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Examiners' Report
June 2013

GCSE Geography B 5GB1H 01

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June 2013

Publications Code UG036028

Introduction

This report covers responses from the Higher tier Unit 1 paper of GCSE Geography Specification B. The Unit 1 paper is one hour long and 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, they need to be able to interpret and read maps, diagrams and charts. Most candidates found the paper accessible and there were many excellent responses showing sound geographical knowledge and understanding.

Question 1(a)

This was a straightforward introduction question on which the vast majority of candidates scored full marks (2/2). Where marks were lost it was usually due to candidates ignoring the stimulus and answering in ways which were not relevant to the context, such as suggesting that rescue services weren't trained properly.

This is an example of a response that scored 2 marks.

SECTION A – INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions.

Topic 1: Restless Earth

1 Study Figure 1.

1000s feared dead in Japanese Quake

Yesterday afternoon an earthquake measuring 9.0 on the Richter scale hit Japan. The earthquake was followed by a powerful tsunami. Ten metre high waves washed inland destroying entire towns.

Rescue services are struggling to cope, with access to the worst hit areas proving almost impossible. Fires are burning in several cities and a number of nuclear reactors have been damaged causing power shortages.

Figure 1– An article about the Japanese Earthquake of 2011

(a) Using Figure 1, state **two** reasons why Japanese rescue services were struggling to cope.

(2)

1 It was almost impossible to access the worst hit areas

2 There were power shortages due to the damage of nuclear reactors.

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Examiner Comments

As the command term was 'state', it was possible to score both marks with direct lifts from the resource.

Question 1(b)

Most candidates scored full marks on this question through stating a preparation method and then describing that method in sufficient detail. Sometimes marks were lost by candidates referring to responses rather than preparations, despite the clear emphasis in the wording of the question 'before they happen'. Other candidates lost marks by referring to earthquake specific preparations, such as the construction of buildings with cross-bracing. The best answers showed clear development, such as 'Using tiltmeters to aid prediction, so that local people could be evacuated prior to eruption' or 'Practising evacuation drills so that people would know what to do and be less likely to panic in the event of a real eruption'.

The following response was awarded 2 marks.

(b) Describe **one** way people can prepare for volcanic eruptions before they happen. (2)

They can do regular earthquake drills so everyone knows how to react and how to evacuare in the most efficiant time, Saving lifes

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Examiner Comments

A valid action was identified together with an appropriate extending statement.

Question 1(c)

Some candidates gained full marks (4/4) through a clear and succinct answer such as 'Oceanic crust, being made of basaltic rock, is denser than continental crust, which is granitic. Continental crust tends to be much thicker'. Most candidates managed to pick up *some* marks – but many misconceptions were evident, such as the idea that oceanic crust is igneous, and continental crust is sedimentary. Fairly frequently the properties of the different crustal types seemed to be mixed up in candidates' minds. Some candidates seemed unclear as to the difference between *density* and weight, often suggesting that the continental crust is *lighter* rather than less dense. Some answers focused more on *processes* than differences in the characteristics of the crust.

The following answer was awarded all 4 marks.

(c) Describe the differences between continental and oceanic crust.

(4)

Continental crust is andesitic, it is not very dense but is very thick 30km-50km deep. Oceanic crust is made from a basaltic igneous rock with high density. It is not very thick though ~~layer~~ (around 8km thick).

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Examiner Comments

This response identified three differences - rock type, thickness and density. It gained the final mark by naming specific rock types and by giving accurate supporting measurements.

This answer was awarded 1 mark.

(c) Describe the differences between continental and oceanic crust.

(4)

Continental crusts are less dense and composed predominantly of basalt, also only 3-4 Km thick where as Oceanic crusts are far denser, composed of igneous rocks and are 40-50 Km thick typically.

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Examiner Comments

This was a rather mixed-up response. Although it correctly identified differences in density the additional statements were the wrong way round.

Question 2(a)

This question was well done by most candidates. Large numbers scored full marks (3/3). The best answers identified trends and reinforced these with figures from the graph, particularly in extrapolating differences between chosen years.

Weaker answers did not use the y axis which was required in order to score full marks.

There were very few answers scoring less than 2 marks showing that the vast majority of candidates were well versed in graphical interpretation.

The following response was awarded 2 marks.

Topic 2: Climate and Change

2 Study Figure 2.

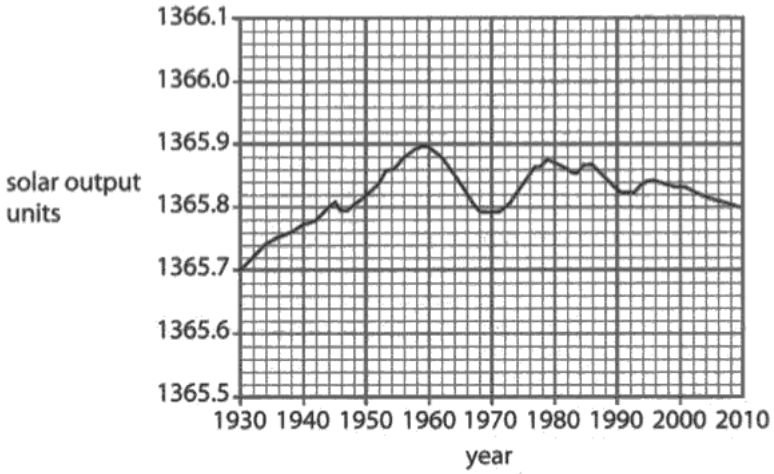

Figure 2 – Changes in Solar Output, 1930 to 2010

(a) Describe the changes in solar output which have occurred since 1930.

(3)

from 1930-60 the solar output has increased overall.
from 1960-2010 the solar output has decreased overall.

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Examiner Comments

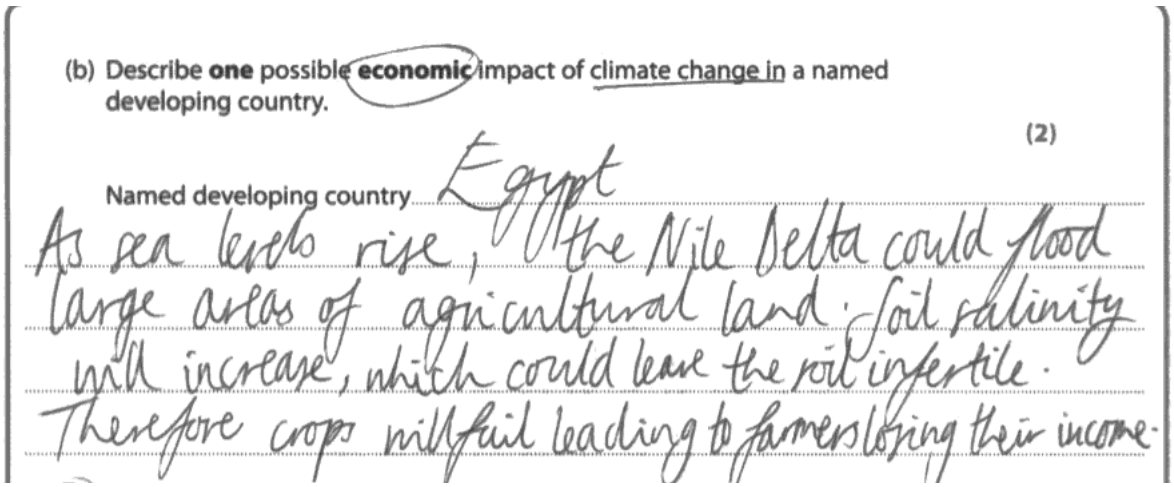
This answer made two valid statements but failed to score full marks as it didn't include any supporting y-axis readings.

Question 2(b)

The majority of candidates understood that an economic impact was required. The best answers made the nature of the impact really clear. Both positive and negative impacts were put forward. To gain 2 marks it was important to focus on an appropriate developing country, Egypt and Bangladesh were by far the most popular. Weaker answers used Africa or Antarctica as the named developing country.

Candidates need to consider the context of the country carefully. For example, some places such as Bangladesh are not famous for tourism, whereas Mexico could be.

This is an example of a strong response. It was awarded both marks.



(b) Describe **one** possible **economic** impact of climate change in a named developing country.

(2)

Named developing country Egypt

As sea levels rise, the Nile Delta could flood large areas of agricultural land. Soil salinity will increase, which could leave the soil infertile. Therefore crops will fail leading to farmers losing their income.

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Examiner Comments

This answer focused on an appropriate developing country. It identified the impact of rising seas levels/flooding and described how this would affect the income of farmers.

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Examiner Tip

Some candidates lost marks on this response by failing to focus on **economic** impacts; such as jobs, income, government expenditure and trade. Remember to read the question carefully.

This answer was awarded 1 mark.

(b) Describe **one** possible **economic** impact of climate change in a named developing country.

(2)

Named developing country Africa

climate change means that in Africa the temperature has increased, this turns more land arid meaning less crops can be grown therefore less can be sold

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Examiner Comments

In this response the candidates used an inappropriate named country. When asked for a named country, Africa isn't acceptable. Africa is a continent made up of many countries with widely varying landscapes, climates and problems.

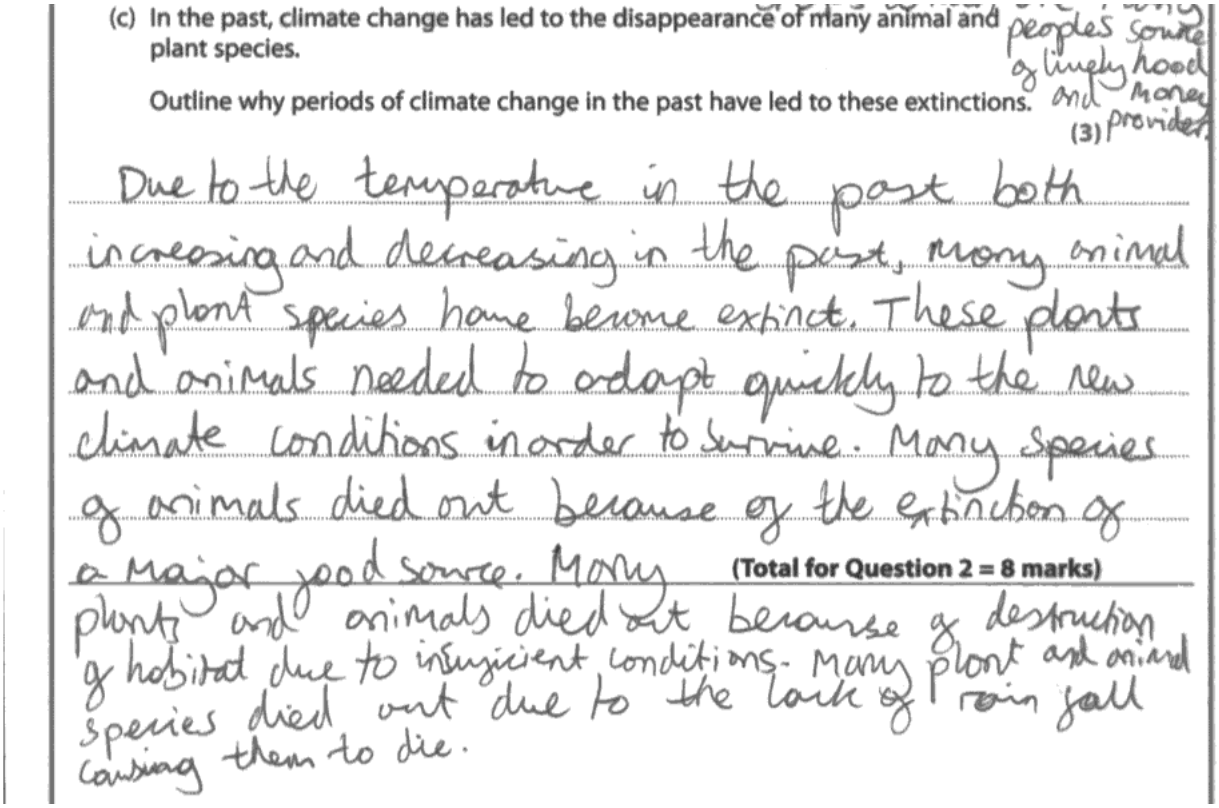
Question 2(c)

The most common example used when answering this question was the extinction of mega fauna at the end of the Ice Age.

A large number of responses contained only one credited point - that of failure to adapt. Too many candidates focused on description at the expense of explanation.

The best answers gave well explained reasons for extinctions, such as climate change affecting plant growth which in turn had effects on the food chain.

The following response was awarded all 3 marks.



(c) In the past, climate change has led to the disappearance of many animal and plant species.

Outline why periods of climate change in the past have led to these extinctions.

(3)

peoples source of livelyhood and money provider

Due to the temperature in the past both increasing and decreasing in the past, many animal and plant species have become extinct. These plants and animals needed to adapt quickly to the new climate conditions in order to survive. Many species of animals died out because of the extinction of a major food source. Many plants and animals died out because of destruction of habitat due to insufficient conditions. Many plant and animal species died out due to the lack of rain fall causing them to die.

(Total for Question 2 = 8 marks)

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Examiner Comments

This detailed and clearly structured response identified the need to adapt to the changing climate and related this to habitat destruction and changes in food.

Question 3(a)(ii)

Many candidates failed to score on this question. Most referred to the entire **four** year period during which deforestation rates fell rather than selecting a **three** year period as the question asked.

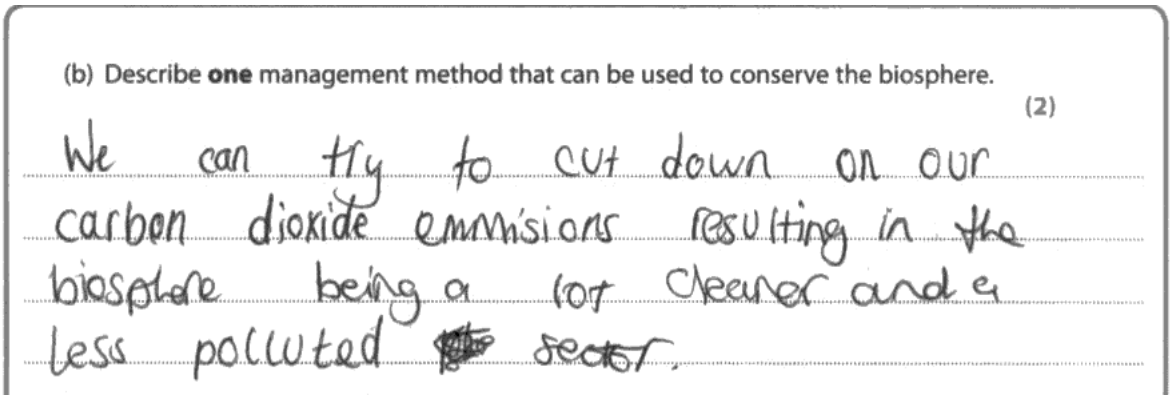
Question 3(b)

A high proportion of candidates focused on National Parks in their answers and correctly stated that the parks give protection and legal status to habitats and wildlife.

Other strong responses stated international treaties such as CITES and RAMSAR, although explanations for these treaties were sometimes confused.

Weaker responses tended to either state a valid action but provide little development or were too generic and lacked specific detail. Examples of weaker responses were 'You plant to replace trees'; 'You plant two trees for each one you chop down'. Recycling or reducing carbon dioxide could only be credited if the response linked these actions specifically to the biosphere.

This is an example of an answer that was not awarded any marks.



(b) Describe **one** management method that can be used to conserve the biosphere. (2)

We can try to cut down on our carbon dioxide emmisions resulting in the biosphere being a lot cleaner and a less polluted ~~the~~ sector.

ResultsPlus

Examiner Comments

In the 'Battle for the Biosphere' section of the paper, responses referring to tackling climate change were only credited when there was a clear link to the biosphere - eg 'Reducing CO^2 emissions to prevent coastal flooding and the loss of mangrove habitats'.

Question 3(c)

Most candidates accurately answered the question with the majority of responses focused on photosynthesis and nutrient recycling due to leaf litter decay. Strong responses described at least one of these roles in detail to achieve full marks. Weaker responses tended to list several ways of maintaining soil health rather than providing development. Some candidates produced confused responses which failed to score because they focused on the hydrological cycle.

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

(c) Describe the biosphere's role in:

(4)

1. maintaining soil health

Trees and Plants shed their leaves which decay on the floor and into the soil, this also applies for animals remains and droppings. The soil absorbs the minerals from these and so is kept fertile.

2. regulating the composition of the atmosphere.

Vast areas of trees such as the Amazon rainforests regulate the composition of the atmosphere by converting CO_2 into oxygen. This reduces the amount of CO_2 in the atmosphere which is especially helpful as we now produce vast amounts of CO_2.

(Total for Question 3 = 8 marks)

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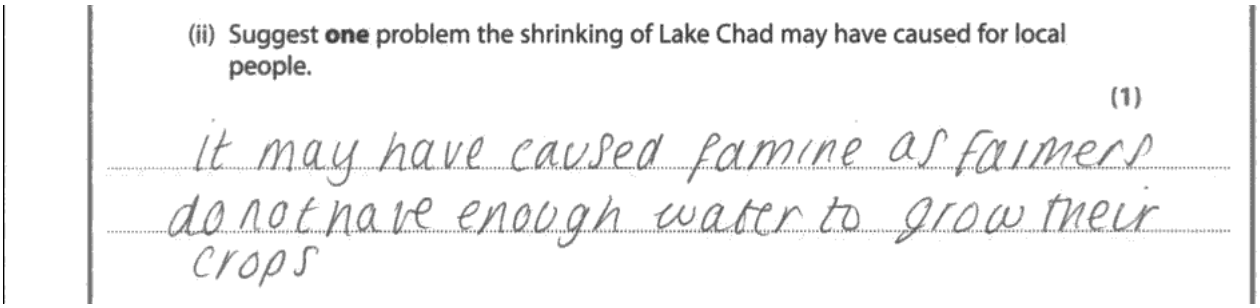
Examiner Comments
In this strong response, each role was clearly described.

Question 4(a)(ii)

This question was answered well by the vast majority of candidates. Weaker responses lost marks by suggesting reasons for why the lake had shrunk rather than how the reduction in size had impacted on local people. Indirect consequences, such as crop failure/famine, were only awarded marks if the candidate had clearly linked the impact to a lack of water supply – eg farmers have no water to irrigate their land leading to crop failure. No marks were awarded for simplistic statements which stated 'there is less water', the problem is that there 'isn't enough water'.

This answer scored 1 mark.



(ii) Suggest **one** problem the shrinking of Lake Chad may have caused for local people.

(1)

it may have caused famine as faimers do not have enough water to grow their crops

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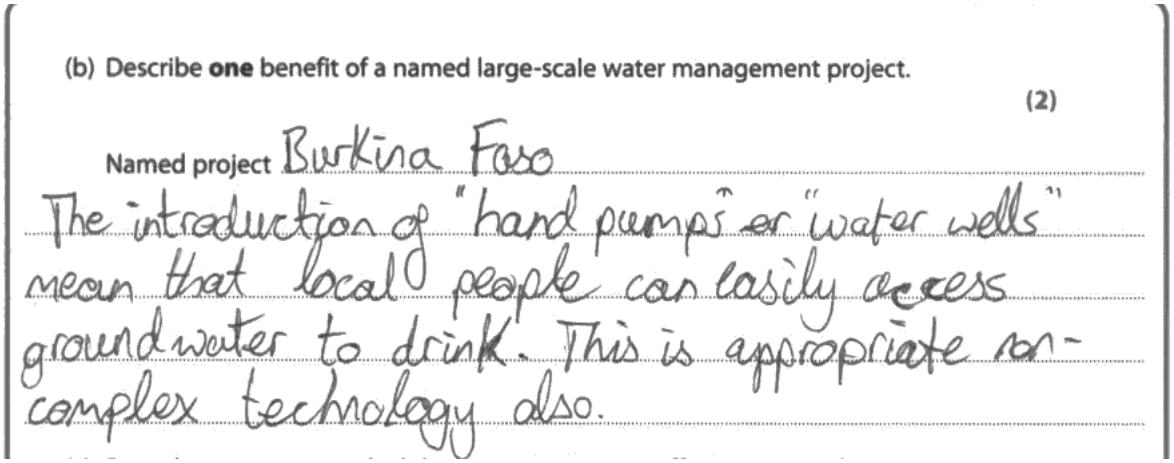
Examiner Comments

This response was credited as famine was directly linked to the shortage of water.

Question 4(b)

The best answers to this question related to the 3 Gorges or Hoover Dams. The most common benefits were improved water supply and the production of hydro-electric power. A significant number of candidates lost marks on this question by failing to name a specific large-scale water management programme - vague statements, such as 'dams', were insufficient. Answers which referred to small-scale schemes, eg wells in African villages, were not credited.

The following answer was not awarded any marks.



(b) Describe **one** benefit of a named large-scale water management project.

(2)

Named project Burkina Faso

The introduction of "hand pumps" or "water wells" mean that local people can easily access groundwater to drink. This is appropriate non-complex technology also.

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Examiner Comments

This candidate failed to score by focusing their response on a small-scale project rather than on a large-scale scheme as the question specifically asked. Failing to identify an appropriate / specific management project was the most common reason for lost marks on this question.

This response was awarded 1 mark.

(b) Describe **one** benefit of a named large-scale water management project.

(2)

Named project three gorges dam

it produces alot of hydroelectricity for the surrounding areas

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Examiner Comments

The command word 'describe' requires the response to include an extending statement. This candidate highlighted an appropriate advantage but failed to describe how the hydro-electric power would benefit local people.

Question 4(c)

A significant number of candidates failed to include an adequate level of detail in their response to attain full marks. Overly simplistic statements, such as 'litter can make the water dirty', or 'factories dump waste in the river' were not credited. To achieve full marks, candidates were required to name two specific human activities (eg the use of fertilisers on farms / chemicals released from factories) and correctly identify how these activities can lead to a reduction in water quality. Water quality statements which referred to the water becoming 'contaminated', 'poisonous' or 'toxic' were credited. Weaker responses focused on water supply rather than quality.

The following example scored full marks (4/4).

(c) Describe **two** ways in which human activities can affect water **quality**.

(4)

1 Chemical effluents from industrial factories can poison water with dangerous toxins, such as cyanide from mines.

2 Excess use of chemical fertilisers on agricultural land can leach into rivers and lakes which leads to eutrophication. An algal bloom forms blocking out sunlight and decomposing bacteria in the water consume oxygen, which kills fish

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

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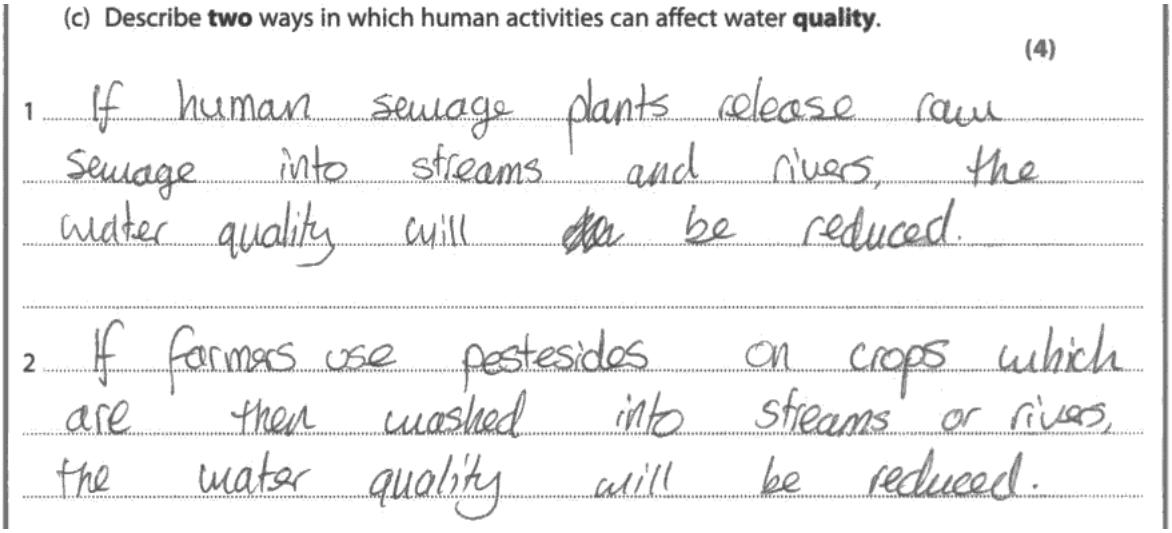
Examiner Comments

This was an excellent response which clearly identified two human activities with development.

This response scored 2 marks.



(c) Describe **two** ways in which human activities can affect water **quality**.

(4)

1 If human sewage plants release raw sewage into streams and rivers, the water quality will be reduced.

2 If farmers use pestesides on crops which are then washed into streams or rivers, the water quality will be reduced.

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Examiner Comments

This candidate gave two valid human activities but failed to develop their response. Simply stating that the 'water quality will be reduced' wasn't sufficient - for the extension marks the candidate needed to describe **how** the water quality was affected.

Question 5(a)

Most candidates scored at least 2 marks by naming at least one defence and adding some explanation of how it works. Fewer managed full marks by including two explanatory comments, such as explaining how the rock armour dissipates the waves' energy and the curved sea wall reflects waves back out to sea. Some legitimately explained how the beach slows the waves down through friction. Others were limited to 1 mark by naming one or more defences and then simply reasserting the question by adding a phrase such as 'these prevent the coast from being eroded'. There were some candidates who appeared to be 'clutching at straws' by imagining a groyne in the distance!

This response scored full marks (3/3).

5 Study Figure 5.

Figure 5 – Photograph of Coastal Defences

(a) Outline how this section of coast is protected from coastal erosion.

(3)

This area of coast is protected from coastal erosion by using hard engineering. Methods used are rip-rap and sea walls. The rip rap help absorb the waves power and reduce the amount of erosion. The sea walls deflect the wind and sea erosion helping to protect the area.

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Examiner Comments

This was a strong response, it identified the coastal management methods used and included a clear explanation of how each technique reduced the rate of erosion.

Question 5(b)

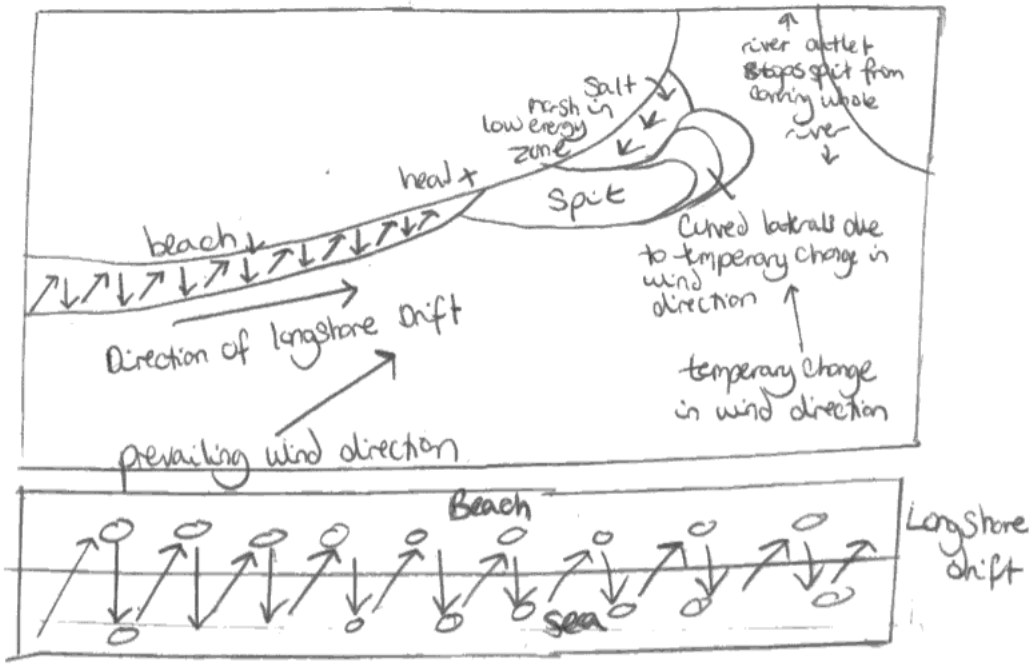
Many candidates drew excellent, clear and well-labelled diagrams which earned full marks without any need for supporting text. These referred to swash and backwash, and a change in the angle of the coastline causing longshore drift and deposition to continue away from the coast into the sea. They often also explained the formation of curved laterals and saltmarshes in the sheltered area behind the spit. A significant number of candidates scored lower marks through hazy explanation of the role of longshore drift, or a lack of clarity - for example spits being drawn perpendicular to the coast. A few candidates seemed completely thrown by the whole concept of spit formation and picked up few if any marks.

The following is a superb response that scored full marks (6/6).

*(b) Explain how longshore drift can lead to the formation of a coastal landform, such as a spit.

You may draw a diagram to help your answer.

(6)



Longshore drift is the movement of material down a ~~coastal~~ coastline driven by the waves and the wind direction. Heavier material is deposited sooner, and ~~so~~ smaller material such as sand ~~is~~ travels further. Longshore drift therefore can carry sediment off a beach depending on the prevailing wind direction and the waves. This may result in the sediment being deposited out to sea creating a new coastal landform. The sediment may be deposited over the mouth of a river which would then create a spit, however sediment doesn't cover across the whole mouth of the river due to the river outlet carrying some sediment away. Longshore drift moves sediment onto the ~~beach~~ beach at an angle due to the direction of the wind at off the beach at 90° to the coastline.

(Total for Question 5 = 9 marks)

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Examiner Comments

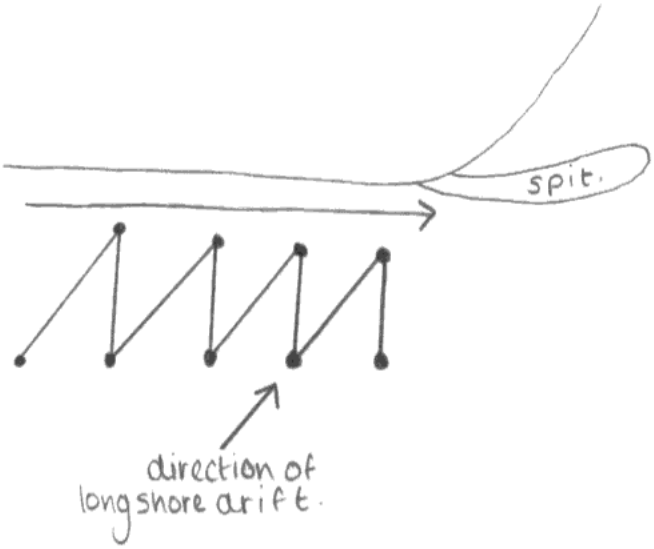
This accurate written explanation included effective use of subject specific terms, supported by a well-annotated and clearly drawn diagram.

This is a Level 2 response.

*(b) Explain how longshore drift can lead to the formation of a coastal landform, such as a spit.

You may draw a diagram to help your answer.

(6)



nd posited Longshore drift is when material is shifted along the coast in the direction of the wind/waves. When there is a curve in the coast ~~or~~ or a river mouth the ~~long~~ material being shifted by longshore drift doesn't curve with the coast line it is deposited in a straight line.

This spit forms a sheltered area when it is curved upwards by strong wind or waves. Salt marshes often form in these sheltered areas. Spits can become bars or tombolos.

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Examiner Comments

The reason this response failed to reach Level 3 was the explanation of longshore drift lacked sufficient detail. Level 3 explanations typically referred to both swash and backwash and linked the direction of these movements to the angle of the wind and gravity.

Question 6(a)

Few candidates answered this question really well. The best answers explained the time lag between maximum rainfall and maximum discharge in terms of basin characteristics and accounted for the gradual decrease of discharge in the same way.

Weaker answers recognised that there was a link between increased rainfall and increased discharge and that discharge decreased once the rain had stopped. These answers were frequently descriptive rather than explanatory. It was apparent that less able candidates had either not understood the hydrograph or had never seen one before.

This response scored 2 out of the 3 available marks.

6 Study Figure 6.

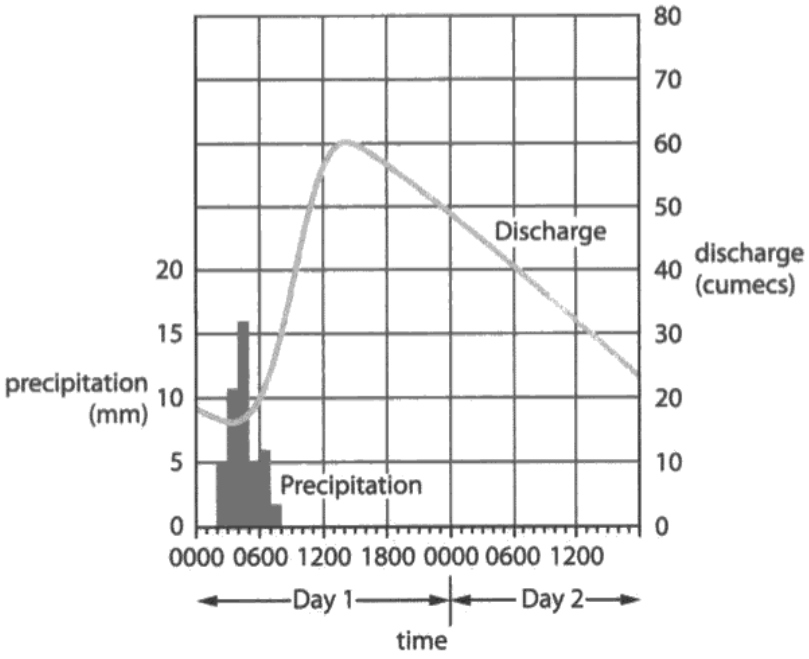

Figure 6 – A flood Hydrograph

(a) Outline why the river's discharge changes during the time period shown.

(3)

Firstly the rivers discharge increases as does the precipitation as the rainwater adds to the discharge through ground water flow and through flow. The discharge then decreases as the river bursts its banks it continues to decrease until the river reaches its normal discharge once more.

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Examiner Comments

This answer linked the rise in discharge to the period of rainfall and received an extension mark for referring to groundwater and through flows. It failed to attain full marks as the explanation of why the discharge falls from midday on Day 1 was unclear. There was no indication on the hydrograph of whether a flood had occurred.

Question 6(b)

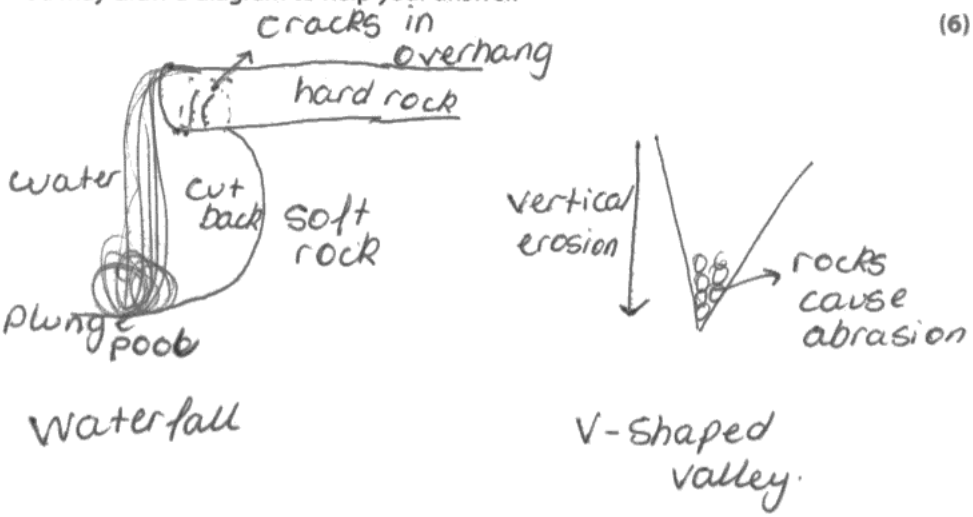
A large majority of answers focused upon waterfalls, although there were some good answers on V shaped valleys and on meanders. Diagrams were often poorly drawn and not annotated sufficiently to gain many marks. The best answers explained how the processes of hydraulic action and abrasion contributed to the development of the landform.

Many candidates did not use sufficiently detailed explanation to gain Level 3 marks, frequently using blanket phrases such as 'erosion' although the question specifically asked for erosional processes.

This answer was awarded Level 2 marks.

*(b) Explain how erosional processes can lead to the formation of a river landform, such as a waterfall.

You may draw a diagram to help your answer. (6)



A waterfall is formed when the water flows over the hard rock and cuts into the soft rock. This leaves an overhang which will breakoff and fall into the plunge pool creating a gorge. Erosion can also lead to creating a meander. The helical flow of the water causes the river's energy to go to the outside and wear away the banks of the river. This will lead to the formation of an Ox-bow lake as the neck is eroded away. Vertical erosion can cause a V-Shaped valley in the upper course causing steep and narrow sides.

(Total for Question 6 = 9 marks)

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Examiner Comments

Although the question asked for an explanation of **one** feature, this candidate referred to several. As a result the candidate produced three basic explanations rather than one detailed explanation, limiting their response to Level 2 marks.

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Examiner Tip

When questions refer to erosional processes you should include specific processes in your answer, such as hydraulic action and corrasion. For top marks these processes should be outlined and linked to the chosen landform.

Question 7(a)

This question was answered well with the majority of candidates accurately identifying three oil spill descriptions. Many candidates were rewarded for accurately giving grid and scale references. Weaker responses mentioned only one spill area.

This response gained full marks (3/3).

Spelling, punctuation and grammar will be assessed in *(b).

7 Study Figure 7.

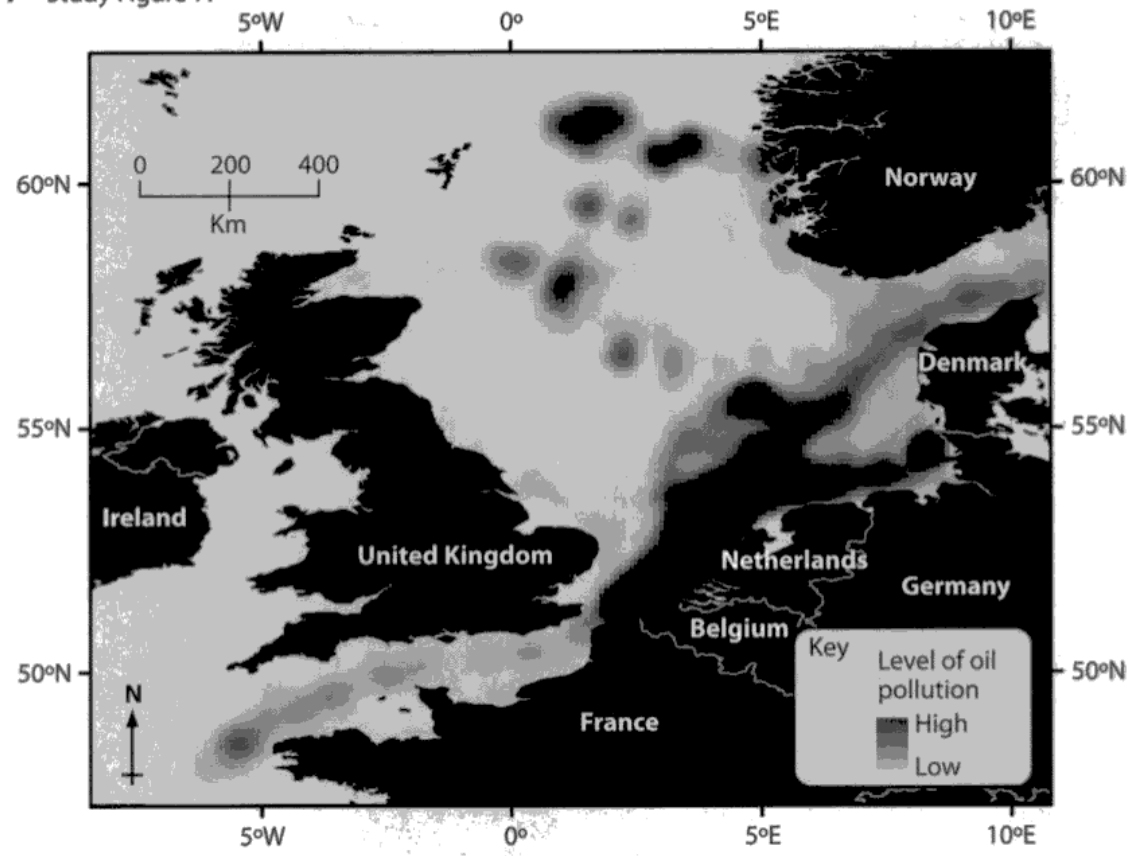

Figure 7 – Levels of oil pollution in the seas around the UK

(a) Describe the distribution of oil pollution in the seas shown.

(3)

The highest levels of oil pollution are in the South and east of the sea near the Netherlands and Belgium and Denmark. There is hardly any oil pollution in the North and West of the UK. There is some low levels of oil pollution in the North-east of the UK near Norway. It seem that 55°N has the highest level of oil pollution

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Examiner Comments

This is an example of a typical strong response. The answer includes both high and low pollution areas.

Question 7(b)

This question required candidates to use both local and global examples of HOW marine ecosystems can be managed sustainably. This question attracted SPaG marks.

Most candidates mentioned both local and global examples although often there was a lack of explanation preventing Level 3 marks from being awarded. The most popular examples were the North Sea and St Lucia which attracted answers that were specific, focused and made good use of geographical terms. Many candidates achieved a Level 2 mark because either they attempted only to write about one action or they wrote about both local and global actions yet only explained the actions using one extended statement for each of those actions. Weaker responses that gained Level 1 marks tended to make only simple statements such as 'reserves can be used to manage marine ecosystems'. Such statements attracted low SPaG marks because there was insufficient writing to which marks could be allocated.

The following response scored 8 out of the 9 possible marks.

*(b) Using both **local** and **global** (international) examples, explain how marine ecosystems can be managed sustainably.

(6)

Large areas of ocean are protected thraghout the globe with marine hotspots and national parks. These are areas of complete conservation where ecosystems are allowed to flourish, such as the Great Barrier Reef. These stop ~~&~~ trawling and other ~~as~~ unsustainable fishing methods from taking place as they destroy habitats. Once coral is bleached it will never recover, so it is important to save it now before it is all dead and the fish can no longer live there. On a local scale, such as in the Firth of Clyde in Scotland, fishing has been prohibited so fish populations have time to ~~repop~~ replenish. So fishermen still have a source of income, they are allowed to take out tourists in boats and watersports are allowed. This is pushing the area into the tertiary sector and out of the primary, so people are making more money whilst saving ~~fish~~ marine ecosystems.

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

(Total for Question 7 = 12 marks)

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Examiner Comments

This was a strong geographical response with a high literacy level. For full marks the answer needed to include greater explanation, eg how do trawlers destroy habitats?

Question 8(a)

The majority of candidates performed well on this question. As the command word is 'compare', candidates could give similarities, differences or a combination of both. As with Question 7(b), a significant number of candidates took advantage of the scale line to develop their response with distance references.

This response was awarded 1 mark.

Spelling, punctuation and grammar will be assessed in *(b).

8 Study Figure 8.

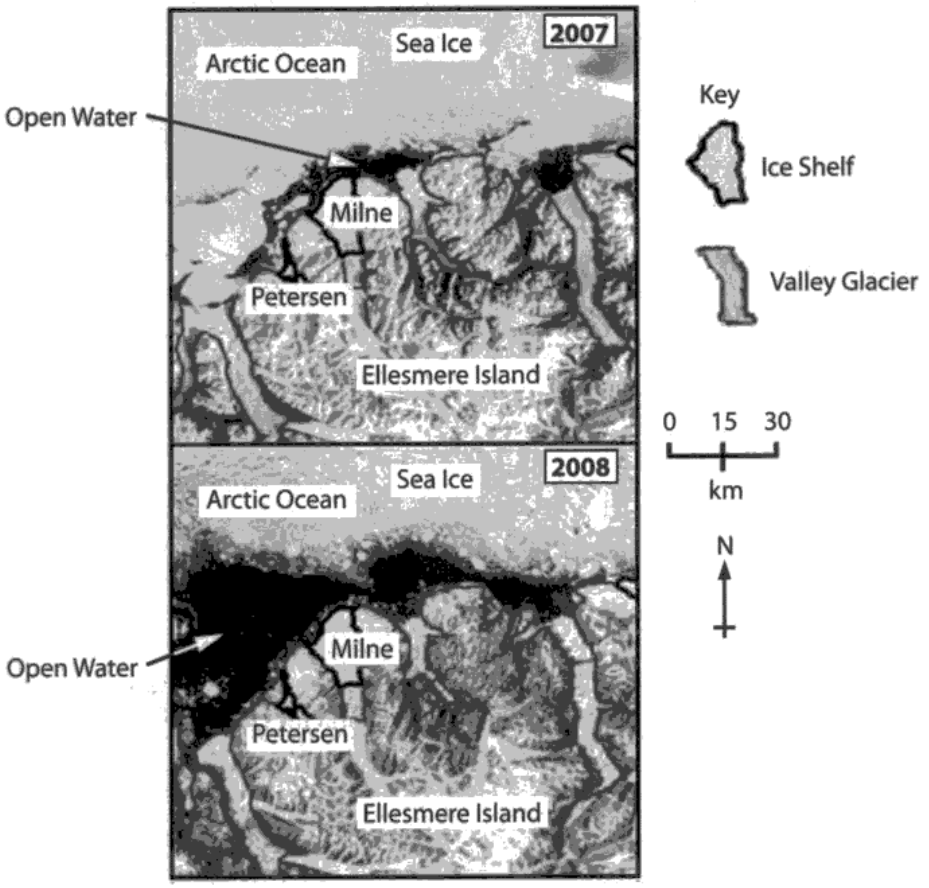


Figure 8 – Changes in the polar environment of Ellesmere Island, Northern Canada

(a) Compare the extent of ice cover between 2007 and 2008.

(3)

In 2007 there is very little open water and a lot of ice shelf, But in 2008 there is a lot more open water meaning that there is less ice shelf so that year of 2008 must of been warmer.

ResultsPlus

Examiner Comments

Only 1 mark was awarded as the candidate only identified a single change, ie a reduction in the ice sheet. Statements relating to increases in sea water were not credited as they did not develop the response. The final statement attempted to explain the change. As the question required candidates to compare the two images, the explanation was not necessary and wasn't credited.

This response scored full marks (3/3).

Spelling, punctuation and grammar will be assessed in *(b).

8 Study Figure 8.

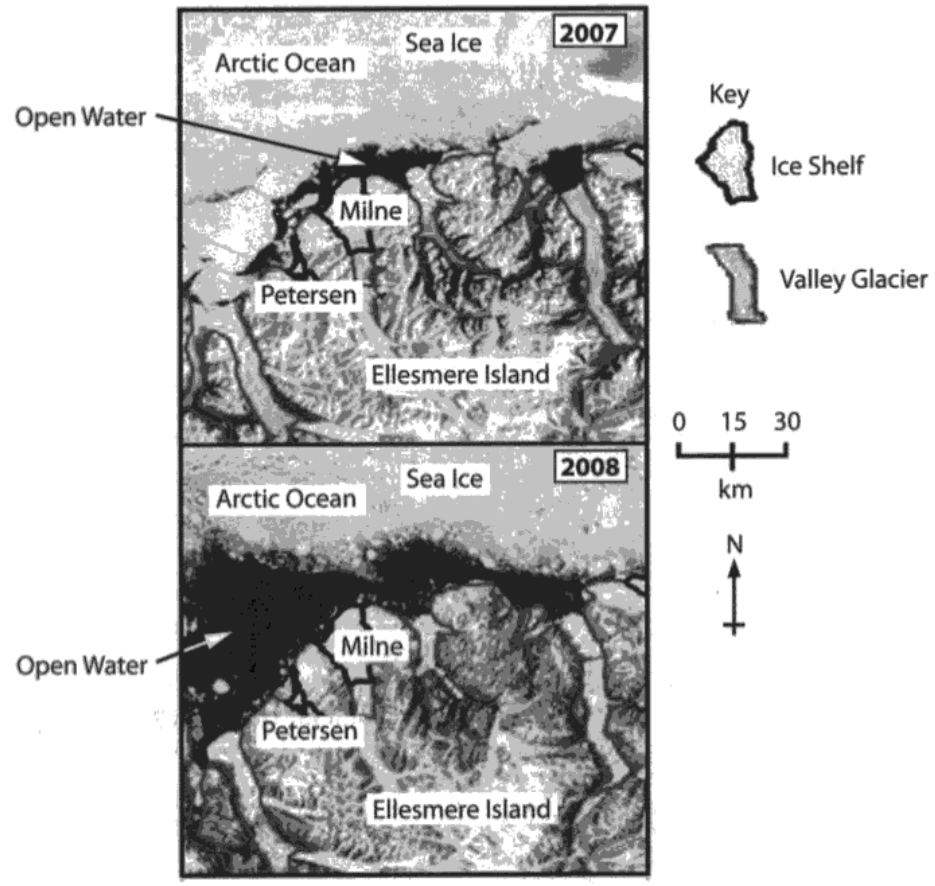


Figure 8 – Changes in the polar environment of Ellesmere Island, Northern Canada

(a) Compare the extent of ice cover between 2007 and 2008.

(3)

The ice coverage in 2008 is much less than in 2007 and there is much more open water around the Milne and Petersen. The sea ice reached almost to the coasts in 2007 and now it has retreated by roughly 40-50 km in some places.

ResultsPlus

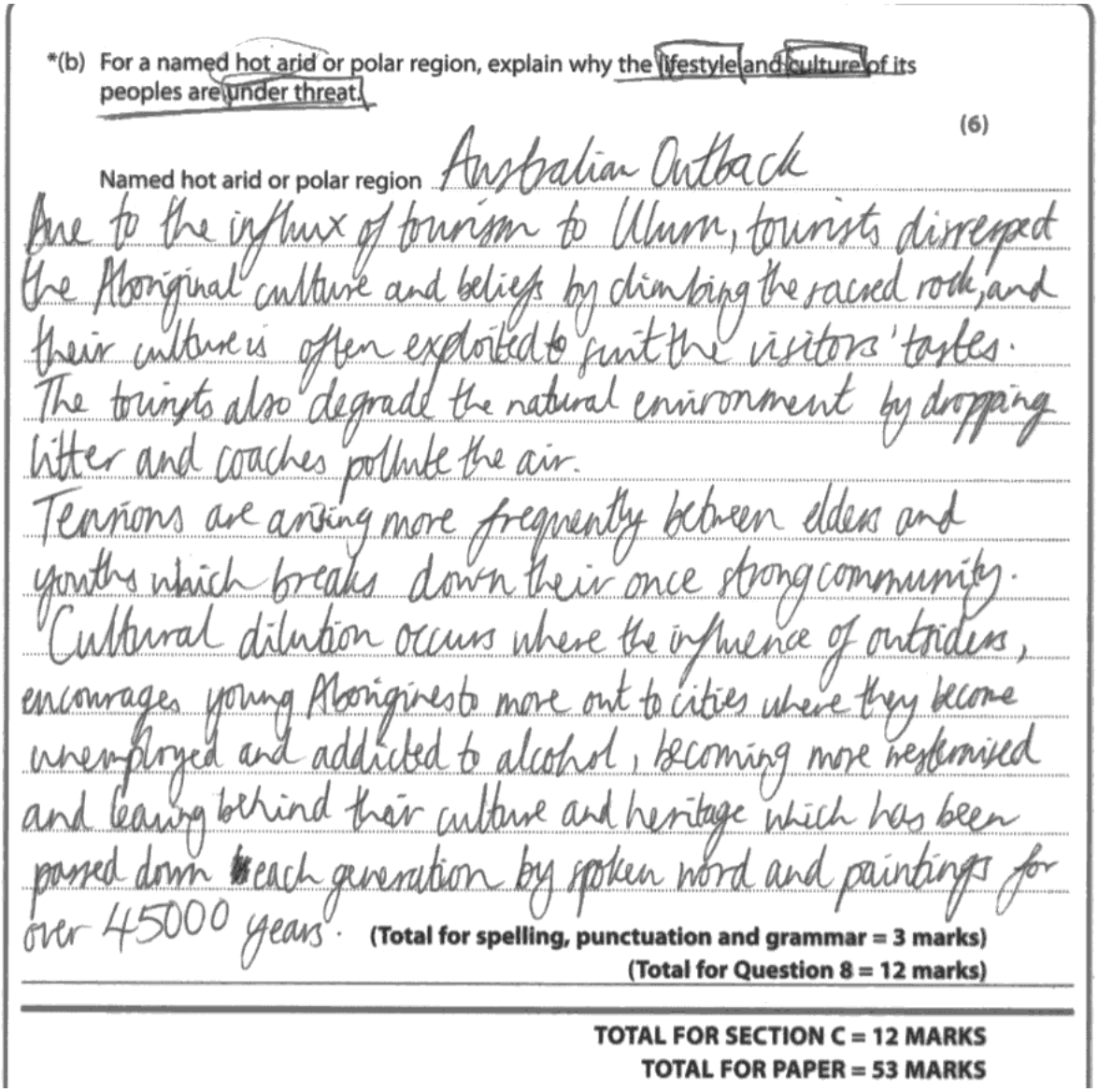
Examiner Comments

This was a strong response which made effective use of information displayed on the map.

Question 8(b)

Most candidates reached Level 2 by identifying at least one threat and providing some explanation, but only a minority of responses included sufficient location specific explanation to reach Level 3. Cultural dilution resulting from tourism and changes to farming lifestyles resulting from desertification were the most common threats identified. Answers which focused on central Australia tended to perform best, but a frustratingly high number of candidates failed to include sufficient explanation to reach Level 3. Weaker responses often included numerous threats but provided no real development.

This answer scored all 9 marks.



*(b) For a named hot arid or polar region, explain why the lifestyle and culture of its peoples are under threat.

(6)

Named hot arid or polar region Australian Outback

Due to the influx of tourism to Uluru, tourists disrespect the Aboriginal culture and beliefs by climbing the sacred rock, and their culture is often exploited to suit the visitors' tastes. The tourists also degrade the natural environment by dropping litter and coaches pollute the air.

Tensions are arising more frequently between elders and youths which breaks down their once strong community.

Cultural dilution occurs where the influence of outsiders, encourages young Aboriginies to move out to cities where they become unemployed and addicted to alcohol, becoming more westernised and leaving behind their culture and heritage which has been passed down each generation by spoken word and paintings for over 45000 years.

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

(Total for Question 8 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS

TOTAL FOR PAPER = 53 MARKS

ResultsPlus

Examiner Comments

This was an excellent response. Appropriate threats were identified and developed with clear explanation. The answer was specifically focused on the chosen named region. There was also a high level of spelling, grammar and punctuation.

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 colour 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 are 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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