

Examiners' Report
June 2012

GCSE Geography 5GA1F 01

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Introduction

The most obvious feature of candidates' performance was the disparity between their competence when asked for learned case study material and their lack of facility with the skills, notwithstanding the variety of skills that they were asked to use. Mapwork skills were poor with obvious issues over the terminology used making some questions opaque to students. This was often compounded by a lack of appreciation of 'scale and context'; it was striking how many students regarded Ledbury as a 'city' and how many regarded white areas on a map as representative of 'nothingness'. The same students were much more at home in the Park and Ride schemes of Cambridge or describing the impact of oil exploitation in the Oriente.

Question 1 (a) (iii)

After two multiple choice questions at the start of the paper, the first of which was very accessible, candidates found it hard to concentrate on shape. A good proportion described the area around Welland as well as the settlement itself. Many drifted into site factors including lengthy descriptions of the contours and land use. Very few reached three marks.

(iii) Describe the shape of Welland.
Use map and / or photographic evidence in your answer. (3)

The shape of Welland is of a nucleated shape surrounding a crossroads.



ResultsPlus Examiner Comments

A clear but concise 2 marks. One mark for 'nucleated' and the other for 'surrounding a crossroads'. This was from a student who understood the idea of 'shape'.

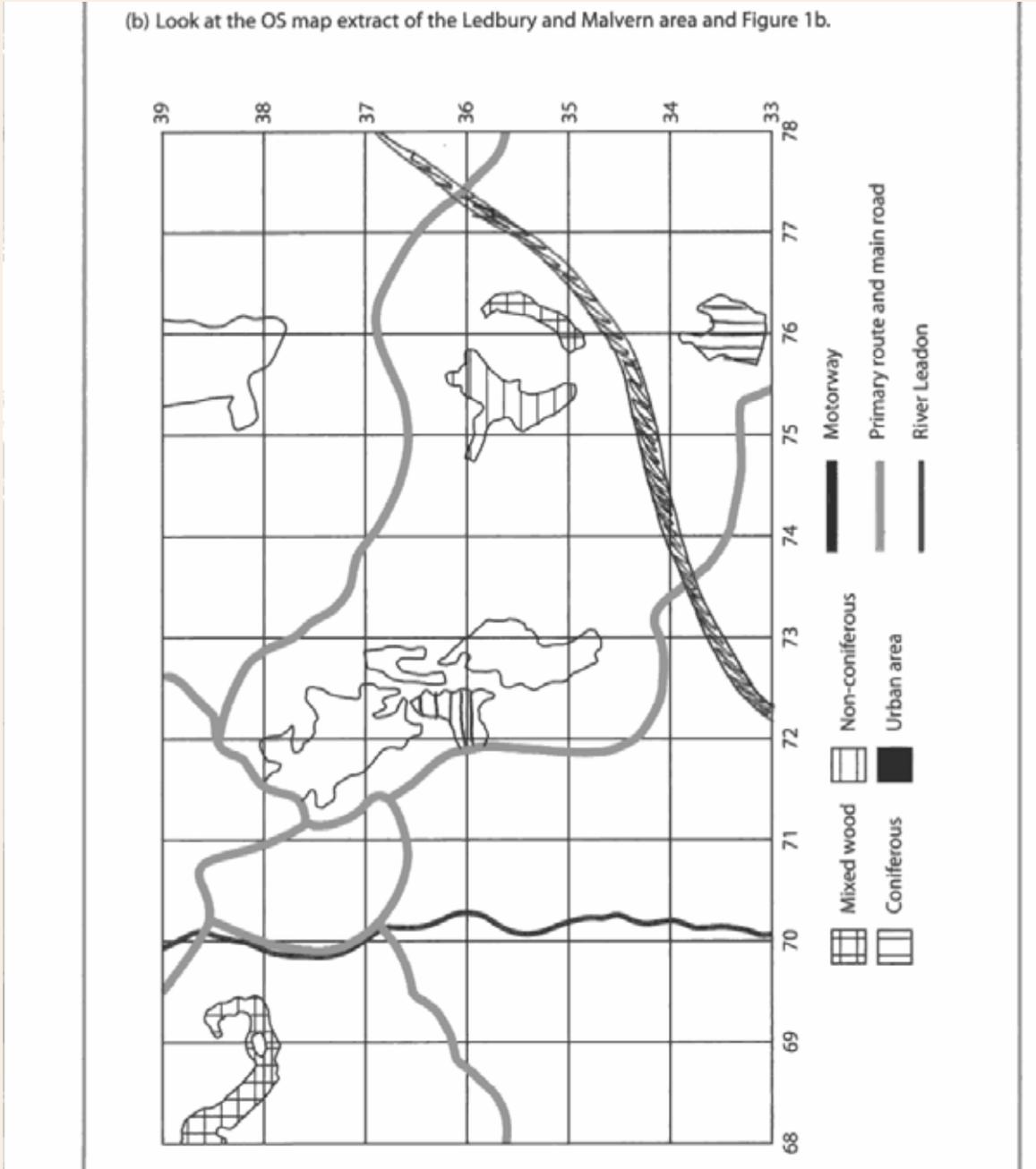


ResultsPlus Examiner Tip

Remember that every word in a question has a function – if you ignore keywords it is likely that you will miss the point. In this question one of the keywords was 'shape'.

Question 1 (b) (i)

There were many good answers to this but candidates rather polarised into those who knew what to do and those who didn't. The woodland proved to be easier to cope with than Ledbury or the motorway because candidates were thrown by the fact that figure 1(b) did not start at the foot of the map extract. Even with the more straightforward task of finding the woodland, it was remarkable how many candidates chose to use their own key ignoring an explicit instruction to use the one provided.



ResultsPlus
Examiner Comments

Not perfect shading but accurate enough for 2 marks. As was true for many, the motorway proved challenging.

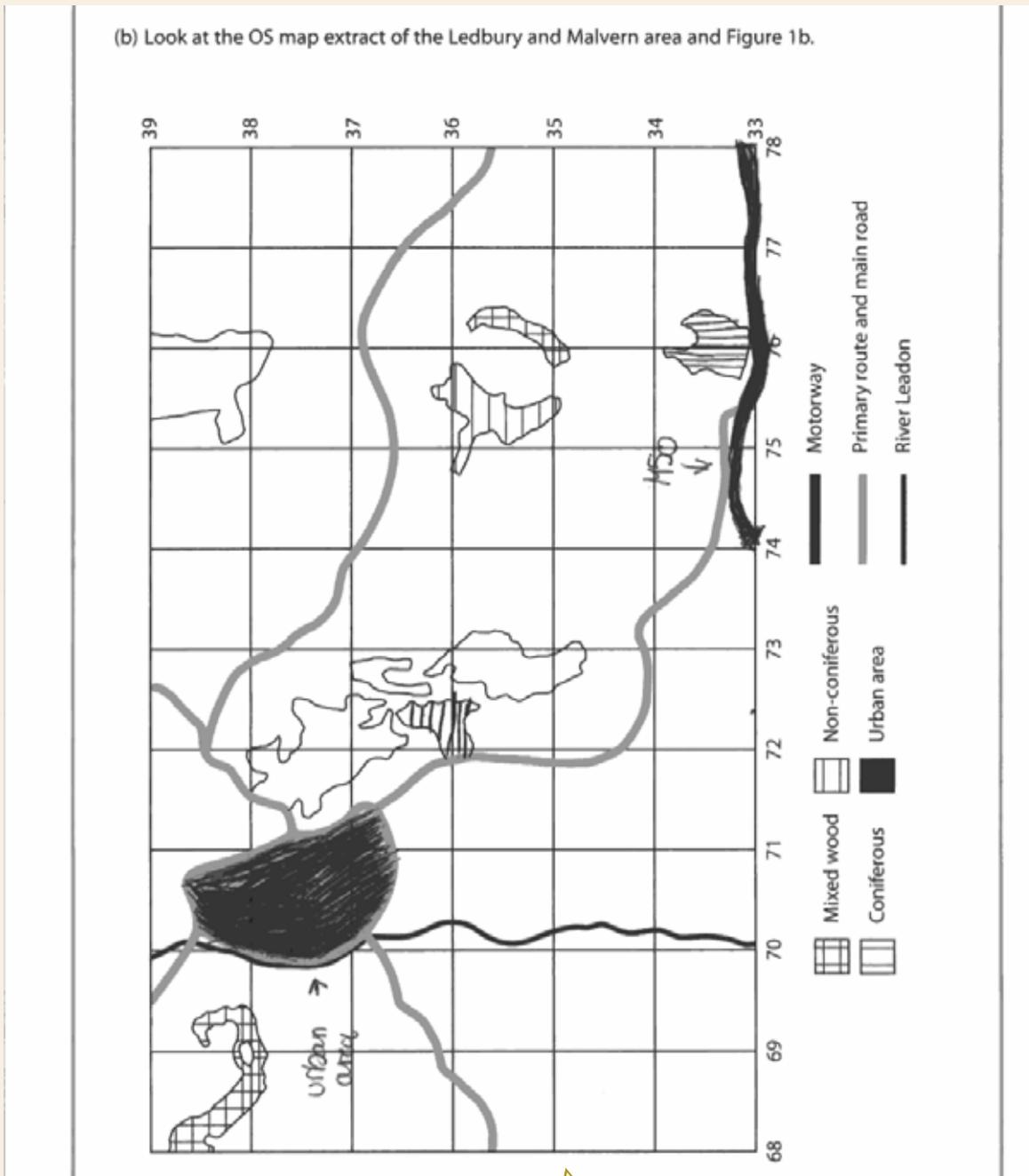


ResultsPlus
Examiner Tip

Always read the question carefully and be sure to respond as required.

Question 1 (b) (ii)

Some candidates were thrown by the fact that figure 1(b) did not start at the foot of the map extract and consequentially very few plotted the motorway accurately. Ledbury was the element completed most accurately but here, as with the woodland, it was remarkable how many chose to use their own key ignoring an explicit instruction to use the one provided. Those who followed the instructions managed it very well.



ResultsPlus
Examiner Comments

An example of a correct answer.

Question 1 (c) (i)

Approximately three quarters of candidates found the right compass point - the commonest confusion was to offer the south-west.

Question 1 (c) (ii)

Only just over half of candidates found the right answer here - the commonest confusion was to find woodland where there was farmland and vice-versa.

Question 1 (c) (iii)

This was largely completed correctly.

Question 1 (c) (iv)

As with (c)(ii) many candidates inverted woodland and farmland or alternatively offered scrubland.

Question 1 (c) (v)

Again a substantial minority could not find the correct settlement despite the grid reference.

Question 1 (d)

A challenging question for some which divided students effectively. Marks were lost because candidates did not give a difference; once again ignoring a very explicit choice of words in the question. Many simply described the state in the first part of the question and implied a difference; "there's a lot of woodland in figure 1(b)". Others left this question unanswered and moved on.

(d) State **two** differences between the land use in the area shown by Figure 1b and the land use in the area marked by a red rectangle on the OS map extract.

(2)

Difference 1

The area in the red square is more used for rivers

Difference 2

The area in Figure 1b is ~~now~~ more used for urban

areas such as Ledbury

(Total for Question 1 = 16 marks)



ResultsPlus
Examiner Comments

Although not wonderfully expressed, the comparison is clear and each statement is worth 1 mark: =2 overall



ResultsPlus
Examiner Tip

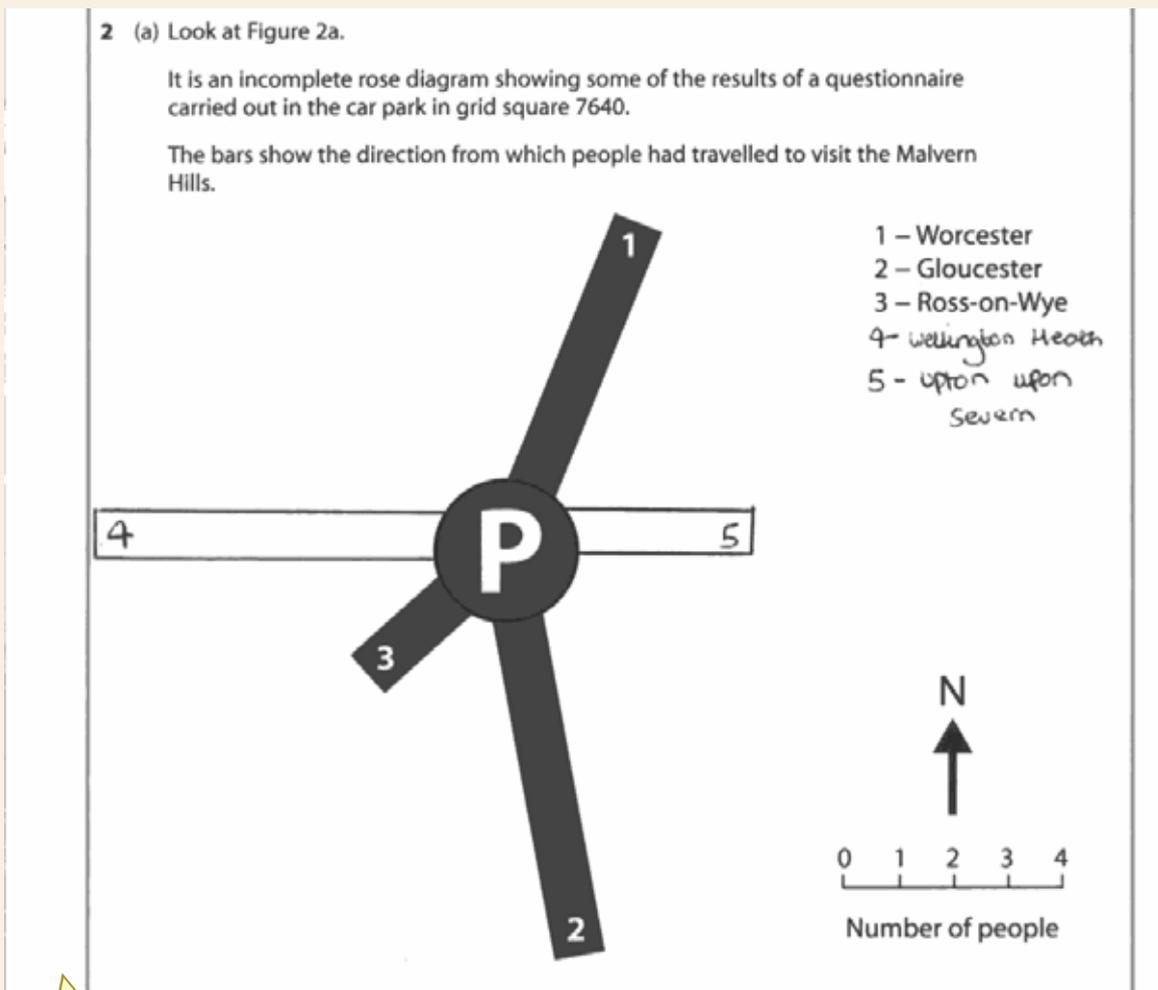
For mapwork questions take a step back and make sure you have the scale correct. For example, it is useful to have a mental picture of what a 'village' looks like on a map. It is useful to remember that each grid square is equivalent to one square kilometre; 1000 metres by 1000 metres.

Question 2 (a) (i)

This was well answered. Almost three quarters of students found it straightforward to locate Ross and give the correct bearing. Those who did not, appeared to have no idea of where to start and frequently left the question unanswered.

Question 2 (a) (ii)

This question that certainly discriminated and the large number of candidates who did not attempt to answer it suggests that they were unfamiliar with the rose diagram. Those who did recall the technique, often completed it accurately (about a fifth of candidates scored 4/4).



ResultsPlus
Examiner Comments

This response is accurate enough for 4 marks.



ResultsPlus
Examiner Tip

On the few occasions when you don't know the answer then make an intelligent guess. Blank answers obviously cannot score any marks!

Question 2 (b)

The same students who appeared not to have encountered rose diagrams before, or only had an imperfect memory of them, struggled with this question too, with only distance to describe. Very few spotted that distance was not a reliable guide to numbers.

(b) Students found out some more information about the places from which people had travelled.

This is shown in Figure 2b.

Where have you travelled from today?	Distance to car park (km)
Worcester	20
Gloucester	35
Ross-on-Wye	30
Wellington Heath	10
Upton upon Severn	10

Figure 2b

Describe the results shown in Figure 2a and 2b.

Use evidence in your answer.

(3)

Figure 2a shows the direction in which people have travelled from to get to the car park, it also shows how many people come from that direction. Figure 2b shows the distance each person has to travel to arrive. The results show that even though Gloucester was the ~~most~~ most far away it still was joint 1st for number of people.

(Total for Question 2 = 9 marks)

TOTAL FOR SECTION A = 25 MARKS



ResultsPlus Examiner Comments

Stating that Gloucester is the furthest away is a legitimate distance comment = 1 Being "joint 1st for number of people" suffices as evidence = 1 Overall = 2



ResultsPlus Examiner Tip

It is vital to follow instructions carefully - for this question it was 'Describe the results shown in Figure 2a and 2b'. 2a was often ignored and explanation was not required!

Question 3 (a) (iii) (1)

Approximately 80% found the right option here.

Question 3 (a) (iii) (2)

Nearly all students found the correct response.

Question 3 (a) (iii) (3)

Nearly all the candidates found the right answer.

Question 3 (a) (iii) (4)

Over 90% found the correct response.

Question 3 (a) (iii) (5)

This caused a little more trouble than its predecessors given that it relied on a little knowledge about the oceans. Needless to say the commonest error was to identify the Atlantic.

Question 3 (c)

This was well answered. Most students know this material quite well although a significant number could only offer one reason - usually 'cows'.

(c) Another cause of climate change is an increase of methane in the atmosphere.
State **two** reasons for this increase in methane. (2)

Reason 1
Producing more cows for the increasing population

Reason 2
growing more rice, making more swamp land

(Total for Question 3 = 12 marks)



ResultsPlus
Examiner Comments

A basic answer, but two sources clearly identified for 2 marks.



ResultsPlus
Examiner Tip

Make sure that you look carefully at the 'command' or instruction. Here you are asked to 'State two reasons...'. It is vital that the reason is obvious so 'Rice' would not be enough in itself.

Question 4 (a) (i)

There were many good answers here but if some candidates had concentrated better they would have spotted that this question focuses on 'changes' and rather than expecting these to be implicit in what were often lengthy descriptions of the data they should have paid explicit attention to the variations over time as well as space. There was also much variation in reading the data: a surprising number of candidates stated that the change in South America was an increase of 1,000 hectares rather than the 500 it actually is.

4 (a) Look at Figure 4.

It shows the destruction of the tropical rainforest.

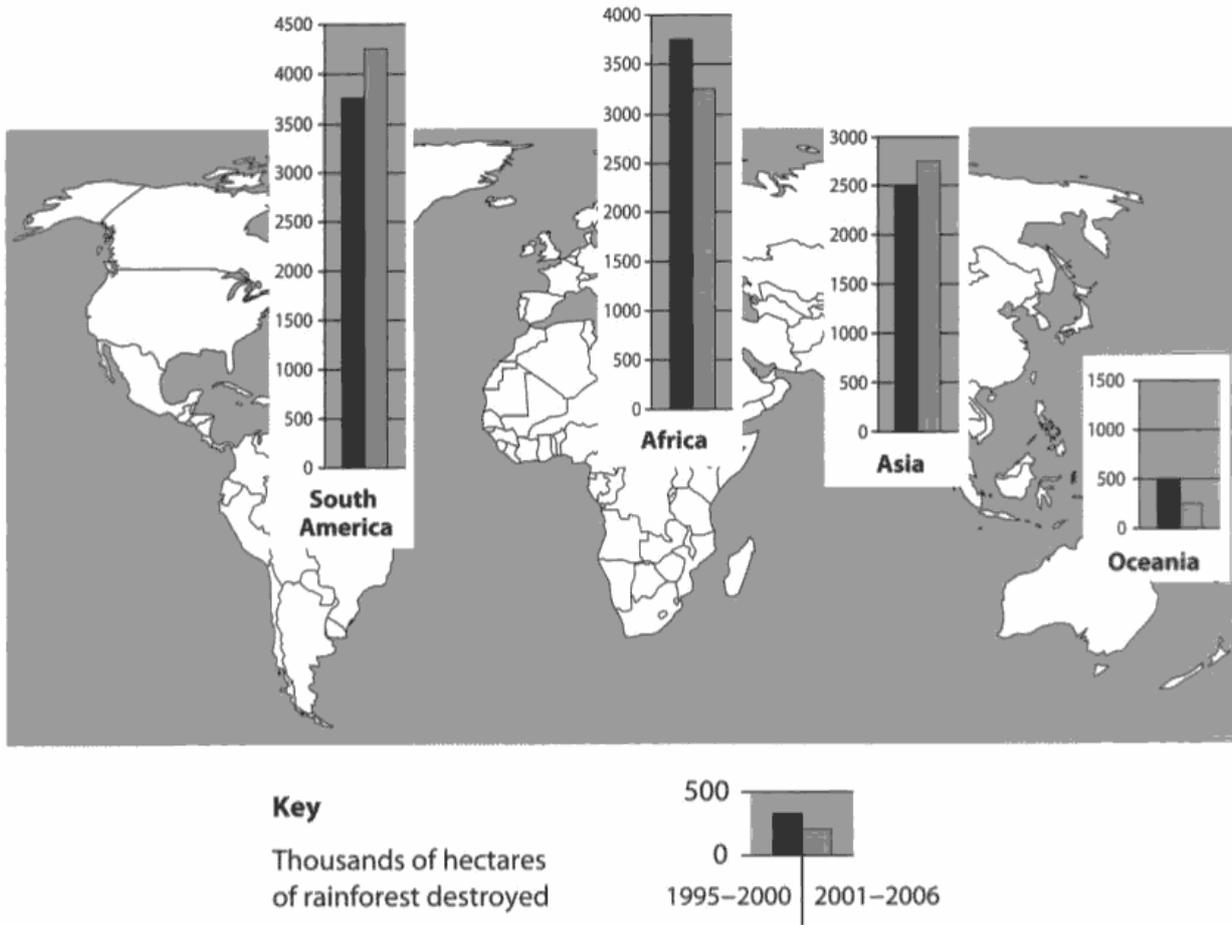


Figure 4

- (i) Describe the changes in tropical rainforest destruction between 1995-2000 and 2001-2006.

Use rainforest destruction data in your answer.

(3)
Between 1995-2000 the levels of rainforest destruction were consistently high ~~the~~ whereas ~~in~~ between 2001-2006 they have decreased, this shows that more awareness

was been raised and evidently ~~the~~ more has
been done to reduce rainforest destruction.



ResultsPlus

Examiner Comments

As two continents actually increase and two decrease, this answer is inaccurate initially and irrelevant later on as it drifts into explanation.

Question 4 (a) (ii)

There were many good answers to this question falling back on familiar and clearly understood case-study material. Marks were lost through a lack of precision over the link between resource exploitation and its impacts or, perhaps for some, a self-limiting perspective that the effects had to be environmental which could lead to some circular and often rather sterile 'deforestation leads to loss of trees' type answers.

(ii) Outline the effects of resource exploitation on tropical rainforest areas.

Use examples in your answer.

(4)

In Peru ~~to~~ they have a tribe and the pipes that are going through underground are letting out harmful gases leading to people getting the flu and sometimes death. The river agawagon is getting polluted because of this and Ecuador have too waste pits so they can trade this and have less harm to the rainforest. There is also a plant called the periwinkle that can cure cure leukemia.



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Examiner Comments

Marks awarded for location "Peru" = 1; "pipes" = 1; and effect "gas"/"death" = 1. A subsequent point is gained from the "river agawagon" (sic) pollution = 1

Question 4 (b)

The modal mark was 4 and, in total therefore, over half the candidates scored four or more on this question; a strong response. As with 4 (a)(ii) the commonest weakness was a lack of explicit attention to the wording of the question; for some 'sustainable' but for many 'managed' were largely ignored. Weaker responses tend to regard changes in the human environment as coming about through demand, without paying any attention at all to who actually provides these services. Congestion charging and Park and Ride dominated.

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

Use located examples of sustainable transport schemes in your answer.

(6)

Transport is managed in urban areas to stop pollution and encourage people to use cars less. An example of a transport scheme are congestion zones, these are zones in which it costs to drive unless you are a resident, these make areas less polluted and nicer to walk around because of the back of cars. Another example of a transport scheme are Velibs, these are rentable bikes currently located in Dublin and Paris, these ~~help~~ ^{encourage people} to become healthier ~~by~~ and pollute less by costing less than cars. In places such as Scarborough in England there is schemes known as Park and Ride, ~~you~~ ^{you} park ~~your~~ ^{your} car on the outskirts of the city/town and get a bus into town, the buses are fast and have their own lanes.



ResultsPlus Examiner Comments

Four schemes are listed, some located with some detail, along with a clear management point at the start indicating impact, so level 3 = 6 marks



ResultsPlus Examiner Tip

Many questions, especially, those that revolve around case-studies expect some data in the answer. Make sure that you are prepared for that.

Paper Summary

As has been the pattern in previous outings this paper proved a good differentiator of candidates. A quick look at Results Plus reveals that for all the strength that they showed when operating in the secure context of their case study information (especially in Question 4) they struggled, sometimes quite badly, with the skills in Questions 1 and 2, especially Question 1. Some very basic map-reading skills were only evident at the top end of the mark range. This, together with the contents and examples of this report, indicates areas that centres should focus on in order to raise achievement at future sessions.

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