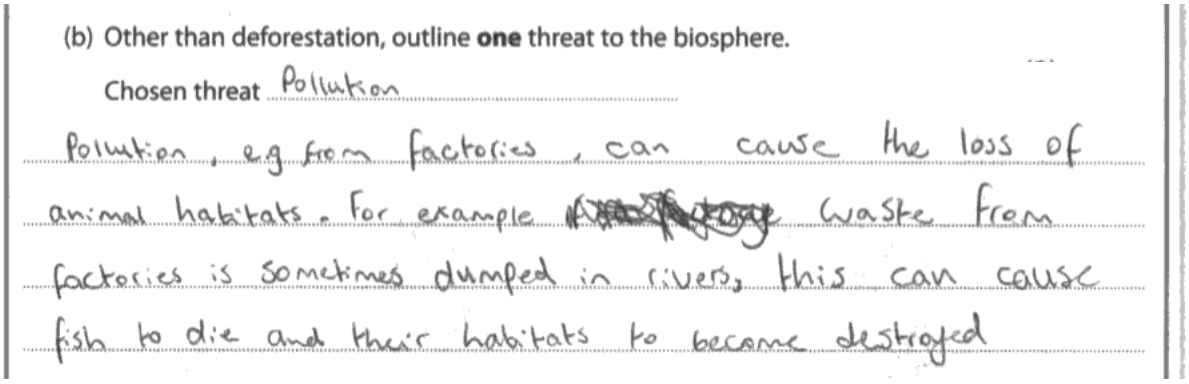
Question 3(a)(i)

The majority of candidates scored on this question. However, a significant number lost marks by making their bar too wide. The question was missed out by a number of candidates.

Question 3(b)

Although there were some good answers to this question, often referring to over-fishing and pollution from agriculture/mining; a significant number of candidates lost marks by focusing on climate change rather than biosphere destruction. On the 'Battle for the Biosphere' section of the paper, answers that focused on climate change were only credited if they were clearly linked to the biosphere. Weak responses often lacked sufficient clarity with low scoring candidates vaguely referring to 'pollution' with no attempt to identify the source, type or impact of the pollution.

This response was awarded 2 marks.



(b) Other than deforestation, outline **one** threat to the biosphere.

Chosen threat Pollution

Pollution, e.g from factories, can cause the loss of animal habitats. For example [illegible] waste from factories is sometimes dumped in rivers, this can cause fish to die and their habitats to become destroyed

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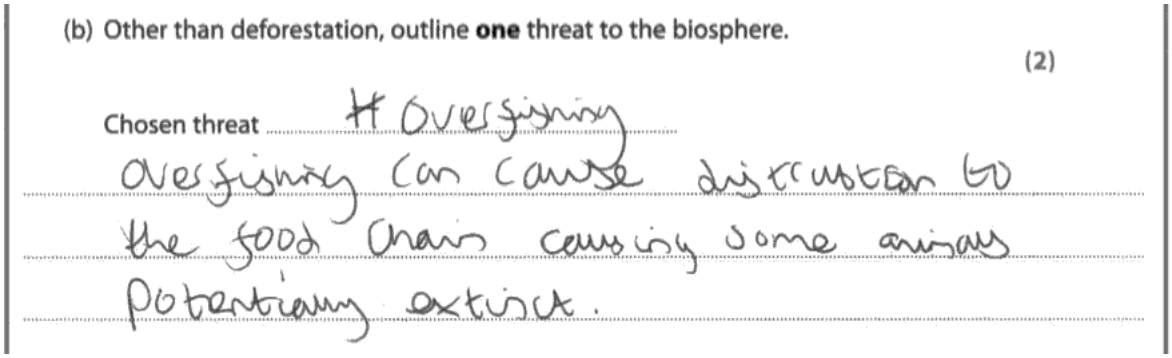
Examiner Comments

This answer scored both marks by linking industrial pollution to habitat destruction.

This response was also awarded both marks.



(b) Other than deforestation, outline **one** threat to the biosphere.

(2)

Chosen threat # Overfishing

Overfishing can cause distruction to the food chain causing some animals potentially extinct.

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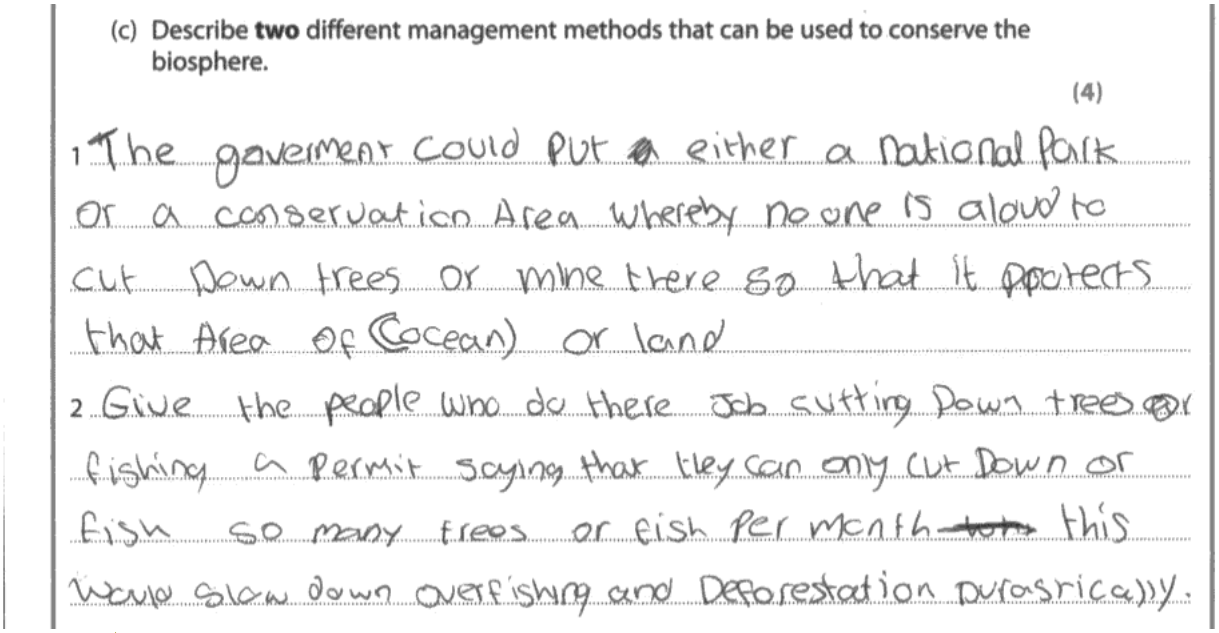
Examiner Comments

This is another example of a full mark response, this time linking over-fishing to food chain collapse.

Question 3(c)

As with the previous question, a significant number of candidates lost marks by referring to strategies designed to reduce climate change rather than describing biosphere management measures. There also appeared to be considerable confusion over the role of CITES – this is an international agreement aimed at banning the trade of materials from endangered animals (such as ivory and crocodile skin); it is not an organisation which works on the ground protecting habitats or stopping deforestation/hunting.

This answer was awarded full marks (4/4).



(c) Describe **two** different management methods that can be used to conserve the biosphere.

(4)

1 The goverment could put either a National Park or a conservation Area whereby no one is aloud to cut down trees or mine there so that it protects that Area of (ocean) or land

2 Give the people who do there job cutting down trees or fishing a permit saying that they can only cut down or fish so many trees or fish per month ~~this~~ this would slow down overfishing and Deforestation purasrically.

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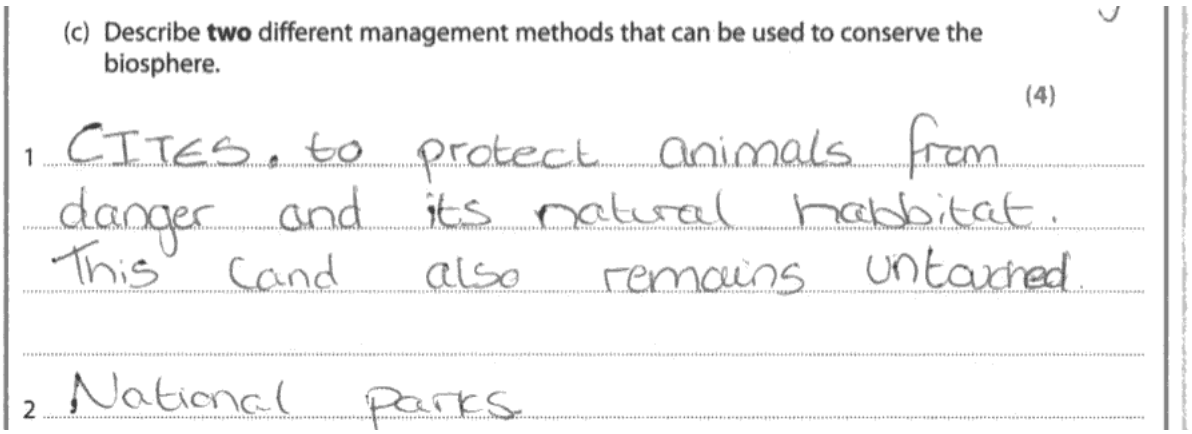
Examiner Comments

This strong response identified two appropriate actions with clear development.

This answer was awarded only 2 marks.



(c) Describe **two** different management methods that can be used to conserve the biosphere.

(4)

1 CITES. to protect animals from danger and its natural habbitat. This Cand also remains untached.

2 National parks

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Examiner Comments

This response identified two actions (national parks and CITES) but there were no valid extensions. The description of the CITES was incorrect.

Question 4(a)(i)

A significant number of candidates were unable to use the scale link to accurately measure the lake's width. A number of candidates measured the line accurately (eg 4cm) but failed to convert the distance into km.

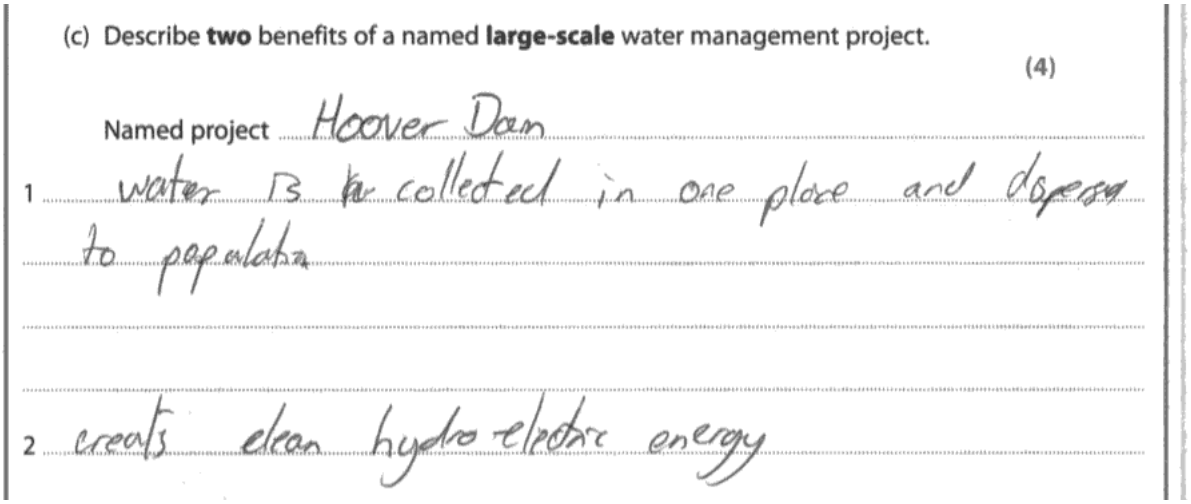
Question 4(b)

As with Question 3(b), answers vaguely referring to 'pollution' were not credited; candidates were required to identify the source/type of pollution to be awarded a mark. A number of candidates failed to score by concentrating on supply rather than quality. Some candidates went off-focus, referring to the impact of poor water quality (eg the spread of disease or eutrophication) rather than identifying the human activity which caused the drop in quality. Full mark responses tended to focus on excess fertiliser use in agriculture and the release of toxic chemicals from factories/power stations.

Question 4(c)

Candidates who correctly identified a large-scale water management project tended to produce high scoring responses. These answers usually referred to improved water supply and the generation of hydroelectric power. However, a significant number of candidates lost a mark by failing to name a specific scheme and a sizeable number of candidates didn't score as their answer was small-scale focused.

This answer was awarded 2 marks out of 4.



(c) Describe **two** benefits of a named **large-scale** water management project.

(4)

Named project Hoover Dam

1 water is be collected in one place and dispersed to population

2 creats clean hydro-electric energy

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Examiner Comments

This response highlighted two valid benefits but there was no attempt to develop statements with description.

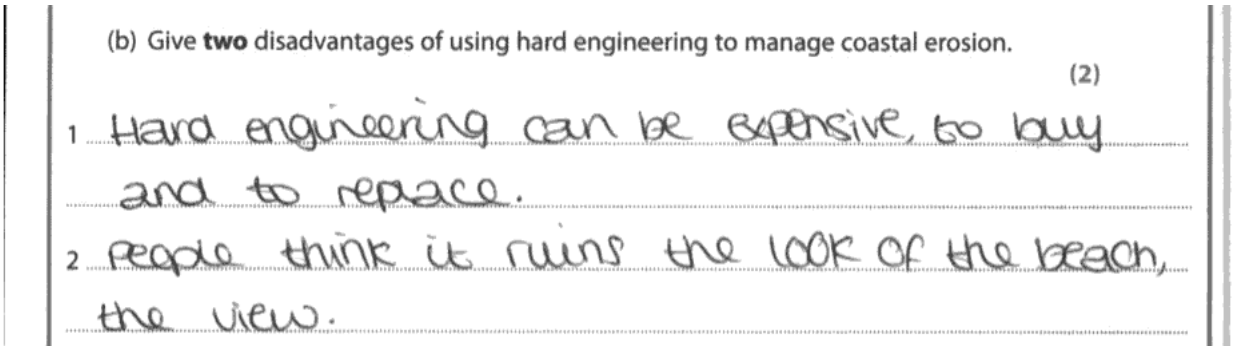
Question 5(a)

The vast majority of candidates were able to name one of the coastal management methods shown on the photograph. A small minority of candidates dropped a mark by not knowing the specific name of the technique. Vague answers referring to 'piles of rocks' or 'a concrete wall' were not credited.

Question 5(b)

Most candidates scored well on this question, correctly identifying two disadvantages. The majority of candidates who lost marks misinterpreted the question, resulting in the listing of benefits rather than costs.

This response scored full marks.



(b) Give **two** disadvantages of using hard engineering to manage coastal erosion.

(2)

1 Hard engineering can be expensive, to buy and to replace.

2 People think it ruins the look of the beach, the view.

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Examiner Comments

There were two valid disadvantages - both marks were awarded.

Question 5(c)

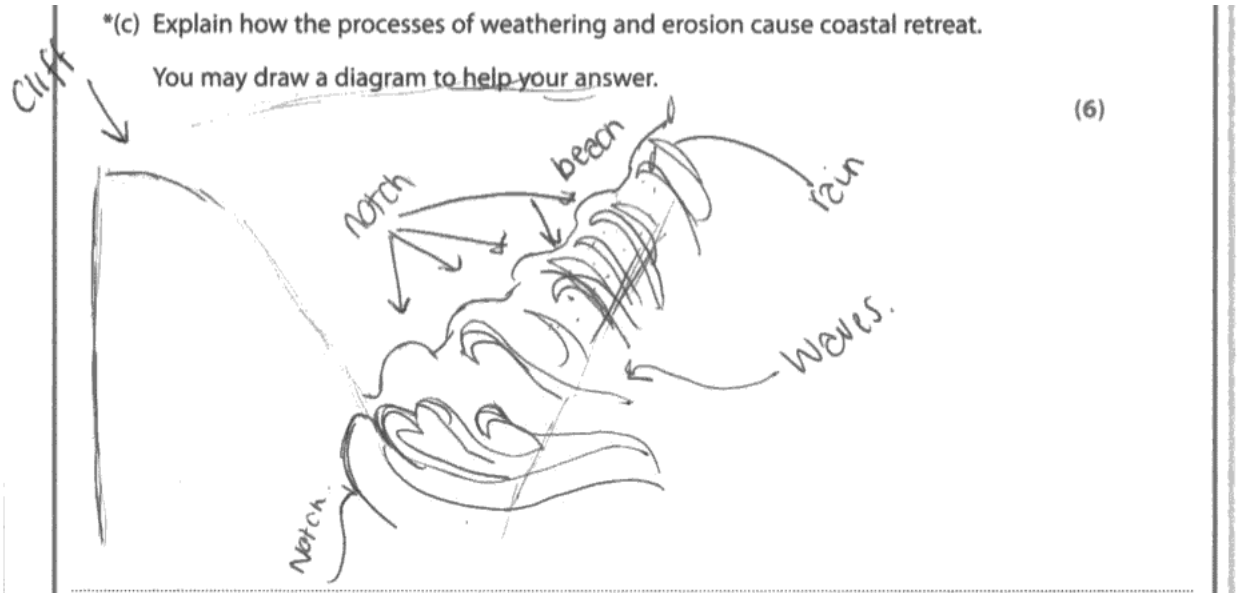
As with previous years, the main 'elevator' on ALL the levelled response items is explanation. Candidates who simply listed types of erosion/weathering with little or no explanation were restricted to Level 1. Basic explanation of at least one process was needed to reach Level 2, whilst a clear explanation of coastal retreat was required for Level 3. All Level 3 responses needed to refer to BOTH erosion and weathering, this could have involved a definition of a specific process or an indication of which part of the cliff face was affected. Overall, diagram quality was poor, with few marks gained from illustrations or accompanying annotations. Most candidates were able to reach Level 2, but few provided the level of explanation needed for Level 3 and even less included both processes, with weathering entirely absent from the majority of responses.

This answer was awarded Level 2 marks.

*(c) Explain how the processes of weathering and erosion cause coastal retreat.

You may draw a diagram to help your answer.

(6)



Weathering and erosion, it starts off with the waves crashing into the cliffs. Causing them to crack. This then causes air and pressure to build up and makes the ~~cracks~~ cracks bigger turning them into notches or huge holes in the cliff. Once this has happened a process called Slumping will occur pushing the beach sediment forwards and backwards when the waves push forward and retreat back. This will then make the beach retreat further inland causing the beach or sand to decrease, this can then cause us to lose hel f of our beach because it's retreated.

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Examiner Comments

A good response - the candidate explained how the sea erodes and linked this to mass movement and coastline retreat. However, they failed to reach Level 3 as there was no reference to weathering in the answer.

ResultsPlus
Examiner Tip

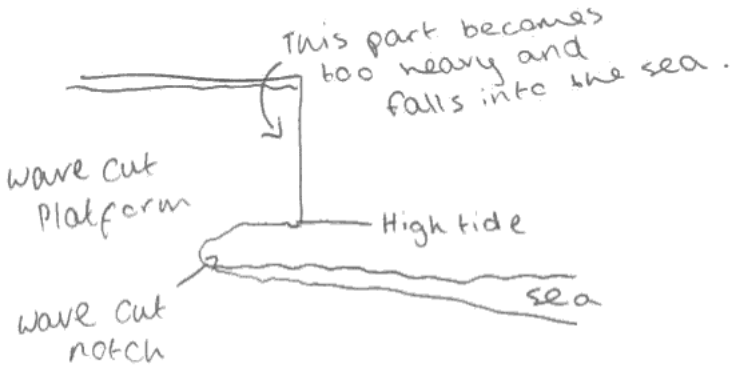
When a question refers to **two** processes, types of impact, or scale of management measure then answers must include **both** to attain full marks.

This is a Level 3 response.

*(c) Explain how the processes of weathering and erosion cause coastal retreat.

You may draw a diagram to help your answer.

(6)



the sea will erode the base of a cliff by ~~Hydro~~ Hydrolic action and abrasion. This will only happen at the base of the cliff making a wave cut notch. Weathering will also wear the top of the cliff down. once the wave cut platform becomes too heavy it will break off from the side of the cliff face into the sea ~~from~~ making ~~the~~ ~~coastline~~ ~~coastal retreat~~ it move back ~~and~~ into the land and causing coastal retreat

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Examiner Comments

This answer referred to both processes. The diagram was clear and supported the written explanation. There was adequate explanation to reach Level 3, but insufficient development was shown for full marks.

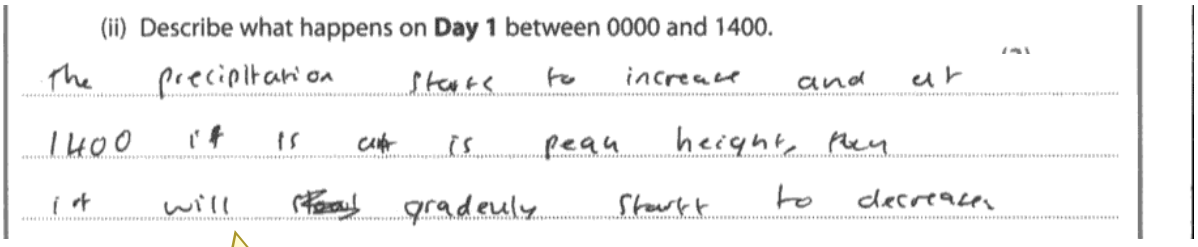
Question 6(a)(i)

Few candidates correctly identified the feature. Overall, Foundation tier candidates appeared unfamiliar with the hydrograph concept.

Question 6(a)(ii)

Although most candidates managed to pick up a mark on this question, many obviously found it difficult to express their ideas with long and confused responses eventually stumbling upon a valid statement. Many candidates found reading the hydrograph difficult with the discharge and precipitation components and axis frequently mixed up.

This answer was not awarded any marks.


(ii) Describe what happens on **Day 1** between 0000 and 1400.

The precipitation starts to increase and at 1400 it is at its peak height, then it will gradely start to decrease.

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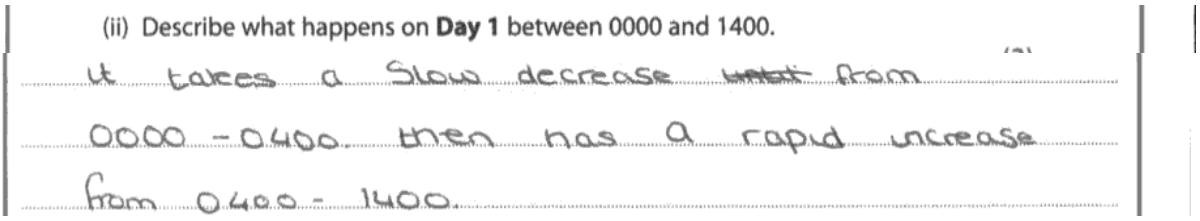
The response scored zero marks as the candidate mixed up the rainfall and discharge components of the graph.

This is another example of an answer that could not be awarded any marks.


(ii) Describe what happens on **Day 1** between 0000 and 1400.

It takes a slow decrease ~~until~~ from 0000 - 0400. then has a rapid increase from 0400 - 1400.

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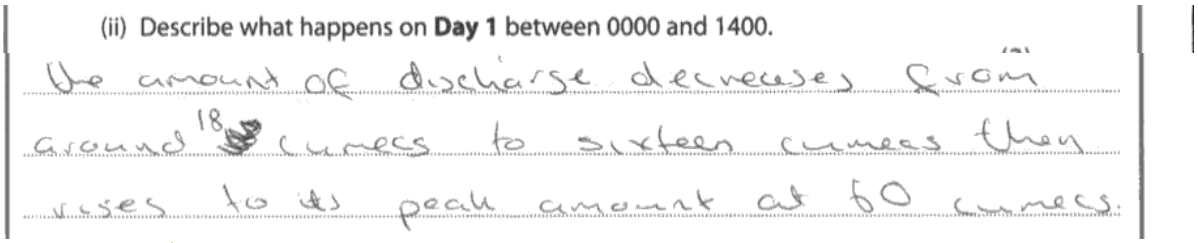
Examiner Comments

In this response it was the lack of clarity that prevented the awarding of any marks. The answer presumably related to the river's discharge but the candidate never actually stated this.

This response was awarded both marks.


(ii) Describe what happens on **Day 1** between 0000 and 1400.

the amount of discharge decreases from around 18 cumecs to sixteen cumecs then rises to its peak amount at 50 cumecs.

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Examiner Comments

Full marks were awarded here; there was a clear description of change in discharge supported by accurate graph readings.

Question 6(b)

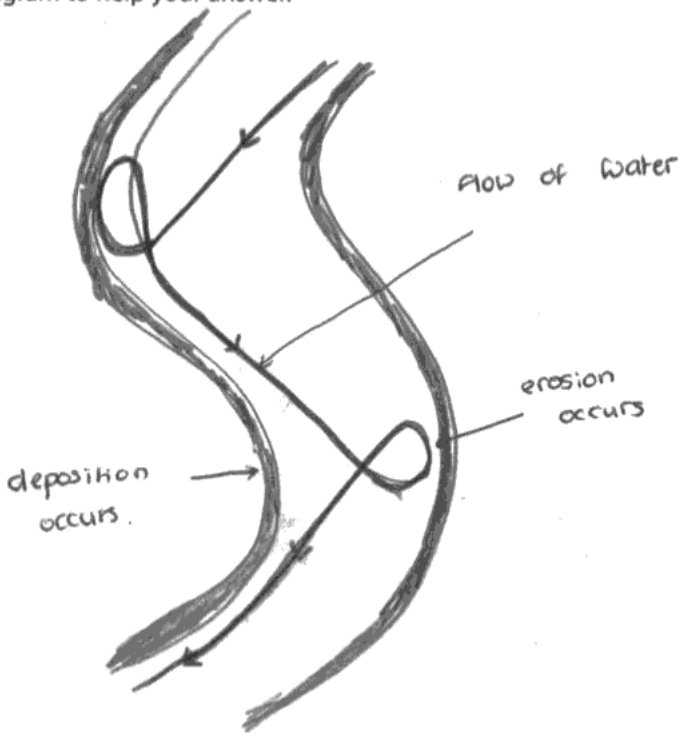
A minority of candidates appeared comfortable discussing processes of erosion and deposition and only a very small number produced an accurate and well-labelled diagram. The majority concentrated on ox - bow lake formation and occasionally this was done sufficiently well to reach Level 3. Strong responses were few and far between, but tended to include a well-labelled diagram clearly showing fast and slow moving water and linking speed to erosion and deposition. Stronger candidates tended to strengthen their response through the use of appropriate geographical terms. Even at the top end, discussions relating to why deposition occurs were weak and showed little depth of knowledge.

This is an example of a Level 2 answer.

*(b) Explain how erosion and deposition can cause a river's channel to change.

You may draw a diagram to help your answer.

(6)



The flow of the river is faster on the outside so when it hits a bend the water erosion occurs. Some of the sedimen from other meanders are carryed till it gets to the inside bend wher it is the slowest and doesnt have enough energy to carry the rocks so it deposits them on the inside of a meander.

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Examiner Comments

This response included some explanation, pushing it to Level 2. There was inadequate detail for Level 3 marks to be awarded.

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Examiner Tip

Levelled questions which refer to erosional processes will almost always require explanations of specific types of erosion (eg hydraulic action or corrasion) in order to reach Level 3.

This response scored Level 3 marks.

*(b) Explain how erosion and deposition can cause a river's channel to change.

You may draw a diagram to help your answer.

(6)

As the water is forced against this part of the meander it erodes away the river making it deeper and bigger

The inner part of the meander is ~~faster~~ slow flowing and the outer part of the meander is fast flowing. Due to the inner part being slow all the sand and stones get collected and drop in the inner part of the meander this is called deposition, this makes a banking on the inner part of the meander. The outer part of the meander is fast flowing pushing the stones and sand ~~it~~ into the banking causing erosion making the meander bigger, and deeper on the outer course.

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Examiner Comments

This answer included explanations of both deposition and erosion pushing the response to Level 3.

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Examiner Tip

To reach full marks on a levelled response question, candidates are required to make effective use of subject specific terms, eg this candidate lost a mark for describing the process of corrasion (abrasion) but failing to name it. Quality of written communication is a key component of all levelled questions, even those not testing SPaG.

Question 7(b)

The vast majority of candidates scored well on this question with 'over' and destructive fishing techniques such as 'blast fishing' proving most popular. As with previous questions, some candidates lost marks by vaguely referring to 'pollution' with no attempt to identify its source or impact.

This is an answer that was awarded both marks.

(b) Other than oil pollution, outline how **one** human activity has damaged marine ecosystems.

(2)

Named activity overfishing

by overfishing particular types of fish such as cod are going extinct which is damaging their food chain and creating dead zones

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Examiner Comments

This was an accurate response with appropriate activity identified and linked to marine ecosystems.

Question 7(c)

The majority of candidates were able to reach Level 2 or better on this question. The content covered was similar to previous marine management questions and schools are clearly using the reports to aid revision and planning. For Question 7(c) those candidates who scored Level 2 or Level 3 were able to clearly focus their response on a valid case study area with Zoning in St Lucia and the No Catch Zone in the Firth of Clyde proving most popular. The top scorers used valid key terms to discuss their management techniques and this led to them achieving high SPaG marks. Weak responses tended to lack a precise location and often marks were lost as the management measures undertaken were not explained in sufficient detail. Low scoring answers often included long descriptions of individual actions or long lists of different actions but with little, if any, explanation of how they actually worked.

This response scored 7 marks.

*(c) For an area you have studied, explain how marine management measures help to protect the environment.

Named area lamlash bay in clyde

marine management measures have been taken by making protected zones. These are zones in the water where you are not allowed to fish therefore this eliminates the chance of overfishing as all the fish go to this particular area breed then and have lots of eggs therefore more fish are being made then leaving the protected area and then are often

being caught by fishermen however there this is a win, win situation as we are able to catch fish however there is still a large area in the sea also they have banned fishing by dredging, this is because it ruins the sea bed.

(Total for spelling, punctuation and grammar = 3 marks)
(Total for Question 7 = 12 marks)

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Examiner Comments

The answer focused on a case study area with a good explanation of how zoning works. The ban on dredging was briefly explained but was insufficient for full marks. SPAG - good use of terms and overall this answer was easy to follow. There were some grammar errors (capitals and full stops) and this prevented 3 marks from being awarded for SPaG.

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Examiner Tip

Try to find the time to proof read SPaG questions to avoid careless errors and lost marks.

Only 4 marks were awarded for this response.

*(c) For an area you have studied, explain how marine management measures help to protect the environment.

Named area Waters around Scotland

The fishermen are given a permit ~~saying~~ telling them how many fish they can catch on 1 trip the Typical amount is arcund 25kg which means any excess fish Dead or not have to go back in the Sea By doing this the goverment have to cut Down over fishing and so ~~#~~ Big fish have Little fish to eat and Also have enough to provide the growing Demand Also they have to go out past the uk Sea border to fish.

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Examiner Comments

This was a basic explanation only. SPAG - there were frequent grammar and spelling errors.

Question 8(b)

Very few candidates successfully answered this question. Many were obviously confused by the term 'global', resulting in 'local' actions being frequently suggested. Candidates who described a valid global action but failed to correctly name it, were awarded the extension mark.

This answer was awarded both marks.

(b) Outline **one global** action that has been taken to protect extreme environments.

(2)

Named global action .... CITIES

This is a method of making an endangered animal safer as trading (selling it) is illegal ~~and~~ therefore ~~some distan~~ hunters are less likely to ~~do to~~ hunt the animal - this protects the eco system

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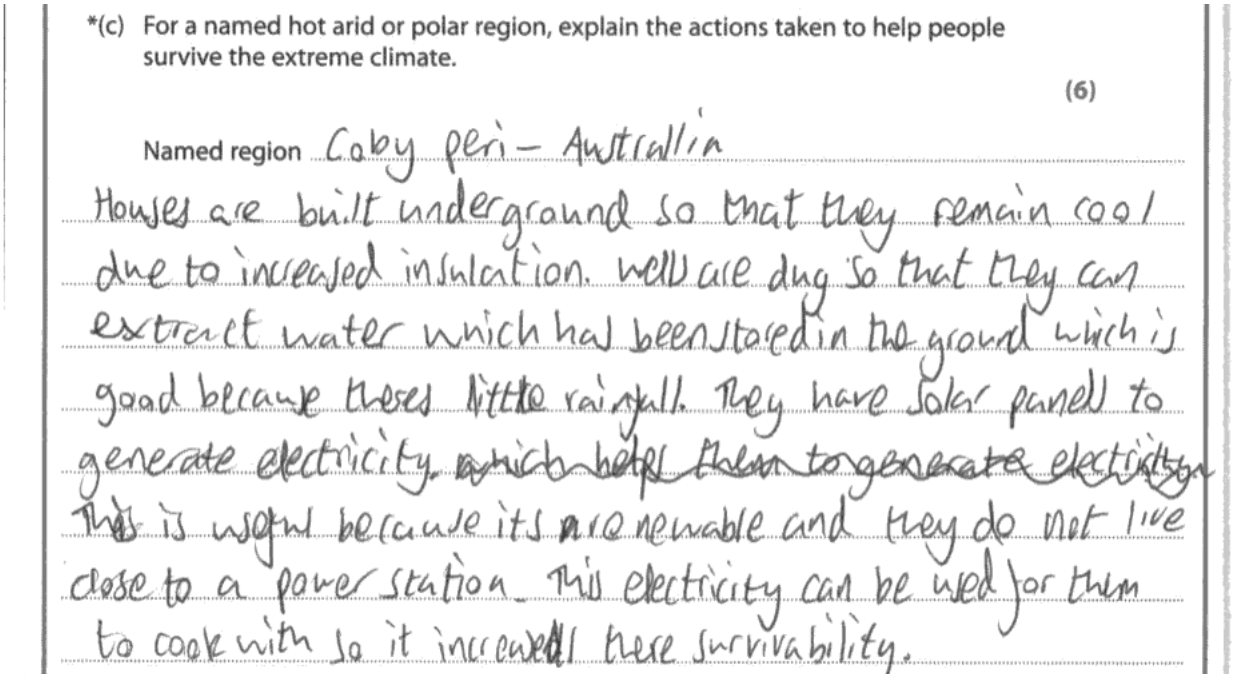
Examiner Comments

This response gave a valid global action with development.

Question 8(c)

When levelling responses on this question the key focus was the level of explanation - little or none (Level 1), basic (Level 2), clear (Level 3). Level 3 responses needed to include at least two location specific actions, both of which should have been developed. A disappointingly high number of candidates dropped marks by failing to name a specific or valid region. Few answers reached Level 3 as candidates tended to provide long lists of actions rather than focusing on 2 or 3 and providing clear explanation.

This clear, focused and precise answer was awarded 8 marks.



*(c) For a named hot arid or polar region, explain the actions taken to help people survive the extreme climate.

(6)

Named region Coby peri – Australlia

Houses are built underground so that they remain cool due to increased insulation. wells are dug so that they can extract water which has been stored in the ground which is good because theres little rainfall. They have solar panels to generate electricity ~~which helps them to generate electricity~~. This is useful because its are renewable and they do not live close to a power station. This electricity can be used for them to cook with so it increased there survivability.

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Examiner Comments

This response included a range of actions with development. Statements referring to underground construction and the use of solar panels were extended and developed resulting in full marks. SPaG - this question gave fewer opportunities for the use of subject specific terms. However, where appropriate, advanced vocabulary was applied eg insulation and renewable. Correct sentence construction was shown together with accurate use of capitals.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Ensure answers to questions with the command terms 'describe' and 'explain' include developed statements.
- Take care when selecting case study locations for questions which require answers focused on a 'named country'. Poor selection can make full marks difficult / impossible to achieve.
- When describing a map or graph, make sure your response includes an accurate grid-reference, compass direction, scale measurement or axis readings, as these are usually required for full marks.
- Questions with the command terms 'name', 'give' or 'state' only require basic responses. Don't waste valuable exam time including extension statements which score no extra marks.
- When drawing diagrams to support written explanations, include annotations, symbols or coding to highlight key features.
- On levelled response questions which require a 'named location' focus, high scores can only be achieved if you include location specific information in your answer.
- Take care to ensure locations are spelt with capital letters and that answers are structured in sentences to avoid SPaG marks being carelessly lost.
- On questions where SPaG is being assessed, the effective use of subject specific terms is required for full marks.

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

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