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Examiners' Report June 2010

GCE Geography 5GA1F

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Introduction

This unit examines candidates ability to apply their geographical skills and to answer knowledge based questions on Global Challenges. A large proportion of the candidates did not score well on the first two questions which tested map and graphical skills. Most candidates scored more highly on the knowledge based global challenge questions. Centres are reminded that there is a skills list provided on the Edexcel website and that candidates will be expected to be competent in the range of skills that are listed.

Question 1 (b)

This question required candidates to recognise features on a photograph and relate them to the map.

A large number of the candidates simple answered church which indicated that they had not referred to the key. Church with spire was accepted although is not strictly hw to was written on the key.

Identification of the bridge over the River Coquet proved problematic for a number of the candidates.

Surprisingly a number of candidates could not identify the road.

The majority of the candidates were able to identify the Post Office.

Question 1 (c)

Questions which ask for a ‘distribution’ to be described are notorious for being poorly answered and this was no exception. Very few candidates acquired full marks.

(c) Describe the distribution of woodland shown on the map.

Use map evidence in your answer.

(3)

The woodland is dispersed (spread out) and is not all in one place because there is a big area of woodland in Swarland and also surrounding Alnwick.



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Examiner Comments

A very general comment followed by more specific information.
The candidate has used map evidence in their answer.

(3)

The distribution of the woodland is spread out. There is a lot of woodland near the river coquet. There is not a lot of woodland near the settlements. Amble has very little, swarland has the most woodland.



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Examiner Comments

The candidate in the example makes three comments about the woodland and includes map evidence. A clear 3 marks.

Question 1 (e)

Candidates found this question very challenging. Many were able to plot the route of the road but did not appear to know how to complete the rest of the map. Many simply writing on the map where the features were instead of using the key as instructed. This is a skill that needs to be practiced as it is part of the Specification.

Most candidates attempted this question but their X was not accurately plotted and hence they lost the mark.

Question 2 (a) (i)

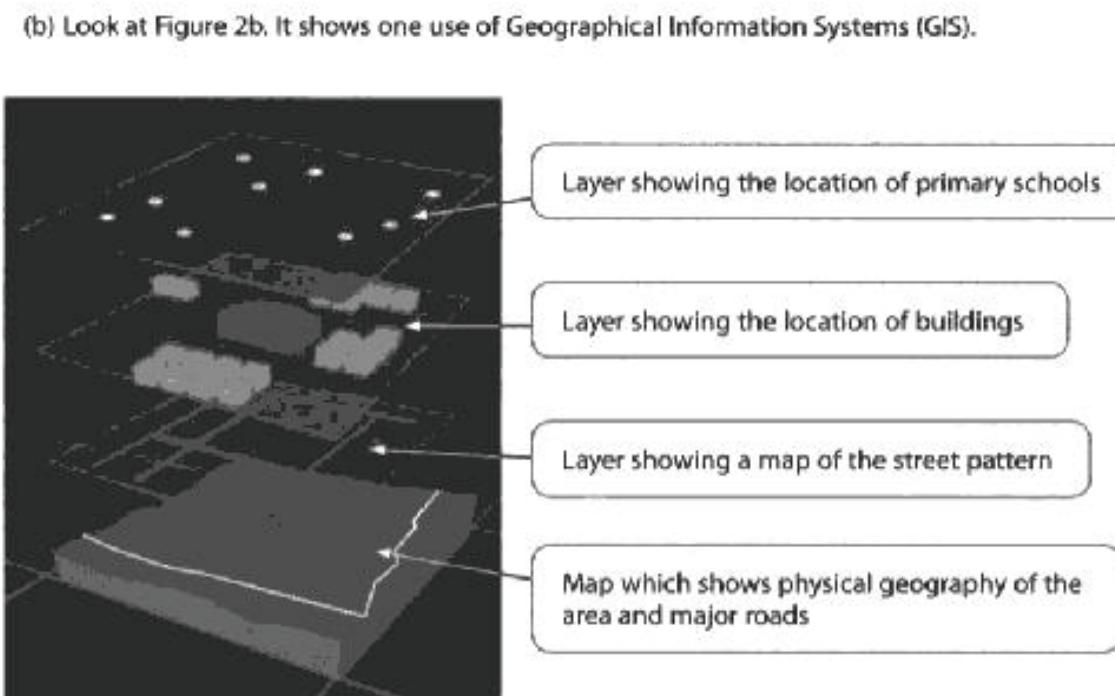
Many of candidates achieved full marks on this question.

Question 2 (a) (ii)

Candidates did not score highly on this question. Even though the words and numbers were provided many inserted them into the wrong places / gaps which was surprising.

Question 2 (b) (i)

This question proved problematic for candidates to achieve the three marks. Many had little to no understanding of the principle of layering and of GIS. The majority of the candidates wrote about what they saw in Figure 2b.

**Figure 2b**

- (i) Describe what is meant by layering information.

You may use Figure 2b to help you.

(2)

layering information makes it easier
to read and understand by
focusing on each layer one at a time

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Examiner Comments

This is worth two marks. It states what layering is and how it helps to interpret data.

Question 2 (b) (ii)

Generally most candidates could suggest a reasonable group of people that would use this information.

Question 3 (a) (iii)

Candidates displayed a good knowledge of the causes of the increase in methane gas. Most referring to increase in the number of cows being reared and increase in rice production.

Question 3 (a) (iv)

This question was well answered by the majority of the candidates. The most common error being the mixing of sulphur dioxide and carbon dioxide.

Question 3 (a) (v)

Many candidates could describe the negative effects of climate change on the environment but failed to include specific examples.

- (v) Describe **two** negative effects that climate change is having on the environment.

Use examples in your answer.

(4)

Negative effect 1)

The ~~water~~ ^{is} Seas are heating up which is killing the coral in places like Australia which means not as much oxygen is being produced.

Negative effect 2

The IF the weather gets hotter it will lead to more aggressive and more frequent tornadoes.



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Examiner Comments

This answer gains full marks as it states the negative effects of climate change and gives an example.

- (v) Describe **two** negative effects that climate change is having on the environment.

Use examples in your answer.

(4)

Negative effect 1

Sea level are rising cause flooding around the world

Negative effect 2

The seal level tempriture is going up cause ice bergs to melt cause animal to bei because their homes are disappering.



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Examiner Comments

There is enough here for 3 marks. The fourth mark is withheld due to the lack of an example.

Question 4 (a) (iii)

Candidates were able to describe the problems of resource extraction but many failed to illustrate their answers with examples. Some of the candidates wrote about farming in Brazil or the growing of Palm Oil in Papua New Guinea which is not strictly resource extraction.

- (iii) Describe the effects of resource extraction on tropical rainforest environments and the people who live there.

Use examples in your answer.

(4)

In the amazon rainforest, people are cutting down trees, to dig for oil, this causes the local people to move away, leaving their homes, crops. ~~and~~ ^{As the} ~~people are digging for oil.~~ The amount of trees being cut down is devastating, there are huge amounts of wildlife becoming extinct. The area around the rainforest would get noise pollution, which ~~will~~ ^{may} make them move, once this fuel is dug up, it is burned, which then releases huge amounts of carbon dioxide into the atmosphere, causing global warming.



This candidate would receive credit for comments about trees being cut down and wildlife becoming extinct. But the answer is not specific or developed.

Question 4 (b)

Many candidates were able to write about two schemes usually 'Park and Ride' and 'Congestion Charging' although their answers were often rather general. The better candidates were able to discuss at least two schemes and give specific details of how they operated.

*(b) Outline how transport is being managed in urban areas.

You should refer to a number of different sustainable schemes in your answer.

(6)

Transport is being managed in a number of different ways, one of the most common methods is the park and ride scheme. The park and ride scheme is a good method to ~~stop~~ congestion in urban areas, as people know it'll be difficult to drive in to the busy city centre, so they decide to park on the outskirts of the city and get the bus in, meaning that less cars are on the ~~roads~~ ^{excesses} roads, reducing congestion and there's less carbon ~~oxide~~ from the cars, contributing to less global warming. In some of the major cities there are congestion charges, such as London, if you drive into the main part of London you have to pay a toll to be allowed through, which will stop people driving in as they may not want to pay the charge, so they get the park and ride bus in, which shows that the two schemes work together to control transport in urban areas.



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Examiner Comments

This answer would have achieved a level 2 mark because there is information about two schemes but there are few points actually describing the schemes themselves. The only point which could be deemed specific is the word 'London'.

*(b) Outline how transport is being managed in urban areas.

You should refer to a number of different sustainable schemes in your answer.

(6)

The main way to reduce the amount of cars on the roads, is park and ride. There is 3 main sites ^{on} ~~at~~ London road, Bury Road and Martlesham, this scheme uses ^{buses} ~~cabs~~ to transport people from the outskirts of towns, to the centre of town. It reduces the cars on the roads by a huge amount as it can take up to 50 people, it's cheap too, as a single costs £2.00 and a double costs £3.00. This method affects global warming in a ~~positive~~ positive way because it takes the people that would usually travel by cars, and puts them all in one vehicle. Buses are also a good way to manage traffic, as like park and ride, it makes lots of people use one vehicle.



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Examiner Comments

This candidate does not say where they are referring to but there is possible specific detail. Therefore this would get into level 3 but only achieve the bottom of the level due to lack of clarity on the specifics.

On the whole the paper worked well with candidates being able to demonstrate their knowledge and understanding of the topics they had been taught.



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