Examiners' Report

June 2010

GCE Geography 5GA2H

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Introduction

It was pleasing to see a good level of responses in the first session of this new modular unit, as the paper was generally well received by candidates. Although many candidates have only studied the Natural Environment Unit this year the level of Geography given in many answers was good, and it was pleasing to see explanation. I have no doubt that given a further year of study we could expect the quality of responses to improve further.

The paper required candidates to answer two 25 mark questions in an hour. The vast majority of candidates managed this in the set time, with some detailed answers given on case study questions. Candidates must, however, ensure their answers focus on the demands of the question. There were often occasions where the candidate explained in a question requiring description.

Candidates used the space in the answer booklet well, though must be reminded to indicate where a continuation of an answer is, if additional paper has not been used.

In section A the Coastal landscapes and Tectonic landscapes were the most popular responses chosen. Very few centres opted for the Glacial landscapes option. In section B there was a more equal spilt between Question 5 and 6.

Candidate performance was surprisingly good, with the majority of the candidates able to use and interpret the resources provided. The approach to individual questions is considered in the reports on the separate items. However, a general summary of areas for improvement in the approach to some of the question types may prove of benefit to centres:

i) In questions requiring answers to be labelled or annotated onto a resource, the candidate must ensure their answer does this and not write the answer in a space below.

ii) In questions requiring description of distribution, candidates must ensure they use evidence to support their answer when asked for it.

iii) In questions requiring explanation of landforms, candidates should try and use process and explanation in addition to explaining the sequence of formation.

iv) On case study questions, candidates should try to use specific detail relevant to their named area, to support their points.

Question 1(a) (i)

In this source based questions candidates were required to identify the landform labelled X. The vast majority of candidates were able to identify the feature as a stump, though some did confuse it with a wave-cut platform.

Question 1(a) (ii)

Candidates were required to label two coastal landforms onto the resource. Common answers included the stack, the headland or the bay. In this instance candidates should be aware that the sea is not a landform. Clear labelling from candidates is vital and candidates are asked to use arrows to specifically locate named features. Candidates should also ensure that their named landforms not just written below the question. Even though they may identify correct features in this instance they do not fulfil the requirements of the question and therefore would not score a mark.
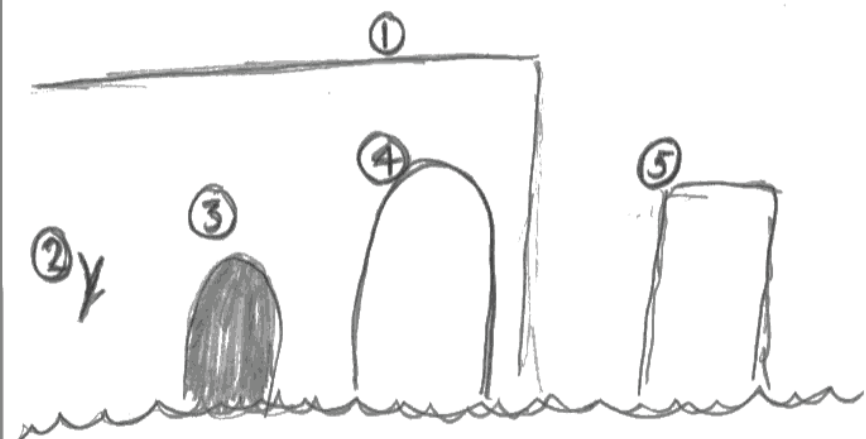
Question 1(a) (iii)

Candidates were asked to explain the formation of one of the landforms labelled in response to 1a(ii). The most common response was to explain the formation of a stack. Marks were awarded for recognition and description of the complete sequence of formation for the landform, reference to a process and some explanation. Candidates were very good at describing the sequence but could improve with specific explanation of either part of the sequence or the process.

This example explains the formation of a stack. The diagram at the top of the answer is clearly drawn and directly linked to the answer.

A stack (5) is formed when a headland is exposed to waves(1). Number 2 shows a crack or fault in the headland that has occured through hydraulic action; this is when water enters a crack compressing the air and then releasing again which breaks up the rock. Also corrasion where rocks/pebbles in the sea hit the headland by the waves force. Over time these processes are repeated until a cave is formed (3) and then an arch(4). The pressure from the exposed headland on the arch makes it top heavy-eventually collapsing to leave a stump(5).

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Examiner Comments

This is an excellent answer which gains full marks (4/4). The candidate clearly understands the sequence of stack formation and relates it to the different stages of the diagram. The candidate uses process to support their answer and gains their explanation by explaining hydraulic action. In addition, the candidate understands the temporal nature of the stack formation by including phrases such as 'Over time...'

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Examiner Tip

Including comments such as 'the cave became larger over time due to hydraulic action....', gains you credit as you use the process to develop your point.

Question 1(b) (i)

This was a source based question requiring the candidate to identify the type of mass movement occurring in the photograph. Many candidates could identify slumping as the correct term. Some lower scoring candidates failed to identify the correct process name.

Question 1(b) (ii)

A resource based question which required candidates to describe the effects of mass movement shown in the resource. Some candidates emphasised the process of slumping rather than describing the effects which often scored no credit. Those who focused on the answer could identify the main effects such as buildings damaged, or land lost. High scoring candidates were able to imply likely impacts such as '...homes damaged leading to people moving home.'

Candidates must ensure when attempting resource descriptions that they focus on what is in the image rather than generalised effects.

(ii) Describe the effects of mass movement shown on Figure 1b.

(3)

the rock that makes the cliff had dried out and cracked, then become saturated again by large rainfall and part of the cliff has slid down the slip plane.

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Examiner Comments

This candidate has simply described the circumstances leading to slumping and not focused on describing the effects from the resource therefore scoring no marks.

Question 1(b) (iii)

Candidates were required to explain the factors which affect the rate of coastal recession. Many candidates referred to the stated factors from the syllabus; the geology, the fetch or coastal defences. Often answers would state a factor but would not fully develop it to explain how the factor affected the rate of recession. Too often the link to the explanation was implicit. Some low scoring candidates would simply define terms such as fetch without relating it to the question. Candidates could improve their performance by applying the factors to different situations such as leading to increased or decreased recession.

(iii) Explain the factors affecting the rate of coastal recession.

(4)

The distance in which the waves come from will affect the recession as if they come far away, the power of the waves will be greater causing more erosion on the coast. If coastal managment like groynes and sea walls which reflect and absorb wave energy, then the coastal recession will be less as there is not alot of pressure causing coastal erosion.

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Examiner Comments

In this answer although the term fetch is implied through the definition the candidate clearly develops both points linking to rate of recession. The piece on defences is particularly well explained. This answer was worth 4/4.

Question 1(c)

This question provided candidates with a great challenge. Candidates were required to explain how planning and forecasting could reduce coastal flooding. Many answers were generalised and failed to meet the demands of the question. Forecasting was well attempted, however many candidates took planning as building defences. Some high scoring candidates were able to mention the work of organisations such as the MET Office or DEFRA, which brought clearer focus to candidates answers.

(c) Explain how coastal flooding can be reduced through planning and forecasting.

(4)

Coastal flooding can be reduced by the MET office examining sea perecasts and sending the information to radios + T.Vs. People can prepare for floods by various methods like having their houses on stilts to prevent water getting in their home or having outside staircases to the roof-tops so if a flood was to occur, people could get to the roof for safety

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Examiner Comments

This candidate has clear reference to planning and forecasting. They also focus their answer by linking to the actions of the MET office. With some explanation this candidate was able to get to three marks.

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Examiner Tip

When answering a question with two factors such as planning and forecasting ensure you explicitly mention them in your answer, for example 'Planning can reduce coastal flooding...'. This will focus your answer.

Question 1(d)

This question required candidates to explain coastal management for an area they had studied. Many candidates focused their answers on Swanage or Walton on the Naze, however it was nice to see some centres us their own local examples. Some centres had studied case studies which limited candidate response, especially where little management had taken place. Candidates must ensure that they have specific information relevant to their case, e.g. dates, costs, rock types, as this will allow an answer to reach Level 2. Candidates should try to avoid writing the entire case study and only choose the relevant parts. Many candidates were limited from achieving a Level 3 answer as they did not include detail in their explanation. When referring to management the candidate should try and explain how the technique reduces coastal processes.

This example is a characteristic Level 3 answer focusing on Walton on the Naze.

> In 1998 300 tonnes of lieceter granite were placed at the base of the cliff at the cost of almost £170 000. In 1999 the beach was replenished. Also In 1977 a wooden structure filled with rip rap was built on the beach this disperses the waves energy making it less destructive.

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Examiner Comments

This candidate gave a general introduction on the groynes and sea wall and included some explanation. The clip shows that although the candidate uses lots of specific information that few of the points are explained. Overall the candidate achieved a low level 3 answer as they had some explanation and a range of specific points.

ResultsPlus
Examiner Tip

Ensure that instead of just describing the different management techniques, develop the answer to explain how the technique reduced coastal processes.

Question 2(a) (i)

This was a source based question requiring candidates to label features of a meander onto a cross section. Many candidates labelled the river cliff and slip-off slope correctly, however marks were not awarded if the candidate did not label and just wrote their answer at the bottom of the page.

Question 2(a) (ii)

This was a challenging question requiring candidates to explain the formation of a meander. The vast majority of candidates followed the explanation from text books and explained the processes within a meander, without mentioning the formation, however, this was deemed acceptable. That said, some centres had taught pool and riffle meander development which was great to see. High scoring candidates were able to explain the processes on the inside and outside of the bend and relate to process. Lower scoring candidates often lacked the explanation or confused the process occurring on the inside/outside of the bend.

> A meander is formed by water using hydraulic action and abrasion on ~~its~~ a river's outside bend, which undercuts the bend and forms a river cliff. This river cliff is constantly attacked and collapses eventually, causing the ~~out~~ bend to move backward. The inside of the bend is where the slowest flow of water is, and the water cannot carry it's load in suspension at low velocity, so it is deposited making the inside bend move forwards, towards the outside bend. This process is repeated over time and meanders get bigger and bigger

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Examiner Comments

This candidate has written an answer with clear explanation of processes on the inside and outside of the meander. In addition they refer to abrasion and hydraulic action to aid their explanation. The candidate also used a well labelled diagram in support of their answer.

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Examiner Tip

A well annotated diagram can often help visualise the text. These are particularly useful on landform questions.

Question 2(a) (iii)

The majority of candidates correctly stated that meanders develop into oxbow lakes.

Question 2(b) (i)

In this source based question candidates were required to identify the labelled landform. The vast majority of candidates were able to do this.

Question 2(b) (ii)

Candidates were required to use the resource to describe the effects of flooding. Some candidates gave generic answers which did not focus on the resource thereby limiting their answer. Many were able to identify the damage to the property or loss of land, and some candidates identified the impact on people. However, many candidates were distracted by levee and waterfall formation which were not relevant to the question set.

> (ii) Outline the main effects of the recent flood shown in Figure 2c.
>
> (3)
>
> from the photograph we can see that houses were destroyed by the flood, electrical lines have been destroyed and the ground on the picture looks damp, so there could have been too much water for the ground to absarb so as a result it's become over-saturated.

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Examiner Comments

The candidate picks up two marks in the first two lines but then looses their way by trying to explain why the damage occurred.

ResultsPlus
Examiner Tip

Ensure your answer focuses on what you can see in the resource. Do not be tempted to explain.

Question 2(b) (iii)

Candidates were required to explain how flooding can be caused by physical factors. The majority of candidates were able to identify relevant factors, though some ignored the question and wrote about human factors. High scoring candidates were able to explain how the factor lead to flooding and would refer to low infiltration, low interception or increased surface runoff as a means for the water reaching the channel and causing the flood. Deforestation is acceptable as both a human and physical cause therefore was credited in this exam session.

(iii) Explain how flooding can be caused by physical factors.

(4)

An is physical impact of flooding is defforestation. The trees surrounding rivers intrcept the precipitation and decrease lag time. The trees that have been cut down will not be able to intrcept the precipitation therefore increasing lag time. Also, the urbanistation is a physical factor that can cause flooding. When precipitation occurs it will hit the solid straight surfaces of buildings and roads and quickly rush back to the river. This will increase lag time and cause potntial flooding.

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Examiner Comments

The focus of his candidate is largely human factors. However, deforestation was acceptable as a physical cause and the candidate explained this factor with reference to reduced interception which was good for 2 marks.

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Examiner Tip

Try and include terms such as 'reduces infiltration', or 'increases surface runoff', when explaining how the factor causes flooding.

Question 2(c)

This was a challenging question requiring candidates to explain how planning and forecasting reduced the effects of flooding. Answers were generic and limited in explanation. Building design was the focus of many answers though few explained how the design reduced the effects, instead describing the design. Only the high scoring candidates were able to effectively explain planning and introduce concepts such as floodplain zoning.

(c) Explain how planning and building design can reduce the effects of flooding.

(4)

Planning and building design can reduce the effects of flooding. In many HIC's developers have to have planning permission before building and often permission is not permitted on flood plains. In Worcester, the Graham Hick Pavillion at the Cricket club on New Road, which high & runs along side the River Severn on the flood plain, opened in 2009 has been built with an underground car park to store flood water, and the rest of the building has been elevated to reduce the effects of flooding on the club, especially after the 2007 floods which cost the club millions of pounds in insurance claims.

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Examiner Comments

This candidate mentioned both planning and building design, however, only explained the part of the answer on building design. Although an example was not required it helped focus the question and develop the explanation.

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Examiner Tip

Try to use examples to focus your answer. It is easier to explain 'real' scenarios.

Question 2(d)

This question required candidates to explain how river management had been managed. The vast majority of candidates focused their answers on the River Nene. Candidates were very good at describing the methods used and many of them gave good specific detail enabling them to reach Level 2. However, only some candidates developed each point to explain it. Candidates who use local fieldwork sites as case studies should be reminded that they need to include specific points, as some answers in this context were generalised.

(d) Choose a river you have studied.

Explain how this river has been managed.

(6)

Chosen river ___River Neane.___

The River Neane is situated in Northampton. At foot meadows, 4m high walls have been built to protect housing, industry and the Crow Inn in 2002. At Weedon Valley, a scheme costing £2 million enabled embankments to be built that raised the level of the ground by 10m. This will protect farmland, ensure river erosion is controlled and ensure a habitat for animals.

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Examiner Comments

This is a good example of candidates simply describing a range of schemes on the river Nene without explaining in detail how they manage the river. Subsequently this answer reaches Level 2.

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Examiner Tip

Remember to use specific facts to support your case study and ensure they focus on the management scheme not another aspect of the case study.

Question 3(a) (i)

In this source based question candidates were asked to draw the direction of ice movement onto a sketch of a drumlin. Of the few candidates who attempted the glaciers question many could label the correct direction.

Question 3(a) (ii)

Candidates were required to label the Stoss End and Lee Slope onto the drumlin. Most achieved this, however some candidates confused the two. Many were able to label the terms in the correct part of the diagram showing a recognition of drumlins.

Question 3(a) (iii)

Although candidates may have been able to recognise drumlins explaining their formation was a different story. Commonly candidates would confuse them with erosional features, suggesting the detail of formation was not well learnt. Many candidates could describe the shape of the drumlin but only the high scoring candidates referred to the process of lodgement as a means to form the shape.

> **(iii) Explain the formation of a drumlin.**
>
> (4)
>
> A drumlin is formed from the material that a glacier carries. This material is forced into the ground by the weight of the glacier. These occur when the glacier is carrying too much material. It then deposites some material which is why they often occur in swarms. It is then shaped through erosion when the glacier moves.

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Examiner Comments

This answer was enough for full marks as the candidate was able to recognise the feature as depositional, and offer explanation of how the material accumulates, without specifically mentioning lodgement. In addition the candidates gave the context of deposition as 'when the glacier is carrying too much material.' Although clearer terminology could be used the candidate has a clear understanding of the process leading to formation.

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Examiner Tip

When explaining landforms try and link points together with words such as 'therefore'. This will show the examiner you have an understanding of sequence.

Question 3(b) (i)

A source based question where many candidates were able to identify arete, though some confused it with a pyramidal peak.

Question 3(b) (ii)

Candidates generally coped well explaining how a U-shaped valley was formed. However, some candidates glossed over the details therefore limiting their answers. Good answers looked at the before and after scenario to set a clear sequence, often supported with a set of diagrams. Many could identify explanation, though candidates were often limited to 3 marks as they failed to explain. Recognition of the cause of glacial movement as simply gravity, or developing one of the processes was sufficient for explanation. Additionally candidates could explain how interlocking spurs were developed into truncated spurs. The majority of candidates had learnt this question well and subsequently answers were often in the region of 3 or 4 marks.

> It starts off has a 'V' shaped valley, that is formed by a river. However, once the glacier starts travelling down this valley due to gravity, it uses plucking and abrasion to make the valley wider and then melts to leave the 'U' shaped valley.

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Examiner Comments

A concise well structured answer which achieves 4 marks as the candidate clearly shows sequence in both the diagram and through the first line. Reference to processes are creditworthy and a brief explanation of glacial movement took this answer to 4. This would be a good benchmark for the minimum required for 4 marks.

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Examiner Tip

Remember to use processes to add to the explanation of your answers.

Question 3(b) (iii)

Candidates coped well in this question which required them to suggest human activities in glaciated areas. Many however, were limited to 2 marks as they simply listed activities. Good answers used the activity and applied it to the glaciated areas.

(3)

In a glaciated ˅area like Figure 3c, human activities which could take place there could be ; tourists might visit to look at the scenery, hikers might go walking along the aretes, mountain bikers could also go

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Examiner Comments

In the first couple of lines this candidate clearly links the human activity to glaciated areas therefore easily secures 3 marks.

Question 3(c)

Candidates were required to explain how planning and defences reduced the effects of avalanches. Many generalised answers were given and planning and defences were often seen as one in the same feature, therefore answers often omitting planning. Candidates are reminded that they need to explain how the defence or the plan reduces the effects, not just describe the defence or plan.

(c) Explain how planning and defences enable people to reduce the effects of avalanches.

(4)

> Putting up defences such as snow barriers can reduce the effects as the will slow down the movement of the snow. Concrete shelters ove roads will prevent the roads being blocked by snow Land planning will stop people living in areas with a high risk of avalanches so there will be less injurys + death. Also less buildings will be destroyed.

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Examiner Comments

This answer is concise but addresses both planning and defences. In both circumstances the candidate offers reason as to how the plan/defence reduces effects.

Question 3(d)

This question required candidates to explain the effects of an avalanche. Most answers focused on Galtur or Montroc examples, though there was generally less specific information on effects from the Montroc example. Another issue was that candidates tended to describe the effects rather than explain them, therefore limiting performance to Level 2. Low scoring answers gave just generalised comments about non specific effects limiting the candidate to Level 1.

(d) Choose an avalanche you have studied.

Explain the effects of the avalanche on the local people and the environment.

(6)

Chosen study ___france___

The Avalanche that happened in france killed a lot of people and animals and distroyed lots of homes and animal habbits this avalanche had a effect and the local people because relative died and family too also this avalanche had a big effect on the environment because trees and forest we distroyed this effect on the environment had a domino effect on global warming ecouse toty

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Examiner Comments

This answer, although it mentions France, is non specific and gives generalised effects therefore is limited to Level 1. The answer continues by giving more generalisations.

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Examiner Tip

Include specific points to take your answer to Level 2.

Question 4(a) (i)

This question required students to state what plate boundary was shown in the resource. The majority of candidates were able to achieve this, though many candidates refer to the boundary as destructive not convergent as set out in the syllabus. However this was acceptable.

Question 4(a) (ii)

Question 4aii required candidates to draw the direction of plate movement. Although, many of the candidates were able to do this, many limited themselves by not including both arrows, suggesting only one plate was moving.

Question 4(a) (iii)

Many candidates were able to identify the plate labelled A as continental. Some of the lower scoring candidates took a generalised view and referred to it as 'tectonic' which does not tell you the type and therefore was worth no credit.

Question 4(a) (iv)

Many candidates coped well with explaining how a volcano was formed at a convergent plate boundary. However, many answers were limited to 3 marks due to lack of explanation. Candidates must ensure they understand the sequence involved in the formation of a volcano. Many candidates understood that the oceanic plate sub ducted due to its greater density. However, only the highest scoring candidates could offer explanation for why melt was created, why the melt rose (lower density), or why eruptions were explosive.

> The denser oceanic plate subducts under the continental one. The friction of the movement causes the subducted part of the plate to melt. This molten rock (magma) rises to the surface, because of the convection currents in the mantle. This magma breaks through the surface and erupts. Over time the volcanoe gets bigger as layers of lava build up

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Examiner Comments

This candidate scored two marks for their explanation of subduction, but only described the rising magma to the surface, with the point on the convection currents slightly confused. They have the whole sequence but only one piece of explanation therefore only 3 out of 4 marks.

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Examiner Tip

Due to lack of process on this question the candidate could improve with explanation of how the magma rose, for example lower density of melt.

Question 4(b) (i)

Many candidates were able to identify the collapsing highway as the main effect shown in the source. However, candidates should try to be specific and not generalise with answers such as 'damaged infrastructure'.

Question 4(b) (ii)

Candidates were often able to identify that the cause of buildings standing in the resource was earthquake proofing. To get beyond one mark, candidates needed to develop this idea or identify a series of earthquake proof measures.

Question 4(b) (iii)

Candidates were required to define the epicentre. Most candidates had knowledge of this, though some did confuse it with the focus. Some candidates were limited by the lack of explanation in their definition as they simply stated the focus was above the focus, but did not go onto say that it was on the surface.

Question 4(b) (iv)

Many candidates showed a good understanding of the differences between the Mercalli and Richter scales. Most were aware that the Mercalli scale monitored damage whereas Richter measured magnitude. However, candidates could also recognise the differences in scales and the method of measurement. Many candidates scored either 2 or 3 marks on this question.

(iv) Outline the differences between the Mercalli and the Richter scales.

(3)

The Richter scale is Measuring the Magnitude of the Earthquake. The Mercalli Scale is measuring the damage caused by the Earthquake and the effect it has the People of the area.

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Examiner Comments

This response scored 2 marks as the candidate can clearly distinguish between the what the Mercalli and Richter scales show. However as they only identify one difference they are restricted to 2.

Question 4(c)

This question required the candidates to suggest reasons why people live in areas affected by volcanic eruptions. This question differentiated well as although candidates were able to identify reasons only the top candidates were able to develop these to fully explain. A common reason given was the reference to soil quality. In this instance candidates needed to refer to 'soil fertility' not just say that 'the soil was good'.

(c) Suggest reasons why people continue to live in areas affected by volcanic eruptions.

(4)

There might be good resources still there and people could be attracted to it by factors like the weather or if it is a tourist spot.

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Examiner Comments

This response scores one mark for a basic reference to volcanic areas as being a tourist spot. The candidate could improve by suggesting how this would be beneficial to local residents.

Question 4(d)

In this question candidates were required to explain the effects of a volcanic eruption or earthquake on the people and environment. Many candidates were able to access Level 2 as they could describe a range of specific points on the effects of the tectonic event. However many candidates struggled to explain the effects. It was pleasing to see candidates use and score well on recent examples such as the Haiti earthquake. Although the question asked to focus on both people and the environment, candidates were not restricted from achieving full marks if they only mentioned one.

This candidate chose to focus on the Montserrat to explain the effects of the eruption.

> Affects on the environment were that 5 metres of ash was deposited, pyroclastic flows flattened trees and woodland, which take a long time to grow back, and some trees would have been burned because of the lava. 5 million cubic metres of ash was deposited on farmland. This would be very hard to clear up, and would take a long time to recover from, costing the farmer lots of money.

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Examiner Comments

The candidate starts the response with a range of effects with specific information on the effects and some explanation. This clip shows a good example of a candidate explaining the effects of the event on the environment. This candidate had a range of well explained points and scored 6.
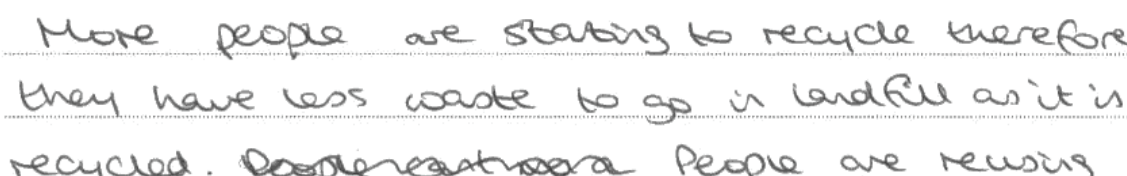
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Examiner Tip

When a question asks for reference to two things such as effects of an event on the people and environment, why not divide your answer into two distinct sections which address each point.

Question 5(a) (i)

This question required candidates to complete a graph of household waste per person across selected years. The majority of candidates achieved this but some were limited by their inability to draw lines accurately.

Question 5(a) (ii)

This question required candidates to suggest a reason for the changes shown in the graph. The majority of candidates scored 1 mark as they stated that the changes were due to 'recycling' without suggesting why recycling had become more popular. Some candidates simply described a range of reasons not developing just one.

> More people are starting to recycle therefore they have less waste to go in landfill as it is recycled. ~~People are~~ People are reusing

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Examiner Comments

A good answer suggesting a reason 'recycling' and then developing this by linking to less landfill.

Question 5(a) (iii)

This question required candidates to describe domestic waste in HICs. Although candidates could identify a range of waste types they were often listed not described. Candidates struggled to differentiate between waste types such as e-waste and examples such as computers. If candidates in future could do this they would improve their performance.

Question 5bi

Almost all candidates were able to use the source to determine the energy use for the UK and score 1 mark.

Question 5(b) (ii)

The vast majority of candidates could identify from the resource the number of countries with an energy balance, thereby scoring a mark.

Question 5(b) (iii)

This question required candidates to describe the distribution of energy use in Europe. Description of distribution is a difficult skill, which many of the candidates grasped. However, to improve performance in such questions candidates should try to identify the general trend and then state exceptions to the trend, while using evidence from the graph to support their evidence. Evidence in this question was in the form of both numbers of countries and country names.

(iii) Describe the distribution of energy use in Europe.

Use evidence from the map in your answer.

(3)

Energy use in Europe is not distributed evenly. UK & Norway are the only Surplus nations, and Denmark & Belgium are the only two Balanced countries. The rest of Europe is Deficit.

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Examiner Comments

This is an excellent albeit concise answer, which scores a mark for recognition of the uneven distribution. In addition the candidate uses evidence and recognises the exceptions to the general trend. The candidate avoids a tour of European energy use.

Question 5(b) (iv)

Candidates were required to explain the disadvantages of a renewable and non-renewable fuel. This question was a good discriminator and scored a range of marks. Some candidates made simple errors by confusing renewable and non-renewable. Although they were not double penalised for this, by mentioning for example coal as a non-renewable the candidate needed to mention a disadvantage relevant to non-renewable. Candidates were not rewarded for suggesting that non-renewable fuels would run out as this was implicit in the question. Candidates scored best using wind as a renewable and coal as a non-renewable.

Question 5(c)

This question required candidates to explain two ways to reduce energy waste, and proved to be a challenge for many candidates. Many candidates failed to focus on the word energy wastage and wrote out just recycling which was not worth credit. Additionally, candidates who wrote about renewable fuels did not address the question therefore gained little credit. Renewable fuel is a method to produce more energy but does not reduce energy wastage. Common references were to energy saving light bulbs or insulation. High scoring candidates were able to explain how these measures reduced energy wastage.

(c) Explain two ways of reducing energy wastage, on a local scale, in the UK.

(4)

In Camdem, South london, they have increased the amount of recycling in households by 60%. to t They have also increased the amount of recycling plant's and they have increased the amount that they collect so that they go every week or two weeks.

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Examiner Comments

This response is focused on recycling not reducing energy wastage so unfortunately did not score any marks. Candidates must read the question carefully and identify key words to ensure correct focus.

Question 5(d)

In this question candidates were required to explain how a HIC disposed of its waste and almost all answers focused on Germany. Those that did not often focused on localised schemes and were subsequently too generalised reaching Level 2 at best. Many of the responses related to Germany included a range of specific points, and therefore reached at least Level 2. To score full marks candidates needed to explain different types of waste and therefore unless reference was made to disposal of nuclear or toxic waste the responses were held at 5 marks.

The candidate chose Germany and started their answer with a range of specific points and explanations on how the country deals with municipal waste.

a symbol on them. Germany are currently stores its low level nuclear waste in 50 locations around the country. By 2011 they will be able to deal with 95% of nuclear waste which is the low level waste in facilities and by 2025 they will be able to deal with its remaining 5% the high level waste in a facility. Currently is sends its high level nuclear waste to the UK and France to be dealt with and stored.

(Total for Question 5 = 25 marks)

ResultsPlus
Examiner Comments

The clip refers to how Germany deals with their nuclear waste. It includes specific points such as dates and data, but also explanation. It is a good end to a good answer and scores 6/6.

ResultsPlus
Examiner Tip

Like this candidate try not to focus the entire answer on one type of waste. Learn facts relating to different types and you will have greater breadth to your answer.

Question 6(a) (i)

Candidates were required to complete a bar chart for household water use. The majority were able to do this however some candidates were limited by their inability to draw straight lines.

Question 6(a) (ii)

Candidates were asked to justify the water use in the graph as a HIC. Although on a superficial level many were able to do this too often comparisons with LICs led to sweeping generalisations of lack of toilets and no cars; centres must be careful to avoid this. Some candidates knew that the UK was a HIC but couldn't find reasons to show why the water use was HIC. Good answers wrote about HICs using luxury water consuming devices or LIC use as being mainly for subsistent purposes due to poor access.

> (ii) The data in Figure 6a is for a High Income Country (HIC).
>
> Justify this statement.
>
> (3)
>
> Many people in LIC's don't have cars so the percentage for car washing would be much lower. HIC's are referred to as 'showering nations' meaning they have more showers than LIC's so the bath percentage would be lower. Many people in LIC's don't have the money to pay for dishwashers so that percentage would be lower.

ResultsPlus
Examiner Comments

Although this candidate generalises they understand that lack of car use does not apply to all in LICs. The candidate is able to provide clear reasons to support their points.

Question 6(a) (iii)

Many candidates were able to identify two uses, and common answers included drinking, cooking and brushing teeth. A few candidates mistook the question and focused on industrial or agricultural uses.

Question 6(b) (i)

The majority of questions could identify the South West as the region with the highest rainfall.

Question 6(b) (ii)

Although the question only required candidates to count the number of regions below average some confused this and subsequently performance on this question was varied. Candidates could improve with greater practise using choropleth maps.

Question 6(b) (iii)

This question required candidates to describe the rainfall distribution in Great Britain. Candidates tended to simply write about each region without describing the distribution. Good answers found patterns such as the west having more rainfall than the east. Answers which used evidence to support were also high scoring.

(iii) Describe the distribution of rainfall in Great Britain shown on Figure 6b.

Use rainfall data in your answer.

(3)

In England, you can see that in the west, rainfell is exceptionally high until you hit the midlands and southeast were the ~~rainfall~~ rainfull starts to fall below average. Finally up the North East, there is an extremeet lack of rainful. Overall, the west seems to recieve more rainful than the east.

ResultsPlus
Examiner Comments

This candidate describes the distribution well and refers to the difference between east and west. However they do not include rainfall data therefore limit their score to 2 marks.

Question 6(b) (iv)

This question proved to be a great challenge to candidates and a variety of interpretations of the question were made. Candidates needed to identify that in highly populous areas where demand was high that rainfall distribution was low and then offer reasons for this. Very few candidates reached 4 marks as they were unable to offer reasons, such as relief rainfall in the west or rainshadow in eastern areas. Some confused candidates incorrectly wrote about water loss through pipes.

Question 6(c)

Candidates were required to explain two water supply problems in LICs. Many could identify two reasons, however the question discriminated well, as only the high scoring candidates gave good explanations. Common answers included reference to poor access or contaminated water supply. Candidates should be careful not to generalise by stating all LICs have low rainfall or suffer drought.

(c) Explain **two** water supply problems in Low Income Countries.

(4)

In some LIC countries some people have to walk many kilometres just to get some water from a well. or pump. This is because Many rivers are contaminated with various diseases or illnesses, this can be due to unlined waterpils getting in contact with the water.

ResultsPlus
Examiner Comments

This response gives two reasons, however only one is developed for two marks. Had the candidate have mentioned why people have to walk great distances to get water they could have taken the answer to 4.

Question 6(d)

This question required candidates to choose a water management scheme and explain the effects. Many candidates chose inappropriate case studies such as Tigris-Euphrates or Colorado river which focus on conflict not the effects of the scheme.

These responses were often limited to low level 2. Those that chose the Sydney Olympics case study were limited by the fact that the detail of the case focused on the scheme rather than its effects therefore limiting responses to low level 2. The best answers came form those that used Kieder, Aswan or Three Gorges Dam, as clear focus on the effects was evident. Candidates must ensure they apply the correct case study to the correct question and centres need to ensure that the case study in use meets the needs of the syllabus.

*(d) Choose a water management scheme you have studied.

Explain the effects of the scheme.

(6)

Chosen water management scheme _3 gorges_

The 3 gorges dam is the largest hydroelectric dam in the world. It produces 22,500 mecca watts, producing electricity for thousand of people. Possitives:* In 2007, the amount was 800,000 tourists who spent 10,000,000 which helped the yangtze economy. This brought more jobs. The dam, saves the lives and property of 15 million people, containing 22·15BCM. It also saves 1,500,000 hectars of farmland. Negatives:* 1·4 million people had to be relocated - Gaoyang being the last village to be relocated in 2008. The dam has helped with the extintion of the Yangtze dolphin and the Yangtze streag steorgon's past numbers have dramatically decreased. In April 2007, there was a mudslide which occured in the Gooyang areas, sweeping away a playground and most

> Of a village in 2008, there was a hillslide which caused the death of 13 farmers and 11 fishermen and 30 people on a coach.

ResultsPlus
Examiner Comments

Here the candidate makes clear reference to a range of effects from the Three Gorges scheme, making numerous specific points and offering explanations throughout. This was a good example of a level 3 answer.

ResultsPlus
Examiner Tip

Make sure when asked about the effects of a water management scheme you do not waste valuable space mentioning the reasons for the scheme. Focus your answer straight to the effects.

The paper was received well in its first outing and many candidates wrote a good standard of Geography. Candidates must learn to differentiate description and explanation and ensure that their case studies meet the needs of the question. Well done!

Grade Boundaries:

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw mark boundary	50	40	35	30	25	20	17	0
Uniform mark scale boundary	100	90	80	70	60	50	45	0

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