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Examiners' Report
June 2014

GCSE Geography B 5GB1F 01

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June 2014

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Introduction

This report covers responses from the Foundation Tier Unit 1 paper of GCSE Geography Specification B.

This was the first Foundation paper to be produced following the revision of the specification and return to the linear method of assessment. The paper had a new format with more questions requiring extended writing responses. Due to the higher demand, the paper's time allocation was increased to 1 hour and 15 minutes. As with previous versions of the paper, Section A (Questions 1 to 4) was compulsory; whilst candidates were required to select a topic from Sections B (Rivers or Coasts) and C (Marine or Extreme environments). In these optional sections, Coasts and Extreme Environments remained the most popular topics, with approximately two thirds of candidates opting for them.

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 (b)

The focus of this question is secondary effects. Unfortunately, a large number of candidates lost marks by referring to primary impacts. Primary impacts are the immediate consequence of the eruption (e.g. lava flows and ash clouds); whereas secondary effects are the indirect impacts that occur during the following days, weeks and months (e.g. evacuations, business closure and transport delays). The answer "people killed" was not credited without an indication of how they died. The best responses often referred to contaminated water supplies, homelessness and flooding caused by landslides damming rivers.

(b) Give **two** secondary impacts often caused by volcanic eruptions.

(2)

1 Giant ash clouds in the air

2 Molten rocks shooting out of the volcanae

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Examiner Comments

No marks were awarded for this example as both of the impacts identified are primary rather than secondary effects.

(b) Give **two** secondary impacts often caused by volcanic eruptions.

(2)

1 ash clouds stop air plains flying

2 people find it hard to breath because of the ash clouds

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Examiner Comments

Maximum marks were achieved here as the candidate identifies two secondary (indirect) consequences of the eruption.

Question 1 (c)

Candidates were required to focus their response on a named earthquake or volcano. A failure to identify a specific tectonic event restricted some responses to a maximum score of 3. A considerable number of candidates lost marks by focusing on effects rather than responses. Many candidates structured their response by starting with a general introduction about their chosen case study event, which resulted in valuable time and answer space being wasted on information which scored no marks. The majority of candidates focused their response on an earthquake, with Haiti proving particularly popular.

(c) For a named earthquake **or** volcanic eruption, describe the immediate response and relief efforts.

(4)

Named earthquake **or** volcanic eruption ~~Kobe~~ Katrina?

An earthquake with a large magnitude would cause mass destruction to a town or even a city. People have to ~~es~~ evacuate imediatly with sirens to warn them. Depending on the magnitude and where it is, earthquakes can also cause tsunamis which leeds to high levels of flooding. After time, buildings are re-built (costing a lot of money) and towns/cities try to re-build their lives and homes.

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Examiner Comments

This response included a number of common errors. (1) The candidate fails to identify a specific seismic or volcanic event. (2) The statement relating to tsunamis is focusing on effects rather than responses. (3) The final statement describes potential long-term solutions when the focus of the question was immediate response and relief efforts. 1 mark was awarded.

(c) For a named earthquake **or** volcanic eruption, describe the immediate response and relief efforts.

(4)

Named earthquake **or** volcanic eruption ..... Iceland volcano.

Airports had to be closed down & so that the planes wouldn't crash from ASH clouds clogging their engines. Immediate evacuation in Iceland so family could be safe. People had to sleep in the airports until the ash clouds cleared away.

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Examiner Comments

The extended description of the impact of the eruption on air travel scored 3 marks. Full marks are achieved as the candidate also makes a vague reference to a local scale evacuation.

Question 1 (d)

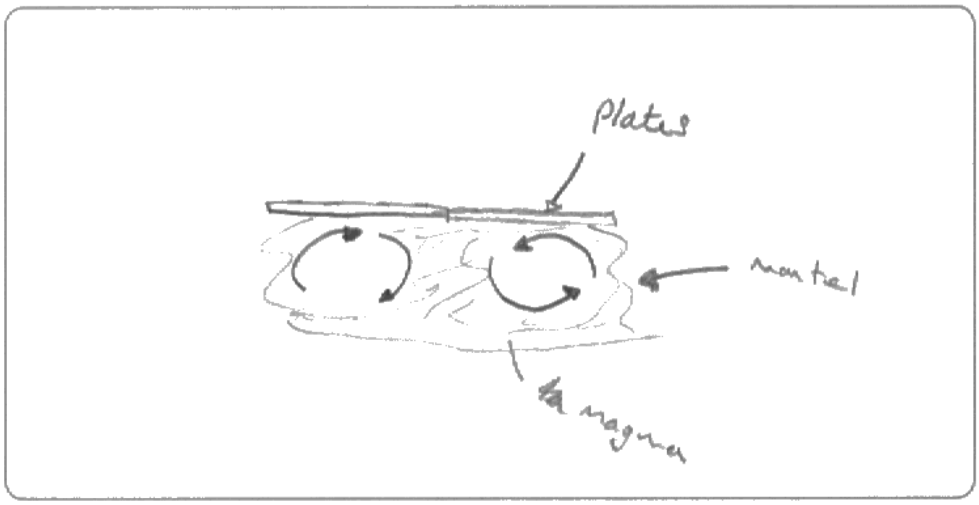
Candidates could respond to this question with a diagram, written explanation or a combination of both. Most chose to include both a diagram and supporting text. A large number of candidates appeared to have no understanding of the concept of convection currents. A significant number of candidates simply described the different plate boundaries rather than answering the question. Most candidates with some understanding of convection currents were able to identify that these currents occur in the mantle (1 mark) and that they are made of large swirls of circulating magma (1 mark). Higher scoring candidates often developed their responses by referring to differences in temperature or density (1 mark) and outlining how these currents pull at the crust to cause movement (1 mark).

On questions where candidates can respond using both a diagram and some text, candidates must ensure their written answer adds to their diagram rather than simply repeating in words what their diagram shows in illustration. Repetitive statements score no extra marks.

(d) Describe how convection currents cause plate movements.

You may draw a diagram in the space below to help your answer.

(4)



The magma in the mantle moves constatly in a circular motion because of heat rising up so the hottest parts of magma move up then cool and go back down and because the plates are floating on the mantle they move about with the ~~the~~ magma pushing it along.

ResultsPlus
Examiner Comments

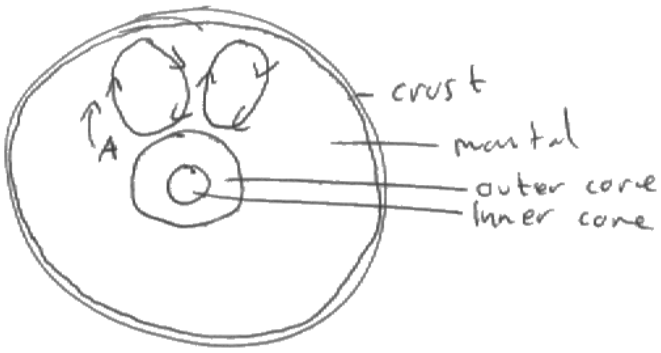
A strong response which scored full marks - the diagram identifies the location and rotating nature of the convection currents. The text extends the response by explaining how temperature changes cause the swirls and by linking this movement to shifts in the crust.

(d) Describe how convection currents cause plate movements.

You may draw a diagram in the space below to help your answer.

(4)

A: rises and cools at top, then comes back down.



The magma is heated when it's close to the core. Hot magma rises. When it reaches the top it cools and comes back down. This is cyclical. As the crust is sitting on the mantle, when the magma moves it drags the crust along with it due to friction.

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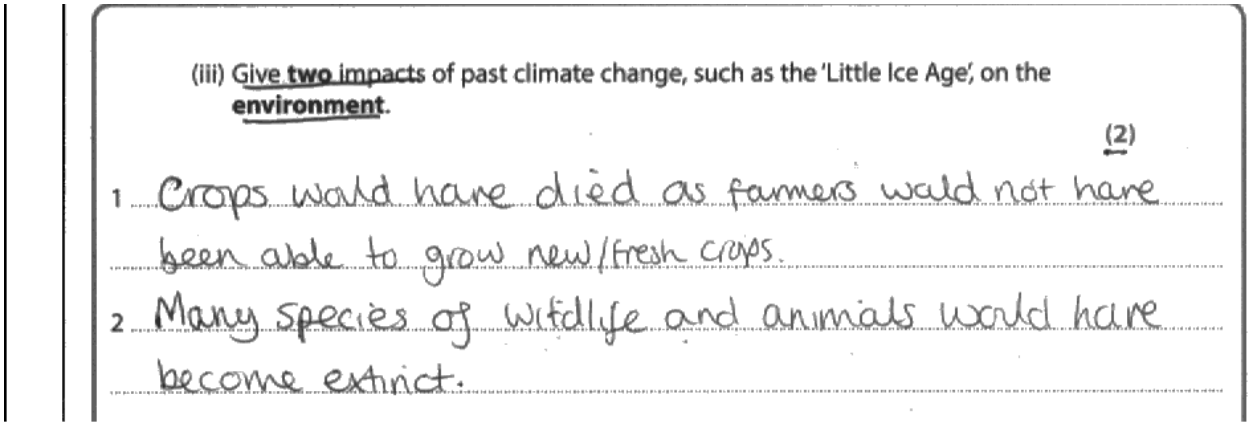
Examiner Comments

This is another good response scoring maximum marks. The diagram is clearly drawn and correctly labelled. The supporting text provides additional details and links the swirling magma to plate movements.

Question 2 (a) (iii)

As the focus of this question was environmental impacts, answers relating to people (e.g. crop failure or illness) failed to score. Many candidates also lost marks by simply stating that the temperature increased or decreased – as the question was about climate change, candidates had already been told that the temperature was different. To score marks candidates needed to demonstrate an understanding of how a change in temperature could impact on environmental processes and components.



(iii) Give **two** impacts of past climate change, such as the 'Little Ice Age', on the **environment**.

(2)

1 Crops would have died as farmers would not have been able to grow new/fresh crops.

2 Many species of wildlife and animals would have become extinct.

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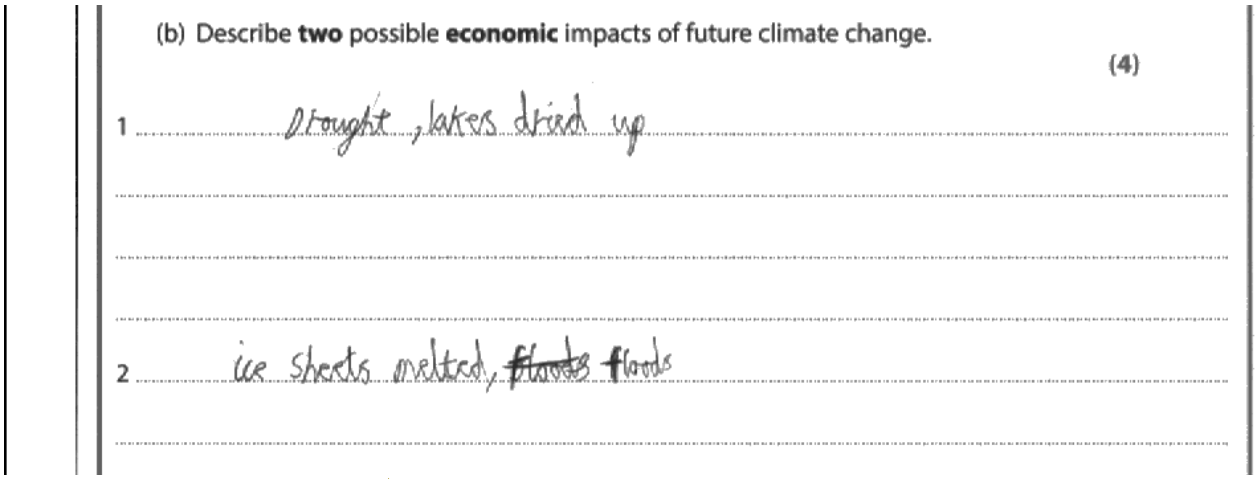
Examiner Comments

This response correctly identifies the threat of species extinction so scores 1 mark. The first comment fails to score as it relates to a human rather than an environmental impact.

Question 2 (b)

As with the previous question, a relatively large number of candidates went off focus on this question, this time referring to environmental (e.g. polar bear extinction) rather than economic impacts. Statements referring to flooding, rising sea levels, droughts etc. were only awarded marks when they were specifically linked to an economic factor, e.g. an increase in sea levels would increase demand for expensive coastal defences.


(b) Describe **two** possible **economic** impacts of future climate change.

(4)

1 Drought, lakes dried up

2 ice sheets melted, ~~floods~~ floods

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Examiner Comments

This answer gives environmental rather than economic impacts. No marks were awarded.

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Examiner Tip

The term 'economic' refers to money related factors; such as impacts on jobs and businesses. The term 'environmental' on the other hand relates to natural processes, including the impact of habitats and wildlife.

(b) Describe **two** possible **economic** impacts of future climate change.

(4)

1 If the temperature was to increase then there would be more heatwaves and the temperature will be much hotter, this will bring in dangerous insects such as mosquitos which carry diseases like malaria - this would impact the healthservice.

2 Some countries such as Egypt could suffer from desertification, this means that countries will lose there farmland to the deserts. This means that they have less food produce, causing food prices to rise and will have less trade with other countries.

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Examiner Comments

This is a detailed and developed response.
Two economic impacts are clearly described.
Maximum marks were awarded.

Question 2 (c)

Candidates could refer to a wide range of factors in their response to this question, including man made climate change and the impact of natural factors such as volcanic eruptions and sunspots. Some of the best responses tended to focus on the impact of the enhanced greenhouse effect, specifically linking the melting of Arctic ice to shifts in the Gulf Stream. Some candidates lost marks by being overly simplistic; e.g. basic statements relating to generic 'pollution' affecting the climate were not credited. To be awarded marks a candidate needed to identify the specific type of pollution, e.g. carbon dioxide / greenhouse gases.

(c) Explain why the **UK's** climate might change in the future.

(4)

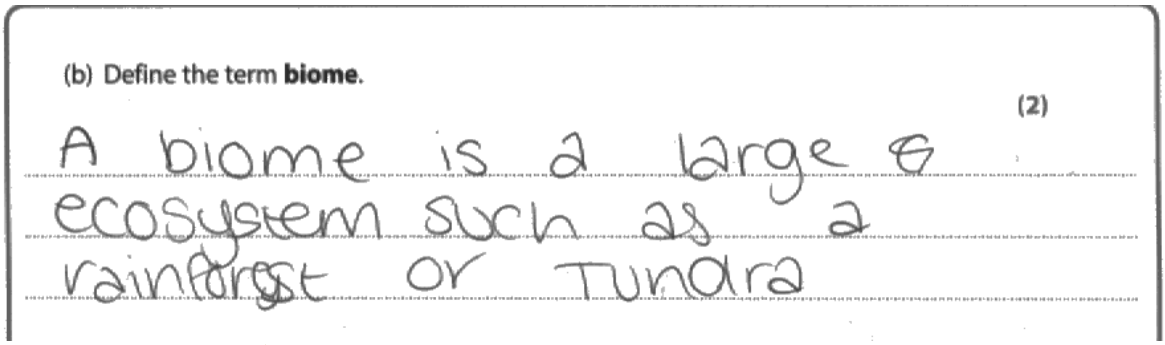
The UK's climate might change in the future due to climate change because of the amount of greenhouse gases being released from cars such as carbondioxide wich cause global warming. Secondly it might change because of ~~the~~ Milancovich cycles. this is when the earths orbit changes every 100,000 years.

ResultsPlus
Examiner Comments

In this response two factors are identified with development. 4 marks awarded.

Question 3 (b)

Most candidates scored marks on this question and many gained full marks. Examples (rainforest / desert) were only credited when supporting a definition. General descriptions of ecosystems (such as the interactions between animals, plants and soils) and responses which referred to 'habitats' were accepted by examiners.


(b) Define the term **biome**.

(2)

A biome is a large ecosystem such as a rainforest or Tundra

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Examiner Comments

This answer gives a clear definition and example - full marks were awarded.

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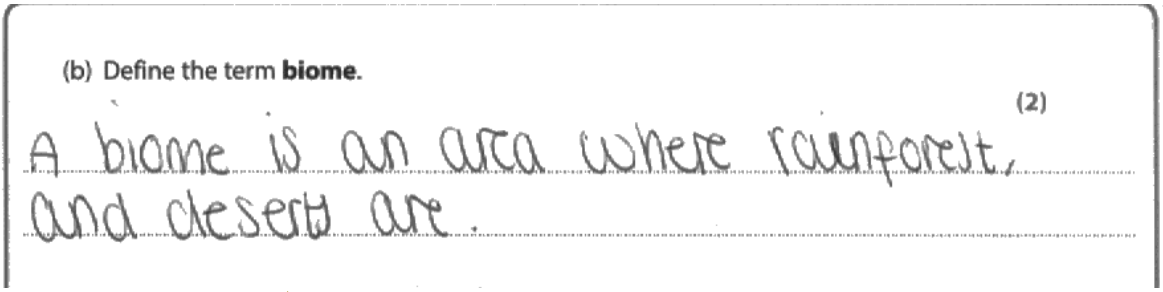
Examiner Tip

When answering a 'define' question, the second point can often be achieved by providing an example.


(b) Define the term **biome**.

(2)

A biome is an area where rainforest, and deserts are.

ResultsPlus
Examiner Comments

This response fails to score any marks as there is no attempt to define the term. The candidate only provides examples.

Question 3 (c)

Although many candidates performed well on this question, a considerable number lost marks by either referring to services rather than goods or by identifying the end product without making reference to the original biosphere good. For example, candidates who identified 'medicines' without linking these products to a specific good (e.g. herb / periwinkle) failed to score any marks. Another common error was for candidates to identify materials which are quarried or mined from beneath the ground (e.g. fossil fuels) rather than a biosphere good.

(c) Describe how people use **two** different types of goods produced by the biosphere.

(4)

1 Wood - wood is used to build homes and furniture. This is extremly useful in today society.

2 Rubber - used to make lots of different types of things like: tyers and grips.

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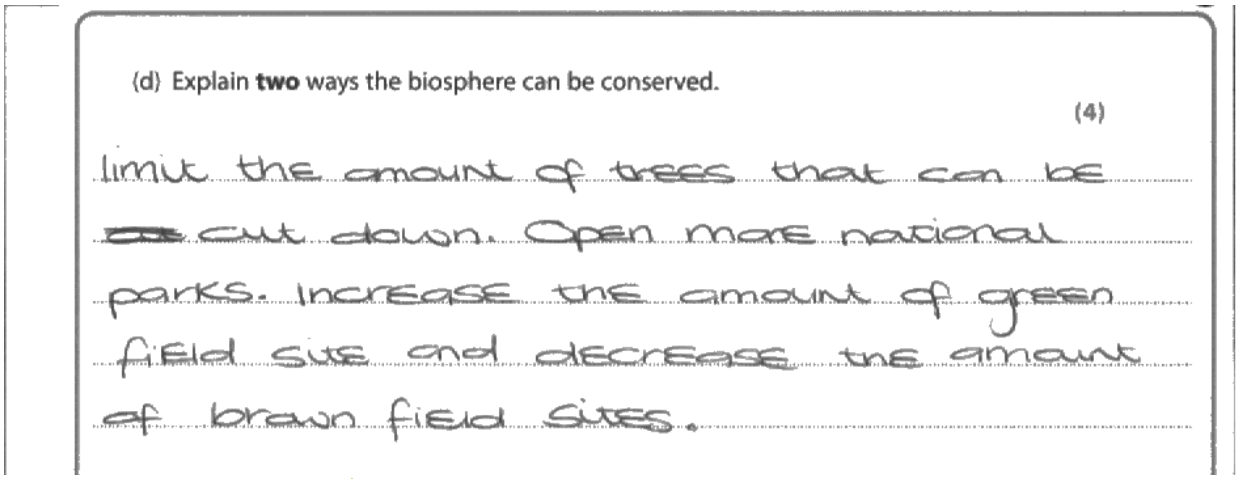
Examiner Comments

Two goods identified and linked to specific uses.
4 marks awarded.

Question 3 (d)

This question appears to have been answered well by most candidates. Candidates were required to describe two conservation techniques. A single management strategy with detailed extension could score 3 marks. The best responses tended to refer to the legal protection provided by national park status and the role played by international organisations such as RAMSAR or CITES. As with previous questions on this topic, overly simplistic references to sustainable forestry were again quite common. Basic responses which referred to the 'planting a new tree for everyone cut down' only scored 1 mark. Answers which suggested 'stopping' harmful activities, such as deforestation, but didn't refer to a specific action were also only awarded a single mark.



(d) Explain **two** ways the biosphere can be conserved.

(4)

limit the amount of trees that can be cut down. Open more national parks. Increase the amount of green field site and decrease the amount of brown field sites.

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Examiner Comments

Although the response lists several valid actions, the candidate has failed to extend any of the ideas suggested so was awarded 2 marks.

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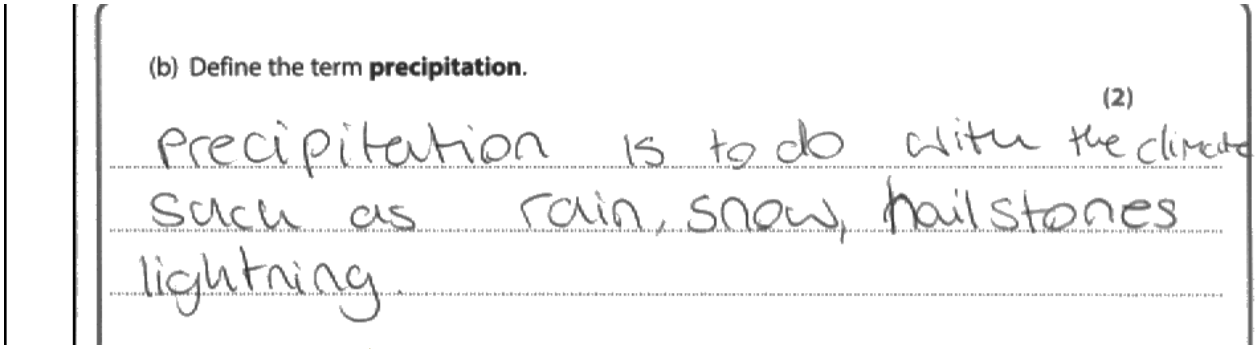
Examiner Tip

Both the 'Describe' and 'Explain' command terms require extension for full marks. Listed responses to this type of question will only score a maximum of half marks.

Question 4 (b)

Most candidates scored both marks on this question. For full marks candidates were required to give a basic definition (water falling from the sky) with a valid example (rain, sleet, snow etc...). Some candidates lost marks by referring to different stages of the hydrological cycle. A common misunderstanding linked precipitation to the process of evaporation. Weaker responses often defined precipitation as the 'amount' of rainfall, rather than the 'process' of rainfall.



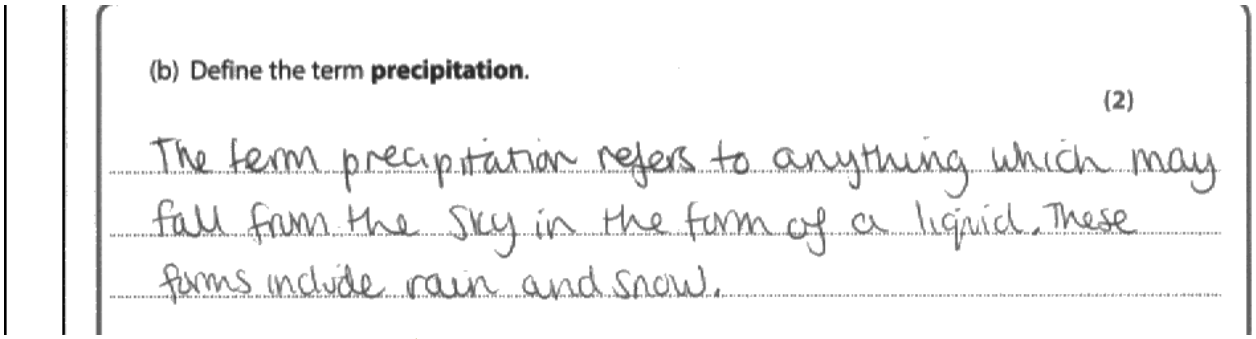
(b) Define the term **precipitation**.

(2)

precipitation is to do with the climate such as rain, snow, hailstones lightning.

ResultsPlus
Examiner Comments

This response gives an example of precipitation, but there is no attempt to define the term. 1 mark was awarded.



(b) Define the term **precipitation**.

(2)

The term precipitation refers to anything which may fall from the sky in the form of a liquid. These forms include rain and snow.

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Examiner Comments

This response scored 2 marks for a basic definition with supporting example.

Question 4 (c)

Although most candidates were able to score at least half marks on this item, points were often lost due to a lack of development. Many candidates correctly identified HEP generation or flood prevention but failed to describe how these factors would benefit local communities. Answers which simply referred to 'improving water supply' were not credited as this is true of all water management schemes, large or small. Many candidates argued that large-scale schemes would guarantee a cleaner water supply. This is not necessarily true, many of the world's largest reservoirs are heavily polluted and their water needs to be extensively cleaned before it can be safely supplied for domestic use.

(c) Describe **two** benefits of large-scale water management schemes.

(4)

1 The water will not run out

2 It is sustainable

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Examiner Comments

Two vague statements - without extension neither comment can be validated. No marks were awarded for this response.

1 The Three Gorges Dam created around 6,400 new jobs for the area This is good because it decreased the unemployment rate of China.

2 Also the Three Gorges Dam creates 124,000 giga watts of hydroelectric power for China, this is good because China don't have to rely on other countries for the electricity.

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Examiner Comments

Two benefits were identified and developed so 4 marks were awarded.

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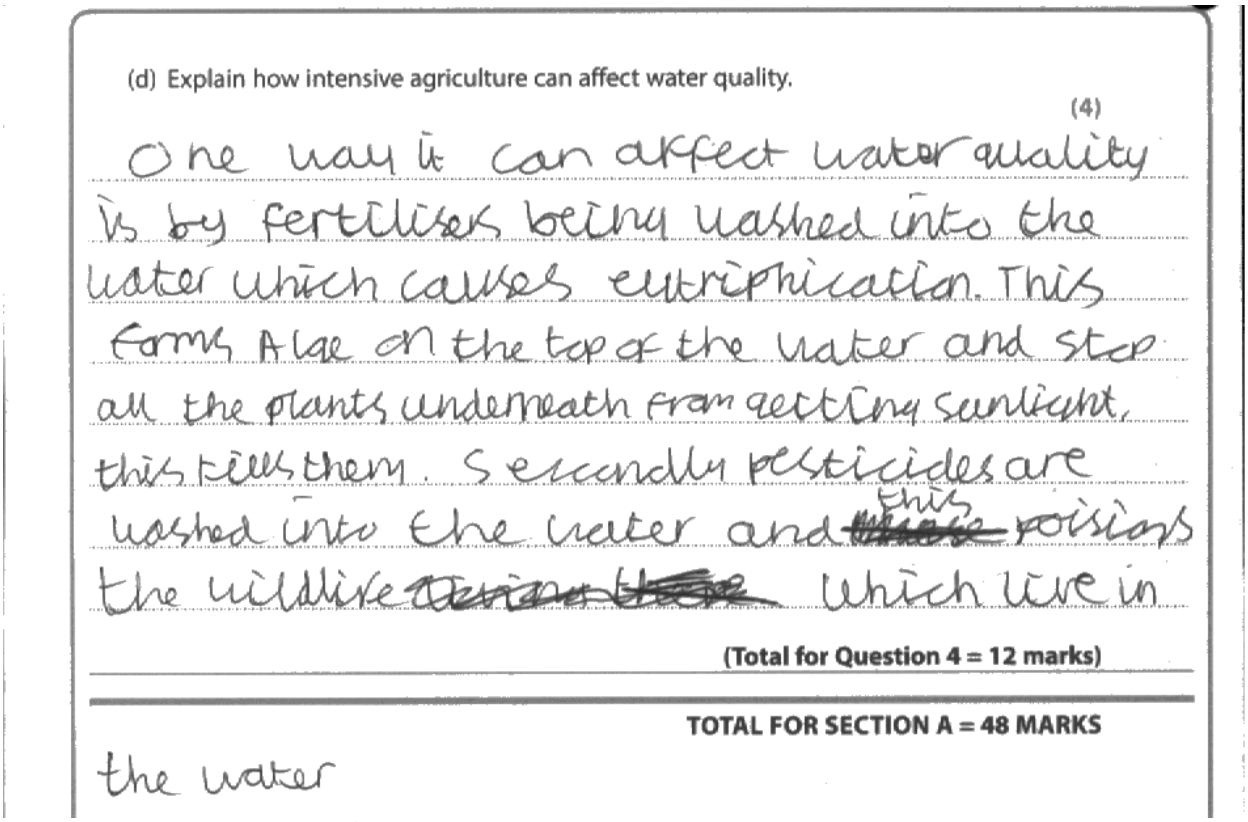
Examiner Tip

It is often a good approach to base an answer on a known case study even when a location isn't specifically requested in the question. Providing location unique details will often constitute the development needed for the higher scores.

Question 4 (d)

Some candidates struggled a little with this question. Many candidates focused their response on water quantity rather than quality or based their responses on industrial rather than agricultural examples. Many responses were vague and lacked detail; overly simplistic comments, e.g. 'this will pollute the water' gained no extension marks. A relatively large number of candidates linked pesticides to eutrophication. Pesticides poison rather than promote algae growth. Eutrophication is caused by fertilisers. A considerable number of candidates went off focus referring to the consequences of poor water quality rather than the causes, e.g. answers referred to 'animals dying' or 'people becoming ill'.



(d) Explain how intensive agriculture can affect water quality.

(4)

One way it can affect water quality is by fertilisers being washed into the water which causes eutriphication. This forms Algae on the top of the water and stop all the plants underneath from getting sunlight, this kills them. Secondly pesticides are washed into the water and this poisons the wildlife ~~[illegible]~~ which live in the water

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 48 MARKS

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Examiner Comments

This is a strong response which scored maximum marks. It explains the impact of both fertilisers and pesticides on water quality.

(d) Explain how intensive agriculture can affect water quality.

(4)

Intensive agriculture can effect water quality by using pesticides on crops. When it rains and the water precipitates through the soil it will take things like the pesticides with it the water will then lead to rivers which then would pollute the rivers and if anyone who drinks from that water source could become sick in turn the water quality becomes low.

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Examiner Comments

This answer identifies pesticides and outlines how the rain can cause these chemicals to wash into nearby rivers. However, the impact of pesticides is too vague - it will pollute the water. The final sentence refers to the dangers of drinking dirty water rather than explaining how the water was polluted in the first place. 2 marks were awarded.

Question 5 (b)

The majority of candidates performed well on this question, usually linking rock type, hard or soft, to varying rates of erosion. Candidates could suggest two reasons or develop one.

(b) Outline how **rock type** affects the rate of coastal retreat.

(2)

The harder the rock, the slower it erodes. for example granite is hard and takes more time to erode than many other rocks, meaning that the rate of coastal retreat is smaller / slower.

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Examiner Comments

This is a clear and accurate response which was awarded full marks.

Question 5 (c)

A relatively high number of candidates lost marks by listing several impacts of coastal erosion rather than developing one as the question requested. Common correct responses referred to houses being lost leading to homelessness and relocation, or identified the impact of a loss of farmland on the farmer and his/her business.

(c) Outline **one** way rapid coastal erosion can affect local people.

(2)

It can ruin their homes and damage any crops that are grown on the land.

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Examiner Comments

The candidate lists two ways rather than outlining one. 1 mark was awarded.

(c) Outline **one** way rapid coastal erosion can affect local people.

(2)

Rapid coastal erosion affects local people because land is lost, therefore people lose money and their home, resulting in homelessness.

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Examiner Comments

This response links a loss of property to homelessness and scores 2 marks.

Question 5 (d)

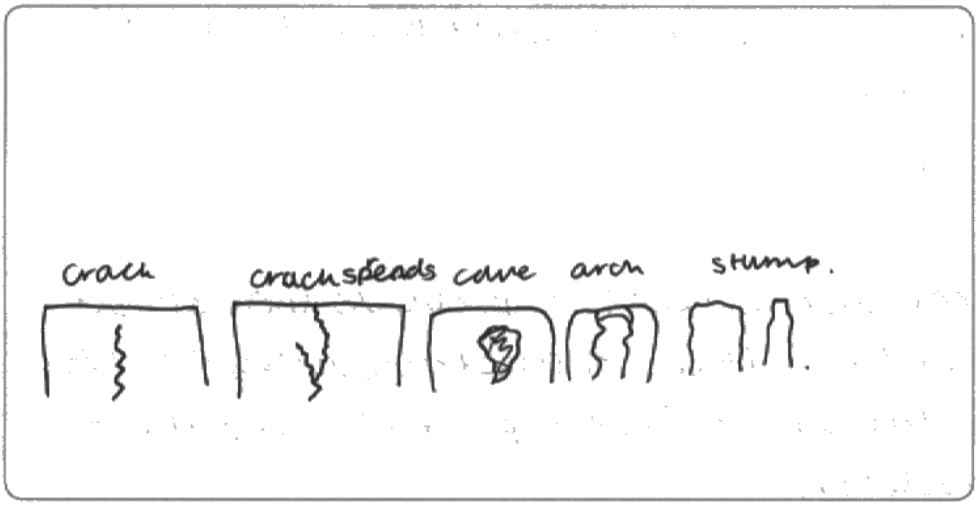
Level 1 responses tended to either make a vague reference to the role of erosion and/or identified the sequence of landforms associated with stack formation. Most candidates were able to provide sufficient explanation to reach Level 2. Responses at this level tended to outline specific types of erosion. Level 3 responses were required to clearly explain the formation process. The strongest responses usually linked stack formation to a range of processes (e.g. mass movement, transport and weathering) rather than being solely focused on erosion. Most candidates took the opportunity to support their response with a diagram. However, these diagrams tended to simply list the stages from crack to stack and rarely provided any detail. Almost all diagrams were of a Level 1 standard.

This is a Level 2 response.

*(d) Explain the formation of stacks.

You may draw a diagram in the space below to help your answer.

(6)



The first stage in the formation of a stack is a crack in the cliff face. This crack becomes bigger, and through abrasion and ~~erosion~~ erosion in eventually wears ~~through~~ so there is a cave in the cliff. Eventually ~~has~~ the back of the cave erodes through leaving an arch. The top of this arch then collapses leaving a stump. An example of this is Old Harry and his wife.

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Examiner Comments

The sequence is correctly identified - changes are linked to erosion and more specifically abrasion. There are a number of minor developments e.g. the **back** of the cave erodes to form an arch.

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Examiner Tip

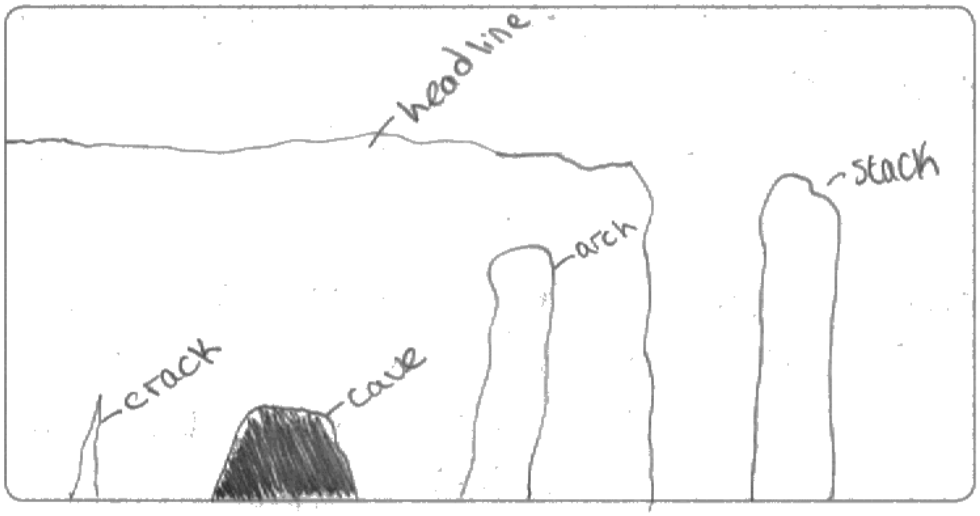
Always define key processes - if this candidate had accurately defined the term 'abrasion', the response would have moved up to Level 3.

This response is also Level 2.

*(d) Explain the formation of stacks.

You may draw a diagram in the space below to help your answer.

(6)



At first it start as a headline then when a crack appears hydrolic action takes place and turns it into a cave then the destructive waves smashes rocks into the cave creating a hole a making a arch then bad weathering takes it's toll on the little bit that connects the arch to the land crumbles and then you have a stack

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Examiner Comments

The correct sequence is identified. Changes are linked to hydraulic action, destructive waves and weathering. A little more clarity needed for full marks.

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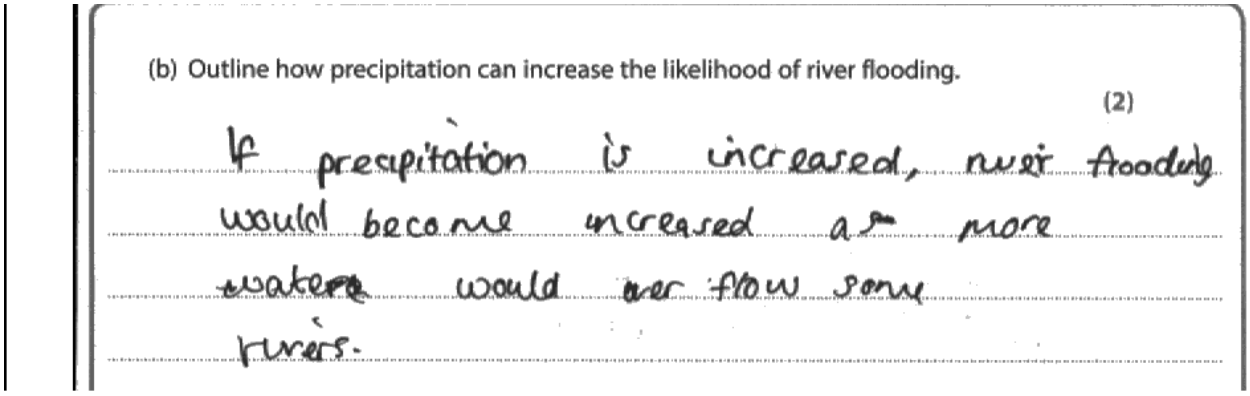
Examiner Tip

Ensure diagrams are annotated rather than labelled. Try to include extended statements with detailed information to maximise your marks.

Question 6 (b)

As with Question 5(b), candidates could list two reasons or develop one. Answers most commonly referred to it 'raining a lot' (persistent) or it 'raining heavily' (torrential) and then linked these conditions to rising river levels.



(b) Outline how precipitation can increase the likelihood of river flooding.

(2)

If precipitation is increased, river flooding would become increased as more water would overflow some rivers.

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Examiner Comments

This response clearly identifies the link between precipitation and flooding. 2 marks were awarded.

Question 6 (c)

A relatively high number of candidates lost marks by listing several impacts of river flooding rather than developing one. For both marks candidates were required to identify an affect and provide linked extension, e.g. flood waters block roads (1), making access in and out of the region difficult (1). A considerable number of responses went off focus referring to environmental impacts, such as habitat loss and animal migrations.

(c) Outline **one** way river flooding can affect local people.

(2)

Farming, the flood water can flood their fields therefore meaning loss of crops and agriculture. They could also have a loss in money from not having crops / means to sell on.

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This response scored 2 marks. The impact is identified with clear development.

(c) Outline **one** way river flooding can affect local people.

(2)

River flooding can cause local homes to become flooded.

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The impact is identified but there is no attempt to extend the response. 1 mark was awarded.

Question 6 (d)

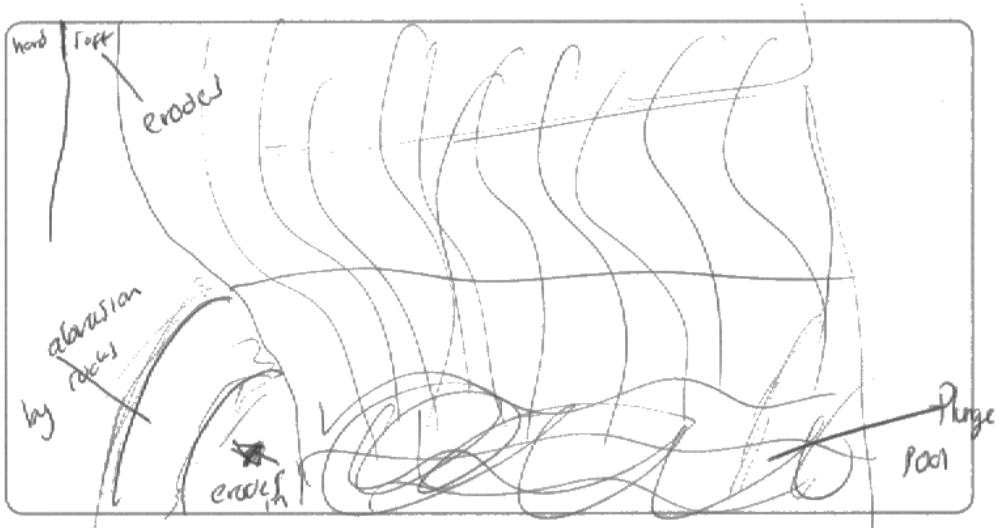
Level 1 responses tended to either make a vague reference to the role of erosion and/or identified waterfall features (e.g. plunge pool or overhang). It was disappointing to see a significant number of candidates failing to reach Level 2. Many responses were vague and unclear. Level 2 responses tended to outline specific types of erosion. Level 3 responses were required to clearly explain the formation process. The strongest responses usually linked waterfall formation to a range of factors (e.g. geology and transport) rather than being solely focused on erosion. Most candidates took the opportunity to support their written response with a diagram. However, the quality of these diagrams was often poor. Labelling in many cases was either extremely basic or non-existent.

This is a Level 2 response.

*(d) Explain the formation of waterfalls.

You may draw a diagram in the space below to help your answer.

(6)



A water fall start of when one section of the river bed is hard and the next section is soft. As water goes by it erodes the soft rock by abrasion and attrition, as time goes by the plunge pool area gets deeper as the falling water slowly wears out the rock bed. It also gets wider and deeper however as the water also erodes and then over time the bottom section gets extremely deep and wide and the top section has no support and brakes down.

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Examiner Comments

Waterfall formation is linked to erosion (more specifically abrasion) and geology. There are a number of minor developments e.g. the top section has **no support** so breaks down.

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Examiner Tip

Ensure diagrams are annotated rather than labelled. Try to include extended statements with detailed information to maximise your marks. Always define key terms. If this candidate had accurately defined the process of abrasion the response would have been elevated to Level 3.

Question 7 (b)

Although the majority of candidates scored well on this question, some candidates lost marks by referring to global (international) rather than local actions.

(b) Give **two local** actions taken to protect marine eco-systems.

(2)

1 Having protected zones which no boats can go in and no fishing can happen.

2 Having glass bottom tourist boats so they ~~dont~~ don't get out and touch / destory the coral and wildlife.

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Examiner Comments

Two valid local scale suggestions scored 2 marks.

Question 7 (c)

Candidates were required to identify a global action and provide development. Many candidates failed to score on this question as responses were often focused on local scale initiatives, such as no go zones and marine national parks. Additionally, some candidates lost marks by mixing up their actions; i.e. originally identifying CITES but then describing MARPOL.

(c) Outline how **one global** action helps protect marine eco-systems. **(2)**

Law of the sea put quotas on the amount of fish Somebody is allowed to fish and if they go over the quota they get fined.

ResultsPlus
Examiner Comments

In this response the global action and extension don't match-up. The UN Laws of the Sea created zones of use, it didn't impose fishing quotas. 1 mark awarded.

(c) Outline how **one global** action helps protect marine eco-systems. **(2)**

The IWC protect whales against whale hunting so people can not kill them for materials like example whale oil.

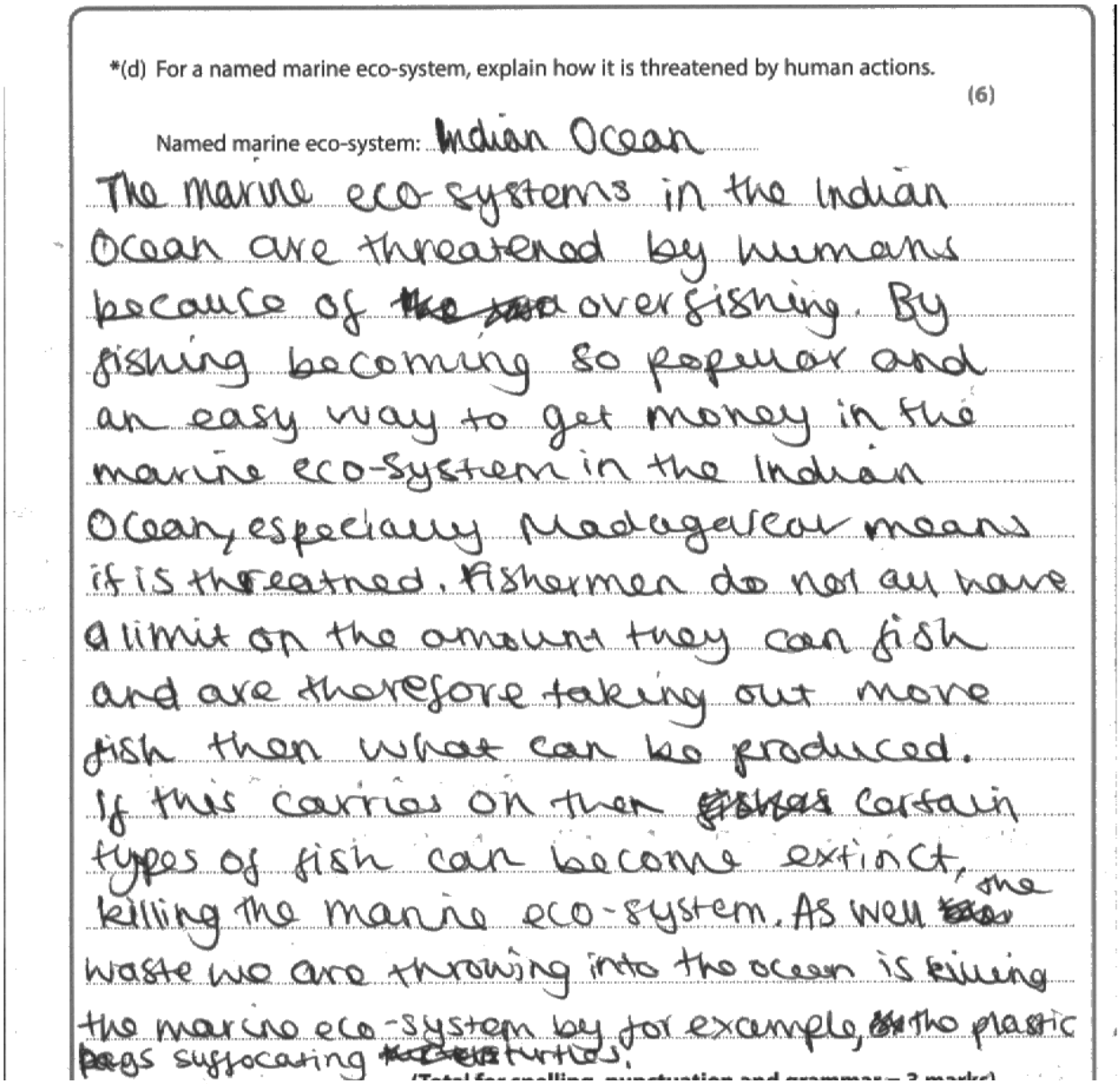
ResultsPlus
Examiner Comments

2 marks were awarded for a valid global action with development.

Question 7 (d)

Most candidates reached Level 2 on this question by briefly explaining at least one threat to a named marine eco-system or location. To reach Level 3 responses needed to clearly explain two or more human related threats. Responses at this level also had to be clearly focused on the candidate's chosen eco-system / location. Many candidates identified two, three or more threats but failed to include the level of development needed to reach Level 3. Coral reefs were by far the most popular named eco-system.

This response achieved Level 3 marks.



*(d) For a named marine eco-system, explain how it is threatened by human actions.

(6)

Named marine eco-system: Indian Ocean

The marine eco-systems in the Indian Ocean are threatened by humans because of ~~the sea~~ overfishing. By fishing becoming so popular and an easy way to get money in the marine eco-system in the Indian Ocean, especially Madagascar means it is threatened. Fishermen do not all have a limit on the amount they can fish and are therefore taking out more fish than what can be produced. If this carries on then ~~fishes~~ certain types of fish can become extinct, the killing the marine eco-system. As well ~~as~~ waste we are throwing into the ocean is killing the marine eco-system by for example, ~~the~~ the plastic bags suffocating ~~the~~ turtles.

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

ResultsPlus

Examiner Comments

In this response two valid human actions are identified - overfishing and waste. Both threats are developed with description and explanation. The named marine ecosystem is a little unclear - Indian Ocean is too generic. Although the response includes some location specific details, for full marks the answer needed to be more closely linked to an individual eco-system.

Question 8 (b)

Candidates answered this question particularly well. The majority appear to have scored full marks. A small minority of candidates lost marks by either referring to animals or adaptations associated with cold environments.

(b) Give **two** ways plants have adapted to survive in **hot arid** regions.

(2)

1 long roots to get as much water as possible

2 leaves have smaller surface area to lose less water

ResultsPlus
Examiner Comments

Two valid adaptations are identified and so the response scored 2 marks.

Question 8 (c)

Only a relatively small number of candidates scored marks on this question. Candidates were required to identify a global action and provide development. As with Question 7(c), some candidates mixed up their actions, e.g. originally identifying CITES but then describing RAMSAR. A considerable number of candidates lost marks by referring to actions specifically focused on protecting the rainforest - the Extreme Environments topic focuses on hot arid and polar regions only.

(c) Outline how **one global** action helps protect extreme environments.

(2)

Cities helps to protect endangered animals from being murdered and having parts ~~to~~ of their body taken away. ie. Elephants tusks.

ResultsPlus
Examiner Comments

This response scored 2 marks for the action outlined and valid example provided.

Question 8 (d)

As with Question 7(d), most candidates reached Level 2 by briefly explaining at least one threat associated with climate change. To reach Level 3 candidate responses were required to clearly explain two or more threats. Many candidates identified two, three or more actions but failed to include the level of development needed to reach Level 3. Although not a requirement, location specific information which added to a response was credited. In fact, many of the strongest responses included detailed case study data.

This response was awarded Level 3 marks.

*(d) Explain how climate change threatens extreme environments.

(6)

Climate change in the polar regions are being affected because the temperature is increasing. This means that the ice caps are melting so flooding is occouring. Animals such as polar bears are dying because the ice sheets are melting and seperating. They can't swim far enough between them so they are starving due to not being able to reach food.

ResultsPlus
Examiner Comments

Although on first reading this response appears to focus on only one factor - the extinction of polar bears, on closer inspection this outcome has been linked to a number of different climate change related threats; (a) breaking ice sheets causing starvation, and (b) ice melt flooding habitats. A little more explanation is needed for full marks.

Paper Summary

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

- 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 extended response questions, location specific knowledge can often be used to enhance an answer even when not specifically requested in the question.
- When drawing diagrams to support written explanations, include annotations, symbols or coding to highlight key features.
- Take care when selecting case study locations for questions which require answers focused on a named region or scheme.
- Poor selection can make full marks difficult / impossible to achieve.
- Ensure answers to questions with the command terms 'describe' and 'explain' include developed statements.
- Read questions carefully, most marks were lost on this paper by candidates referring to 'causes' rather than 'effects', by describing 'economic' rather than 'environmental' impacts or by outlining 'local' instead of 'global' actions.
- On questions where SPaG is being assessed, try to maximise the effective use of subject specific terms.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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