

# Examiners' Report January 2013

## GCSE Geography 5GB1H 01

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January 2013

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## Introduction

This report covers responses from the Higher Tier paper of GCSE Geography Specification B. This one-hour paper comprised of four compulsory sections and two optional topics. Each section started with a resource-based activity followed by two extending questions. The question paper was designed to be progressively more difficult. The aim of the unit/paper was to provide candidates with a broad and varied understanding of the natural environment. The paper required candidates to apply a range of skills. Candidates needed to be able to interpret and read maps, diagrams and charts. The final questions in parts 7 and 8 included a SPaG (spelling, punctuation and grammar) element, totalling three marks.

### **Question 1(a)(i)**

The majority of candidates correctly identified the boundary as a constructive margin. Incorrect statements generally identified alternative boundaries (particularly conservative) or named a plate type (eg oceanic).

### **Question 1a(ii)**

The vast majority of candidates produced accurate answers to this question. As the command word was 'name', candidates were only required to identify a potential landform. Volcanoes and mountains were the most common responses. Candidates who failed to score usually identified hazards (eg earthquakes or explosive eruptions) or named types of crustal plate (oceanic or continental) rather than giving a landform.

## Question 1(b)

A surprisingly large number of candidates failed to score full marks on this question. Candidates were required to describe one action (ie identify (1 mark), develop (1 mark)), however a significant number of responses failed to include sufficient extension and therefore dropped the development mark. Overly simplistic extensions, such as 'houses can be made earthquake proof to stop them falling over', were disappointingly common for Higher Tier candidates. Comments relating to magnitude were common but rarely attained the development mark. Candidates often attempted to extend this point by simply stating that 'a magnitude 8 earthquake is stronger than a 3' without going on to say 'this will cause more violent shaking and a greater chance of building collapse'.

(b) Describe **one** action that can be taken to reduce the impact of future earthquakes.

(2)

Evacuation drills can be thoroughly practised in the event of the earthquake with the help of the emergency services so that everyone is aware of what to do and the amount of deaths can decrease if everyone



**ResultsPlus**  
examiner comment

This is a clear and accurate response. Evacuation drills are identified and developed.

(b) Describe **one** action that can be taken to reduce the impact of future earthquakes.

(2)

Making secure buildings preventing them from falling and creating more deaths.



**ResultsPlus**  
examiner comment

This is a common response. The vague statement suggests the need for earthquake-proof buildings but there is insufficient development for full marks.

## Question 1(c)

This question created a varied quality of response. Although most candidates were able to identify two reasons to explain differences in the destructiveness of earthquakes, there was often a lack of development. A number of candidates seemed to believe that seismographs and the Richter scale are ways of predicting future quakes. A large number of candidates suggested that earthquakes can be predicted so far in advance that full evacuations can take place. Many candidates confused the terms 'epicentre' and 'focus' and interchanged the definitions.

(c) Explain why some earthquakes are more hazardous than others.

(4)

Earthquakes are more hazardous in developing countries than developed countries. A developed country such as the United States have emergency teams such as FEMA in San Francisco. These emergency teams help reduce hazards as they have evacuation plans. A developing country such as Kashmir does not have evacuation plans and the emergency teams take longer to arrive which increases the hazards. In developed countries the structures are ~~more~~ stronger whereas ~~the~~ the structures in developing countries are very weak and collapse in case of an impact.



**ResultsPlus**  
examiner comment

This is a strong response. There is detailed explanation of how levels of development can result in one earthquake being more hazardous than another. Developing statements relate to FEMA and the role it plays in organising emergency services and ensuring quick evacuations. The candidate also highlights the importance of building design.

## Question 2(a)

The majority of candidates produced strong responses on this question. For full marks candidates needed to include accurate graph readings. As the focus of the question was changes on CO<sub>2</sub>, candidates were required to include data that proved a change, therefore a single date reading, such as '80,000 years ago there was 218ppm of CO<sub>2</sub>' was insufficient for a data mark.

2 Study Figure 2.

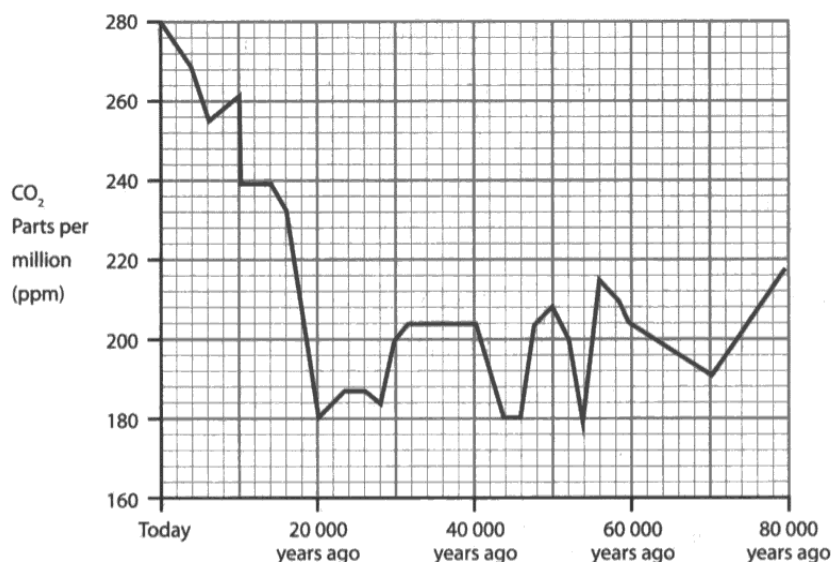


Figure 2 – CO<sub>2</sub> (Carbon dioxide) change from the Vostok Ice Core

(a) Describe the changes in CO<sub>2</sub> parts per million (ppm) shown.

This graph shows how CO<sub>2</sub> parts per million have<sup>(3)</sup> risen dramatically from 20,000 years ago: They were 180ppm now they're 280ppm. This means more CO<sub>2</sub> is being produced and this is true as we have a lot more factories and cars now then back 20,000 years ago



**ResultsPlus**  
examiner comment

The candidate fails to score full marks as the final statement attempts to explain recent rises in carbon dioxide rather than adding additional description.



**ResultsPlus**  
examiner tip

Always include at least one accurate reading when describing a graph. When using data to prove a change, two readings will be needed to illustrate the difference.

2 Study Figure 2.

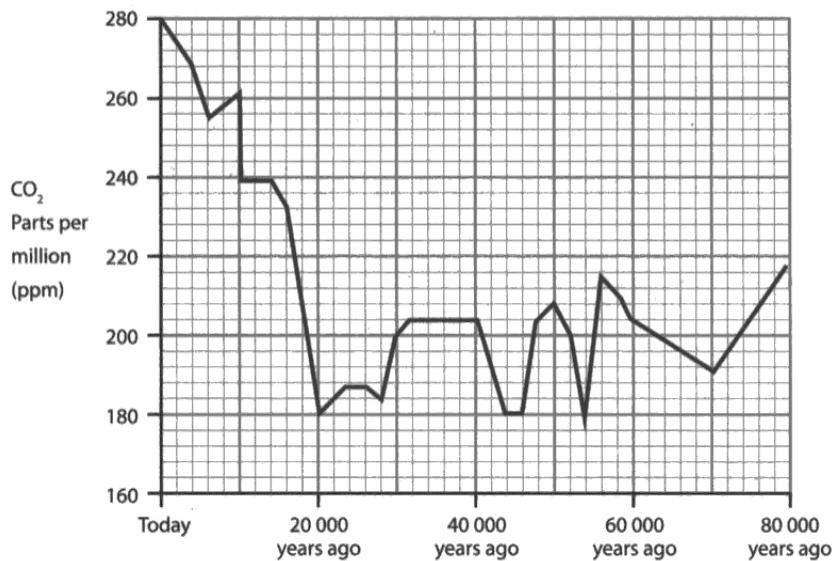


Figure 2 – CO<sub>2</sub> (Carbon dioxide) change from the Vostok Ice Core

(a) Describe the changes in CO<sub>2</sub> parts per million (ppm) shown.

(3)  
 Today we have the highest number of CO<sub>2</sub> there has ever been, it's 280 ppm. 20,000 years ago it was greatly smaller than this; it was only 180 ppm, that's 100 ppm less. After this point it rapidly increased to around 260 ppm before gradually (with increases and decreases) reaching the point it is at today.



**ResultsPlus**  
 examiner comment

This response scores three points in the first four lines. It identifies the recent increase (one mark), gives two accurate readings to demonstrate the rise (one mark) and includes a calculation to illustrate the rapid change (one mark).



## Question 2(b)

The vast majority of candidates scored both marks on this question. Some dropped marks by explaining why the challenge occurred rather than actually describing what the challenge is, eg 'melting ice caps is leading to an increase in sea levels'. A significant number of candidates made reference to Britain being overwhelmed by tourists; these statements were not credited as most people would view a boom in tourism as a positive factor.

(b) Describe **one** challenge the UK is likely to face as a result of climate change.

(2)

The rise in sea levels around the UK  
could be up to 6m which means that  
major ~~main~~ big cities like London Bristol  
and parts of Liverpool would be underwater



**ResultsPlus**  
examiner comment

This is a typical full marks response.

## Question 2(c)

There were a large number of strong responses to this question. The majority of candidates focused on the 'Little Ice Age' and concentrated on the impact of falling temperatures on crop yields. A significant number of candidates failed to score on this question by failing to refer to a 'past' period of climate change. Some candidates lost marks by mixing up the end of the 'Ice Age' with the 'Little Ice age', resulting in confused statements and responses that were difficult to understand.

(c) Using an example of **past** climate change, describe its impacts.

(3)

Past changes in the climate has caused Britain to have some of the hottest summers on record. This has caused a drought which lead onto a hose pipe ban.



**ResultsPlus**  
examiner comment

The candidate scored no marks as the response appears to refer to recent rather than past climate change.



**ResultsPlus**  
examiner tip

Past climate change refers to pre-20th century changes, such as the 'Little Ice Age' or 'Medieval Warm Period'.

A past climate change was the Little Ice Age in the UK which happened in the 1800's. A positive impact of this was that the River Thames was frozen which meant people could open stalls and ice rinks. However a negative impact was that crops failed to harvest which meant people didn't have food to eat and also businesses weren't making

(Total for Question 2 = 8 marks)

much money at all. Another positive impact was that new crops were invented such as wheat. But, a disadvantage was that people fell really ill <sup>due to the weather</sup> and there was a spread of disease.



### ResultsPlus examiner comment

The candidate describes the impact of the 'Little Ice Age' on a range of factors, including farming and personal health. The structure is a little confused, resulting in the candidate wasting time by making more points than necessary.



### ResultsPlus examiner tip

On 'describe' and 'explain' questions aim to develop two or three ideas rather than a long list of statements with little real extension. Try to follow this structure: (1) identify a point, (2) suggest its impact and (3) indicate why it is important. For example, 'During the Little Ice Age farmers struggled to grow crops (one mark) resulting in food prices rising (two marks). Some people could not afford the higher prices and faced starvation (three marks).

### Question 3(a)

Most candidates produced strong responses to this question. Some candidates lost marks by making overly vague statements, such as suggesting that the rainforest is found in 'the North West of Africa' when there is no tropical forest in Morocco or Western Sahara. A significant number of candidates dropped marks by explaining rather than describing the pattern of biome distribution. Some candidates lost marks by locating other biomes rather than focusing on the tropical rainforest.

3 Study Figure 3.

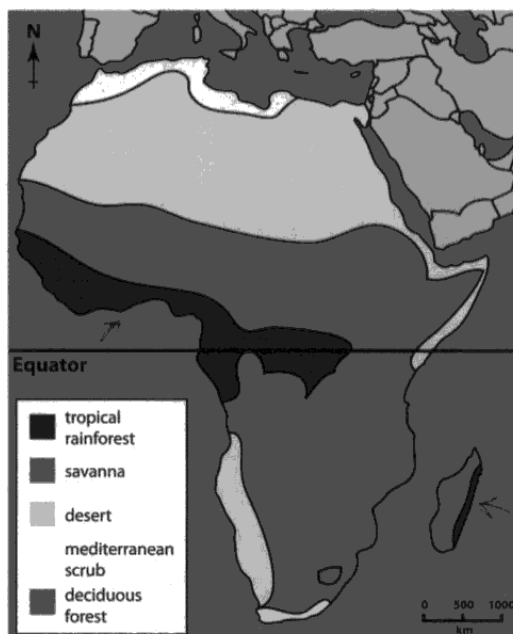


Figure 3 – A map of African biomes

(a) Describe the distribution of tropical rainforest in Africa.

(2)

The ~~distrib~~ distribution of tropical rainforests in Africa is mainly found around the equator. This is because it is hot and good conditions for the forest.



**ResultsPlus**  
examiner comment

This is another example of explanation rather than description.



**ResultsPlus**  
examiner tip

When describing a location, always use compass points and where appropriate refer to the scale line. Avoid generalised statements such as 'in the middle' or the 'the top part' as these will not be credited.

### Question 3(b)

Candidates were required to identify and describe a management measure for full marks. Local (eg reserves or coastal zoning) and global (eg CITES convention) actions were credited. As with similar questions on this theme in previous years, a sizeable number of candidates failed to score full marks by only making simplistic statements, these usually referred to forestry initiatives, such as replanting schemes or bans on logging. These answers rarely referred to the concept of sustainable resource management and so lacked the extension necessary for full marks.

(b) Describe **one** management measure used to conserve the biosphere.

(2)

CITES conserves the biosphere as it protects endangered species from being hunted. Aspects fine or even put people in prison if they are caught with animal fur or skin bought from another country.



**ResultsPlus**  
examiner comment

This is a clear and accurate response.

(b) Describe **one** management measure used to conserve the biosphere.

(2)

a management measure is that to completely block off the area from human activity and use.



**ResultsPlus**  
examiner comment

This is a vague statement. No specific management measure is named.

### Question 3(c)

Responses to this question varied in quality. Most candidates correctly identified at least one factor affecting concentrations of CO<sub>2</sub> and oxygen, with many scoring three marks by outlining the process of photosynthesis. Full mark responses tended to additionally refer to methane production from livestock, although some candidates did extend their response by referring to carbon sinks.

(c) The atmosphere is a mixture of different gases.

Describe how the biosphere affects this mixture of gases.

(4)

The biosphere contains plants. Mainly in Rainforests. Plants photosynthesise, which means they convert CO<sub>2</sub> into oxygen. 80% of the world's oxygen is produced by rainforest plants alone then rest from other biomes. This is keeping the mixture of gases in our atmosphere from changing too much. Other gases affected by the biosphere are methane. When excreting animals often release methane, one of the main gases in our atmosphere. These are both services provided by the biosphere and show how much it is needed.

(Total for Question 3 = 8 marks)



**ResultsPlus**  
examiner comment

This is a clear and accurate response. The candidate refers to CO<sub>2</sub>, oxygen and methane.

(c) The atmosphere is a mixture of different gases.

Describe how the biosphere affects this mixture of gases.

(4)  
The biosphere affects the mixture as it contains different biomes which produce different gases. An example of one of the biomes is the rainforest biome. The rainforest ~~will~~ absorb the CO<sub>2</sub> in the biosphere but releases oxygen which adds to the mix of gases.



**ResultsPlus**  
examiner comment

This response identifies the role of plants in balancing carbon dioxide and oxygen. There is insufficient development for additional extension marks.



**ResultsPlus**  
examiner tip

Try to include geographical terms in your responses wherever possible. Inclusion of terms such as 'photosynthesis' and 'carbon sinks' will often gain you additional marks by increasing the sophistication of your answer.

## Question 4(a)

A relatively large number of candidates dropped marks on this question. Common incorrect responses included (a) referring to the pumpkin tank as long-lasting (it is built from clay and straw, and therefore designed as a temporary measure); (b) suggestions that the pumpkin tank will provide a guaranteed source of water (the scheme is based on rainfall, so this is not necessarily the case); and (c) comment suggesting the water will be clean or that the pumpkin tank itself somehow preserves the water.

4 Study Figure 4.

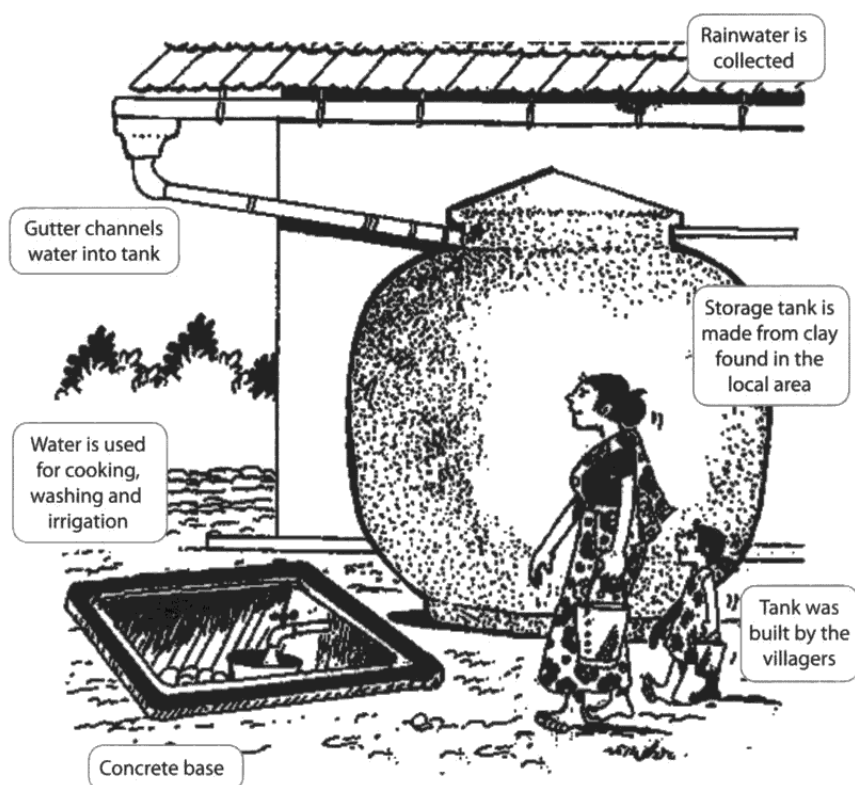


Figure 4 – A Pumpkin Water Tank, an example of intermediate technology

(a) Why are small-scale projects, such as this one, usually considered to be sustainable?

firstly, they're cheap to build and <sup>built from materials in local area (2)</sup> ~~maintain~~.  
Secondly, it's intermediate technology so local people from LDC's can fix it themselves.



**ResultsPlus**  
examiner comment

This is a typical correct response.



(a) Why are small-scale projects, such as this one, usually considered to be sustainable?

Because they hold a significant  
amount of water which  
could last them a while.



**ResultsPlus**  
examiner comment

This statement is overly simplistic. As the stored water will be used for cooking, washing and irrigation it is unlikely to last a long time. For a village suffering drought, the pumpkin tank would only be a short-term solution.

## Question 4(b)

A surprisingly large number of candidates lost marks on this question by failing to name a specific large-scale water management project; generic statements, eg about dams, were insufficient. As candidates were required to describe one problem, those who listed several rather than providing an extending statement were limited to half marks. A number of candidates went off focus, referring to inappropriate measures such as flood defence schemes and biosphere conservation projects.

(b) Describe **one** problem caused by a named large-scale water management project. (2)

Named large-scale project Dam

They take alot of time to make, they cost  
alot to make and also they aren't  
always nice to look at.



**ResultsPlus**  
examiner comment

This is a generic response.



**ResultsPlus**  
examiner tip

When asked for a named example, failure to include a specific location will result in lost marks.

(b) Describe **one** problem caused by a named large-scale water management project. (2)

Named large-scale project Hoover Dam

One problem of the Hoover dam, is due  
to it stopping and regulating the water flow,  
animals have lost their habitats making  
resulting in a loss of species.



**ResultsPlus**  
examiner comment

This is an accurate and clear response.



**ResultsPlus**  
examiner tip

Take care when referring to specific case study destinations. Try not to mix up locations as comments that do not relate to a candidate's named region will not be credited.

## Question 4(c)

As with previous part (c) questions, the quality of response to this one varied widely. Most candidates were able to identify at least one reason for increased aridity, with over-extraction and climate change being the most common responses.

Unfortunately, few candidates were able to make meaningful developments. Global warming responses tended to focus on the causes of climate change rather than its impact on water supplies (eg reduced rainfall in semi-arid areas or higher temperatures leading to increased evaporation). A considerable number of candidates outlined the effects of water scarcity rather than focusing on the causes of increased aridity.

(c) Many areas of the world are experiencing increased aridity.

Explain why this is happening.

(4)

People are using too much water and when they grow crops, they exhaust the land by keep using and using it until the nutrients goes so nothing can grow there for a while. Also, people are not using resources to their full advantage eg they are chopping down trees to make room for cattle to ~~room~~ ~~and the trees~~



**ResultsPlus**  
examiner comment

Although the first statement refers to over-extraction by arable farming, the rest of the response goes off focus by referring to poor soil management and deforestation without any further links to increased aridity.

(c) Many areas of the world are experiencing increased aridity.

Explain why this is happening.

(4)

This is happening because of global warming. Global warming causes excessive heat which doesn't allow much rain to fall and dries up areas. This makes it difficult for some people to get water for their daily use and have to go to far places to get water. Therefore, global warming increases aridity.



**ResultsPlus**  
examiner comment

This response identifies global warming as a factor leading to increased aridity and extends with a brief statement suggesting climate change is responsible for unreliable rainfall patterns. However, the remainder of the response focuses on problems resulting from increased aridity rather than the causes.

## Question 5(a)

Most candidates were able to pick up marks on this question. The majority correctly stated that groynes act like a trap, holding beach material back (one mark) and extended their response by describing/showing the movement of longshore drift (one mark). The most common route to full marks involved explanations of swash and backwash (one mark). There were a lot of easy-to-understand and clearly labelled illustrations on this question, with many candidates scoring all three marks on the diagram alone.

5 Study Figure 5.

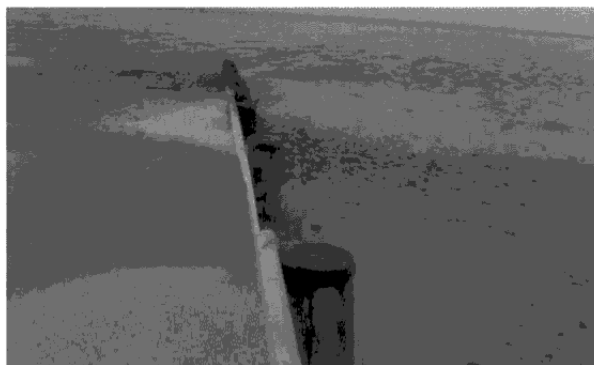
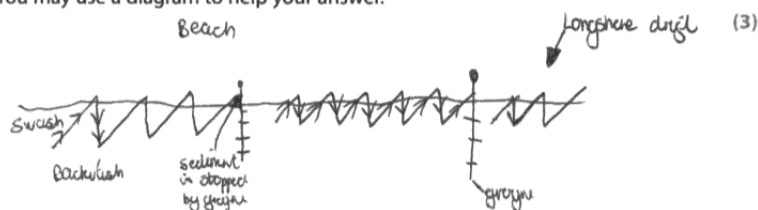


Figure 5 – Groynes, an example of coastal management

(a) Describe how groynes affect longshore drift.

You may use a diagram to help your answer.



Groynes stop longshore drift from happening as they trap the sediment as it is moved along the beach. If the groynes weren't there then the beach would eventually become narrower.



**ResultsPlus**  
examiner comment

This is a strong response, with accurate written explanation and clearly drawn supporting diagram.

5 Study Figure 5.

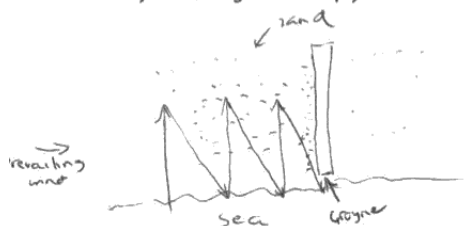


Figure 5 – Groynes, an example of coastal management

(a) Describe how groynes affect longshore drift.

You may use a diagram to help your answer.

(3)



Groynes affect longshore drift as it does not allow the sediments and sand to travel; this big groyne traps the sand from going anywhere else, therefore there will be less sand for those who are living further down. This results



**ResultsPlus**  
examiner comment

This is a typical two-point response. It outlines the process of longshore drift and identifies the trapping role of groynes but lacks the necessary sophistication required for full marks.



**ResultsPlus**  
examiner tip

When drawing a diagram to support a written response, try to add as many labels as possible. It is often possible to score maximum marks with an accurately drawn and well-annotated diagram.

## Question 5(b)

Responses to this question varied considerably. At Level 1, candidates were required to simply identify a coastal feature, such as a landform or type of defence. A large number of weaker responses focused on rates of erosion rather than features. Candidates who outlined the various processes of erosion but failed to explain how these affect coastal features were limited to Level 1. A significant number of candidate lost marks by mixing up the landforms associated with soft and hard rocks, eg candidates commonly stated that stacks and stumps were features associated with soft rock coastlines. Many candidates also gave inappropriate examples, with limestone/chalk frequently being referred to as a soft rock.

\*(b) Describe the **differences** between the features of hard and soft rock coastlines.

(6)

The differences between hard rock coastlines and soft rock coastlines is that with hard rock they coast wouldn't of had much erosion on it and would have steep cliffs. You can find headlands of hard rock sticking out as the soft rock around it gets eroded away quicker. An example of this is Lulworth on the South Coast of England Dorset where soft rock has been eroded and the hard rock has stayed. With a soft rock coast line you would see lots of erosion happening as its not as hard as other rocks. These would consist of clay or limestone. The cliff would be sloped due to landslides and the cliff sliding down. On these coastlines there would be more coastal management so they are protected. An example of this is the Jurassic Coast in Dorset South Coast of England.

(Total for Question 5 = 9 marks)



### ResultsPlus examiner comment

This is a good response. The candidate identifies features associated with both hard and soft rock coastlines and includes appropriate geographical terms. A couple of confused comments prevent full marks.



### ResultsPlus examiner tip

To progress on levelled response questions (six marks or more), candidates need to show a high quality of written communication. These marks are gained by having a clearly structured response and by making effective use of subject-specific terms.

\*(b) Describe the **differences** between the features of hard and soft rock coastlines.

(6)

Hard rock coastlines may have a rock type of chalk. Chalk is a more resistant rock type and therefore erodes more slowly. You may find landforms such as headlands on a hard rock coastline.

Soft rock coastlines may have a rock type of boulder clay. Boulder clay is a less resistant rock type and therefore erode more quickly. You may find landforms such as bays on a soft rock coastline.



**ResultsPlus**  
examiner comment

The candidate makes only brief comments. Most of the response is not focused on coastal features.



## Question 6(a)

The majority of candidates struggled to score well on this question. Diagrams were generally of a poor standard. Few candidates appear to have more than a basic understanding of floodplain formation. Most candidates scored by stating that the floodplain usually becomes inundated when the river is in flood (one mark). The most common advancement related to silt being deposited (one mark). Very few candidates offered additional details such as the impact of meander migration, the formation of alluvium soils, etc.

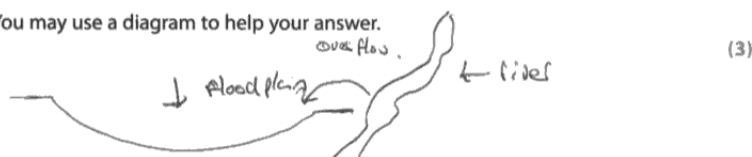
6 Study Figure 6.



Figure 6 – A meandering river

(a) Explain the formation of a floodplain.

You may use a diagram to help your answer.



If the river ever overflows due to rainfall, it will flow into the flood plain which helps keep the water level down. It is in a bowl shape so it can collect a large amount of water.



**ResultsPlus**  
examiner comment

This is a typical response. It seems to be describing how washlands prevent flooding rather than explaining the formation of floodplains.

## Question 6(b)

Some candidates answered this question using their knowledge of large-scale water management projects. Although this wasn't the intended response when the question was written, dams are a form flood defence and therefore these responses were credited. Case study selection was of major importance on this question. The best answers tended to focus on locations that have extensive flood management schemes, such as York (Foss Barrier, over-flow channels, residential floodgates, raised walls, etc). Some locations (eg Sheffield) generally failed to score high marks as only limited flood defences have been built, resulting in candidates focusing on the consequences of past flooding rather than the measures taken to prevent future floods.

\*(b) For a named location, describe the costs and benefits of using **hard** engineering to manage river flood risk.

(6)

Named location Sheffield.

Sheffield uses hard engineering such as river diversion to prevent flooding. Diverting is where ~~the~~ you change the course of the river completely to try and take away from city centres and houses. However, most hard engineering, such as diverting, is very expensive for the council to build.



**ResultsPlus**  
examiner comment

This is a weak response. Statements are generic and include little development.



**ResultsPlus**  
examiner tip

When asked to focus an answer on a named location, choosing the most appropriate case study is often the key to success. Take care to ensure your chosen case study includes sufficient information to attain top marks.

\*(b) For a named location, describe the costs and benefits of using **hard** engineering to manage river flood risk.

(6)

Named location Three gorges dam.

The three gorges dam have managed river flood risks. The costs of this large scale management were that it cost 10 billion dollars and thousands of land were ruined. The benefits of this are that it has hydroelectric power which supplies ~~at~~ 10% of China's electricity. The people also have a constant supply of water all year and it was managed to cover the floods.



**ResultsPlus**  
examiner comment

Although this candidate has referred to a water management scheme rather than flood prevention project, the chosen case study was suitable as one of the key aims of the Three Gorges Dam was flow regulation and flood control. Although the candidate lists a number of costs and benefits, there is insufficient development to reach Level 3.



**ResultsPlus**  
examiner tip

On levelled responses (six marks or more) that request either named locations or examples, the inclusion of specific case study information is essential for Level 3. Many candidates lose marks by giving a named location but then including only generic statements that could relate to any similar location.

## Question 7(a)

Answers to this question often included repetitive statements. Candidates were not awarded twice for identifying two primary consumers or given two marks for stating that different animals further up the food chain would be affected by a reduction in plankton. For full marks candidates needed to do more than simply identify the importance of plankton to primary and secondary consumers, eg they may have highlighted plankton as the keystone species or identified that plankton is a producer.

7 Study Figure 7.

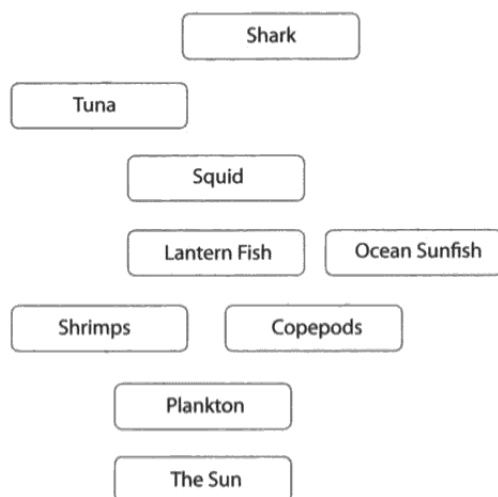


Figure 7 – A marine food web

(a) Explain why plankton is so important to the marine food web shown in Figure 7.

(3)

Plankton is extremely important to this food web because without it, shrimps and copepods would not have anything to feed on and would die out, and without shrimps and copepods tuna, lantern fish and ocean sunfish would die, and so on, so it's a chain reaction.



**ResultsPlus**  
examiner comment

The candidate identifies the impact on two trophic levels, but the response lacks the sophistication needed to gain full marks. Naming several animals affected in the same way did not score additional marks as these kinds of statements were considered repetitive.

(a) Explain why plankton is so important to the marine food web shown in Figure 7.

(3)

Plankton is important because if it goes then the shrimp and copepods will have nothing to eat so they can suffer from extinction. If the shrimp can't eat plankton and they if the copepods have nothing to eat then the demand for them would decrease in population. Which will increase the demand for copepods and they could extinct.



**ResultsPlus**  
examiner comment

This response identifies one impact and then makes several repetitive/confused statements.

## Question 7(b)

As the focus of this question was global actions, candidates who referred to only local responses were restricted to Level 1. Most Level 1 responses referred to the need for global actions (eg to prevent habitat loss or animal extinction) rather than providing information on an action. For Level 2 candidates were required to develop a global action; while two or more actions were needed for Level 3. Alternatively, candidates could progress through the levels by explaining why global, rather than local, actions are needed to ensure the health of the oceans. In reality, most Level 3 responses included a combination of both routes.

There were a fair number of strong responses to this question. Candidates were often able to show a good knowledge of specific global actions (eg UNCLOS, Helsinki Convention, CITES, etc) and explanations often made appropriate use of terminology (habitats, nursery grounds, extinction, over-fishing, eutrophication, coral bleaching, etc). Weak Level 2 responses tended to pick up marks unconvincingly by quoting a global action such as UNCLOS, but then giving a bland generalised answer referring to the need to stop polluting/over-fishing without any specific facts or links.

\*(b) Explain the importance of **global actions** in improving the health of oceans.

(6)

This is very important because we also rely on  
marine life <sup>for</sup> food and if the oceans are polluted  
and killing off the marine life, we have <sup>less</sup> food.  
If no one was to take all the junk out of the  
oceans then it would build up and up and then  
we'd be in trouble because there would be too  
many plastics. If we didn't do anything about  
it, things would just get worse



**ResultsPlus**  
examiner comment

This simplistic response identifies a limited range of problems that could occur if we do nothing, rather than explaining the importance of global actions we have taken. Vocabulary is basic with few geographical terms. Basic grammar and punctuation score one SPaG mark.



**ResultsPlus**  
examiner tip

Three marks are available for spelling, punctuation and grammar for the final questions in sections 7 and 8. As this could make the difference between grades, check your response if you have time. Look for careless mistakes (eg no capitals at the start of sentences or random capitals elsewhere) and make sure geographical terms (place names and subject-specific vocabulary) are spelt correctly.

\*(b) Explain the importance of global actions in improving the health of oceans.

(6)

- By the IWC banning the killing and hunting of whales makes the whale's not face the possibility of extinction and allows them to repopulate.
- By CITES banning the hunting of endangered <sup>aquatic</sup> animals allows them to breed again and come out of endangerment.
- UNCLOS stop people from damaging the oceans habitat and the trade of aquatic animals. Saving many food chains and preserving endangered species.



**ResultsPlus**  
examiner comment

The candidate identifies a range of specific global actions and outlines their role in maintaining ocean health. A little more development is needed for full marks.

## Question 8(a)

Although there were lots of good responses to this question, some candidates failed to score by going off focus and explaining (a) plant adaptations, (b) building/clothing design or (c) fishing/hunting techniques rather than farm adaptations.

Candidates who chose to focus on Polar Regions could achieve full marks comfortably by simply using the stimulus photo and discussing the need for artificial heat and light in order to grow fruit and vegetables. Candidates who chose to concentrate on hot arid locations tended to use their own knowledge rather than the stimulus photo. Hot arid responses most commonly referred to water management techniques, such as diguettes (LEDCs) and groundwater irrigation techniques (MEDCs). Some candidates failed to score by focusing their answer on actions not explicitly related to the extreme climate (eg fertiliser use); these were only credited when clearly linked to the climate, eg 'fertilisers could be used to improve the quality of thin soils'.

8 Study Figure 8.



Figure 8 – Farming in extreme climates

(a) Explain how farming has adapted to reflect the extreme climate.

(3)

Put a cross in the box to indicate your chosen extreme climate:

polar ☒ hot arid ☐

Farming in the polar regions has adapted by them  
farming indoors this is useful as large scale  
farming cannot occur outside as the plants  
cannot efficiently grow in the out door  
conditions.



**ResultsPlus**  
examiner comment

This response goes a off focus, explaining why adaptation is needed rather than how it is achieved.



8 Study Figure 8.



Figure 8 – Farming in extreme climates

(a) Explain how farming has adapted to reflect the extreme climate.

(3)

Put a cross in the box to indicate your chosen extreme climate:

polar ☒ hot arid ☒

In polar regions, farming mainly consists of hunting. This has adapted to the cold climate by using sleds and huskies to pull hunters and their gear. They work out how animals act and use that against them for example, setting in their holes.



**ResultsPlus**  
examiner comment

This answer describes how people in polar regions hunt/fish for food. As the question focus was farming, not hunting, the response does not answer the question.

## Question 8(b)

As with Q7(b), the focus of this question was global actions, so candidates who referred to only local responses were restricted to Level 1. Most Level 1 responses gave the need for global actions (eg to prevent drought in hot arid areas or ice sheets melting in polar regions) rather than describing an international action. For Level 2, candidates were required to develop a global action; detailed extension was needed for Level 3. Alternatively, candidates could progress through the levels by explaining why global, rather than local, actions are needed to protect extreme environments. Although fewer candidates than on Q7(b) were able to name specific global actions, many were able to write strong responses by focusing in more detail on the need for global action.

\*(b) Explain the importance of **global actions** in protecting extreme environments from the threat of climate change.

(6)

The world needs to act together on climate change to stop it. If only just one country that is 'green', then it isn't really affecting the world at all as other nearby countries will continue to pollute. Global actions are things like the CO<sub>2</sub> tax - charges have to be paid (with a value of millions) if a country produces ~~to much~~ more than it is allowed to. This introduces innovation, and as the world finds greener (cleaner) ways of doing things, we will no longer be making changes like the climate change happen.



**ResultsPlus**  
examiner comment

This is a strong Level 2 answer, which outlines the need for global action and explains the system of carbon transfers between countries/organisations.



**ResultsPlus**  
examiner tip

Three marks are available for spelling, punctuation and grammar for the final questions in sections 7 and 8. As this could make the difference between grades, check your response if you have time. Look for careless mistakes (eg no capitals at the start of sentences or random capitals elsewhere) and make sure geographical terms (place names and subject-specific vocabulary) are spelt correctly.

## Summary

Common technique errors:

- Too many candidates are still just listing for questions that require extension.
- Key vocabulary is too often 'overlooked' or misunderstood, eg challenge/past/large-scale.
- A sizeable number of candidates are still explaining on describe questions.
- Poor use of vocabulary is often holding down responses.
- Candidates often fail to include adequate location-specific information when responding to questions that ask for examples or a case study focus.
- SPaG marks are carelessly lost through sloppy grammar and incorrect spellings of key geographical terms.

Common content errors:

- Few candidates were able to identify a constructive plate boundary.
- Many candidates seemed to believe earthquakes can be predicted long in advance using seismographs or the Richter Scale.
- A relatively large number of candidates were unable to describe how national parks conserve the biosphere.
- Candidates frequently mixed up hard and soft rock coastal features.
- Floodplain formation is not widely understood.

## **Grade boundaries**

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