

Examiners' Report
June 2014

GCSE Geography B 5GB1H 01

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Introduction

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

This was the first Higher paper to be produced following the revision of the specification and return to linear assessment. The paper had a new format with more questions requiring extended written responses. Due to this 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 the optional sections, questions on Coasts and Extreme Environments remained the most popular, 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 (a)

The vast majority of candidates produced accurate answers to this question. As the command word is 'state' candidates only needed to name a potential impact. There was no requirement for candidates to provide extending statements. Some candidates lost marks by referring to the direct impact of pyroclastic flows which stopped some distance from Kelso on the map. Marks were awarded to candidates who linked the pyroclastic flows to water contamination, as this secondary effect could have affected the town.

SECTION A – INTRODUCTION TO THE DYNAMIC PLANET

Answer ALL questions in this section

Topic 1: Restless Earth

- 1 Figure 1 is a map of the Mount St. Helens area showing possible future hazards.

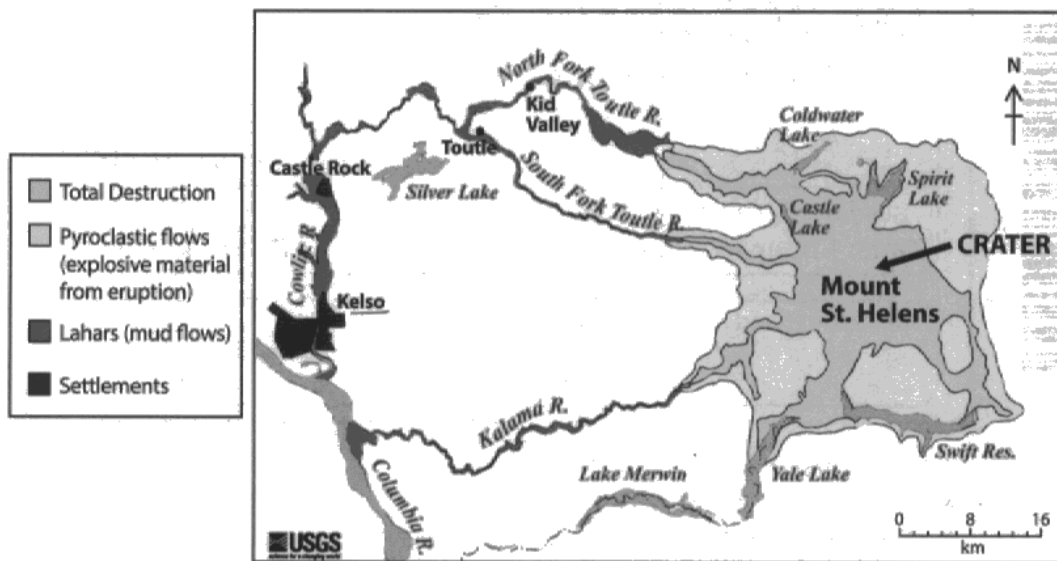


Figure 1

- (a) Study Figure 1.

State two possible impacts of a volcanic eruption on the settlement of Kelso.

(2)

- 1 The lahars will destroys roads used for transport. - can't get access to Kelso.
- 2 The pyroclastic flows could spread and cause deaths in the settlement.



ResultsPlus Examiner Comments

This response outlines how the lahar could impact transport in the Kelso area so is awarded 1 mark. The second statement was not credited as the pyroclastic flows stop approximately 30km away from the town.

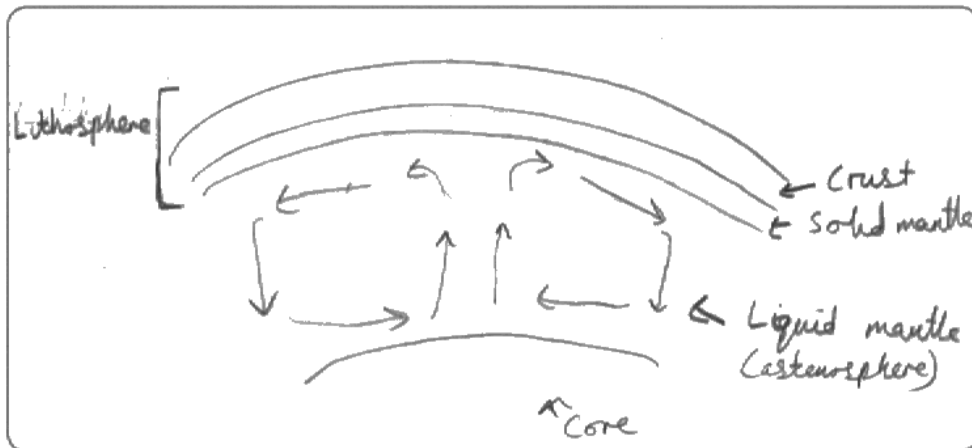
Question 1 (b)

Candidates could respond to this question with a diagram, a written explanation or a combination of both. Most chose to include a diagram and supporting text. The majority of candidates 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 response by referring to differences in temperature or density (1 mark) and outlining how these currents pull at the crust to cause movement (1 mark). A large number of candidates scored 3 marks on this question; many dropped a mark by failing to link the convection current to plate movements.

(b) Describe how convection currents cause plate movements.

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

(4)



Convection currents in the asthenosphere create a pressure on the lithosphere. The pull or push the tectonic plates; as magma is heated by the earth's core it rises, when it reaches the top of the liquid mantle it is cooler than the magma ~~is~~ coming up so drops back down to the core. This process (like heating soup) causes the movement of tectonic plates.



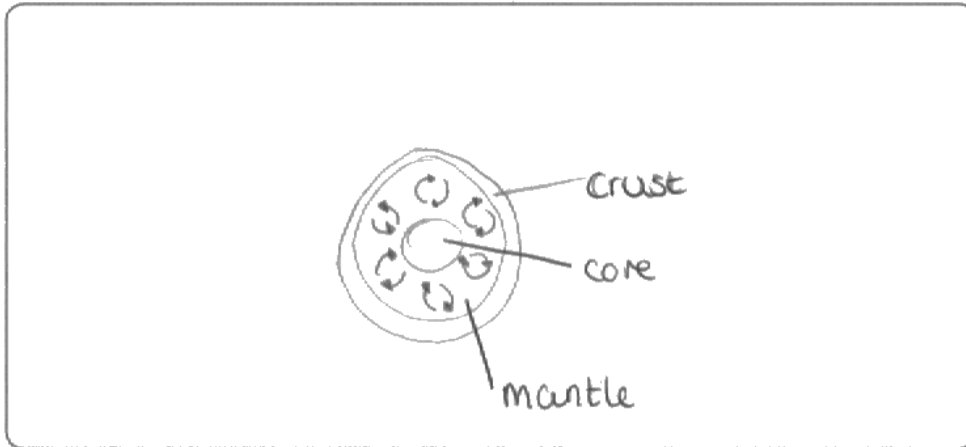
ResultsPlus
Examiner Comments

This is a detailed and informative response. There is excellent use of subject specific vocabulary. Full marks were awarded.

(b) Describe how convection currents cause plate movements.

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

(4)



heat from the earth's core causes magma to circulate beneath the earth's crust. This circulation is strong enough to move the plates on the earth's surface. This circulation is also caused by radioactive decay.



ResultsPlus Examiner Comments

Diagram correctly illustrates the circular nature of the current and shows their location, i.e. in the mantle. Additional mark from text as the candidate refers to heat (radioactive decay) driving the movement.



ResultsPlus Examiner Tip

On questions where candidates can respond using 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.

Question 1 (c)

The developing world is extremely diverse ranging from poor countries to locations such as Mexico and China which have spent vast sums developing earthquake proof buildings, particularly in their more wealthy cities. As such all reasonable suggestions, ranging from basic through stones and lightweight roofs to advanced pendulum counterweights, were credited. Many candidates extended their answers through the use of location specific examples. To reach Level 3 candidates were required to clearly explain the impact of their chosen design features e.g. steel cross bracing can be used to add strength to the walls. Steel also bends instead of snapping reducing the likelihood of building collapse and therefore reducing injuries/deaths from falling masonry. Some candidates lost marks by explaining preparations (e.g. drills) or responses rather than focusing on hazard-resistant designs.

(c) Explain how hazard-resistant design can reduce the impact of earthquakes in the developing world.

(6)

Hazard resistant design can mitigate the impact / vulnerability to earthquakes.

~~Buildings with timbered overlay roofing are vulnerable to collapsed roofs and hence removing roof overlay reduces this.~~ Buildings are at risk from their walls

~~be~~ moving outwards due to earthquakes, installation of concrete circular ~~roof~~ beams allows walls to stay together. ^{things protects people and property} Particularly in central business districts

of developing countries; such as Mumbai, skyscrapers are dug with deep foundations as well as base isolates, these cause the financial districts to stay safe and have no impact on the fragile economy of the country.

Also, local artisans can install through stones in walls, making them more stable and less likely to fall; in the event of an earthquake, building repair will be much cheaper.



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Examiner Comments

This is a strong response which scored 5 marks. There are three design features identified with some explanation. A more detailed explanation of their impact is needed for full marks, e.g. instead of simply stating that this will protect people and property the candidate needed to explain how the ring beam would stop floors collapsing and crushing residents.

Question 2 (a)

The vast majority of candidates scored both marks on this question. A small number dropped marks by referring to the post 1350 period; others lost marks by giving incorrect graph readings.

Topic 2: Changing Climate

2 Figure 2 shows annual temperature variations in Europe between 900AD and 2000AD.

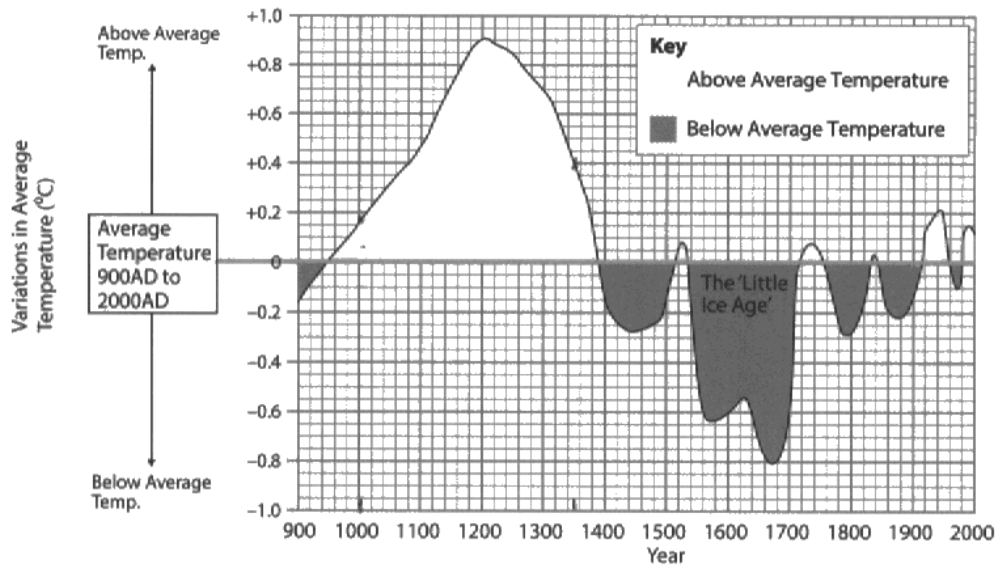


Figure 2

(a) Study Figure 2.

Describe how the average annual temperature varied between 1000AD and 1350AD.

(2)

at 1000 AD the temperature was close to +0.2°C, it continued to rise all the way to +0.9°C at 1200 AD, as the graph goes on you see it drop to +0.4°C at 1350 AD.



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Examiner Comments

2 marks were awarded for a clear description with accurate graph readings.



ResultsPlus
Examiner Tip

On questions which require the extraction of evidence from a resource (e.g. map or graph) it is often a good idea to generalise any data reading with terms such as 'approximately', 'roughly' or 'just above' to limit the likelihood of incorrect statements.

Question 2 (b)

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, describing **how** they expected the UK's climate to change rather than explaining **why**.

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

(4)

The UK climate might change in the future because of sun spots that make the earth hotter. This would lead to the UK to become hotter, therefore this could lead to the Scottish ski resort melting. However, this would give the UK opportunities like growing new fruits like Bananas and could bring more tourists to the south creating new jobs.



ResultsPlus
Examiner Comments

This response identifies a potential cause of climate change (sunspots) and explains these could lead to a temperature increase. The remainder of the response is off focus explaining how the UK could be affected by rising temperatures rather than explaining another potential cause. 2 marks were awarded.

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

(4)

The UK's climate might change because of the enhanced greenhouse effect. This is because we are burning too many fossil fuels which releases CO₂ into the atmosphere, and traps the sun's rays. This will lead to warmer weather, with more frequent storms, and could lead to species extinction. If the climate rises by 6°C it



ResultsPlus

Examiner Comments

Full marks were awarded for a clear explanation of global warming which links greenhouse gases from the burning fossil fuels to solar radiation becoming trapped in the atmosphere.

Question 2 (c)

This question focused on why the impacts of climate change are likely to be more severe in developing countries. As such, to achieve a high level, candidates had to link the impacts of climate change to development, e.g. candidates could suggest that droughts would be more severe in developing countries due to a lack of large scale water management schemes. Candidates who explained the impacts but failed to link these to the destination's level of development were restricted to Level 1 marks. For example, an answer which referred to the higher flood risk in Bangladesh due to melting glaciers and increased cyclone activity would only attain a Level 1 score. To progress to Level 2 the increased flood risk needed to be linked to a development factor, e.g. a lack of funds to finance expensive coastline defences.

The response below scored 5 marks.

(c) Explain why the impact of future climate change is likely to be more severe in developing countries than in the UK. (6)

In developing countries such as Bangladesh climate change such as rising sea levels will be more severe. This is because these countries do not have the money to repair any damage from the effects of climate change. Developing countries don't have the same resources as the UK so if the sea levels were to rise a country like Bangladesh would flood as it is only 1-2 metres above sea level. Destroying houses and mixed with mud and other soils the water they do have could be polluted. Also rises in temperatures and rises in sea levels could ruin crops and farmland which is where most developing countries earn their income. This could severely affect their economy which means more people will be unemployed and could result to the death rate and birth rate increasing as more people needed on farms.

(Total for Question 2 = 12 marks)



ResultsPlus Examiner Comments

This answer identifies two valid reasons (the importance of farming and a lack of money) and provides an explanation of their importance. There is insufficient explanation for full marks. The middle section of the response simply explains a potential impact of future climate change - there is no link to development.



ResultsPlus Examiner Tip

Although there was no requirement to name a specific developing country, the strongest responses tended to be based on a case study destination. The inclusion of location specific details is often an effective way of adding depth and development to a generic response.

This is an example of an answer which scored 2 marks.

(c) Explain why the impact of future climate change is likely to be more severe in developing countries than in the UK.

(6)

An example of a developing country that climate change will severely effect is Bangladesh. Bangladesh is a very low-lying country, so if the sea levels were to rise, then this could increase the probability of not only flood, but also a tsunami hitting. If either of these were to happen, it would result in a loss of crops, there meaning people could not sell their products, therefore resulting in a weakened economy contributing into an already economically unstable country.



ResultsPlus
Examiner Comments

There is a basic outline of the potential effects of climate change on Bangladesh with an incorrect reference to tsunamis. No attempt is made to link the suggested impacts to Bangladesh's level of development.

Question 3 (a)

The vast majority of candidates produced strong responses to this question. Most commonly candidates linked commercial logging to furniture manufacture or construction. Another popular response identified an increase in meat production from the expansion of cattle ranching and linked this to growing exports.

Question 3 (b)

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 common. Basic responses which referred to '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.

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

(4)

- 1 Rainforest reserves like Talamancas in Costa Rica help conserve the biosphere. They plant trees they can easily replace, do selective logging and grow crops in between trees to protect the soil.
- 2 RAMSAR is an example of conservation of wetlands on a global scale. They also maintain biodiversity, conserving the biosphere.



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Examiner Comments

Two conservation methods are identified and clearly explained for full marks.

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

(4)

1. National parks are a good way of conserving biosphere. They are areas where people cannot be allowed to harm the environment directly.
2. When cutting down trees a lot of companies such as triple retail plant an extra 3 trees to counter deforestation.



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Examiner Comments

2 marks were awarded for this answer. Two actions are identified but development is insufficient to gain the explanation marks. Simply stating that national parks stop people from harming the environment is too vague, to gain the extension marks the candidate needed to explain how national parks are protected, e.g. through laws which prevent harmful activities.



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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 3 (c)

There were two main components to this question: (a) to achieve a high score candidates were required to refer to both soils and altitude, at least one factor needed to be clearly explained for the candidate to reach Level 3; and (b) candidates needed to link altitude and soils to eco-system distribution. For example, a Level 3 response needed to outline how eco-systems can transition from forests to grasslands as altitude increases or how specific vegetation is associated with certain soil types e.g. alpine plants with acidic soils. A common mistake on this question was for candidates to mix-up altitude with latitude.

This response scored 5 marks.

(c) Explain how **altitude** and **soils** can affect biome distribution.

100m = 1°C

(6)

The higher the altitude, the cooler the atmosphere. For every 100 metres you go up, the air decreases by 1°C. This means that biomes at higher altitudes and with mountain ranges, will be cooler than those at sea level.

If the soil in a biome contains impermeable rocks, percolation cannot occur so the water cannot travel through the rocks into ground-water storage and will cause flooding, washing nutrients and the top layer of soil away so few plants can grow. If there are fewer plants there will be less rainfall because there will be less evapo-transpiration.



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Examiner Comments

The candidate describes the impact of altitude on temperature and explains how impermeable bedrock can lead to nutrient deficient soils and little vegetation. Both factors have been included with some explanation. For full marks the candidate needed to link these changes to specific biomes, e.g. the candidate could have explained how lower temperatures in mountainous regions on the equator result in tundra like vegetation rather than the expected tropical forest associated with this latitude.

Question 4 (a)

The vast majority of candidates scored full marks on this question. A small number lost marks by simply extracting data rather than identifying changes.

This response failed to score any marks.

Topic 4: Water World

- 4 Figure 4 shows the percentages of people with access to clean water in four developing countries in 1988 and 2005.

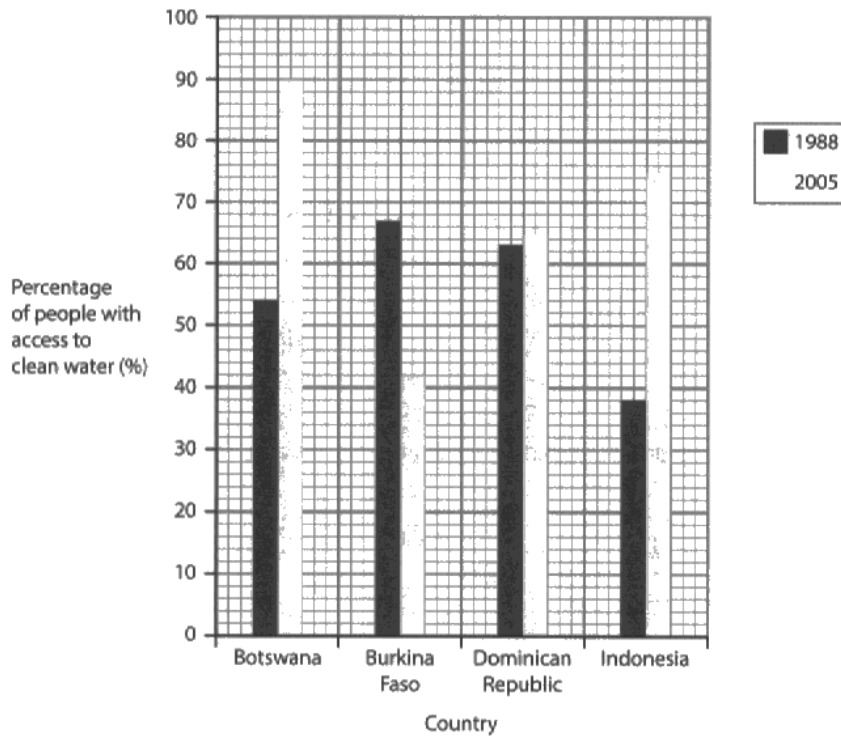


Figure 4

- (a) Study Figure 4.

Describe the changes in access to clean water between 1988 and 2005.

(2)

Access to clean water rises and falls with the highest peak being Botswana at 90% and the lowest being Indonesia at 38%.



ResultsPlus
Examiner Comments

There is a general description of the chart with no reference to changes between dates.

This response, on the other hand, was awarded full marks.

Topic 4: Water World

- 4 Figure 4 shows the percentages of people with access to clean water in four developing countries in 1988 and 2005.

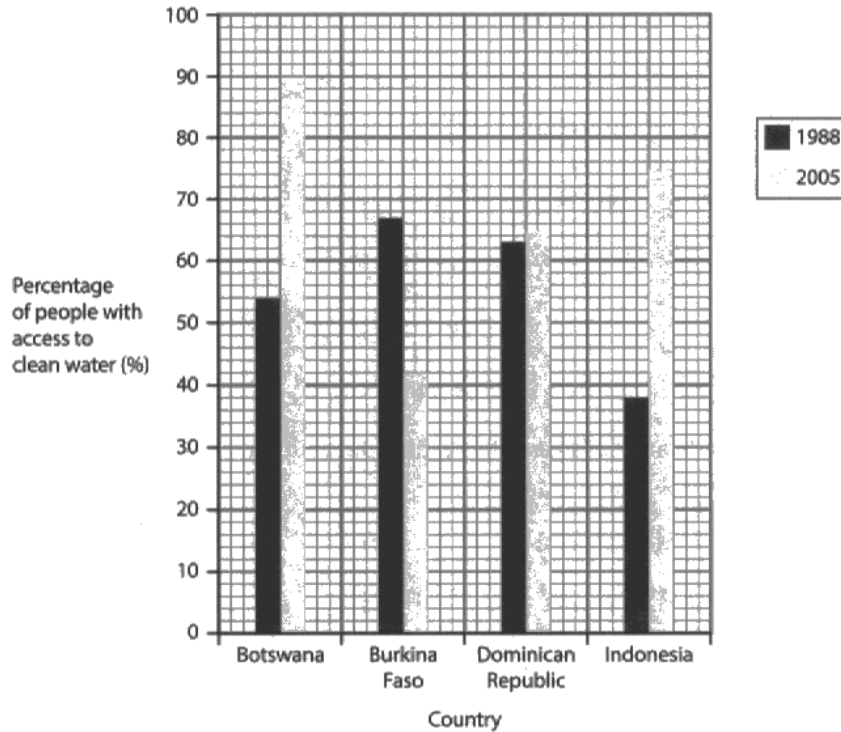


Figure 4

- (a) Study Figure 4.

Describe the changes in access to clean water between 1988 and 2005.

(2)

Botswana, Dominican Republic and Indonesia have all had a percentage increase in access to clean water from 1988 to 2005. However, Burkina Faso has had a decrease of 25% from 67% to 42%.



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Examiner Comments

This is a strong response; the main changes are identified and evidenced with graph readings.

Question 4 (b)

There were many strong responses to this question. The best answers tended to focus on fertilisers causing eutrophication. Some candidates lost marks on this question by going off focus, referring to water quantity rather than quality. Overly simplistic comments, e.g. 'this will pollute the water' were not credited; candidates were required to explain how the water was polluted. A relatively large number of candidates lost marks by linking the process of eutrophication to pesticides - pesticides are toxic chemicals which poison the water rather than promote algae growth.

The following answer was awarded all 4 marks.

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

(4)

Intensive agriculture can lead to eutrophication. This means that fertilisers leak into the rivers or lakes and make the water very fertile, this causes a huge boost in algae which then use up all of the oxygen meaning that fish ^{suffocate}. Pesticides and herbicides also leak into the water and can poison plants and animals.



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This is a strong response. The candidate explains the impact of both fertilisers and pesticides on water quality.

This answer was awarded 2 marks.

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

(4)

Farmers with intense agriculture in LFOCs may use pesticides allowing crops to grow, keeping insects away. The farmer then will pour the pesticide into a nearby river to dispose of it. This can poison water or damage water quality, many people in that area will then drink the water from the river which increases chance of disease and illness damaging water quality.



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Examiner Comments

This answer explains the impact of pesticides on water quality. However, the final three lines suggest how this reduction in water quality could affect the local population rather than developing the response with a further example or greater detail.

Question 4 (c)

Most candidates made a good attempt at answering this question. Responses which correctly linked potential changes reached Level 2, e.g. higher temperatures will result in more evaporation, higher rainfall and greater surface runoff. Level 3 responses required more in-depth explanation and usually referred to both stores and transfers. Some candidates lost marks by suggesting how changes in the hydrological cycle might affect local populations rather than answering the question. A reasonably large number of candidates felt that climate change would 'increase' the cycle.

The answer which follows was awarded full marks.

(c) Explain the likely impact of climate change on the hydrological cycle.

higher temp. = more evaporation

less interception if trees die

rise in sea levels

more/less precipitation

Climate change could cause a rise in global temperatures (global warming). This would result in more evaporation of water from supplies like rivers, lakes and oceans. This would result in more precipitation falling which could cause flooding. A rise in temperature would also cause stores of water like glaciers to melt, resulting in a rise in sea levels.

However, climate change could also kill trees which would result in less interception and more surface run-off. This would also cause less evapo-transpiration, causing less precipitation.



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Examiner Comments

The candidate clearly explains two impacts. There is excellent use of subject terminology. Impacts have been clearly linked with the correct sequence.

Question 5 (a) (i)

The majority of candidates scored full marks on this question. Some responses failed to score as they focused on the groynes rather than the sea wall. As the question asks candidates to 'outline one', candidates that listed several benefits only scored 1 mark. Candidates were required to identify the benefit and provide development, e.g. long lasting (1 mark), so in the long-term will be cost effective (1 mark).

Spelling, punctuation and grammar will be assessed in 5*(b).

5 Figure 5 shows the management measures used to protect a section of coastline.



(Source: © www.geographyphotos.com)

Figure 5

(a) Study Figure 5.

(i) Outline **one** benefit of using sea walls to protect the coastline.

(2)

Sea walls protect the base of the cliff or land by ensuring water is reflected back into sea. The benefits are that the coast line is protected and erosion does not take place as drastically.



ResultsPlus
Examiner Comments

2 marks were awarded for a valid benefit (stops erosion) with development (by reflecting the waves back to sea).

Spelling, punctuation and grammar will be assessed in 5*(b).

5 Figure 5 shows the management measures used to protect a section of coastline.



(Source: © www.geographyphotos.com)

Figure 5

(a) Study Figure 5.

(i) Outline **one** benefit of using sea walls to protect the coastline.

(2)

Using sea walls means you can lessen the amount of erosion that takes place.



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Examiner Comments

1 mark was awarded because although a benefit was identified (stops erosion) there was no attempt to extend the response.

Question 5 (a) (ii)

Candidates could score full marks by developing a single point or giving two.

Although there were a lot of full mark responses to this question, a surprisingly high number of candidates lost a mark by making repetitive statements, e.g. the sea wall is an eye sore, making the coastline ugly.

(ii) Outline why some local residents may object to the sea wall.

(2)

Locals may object to a sea wall as it is ugly and can ruin the views, so tourism may decrease. Also it can restrict access to the beach.



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Examiner Comments

2 marks were awarded for this response, an objection is identified (spoils view) and developed (may decrease tourism).

(ii) Outline why some local residents may object to the sea wall.

(2)

Because they can be seen as an eye-sore and they can look ugly next to the beach which is natural.



ResultsPlus

Examiner Comments

Only 1 mark was awarded for this answer as the response includes repetitive statements.

Question 5 (b)

Level 1 responses tended to outline the characteristics of destructive waves and/or made vague comments relating to destructive waves causing erosion. Most candidates were able to provide sufficient explanation to reach Level 2. Responses at this level tended to link destructive waves to specific erosional processes. They often referred to a range of coastal landforms. To reach Level 3 candidates needed to make a clear statement outlining the importance of destructive waves and/or explain the role of an additional process. Basic statements simply referring to cliffs/arches collapse weren't sufficient to warrant the awarding of Level 3 marks. Although a significant number of candidates produced strong Level 2 answers, few included the level of detail required for Level 3.

The following answer is a top Level 2 response.

* (b) Examine the importance of destructive waves in the formation of coastal landforms.

stronger backwash than swash hydraulic action etc. (8)

Destructive waves (winter waves) have a stronger backwash than swash so leave steep beaches because they take sand and sediment out to sea. If there is a steeper beach and less of a beach, the cliffs won't be protected from the waves as much because the waves will ^{not} break on the beach.

These vulnerable cliffs can be eroded by destructive waves by processes such as: hydraulic action (the waves trap air in cracks and blast it out when they retreat), abrasion and attrition. This erosion can cause wave-cut notches which can turn into larger cracks, into caves, arches when they break through, stacks when the roof collapses, and stumps from further erosion.



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Examiner Comments

This is a strong response. The impact of destructives on beach size and the rate of erosion are clearly explained. Waves are linked to specific landforms. The explanation of landform formation could have been more detailed - crack to stack explanation is basically a list of landforms.



ResultsPlus
Examiner Tip

When questions refer to natural processes you should try to be as specific as possible, e.g. refer to hydraulic action and corrasion rather than simply stating erosion. To maximise your marks these processes should be defined and linked to general changes being described.

Question 6 (a) (i)

As with Question 5(a)(i), this question asked candidates to 'outline one'. As such, candidates were required to identify a benefit and provide development, e.g. relatively cheap to build (1 mark); meaning lower value farmland can be protected (1 mark). It would appear that some candidates don't understand how levees reduce flood risk, with several incorrectly claiming that they 'lower river levels', 'soaked up excess water' or 'make the river straighter'.

Spelling, punctuation and grammar will be assessed in 6*(b).

6 Figure 6 shows the management measures used to control river flooding.



Figure 6

(a) Study Figure 6.

(i) Outline **one** benefit of building levees to control river flooding.

(2)
Building levees will increase the depth of the river, this means it will not flood as often as a large volume of water ~~can~~ fill the river without spilling over the edges



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Examiner Comments

This answer was awarded 2 marks - the candidate clearly explains how the levee reduces flood risk.

Question 6 (a) (ii)

As with the previous question, candidates were required to develop a point rather than list several. This question was answered correctly by the majority of candidates.

(ii) Outline **one** disadvantage of using levees to control river flooding.

(2)

It takes up a large amount of room that could be used as farming or housing and have a part on the side of the river for soft engineering to occur.

flooding.

flat.



ResultsPlus

Examiner Comments

A disadvantage is identified (takes up land) and developed (less space for alternative land uses) so the answer scores both marks.

(ii) Outline **one** disadvantage of using levees to control river flooding.

(2)

They are expensive to install



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Examiner Comments

In this example a disadvantage is identified but there is no attempt to develop the response so only 1 mark was awarded.

Question 6 (b)

Level 1 responses briefly referred to the process of deposition (i.e. material is dropped) and/or simplistically linked the process to one or two landforms, most commonly floodplains or meanders. Candidates needed to include explanation to reach Level 2. Candidates at this level often explained where and why deposition occurs as well as describing how it contributes to the formation of at least one landform. To reach Level 3 candidates were required to make a clear statement outlining the importance of deposition and/or explain the role of an additional process. Level 3 responses most often explained how both deposition and erosion work together in the formation of meanders/ox-bow lakes.

This is a top Level 2 response.

*(b) Examine the importance of deposition in the formation of landforms in the lower course of a river.

(8)

Deposition is important in the formation of flood plains in the lower course of a river. This is because when a river floods, materials being carried in the river by traction and suspension are deposited on the sides of a river. Larger materials such as boulders and large bedload will be deposited closer to the bank and can form natural levees. However, smaller sediment will be deposited further out and can lead to fertile lands. Over time, the flood plains will widen more and more due to increasing deposition and lateral erosion. Another landform likely to be found in the lower course is an oxbow lake. This is formed when increasing deposition and ~~lateral~~ erosion occurs at meanders. There is deposition on the inside bend as the current of the river is lower. Over time the meander will become increasingly sinuous until it finally is cut off by the river and a new path is made. The old meander is then cut off by deposition later on.



ResultsPlus
Examiner Comments

There is a good explanation of how deposition is involved in the formation of a range of landforms and excellent use of subject specific terms is displayed. Although the candidate refers to 'erosion', the contribution of this process in landform development needed to be more clearly explained for the candidate to reach Level 3 marks.

Question 7 (a) (i)

Although the majority of candidates scored well on this question, a surprisingly high number lost marks by referring to locations other than Madagascar or by mixing up their compass directions.

This response failed to score any marks.

(a) Study Figure 7.

(i) Describe the distribution of threatened coral reefs on the coast of Madagascar. (2)

On the coast of Madagascar there ~~are~~ is a lot of medium threats to the coral reefs with only a few threats of low and high to coral reefs.



ResultsPlus
Examiner Comments

There is no information on the distribution of threatened coral reefs.

The following example scored both marks.

(a) Study Figure 7.

(i) Describe the distribution of threatened coral reefs on the coast of Madagascar. (2)

They are mainly on the west coast, as well as the north east coast. Most of the threats to coral reefs are estimated at medium, but some are low and a few are high.



ResultsPlus
Examiner Comments

This is a clear and accurate response.

Question 7 (a) (ii)

The vast majority of candidates scored both marks on this question. As the question refers to the generic 'marine eco-systems', there was no requirement for candidates to focus their answer on coral reefs. Candidates could choose to explain why some mangroves or continental shelves are more threatened than others.

among the medium threat sites.
(ii) Outline **one** possible reason why some marine eco-systems are more threatened than others.

(2)

Some marine ecosystems might be more threatened than others if they are near a town with a big tourism industry. Tourists often go snorkelling around coral reefs and stand on or take some of the corals. Tourists might also drop litter into the sea and fish may get caught and die.



ResultsPlus

Examiner Comments

This is a good response - a threat is identified and clearly developed. 2 marks were awarded.

Question 7 (b)

Most candidates reached Level 2 on this question by producing responses which described a range of local actions and included some explanation of their impact. Answers were most commonly based on St Lucia. To reach Level 3 candidates were expected to provide detailed information on two or more local actions as well as clearly explaining their impact. It was often a lack of impact which restricted responses to Level 2 marks. Some candidates went off focus, referring to international / global actions e.g. UN Laws of the Sea.

This response was of low Level 2 standard.

*(b) Examine how **local** actions can help protect marine eco-systems.

(8)

Local actions can help protect marine eco-systems by not over fishing so much, and local fishing boats only taking the amount they need. This will help stop some fish species becoming extinct. Also, people who visit the beach can not drop any litter which will keep the waters clear, which is what coral reefs need.

For example, in the Firth of Clyde, they used to pump sewage into the sea, but then the local authority ~~stopped~~ put a ban on it, so now the waters are much cleaner for the marine life.



ResultsPlus Examiner Comments

There are a range of local actions identified with some extension. More detailed explanation and some detail on impact is needed for a higher score.



ResultsPlus Examiner Tip

Although there was no specific requirement to include case study knowledge, the best responses to this question were location based. The addition of case study specifics often results in a more detailed response, with greater description and explanation.

Question 8 (a) (i)

Candidates performed well in their responses to this question. As with Question 7(a)(i), a surprisingly large number of candidates lost marks by confusing east and west.

(a) Study Figure 8.

(i) Describe the distribution of Alaska's Native American population.

(2)

There are many Native American in ~~Alaska~~
Calista, as they make up majority of the 20,000
people living there. There are many Americans at the
Cook Inlet, but compared to the population of 300,000
there is only a small population of about 1/10th.



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Full marks were awarded for two valid statements.

Question 8 (a) (ii)

Candidates had two potential routes for answering this question - Route 1: Responses could outline the impact of out migration on the community left behind, e.g. candidates could identify the problems caused by out migration - i.e. an increasingly ageing population and insufficient workers for physically demanding roles such as hunting. Route 2: Answers could outline why so many natives have decided to move away e.g. poor job opportunities, tough living conditions, impact of climate change on traditional activities such as fishing.

(ii) Outline **one** reason why some communities in extreme environments are under threat from out-migration.

(2)

~~It means~~ They are under threat because it means that they will losing people that speak native language and which would lead to the language dying out.



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2 marks were awarded for the identified threat with basic development.

Question 8 (b)

Responses to this question varied sharply. A relatively large number of candidates struggled to provide even basic information on local actions, sometimes confusing them with global responses, such as the Kyoto protocols or the Antarctic Treaty. As with Question 7(b) to reach Level 2, a response should describe at least one local action and include some explanation of its impact. To reach Level 3 candidates were expected to provide detailed information on two or more local actions as well as a clear explanation of their impact.

Paper Summary

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

- Double check literacy on SPaG responses to ensure marks aren't being carelessly lost. Ensure all sentences start with a capital and end with a full stop. Avoid using capitals mid-sentence unless spelling a place name or other pronoun. Take care when structuring responses to ensure answers are clear and easy to read.
- Ensure answers to questions with the command terms 'describe' and 'explain' include developed and linked statements.
- When drawing diagrams to support written explanations, include annotations, symbols or coding to highlight key features. Make sure your written labels include extended statements or your illustration will provide little assistance beyond Level 1. Poor selection of questions can make full marks difficult / impossible to achieve.
- Take care when selecting case study locations for questions which require answers focused on a specific region or scheme.
- Read questions carefully, most marks were lost on this paper by candidates referring to 'causes' rather than 'efforts', by describing 'economic' rather than 'environmental' impacts or by outlining 'local' instead of 'global' actions.
- When describing a map or graph, make sure your response includes accurate compass directions or axis readings.
- On questions where SPaG is being assessed, try to maximise the effective use of subject specific terms.
- Questions with the command term 'Examine' require the greatest level of depth and explanation. Look for opportunities to include linked information or to justify an opinion.
- On extended response questions, location specific knowledge can often be used to enhance an answer even when not specifically requested in the question.

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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