

Examiners' Report  
June 2016

GCSE Geography 5GB1H 01

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

June 2016

Publications Code 5GB1H\_01\_1606\_ER

All the material in this publication is copyright  
© Pearson Education Ltd 2016

## **Introduction**

As is usual this examination tested a wide range of specification content and discriminated effectively, especially with the longer 'mini-essay' questions on the optional questions: 5, 6, 7 and 8. Again, as is usual, candidates were expected to offer both the appropriate knowledge and understanding but also to apply it to the question asked in order to score highly. Although this report identifies some areas where subject knowledge was a little uneven it also addresses the strengths and weaknesses in candidates' ability to deploy that information effectively.

## Question 1 (a)

The data does not suggest a simple linear relationship between earthquake strength and death toll although this was, indeed, a legitimate and quite common response. Variations in population density, a fairly obvious answer from the point of view of the question setter, was a very infrequent response whilst 'time of day' and 'state of development' were probably the most popular. Intriguing.

1 Figure 1 shows the number of deaths in five major earthquakes.

Year	Location	Magnitude (Richter scale)	Number of deaths
2011	East coast of Japan	9.0	20,900
2010	Haiti	7.0	316,000
2008	Sichuan (China)	7.9	87,600
2007	Peru	8.0	500
2004	NW coast of Sumatra (Indonesia)	9.1	227,900

(Source: © Credit: U.S. Geological Survey, Department of the Interior/USGS 2015)

Figure 1

(a) Study Figure 1.

Suggest **one** reason why some earthquakes kill more people than others.

(2)

Some earthquakes that are in LEDC's such as Haiti with 316,000 deaths because they can not afford to take precaution and preparation by building stable buildings ~~done~~ and higher impact on the richter scale.



**ResultsPlus**  
Examiner Comments

This was typical of the commonest route to both marks – the basic idea of being an LEDC followed by a meaningful consequence of that.



**ResultsPlus**  
Examiner Tip

Don't expect examiners to fill in gaps for you – develop points whenever you can.

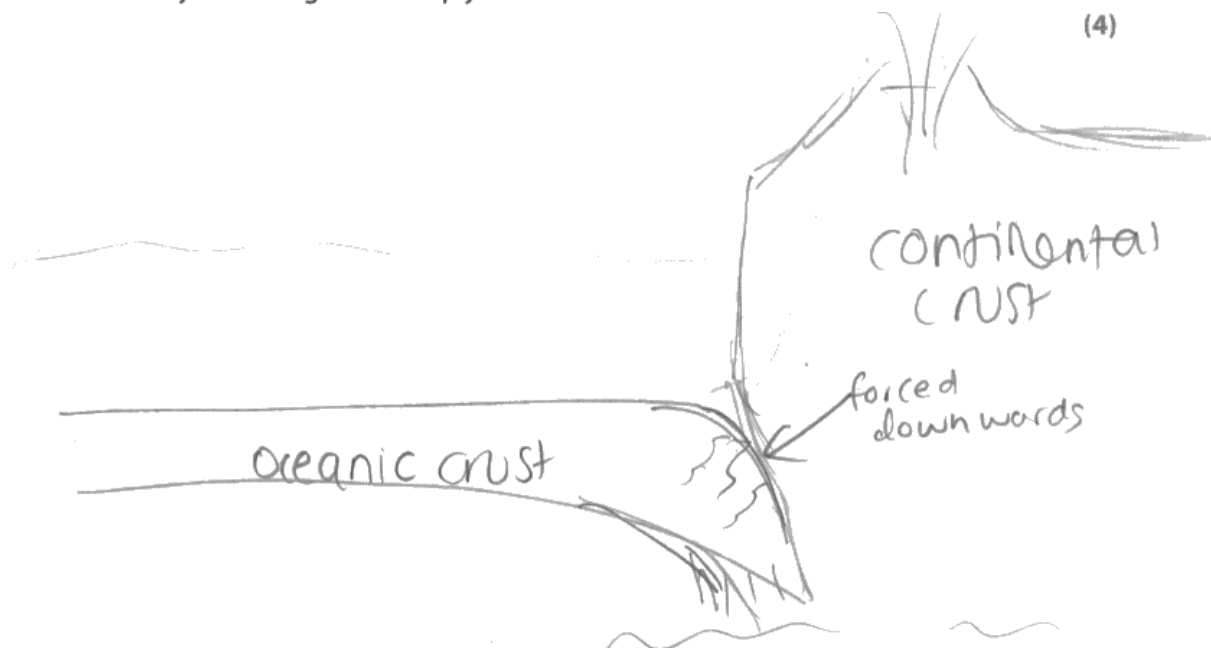
### Question 1 (b)

The most obvious initial hurdle was to remember the appropriate boundary which about a fifth of candidates failed to do. Those that did rarely added anything much with diagrams that varied from a very small number of excellent and accurate, well annotated efforts to representations that bore no obvious resemblance to a destructive plate boundary. The descriptions were better although too many simply presented the whole set of boundary processes, of which some were relevant to volcano formation and some were not. The most obvious lacuna was the ultimate movement of magma upwards to the surface.

This is fairly typical of a 2 mark response.

(b) Explain how volcanoes form on destructive plate boundaries.

You may use a diagram to help your answer.



Because, the denser oceanic crust and the continental crust push together and as the oceanic crust is more dense (and thinner) it is forced downwards and over time, this pressure of the crusts pushing together means that the oceanic crust can suddenly jolt ~~and~~ upwards as it snaps/breaks, causing an earthquake, often of a high magnitude. as the crust



**ResultsPlus**  
Examiner Comments

Pictures, it is claimed can tell a thousand words, and diagrams certainly have the potential to tell a more modest 50 or 60 perhaps, but only if they are annotated meaningfully. This example was sadly typical.



**ResultsPlus**  
Examiner Tip

Highlight or underline keywords in the question so as to better establish its focus – what it is really asking you.

## Question 1 (c)

Although most candidates had something to say about 'immediate response' which was encouraging, far fewer introduced any criteria for measuring success, as the question really demanded. Taking its wording directly from the specification, as future questions will on the new specification, it is important that the focus of teaching is on these questions rather than just the generality of the topic. Having said that, there were some very well constructed Level 3 answers.

This is a strong Level 3 response.

\* (c) For a named tectonic hazard event, examine the success of the immediate response and relief efforts.

(6)

Named hazard event: Volcanic eruption - Mt Nyiragongo

In 2002, Mt Nyiragongo in the Democratic Republic of Congo, erupted, ~~killed~~ and killed 45 people.

When the volcano erupted, people <sup>evacuated from Goma</sup> ~~fled to the sea~~ to the neighbouring town of Rwanda, where they had to sleep on the streets. ~~There was no shelter~~ The evacuation

was successful because people managed to escape the pyroclastic flow. However, there was no shelter in Rwanda and no access to clean water, so disease spread quickly. This means that the evacuation was unsuccessful due to ~~the~~ people being vulnerable to disease.

The UN (United Nations) put out a relief effort on the TV and radio, meaning that a lot of money was raised, in order to help ~~the~~ Goma.

(Total for Question 1 = 12 marks)

Within the first week, 26,000 tonnes of food was distributed. Additionally, vaccinations were given out to prevent the spread of disease.

This was successful because people had access to food and clean water, so they were able to survive.

Conversely, the relief efforts were only short term, and no help was given to rebuild homes, or repair broken water pipe. In order to be more successful, the UN should have put in place evacuation routes, and re-built

homes with hazard resistant design, to prevent devastating effects of future earthquakes.



**ResultsPlus**  
Examiner Comments

It was good to see that this candidate has circled the word 'immediate' which was not the obvious focus of all answers to this question which often drifted into general commentaries about relief at any stage.



**ResultsPlus**  
Examiner Tip

Use the 'focus' words in your answers – this candidate begins their final paragraph with 'This was successful because...' directly addressing the question.



## Question 2 (a)

It is an obvious irony, in our sat-nav world, that geography students are increasingly uncomfortable when presented with maps. The use of compass points was quite common although 'the north' was often used rather than in 'the north-west of Scotland' but the scale was largely ignored. Some also struggled with the idea of variations in decrease, or rather the appropriate language to describe these variations.

This is a 2 mark response.

- 2 Figure 2 shows the predicted decrease in average rainfall in the UK for the 2080s.

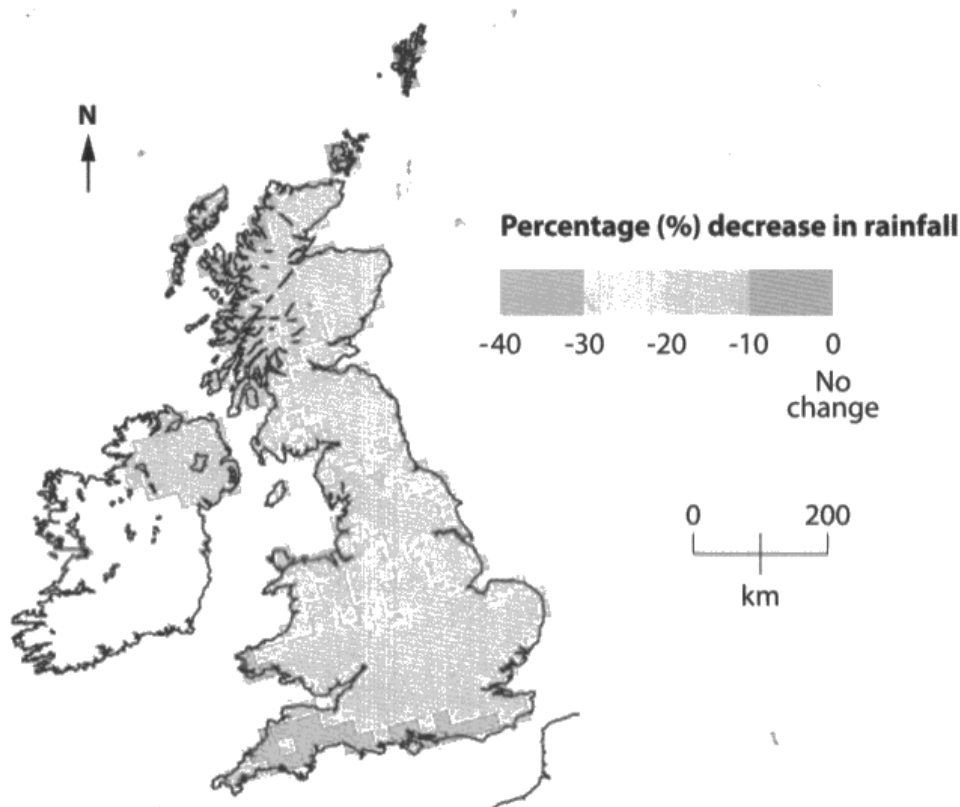


Figure 2

- (a) Study Figure 2.

Describe the pattern of predicted changes in rainfall.

(2)  
The further south the more the percentage decrease increases. For example most of England and London has -20 -30% decreases.



**ResultsPlus**  
Examiner Comments

There is a particular need to improve the basic command of both scale and direction in candidate responses especially in questions that focus on 'pattern'.



**ResultsPlus**  
Examiner Tip

If a map has a compass point and a scale try to use both in your answer.



## Question 2 (b)

We were generous in setting the criteria of what constitutes an 'environmental' impact but many candidates were still inclined to state truisms, often from the map, such as 'it is drier' rather than explore how this might impact on the environment. Along with economic, social and political a clear understanding of what the term means is very important.

This is a 4 mark response.

(b) Using examples, describe the impact of climate change on the environment of the UK.

(4)

Firstly, climate change means a higher temperature. Especially in Southern areas such as London which are close to the Equator, the temperature has significantly increased creating a warmer climate, meaning some flora can no longer grow.

As well as this, precipitation levels increase meaning a higher amount of rainfall.

A consequence of this is on the Hull ~~sea~~ coast for example is flooding due to rising sea levels. This can damage houses, businesses and habitats.

As well as this, there is less groundwater storage meaning it is safer for cars and they are less likely to skid and crash.



### ResultsPlus Examiner Comments

There are a number of keywords that are essential – environment is one of them – make sure that you know what can best be included in a list of environmental impacts.



### ResultsPlus Examiner Tip

If in doubt use an example – remember that if it is wrong you cannot lose marks. If this candidate had said Huddersfield and not Hull they would simply get no credit for the example. Marks cannot be taken away.

## Question 2 (c)

This is well-taught and clearly understood by many candidates so, unsurprisingly, there were many good answers. The most obvious confusions were the impact of volcanic eruptions which a minority see as being largely warming events and sunspots which do, after all, require a little counter-intuitive thinking. A particular feature was the very competent understanding of some aspects of the Milankovitch mechanism with some very strong and well-illustrated answers.

This response scores top Level 3 marks.

\*(c) Explain how natural causes can result in climate change. Sunspots / Tilt / Volcanoes / Asteroids. (6)

Firstly, the tilt of the Earth can result in climate change as the Earth can tilt around  $21-24^\circ$  on its axis. This can ~~move~~ <sup>tilt</sup> us away from the sun or towards it and ~~thereby~~ <sup>increasing</sup> or decreasing temperatures. Secondly, volcanic activity can cause ash to be released into the atmosphere, causing ~~light~~ infrared ~~radiation~~ radiation from the sun to be blocked from entering, therefore cooling the Earth. A similar effect may happen if a large asteroid collided with Earth. Finally, sunspot activity can affect climate change if the sunspots are very active, this causes more solar radiation to be emitted and therefore warming Earth. (Total for Question 2 = 12 marks)



### ResultsPlus Examiner Comments

Candidates often ask how many is enough when plurals are used as here 'natural causes'. Obviously two is a minimum and logic suggests that three is better but the key point to recall is that what one cannot make up in breadth can be recovered with more depth/detail of understanding of a particular process.



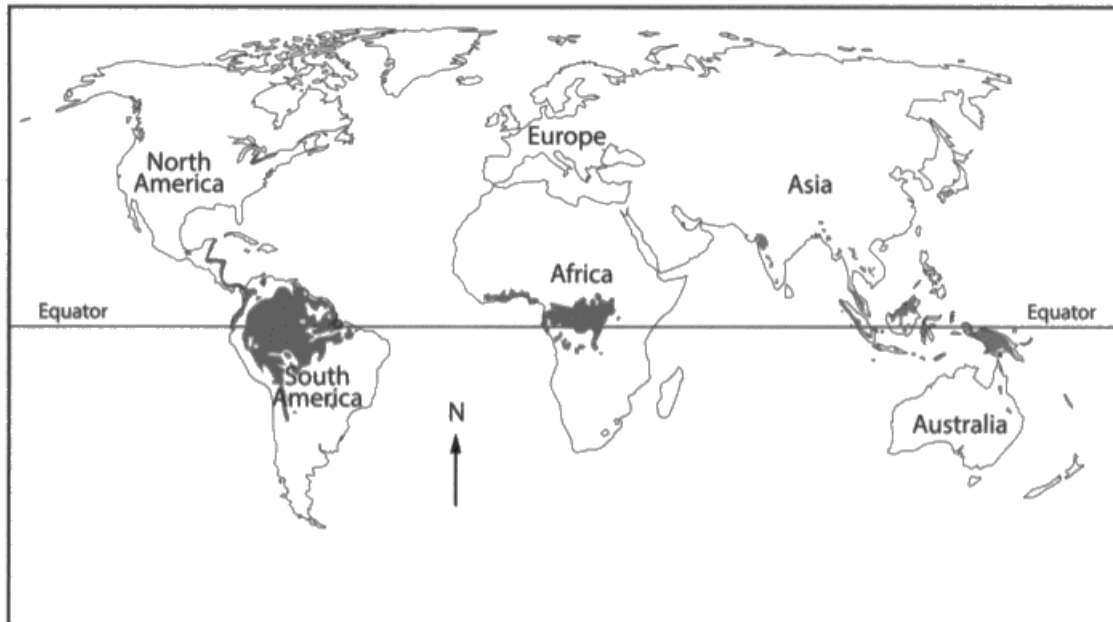
### ResultsPlus Examiner Tip

Making quick notes at the top of the question is very good practice in these longer answers. A mini-plan is a good idea and takes just a few seconds to complete.

### Question 3 (a)

The vast majority of candidates had some grasp of why tropical rainforests are 'tropical' and thus picked up both marks. However, it is worthy of note that many attributed their distribution to high temperatures rather than high rainfall which came in as a poor second. Very few saw how these two elements interact.

3 Figure 3 shows the location of the tropical rainforest biome.



#### KEY

■ = tropical rainforest biome

(Source: © Mongabay.com 2015)

Figure 3

(a) Study Figure 3.

Outline **one** reason for the distribution of tropical rainforests.

(2)

*This is because tropical rainforests are distributed on the Equator meaning they have a higher contrast in temperature as they are at times closest and at times furthest from the sun.*



**ResultsPlus**  
Examiner Comments

There was quite a disappointing amount of basic confusion about global geography, as illustrated with this answer which did not score any marks. It is best addressed throughout a GCSE course with skills-based questions.



**ResultsPlus**  
Examiner Tip

Use global maps as part of your revision and ensure that your basic knowledge of terms such as a polar, tropical and equatorial is sound.

### Question 3 (b)

There were some very good answers to this biogeographical question with a strong understanding of processes shown. Areas of confusion over what constitutes the 'atmosphere' were uncommon but the 'biosphere' was less secure at the bottom end of the ability range. Photosynthesis was well understood by most.

This response scored 2 marks.

(b) Explain **two** ways in which the biosphere regulates the composition of the atmosphere.

(4)

1. Trees absorb ~~an~~ carbon dioxide  
which and converts this into oxygen  
and regulating the amount of carbon  
dioxide in the atmosphere.
2. Carbon can be absorbed by  
the ocean causing carbon stores  
under water & reducing the carbon  
composition in the atmosphere.



#### ResultsPlus Examiner Comments

This is another reminder that command of key terms is so important – biosphere and atmosphere in this case.



#### ResultsPlus Examiner Tip

Remember that the atmosphere contains water vapour – that might have helped this candidate find a second 'way' more effectively.

### Question 3 (c)

This was the first opportunity on the paper for candidates to deploy their 'case-study' knowledge. For some it obviously focused on an area of the specification that they were unfamiliar with, at least in its details. Thus there were a large number of highly generalised answers with no location identified either explicitly or even implicitly. The best answers not only cited 'local' or 'national' schemes (National Parks were a favourite) but also identified how a management technique impacted (positively) on species and/or habitats.

This is a Level 2 response.

\*(c) For **either** a national **or** a local approach, explain how management measures can help conserve the biosphere.

(6)

National management schemes like <sup>National parks</sup> ~~SSSI~~, ~~look after~~ manage the conservation of green areas all over the UK. They look after coastal regions <sup>as well</sup>, limited the amount of tourism there and taking care of the wildlife and habitats. By limited tourism it means less damage can occur. They also campaign and partake in charity events to raise money for restoring areas by reintroducing the wildlife there or planting indigenous plants there.



#### ResultsPlus Examiner Comments

This answer lacks any idea/sense of place at all. Was the candidate unfamiliar with any one National Park, anywhere or, of more concern, did they choose not to mention one?



#### ResultsPlus Examiner Tip

Name places whenever you can; if this candidate had added a little locational detail, perhaps naming the 'coastal region' and identifying a place that is being 'looked after', this answer would have been at Level 3 scoring 5 or 6 marks.

## Question 4 (a)

This, as intended, required little more than extracting the relevant bits from the resources and most candidates managed this without a problem. A small minority chose to ignore the resource altogether and launch off on their own, usually taking a negative view of large dams on local food production and frequently quoting the Three Gorges.

The response below scored both marks.

### 4 Figure 4 summarises some of the benefits and costs of dams.

Large-scale water management schemes such as dams and reservoirs provide important benefits. They generate hydro-electric power and provide water for the irrigation of crops. They also help to manage floods, create waterways for transport and provide recreational opportunities.

However, dams come with significant costs. Dams have changed the ecosystems of very many rivers around the world. They have damaged habitats, flooded valuable farmland and disrupted populations of fish and wildlife. They have also damaged local economies and communities.

**Figure 4**

(a) Study Figure 4.

Outline how building dams might reduce food production.

(2)

They change the ecosystems so there are more floods which ruins farmland where food would have been grown. Fish populations are disrupted so less fishing can happen.



**ResultsPlus**  
Examiner Comments

Resources using text sometimes offer more than they intend – some of the material in here might have helped beyond Question 4(a).



**ResultsPlus**  
Examiner Tip

The command 'Outline...' means offer a basic idea and then develop it – 'outline how' will often be focused on a process as here.



## Question 4 (b)

As with Question 3(b), this question required a sound understanding of physical processes but also a clear head in identifying the most productive processes to choose. Some candidates made life quite hard for themselves by ignoring precipitation, perhaps because they struggled to envisage what exactly to say about evaporation and cloud formation, for this was indeed too often omitted from descriptions of the processes.

(b) Describe **two** processes of the hydrological cycle that return water to the oceans.

(4)

1 Water is returned back to the oceans as precipitation (after intercepting plants and trees).

2 Surface run off where there has been too much precipitation for the land to absorb (or has run off because of impermeable soil) and has flowed off the land into ~~the~~ a water source and back into the oceans.



### ResultsPlus Examiner Comments

Four mark questions split into two parts offer the possibility of a very basic answer to one element being compensated by a fuller development of a second point which is exactly what happens here – the candidate reaches 4 marks but by the 1+3 route.



### ResultsPlus Examiner Tip

If in doubt develop a point twice and, as here, this might compensate for lack of development elsewhere.



## Question 4 (c)

A number of candidates used well-rehearsed case study knowledge here or simply their ingenuity in falling back on the resource used in Question 4(a). Some of these answers were very good although a number drifted off into water quality which could, of course, be made legitimate by adding a comment about how polluted water is no longer available for a number of key uses.

This response reaches the top of Level 3.

\* (c) Using examples, explain how human activities can disrupt water supply.

one example would be from the  
Firstly, over abstraction ~~success~~ the COCA COLA (6)  
company ~~is~~ taking water from India as, they  
took out of the ground 500,000L of water  
each day for their company. ~~and~~ <sup>As</sup> a result,  
it left lots of people in India struggling  
to find water and also, farmers ~~is~~ were  
struggling to raise their crops due to the  
lack of water - some even had to walk  
miles each day just to get water.

Also, through building large-scale water  
management schemes such as the Hoover  
Dam in the USA (£850 million to build) it has  
meant that Mexico's

(Total for Question 4 = 12 marks)

water supply has been  
disrupted as the water has been prevented  
from its usual cycle and stopped from letting  
to much water through.

TOTAL FOR SECTION A = 48 MARKS



### ResultsPlus Examiner Comments

There is good data and detail here – another FAQ from candidates is how much do I need and this sample gives the reply – country and data offered for the Coca-Cola example, countries offered for Hoover dam with marginally relevant building cost added.



### ResultsPlus Examiner Tip

If in doubt add data and details – don't worry if you are not sure, you cannot lose marks – ever!

### Question 5 (a) (i)

The vast majority of candidates had no difficulty with this. The few that did offered processes that might indeed operate on coasts but were not explicitly related to the arrow, hence 'hydraulic action'.

No marks were awarded for this response.

5 Figure 5 shows a satellite image of part of the Hampshire coastline.



(Source: © 2015 Google Earth)

Figure 5

(a) Study Figure 5.

(i) Name the process that is taking place along the coastline shown by arrow Y.

(1)

Hydraulic action



**ResultsPlus**  
Examiner Comments

With the exception of maps it is photographs that cause candidates more trouble than any other resource. Practice interpreting aerial photographs is important.



**ResultsPlus**  
Examiner Tip

Read the whole question – every word! The clearly signposted idea here was the idea of movement along the coast, hence the use of the word 'along' in the question.

### Question 5 (a) (ii)

For the most part this was a well-answered question. Although no barrier to gaining maximum marks because a good explanation of longshore-drift was sufficient for that, it is pertinent to note that very few candidates related spit formation to a change in coastal alignment; in other words, how spits build into increasingly deeper water.

(ii) The landform in **Box X** is a spit.

Describe how swash and backwash can lead to the formation of a spit.

You may use a diagram to help your answer.

(3)



The swash is the waves when they travel up the beach at around the angle of 45° during longshore drift, and drops off beach <sup>sediment</sup> section, as the backwash brings it back down the beach, it travels in the waves downshore. This all gets deposited at one point and is then forced out to sea, forming a spit.



#### ResultsPlus Examiner Comments

The candidate has broadly the right idea about swash (1) – however, the diagram of backwash is perpendicular or certainly at a different angle to swash so the second mark is there (1). The idea of LSD is in the phrase 'it travels in the waves downshore' (1). This scores 3 marks. This is an 'entry level' 3 marker.



#### ResultsPlus Examiner Tip

An annotated diagram can help but be careful that the text supports the diagram.

## Question 5 (b)

The key phrase in this question was 'conflicting views' which was largely overlooked at the bottom end of the ability range. Level 3 responses were notable because they focused on economic interests and divided populations into those that had to pay and those who might benefit from management measures. The less focused answers tended to describe different management techniques (frequently hard – and soft-engineering) leaving it to the reader to draw a few inferences about 'conflicting views'.

\*(b) For a named coastline, explain why there are conflicting views on how it should be managed.

(8)

Named coastline: Holderness coastline

There are conflicting views from many different people. Local businesses and people want to advance the coastline or hold it in place because they do not want to lose their homes into the sea nor do they want to lose their coastal business which, might bring in a lot of money. Environmentalists however, believe nothing should be done and the coast should be left alone, because building coastal management structures can disrupt nearby wildlife and flora. The local council conflict because they want to try and keep everybody happy but they want to do so using as little money as possible. People up the coast also conflict, they do not want massive amounts of coastal protection, such as groynes because they reduce sediment further up the coast and therefore damage that coastline and make it more susceptible to coastal erosion. People further inland also don't want to hold the line because they don't want massive amounts of money spent on coastal protection, instead of other services like schools and hospitals.

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

(Total for Question 5 = 15 marks)



**ResultsPlus**

Examiner Comments

This response is not very fluently expressed but it certainly stays very tightly focused on the question and offers several reasons for conflict with three sets of players 'residents/businesses', environmentalists, and the local authority and the people inland. Despite a lack of place specific content this is an 8 mark answer.



**ResultsPlus**

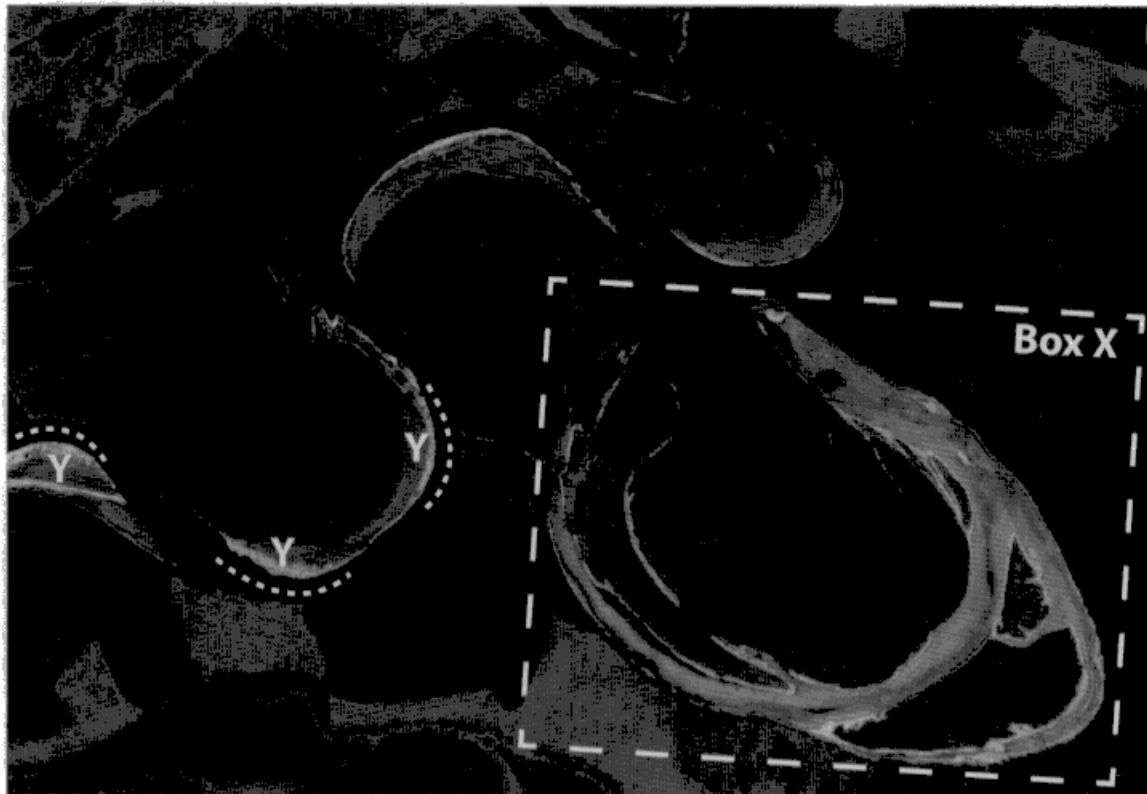
Examiner Tip

The keyword is 'conflicting'; always focus on these words and use them in your answer.

### Question 6 (a) (i)

There were a very wide range of answers to this, rather unexpectedly. The mark scheme took a liberal view of this range of responses although the resource explicitly indicated the inside of meander bends.

6 Figure 6 shows a satellite image of part of the Kamchatka River, Russia.



(Source: © 2015 Google Earth)

Figure 6

(a) Study Figure 6.

(i) Name the process taking place at the locations labelled Y.

(1)

erosion - because it forms a meander

or



**ResultsPlus**  
Examiner Comments

The position of the letter Y on the inside of the meander bends should have been enough to suggest deposition but far too many candidates, as here, failed to make the link.



**ResultsPlus**  
Examiner Tip

Diagrams need interpreting with care – look twice and then look a third time.



## Question 6 (a) (ii)

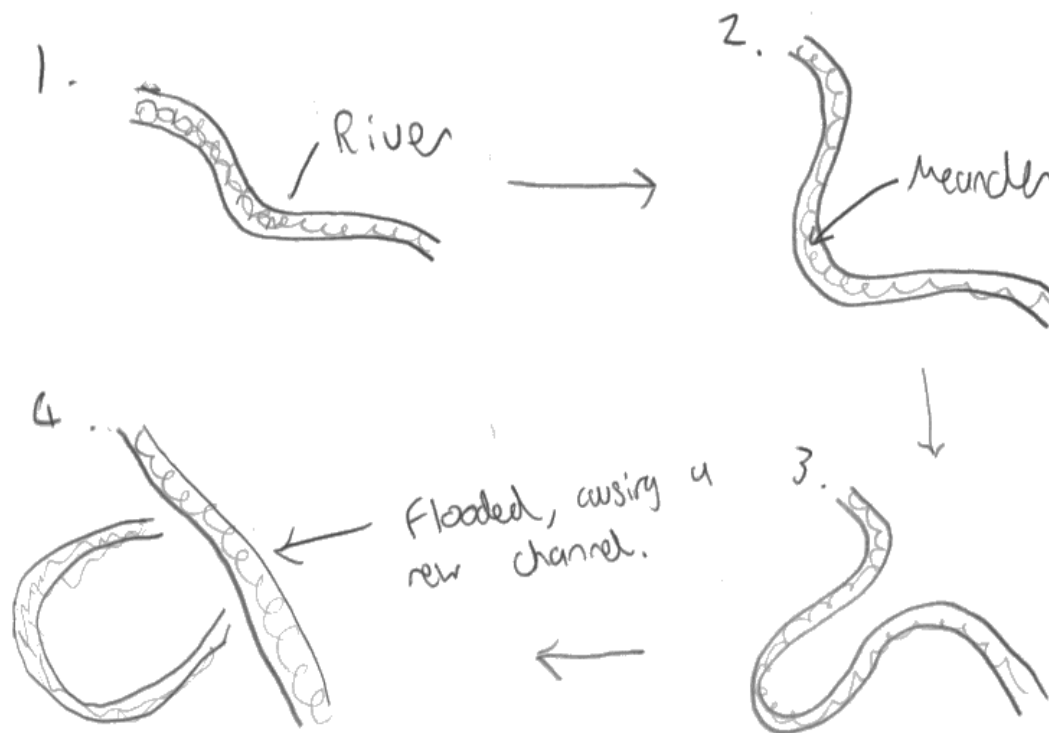
There were many very clearly written answers to this question with an accurate description of the erosional processes although rather less secure about meander breaching or subsequent deposition. As with the parallel question, these latter weaknesses did not inhibit candidates from gathering all 3 marks as many did.

(ii) The landform in **Box X** is an oxbow lake.

Describe how a river meander develops into an oxbow lake.

You may use a diagram to help your answer.

(3)



Firstly, a meander starts to develop due to the way water travels on (in a corkscrew-like motion). The meander grows due to erosion and deposition taking place until the angle is so large, that in extremely wet conditions the river bursts its banks and a new channel is created straight across as this route takes less energy. Leaving an oxbow lake.



**ResultsPlus**  
Examiner Comments

This was an unusually sophisticated version of events (flooding causing breach) and basic processes were described accurately so 3 marks were awarded in total.



**ResultsPlus**  
Examiner Tip

It is a very good idea to identify sequences in answers, using terms such as 'Firstly...'

## Question 6 (b)

The focus of this question, as with its parallel equivalent (Question 5(b)), was on an evaluation of management schemes; in this case its 'success'. As with Question 1 (c) it would have been helpful if candidates established some criteria of how success might be assessed rather than assume that it was/is self-evident. The strongest responses made the point that preventing damage to property or indeed loss of life was the aim of most management schemes and evaluated them accordingly.

\*(b) Using named examples, explain why some flood management schemes have been more successful than others.

(8)

The soft engineering methods used ~~along the~~ along the river skene have been more successful ~~than~~ than the hard engineering methods used along the river Ouse in York. It is more successful as it has reduced flooding in the area at a fraction of the cost. Methods include planting 20,000 ~~cross~~ ~~barrier~~ trees to increase interception. Whereas huge metal flood gates have been constructed in York. Also ~~the~~ the flood gate only diverts the water elsewhere so it only moves the problem to another place. ~~The~~ The hard engineering methods also look worse and create visual pollution, whereas soft engineering ~~with~~ methods look natural, such as creating areas of land to be a park, looks better than walls surrounding buildings, which ~~was~~ were used in York. (Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 6 = 15 marks)



### ResultsPlus Examiner Comments

Details are offered of two schemes with some local 'colour'. Evaluation is strong although criteria for success is not always clear – especially good is the idea of downstream consequences of flood protection which is a sophisticated idea. This response is a Level 3 answer.



### ResultsPlus Examiner Tip

If you are asked to use 'named examples' add as much detail as you can. Remember that mistakes over the data cannot lose you marks.



## Question 7 (a) (i)

Candidates have improved their skills of describing patterns although it has been something of a Herculean task and they are still, by and large, not at their most comfortable with maps. Bad habits are still quite widespread with the two most apparent being a concentration on fine detail with no overview in which to contextualise that detail and the irresistible urge to explain patterns despite not being asked to do so.

7 Figure 7 shows pollution levels on the southern coastline of the USA after an oil rig accident.

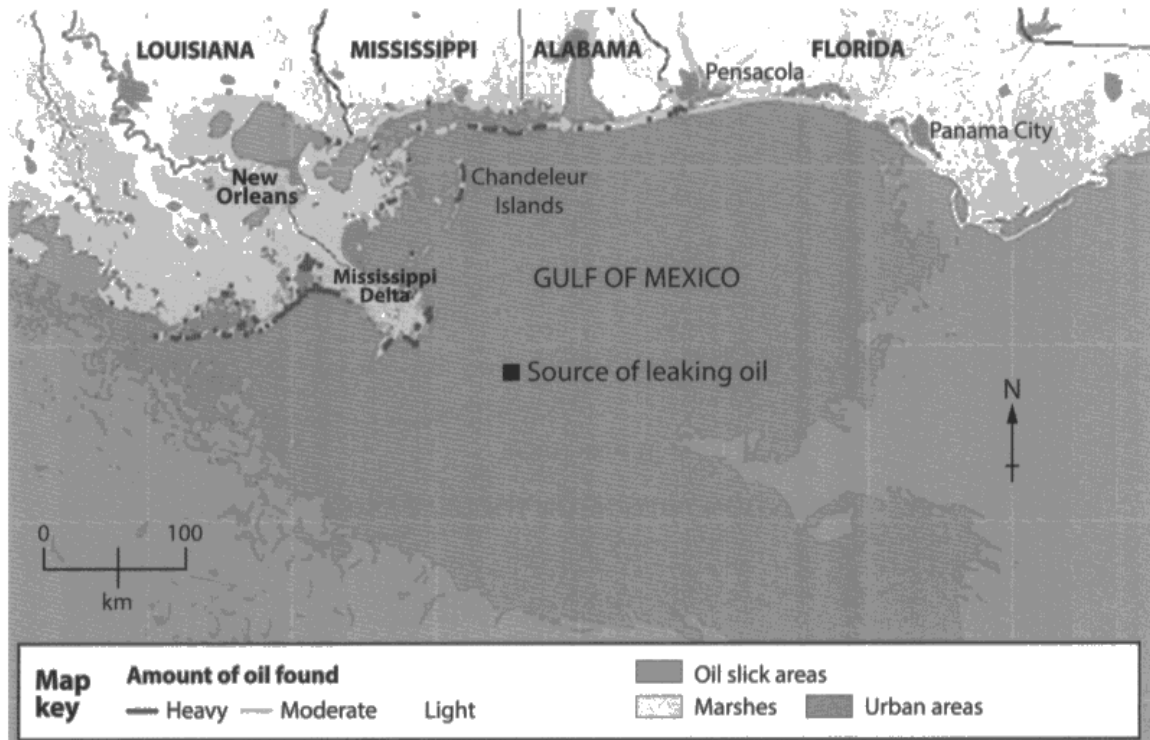


Figure 7

(a) Study Figure 7.

(i) Describe the pattern of oil pollution along the coastline.

(3)

Overall there overall there is more oil pollution found on west side of the gulf such as the mississippi delta where there is only moderate to heavy amounts of oil found. This is because it's closer to the source of leaking oil whereas the southern coast of florida has only light amounts found as this is a lot further away from the source of leaking oil



**ResultsPlus**  
Examiner Comments

This answer was well focused on the distribution; it includes an East/west point (1) the concentration in the Mississippi delta (1) and the idea of being closest to source (1) so 3 marks in total.



**ResultsPlus**  
Examiner Tip

All answers to 'pattern' questions should start with an overview. They are, broadly speaking, either even or uneven.

### Question 7 (a) (ii)

This scored very highly and apart from a small number of candidates who missed 'on the coastline' or misread 'water quality' for water 'quantity', all was well.

This response gained the mark.

- (ii) State **one** way, other than oil pollution, that human activity can affect water quality on the coastline.

(1)

Litter from tourists



**ResultsPlus**  
Examiner Comments

This was well answered by almost all candidates.



**ResultsPlus**  
Examiner Tip

For 'State...' or 'Name...' questions keep your answers brief.

### Question 7 (b)

These final questions (Question 7(b) and Question 8(b)) are designed to be the most demanding on the paper and so it turned out. The critical route to Level 3 marks was a recognition that there needs to be some criteria of how to measure effectiveness. Successful candidates recognised that changes in ocean health would be as good a measure as any and that the current decline in ocean health suggests that 'global actions' have been insufficient to combat ecosystem decline. With a decent range of 'global actions' described they were able to point to a few, ultimately quite local, victories but very few global successes. Happily many took care to tidy up their answers and maximise their SPaG marks by applying punctuation and grammar rules in a way not always obvious elsewhere on their papers.

- \* (b) Examine the effectiveness of global actions in maintaining ocean health.

(8)

There ~~are~~ many associations across the globe aiming to maintain ocean health, such as MPAs which are like national parks in the ocean. <sup>most</sup> Areas protected by MPAs are patrolled, and people are forbidden from entering the area to protect the wildlife and prevent pollution. However, fewer than 1% of effective MPAs protect coral reefs, ~~perhaps~~ ~~the~~ ~~no~~ one of the most vital things ~~in the~~ for maintaining ocean health along with things like phytoplankton. However, phytoplankton ~~real~~ population has decreased by about 40% in the past 50 years, mostly blamed on global warming, which

is being combatted by thousands of people who are building things like the Three Gorges Dam in China to produce clean energy. The dam produces 22.5 gigawatts. The EU community fisheries policy also helps protect the ocean, with quotas on fish and regulations on dead fish returned to the ocean. There is

also a company who concerns ~~the~~ itself with the garbage patches in the ocean, such as the Pacific garbage patch.

136 countries have signed onto a global agreement to ban the dumping of waste and oil within the ocean. ~~some~~ This means enforcement of the ban on ship and on land. This has been successful to a degree, but the levels of garbage in the ocean are still increasing, if at a slower rate.

(Total for spelling, punctuation and grammar = 3 marks)  
(Total for Question 7 = 15 marks)



### ResultsPlus Examiner Comments

This is a very strong answer largely because of the excellent and impressive level of detail in the examples offered. The last line nudges it up to full marks because it addresses 'success'.



### ResultsPlus Examiner Tip

Try to evaluate as you go along in these longer answers – don't leave it until the last line!

### Question 8 (a) (i)

There was a lot that could be said about these 'two' patterns and most candidates found at least a couple of points. Although the map presented some difficulties in finding the right vocabulary; most candidates recognised something of a centre/periphery distribution and knew that quoting some data would always be helpful.

8 Figure 8 shows the polar bear population in North America and Greenland.

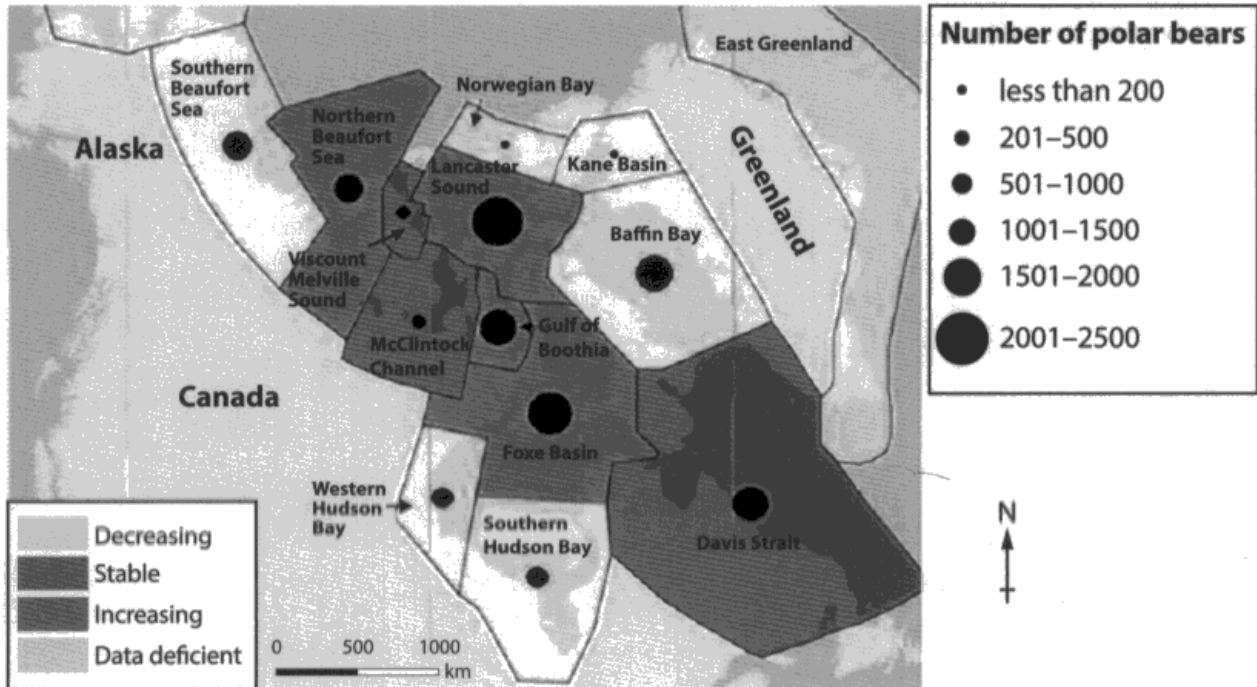


Figure 8

(a) Study Figure 8.

(i) Describe the pattern of the polar bear population.

(3)

The furthest from the Norwegian bay and less ice caps have an increasing amount and stable whereas in the ~~out~~ outside sections are decreasing from less than 1501-2000 and in the gulfs they are high population with steady of 2001-2500.



**ResultsPlus**  
Examiner Comments

This answer suggests that it is stable in centre (1) with larger numbers in the centre (1) and it uses data (1) so 3 marks in total.



**ResultsPlus**  
Examiner Tip

All answers to 'pattern' questions should start with an overview. They are, broadly speaking, either even or uneven.



## Question 8 (a) (ii)

Failure to adapt to a loss of habitat was the common response and perfectly appropriate. It scored highly.

(ii) State **one** reason why climate change would affect the numbers of polar bears.

(1)

~~Many~~ Ice will melt if temperature increases, destroying  
their habitat



**ResultsPlus**  
Examiner Comments

The vast majority found an appropriate impact and were rewarded with the mark.



**ResultsPlus**  
Examiner Tip

Keep answers to 'State..' and 'Name..' questions really brief – just a few words.

## Question 8 (b)

These final questions (Question 7(b) and Question 8(b)) are designed to be the most demanding on the paper and so it turned out. The critical route to Level 3 marks was a recognition that there needs to be some criteria of what constitutes a traditional economy and how it might be threatened. Successful candidates recognised that economic changes would be centred on jobs and employment and thus resisted the temptation to drift off into demographic, social or even political impacts about the decline of traditional ways of life. Of course these could be tied back to economics and some did this very effectively. Happily many took care to tidy up their answers and maximise their SPaG marks by applying punctuation and grammar rules in a way not always obvious elsewhere on their papers.

\* (b) Examine how climate change threatens the traditional economies of extreme environments. - climate change → arctic circle → inlets  
Rising sea level → rural → urban → cultural dilution (8)  
Loss of habitat → animals → hunting.

There are many ways that climate change threatens ~~the~~ the traditional communities in extreme environments, for example the inlets in the arctic circle. Sea level rise in coastal areas mean that the inlets are forced to move from these rural areas to urban areas ~~at~~ inland, which threatens traditional economies due to westernisation, ~~and~~ leading to cultural dilution. ~~at~~ Melting sea ice also means a disruption of animal migration, affecting hunting and trade patterns.

~~in hot extreme environments resource exploitation of oil~~  
~~also impacts economies.~~ in hot extreme environments,  
climate change means that ~~less~~ warmer temperatures  
and less rainfall leads to drought and crop  
failure, which affects traditional economies in the  
Sahel. ~~7~~



### ResultsPlus Examiner Comments

This answer tackles the ideas of retreat inland, changing hunting patterns and impact on farming in arid areas so there are three impacts but there is very little detail or location, links to causes are not always evident either.

It is a Level 2 response.



### ResultsPlus Examiner Tip

Make sure that you identify the key ideas and issues. Always try to pull it together in a final sentence.

## **Paper Summary**

With new specifications to teach in September it may very well be that this report is not at the top of colleagues reading lists but many of the lessons are, of course, transferable because candidates continue to make mistakes in the examination hall that are both unnecessary and costly. However well prepared they might be, in terms of the material to be examined, exams are stressful and errors resulting from the mistaken interpretation of questions, poor time management and an ignorance of what the expectations of examiners might be can be costly. It is this last point that is perhaps the most pertinent here; as new specifications become more familiar, as a new and more demanding set of command words become routine so it is incumbent upon teachers to endeavour to get students not only to think 'like geographers' but also, more prosaically perhaps, to 'think like examiners'. It is in that spirit that this report is presented.



## **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>



Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London WC2R 0RL.