

Examiners' Report
June 2012

GCSE Geography 5GA3F 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

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

June 2012

Publications Code UG032285

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

This was the fifth series for this paper. Students were required to answer questions from one topic in Section A (worth 25 marks) and questions from one topic in Section B (also worth 25 marks). Centres are reminded that from the next series (January 2013), marks for Spelling, Punctuation and Grammar (SPaG) will be awarded - see the Edexcel website for further details.

The mean mark for the paper was similar to that of January 2012 and the popularity of topics 4 and 6 mirrored that of the previous series. Centres are reminded that as the course moves to a linear structure the compulsory 'core' of topics is changing - again, see the awarding body's website for further details.

There was a range in the level of performance on the 6 mark case study questions in Section B, with better candidates clearly focusing their answers on the question whilst less successful responses provided reasonable locational information without any great depth of explanation and / or a clear link to the question.

Skills-based questions which required candidates to complete a graph (pie chart, bar chart or line graph) were generally well done with accuracy and appropriate use of the key; however candidates who failed to use a pencil and/ or a ruler sometimes lacked the accuracy required to gain full marks.

Question 1 (c) (i)

When drawing the percentage of the population employed in the economic sectors in HICs and LICs, most candidates were able to draw one sector correctly, normally the secondary or tertiary sector. The candidates who received higher marks were able to draw the primary sector as well. Most candidates remembered shading, though some wrote labels onto the segments of the pie instead of using the key, whilst other candidates got the shading of the sectors the wrong way round.

Question 1 (c) (ii)

Some candidates who described the differences between the charts completed in question 1(c)(i), listed jobs in each economic sector as opposed to referring to the pie charts. Most candidates understood that a higher percentage of people were employed in the primary sector in the LIC whilst in the HIC a higher percentage of people were employed in the tertiary sector. Responses which were awarded lower marks either did not provide data to reinforce this or did not calculate the percentages in each sector correctly. The best answers included data and discussed all three economic sectors.

(ii) Describe the differences between the HIC and the LIC shown on Figure 1b.

Use percentage (%) population employed data in your answer.

(4)

In HIC tertiary is the highest economic sector being 70%, In LIC primary economic sector is the highest being 80%, the lowest primary economic sector in a HIC is primary being only ten percent and the lowest economic sector in LIC's is secondary being only 5% of the population being employed However such a large difference in primary of HIC's & LIC's of 70%.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate has made comparisons with the largest group in both, the lowest in both, differences in primary employment and has included correct data.



ResultsPlus
Examiner Tip

Include data (with the correct units) if you are asked - otherwise you will be unable to score full marks.

Question 1 (d) (ii)

Many candidates did not name a LIC/MIC with several just naming an area (e.g. Asia) or an employment sector (not always secondary, e.g. coal mining). Many candidates also failed to address the question and chose to focus on changes in the primary sector. A number of candidates also incorrectly went into detail about the pull factors for wanting to work in secondary industry rather than reasons for growth of the sector within a country.

Question 1 (e)

There appeared to be a degree of confusion and / or misunderstanding amongst candidates with this question, with a relatively small proportion of good answers seen. Often the benefits were vague (e.g. 'less pollution') and the costs not fully expanded upon (e.g. less jobs / money'). It was clear that some candidates did not know what 'de-industrialisation' meant, but some candidates used the Eden Project as an example and provided some reasonable points that related to the question.

(e) Outline the benefits and costs of de-industrialisation in rural areas.

Use examples in your answer.

(4)

de-industrialising in rural areas would mean more jobs would be lost and it would mean that it could harm the local community less money would go around the local community but there is a benefit like there will be less pollution it would mean less people are affected by bad contamination of air and such, less risks. The costs would be a lot less as there is less transport going in and out of the de-industrialisation area.

(Total for Question 1 = 25 marks)



ResultsPlus

Examiner Comments

This response scores 4 marks. The candidate has included two developed points covering both costs and benefits: de-industrialisation could lead to job losses (+development), however it could lead to less pollution (+development).

Question 2 (b) (i)

Most candidates completed these pie charts accurately and made a fair attempt at shading them using the key. Some candidates failed to score more one mark due to inaccurate plotting / drawing of dividing lines - a sharp pencil, eraser and ruler would help to ensure that these errors and inaccuracies are minimised.

(b) Look at Figure 2b.

It shows the percentage (%) of workers in different types of employment in the UK.

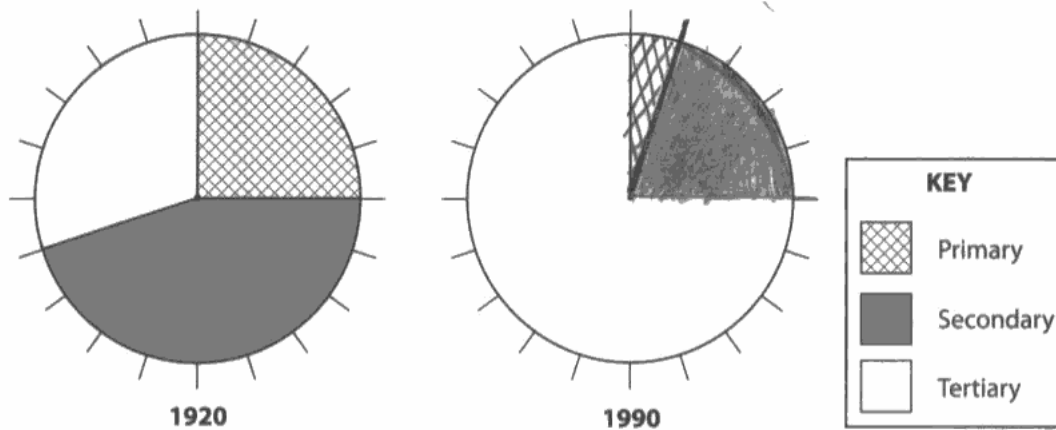


Figure 2b

(i) Complete Figure 2b for 1990.

Use the data in the table below.

(3)

Type of employment	Percentage (%) of workers
Primary	5
Secondary	20
Tertiary	75



ResultsPlus

Examiner Comments

This response scores 3 marks. The candidate has drawn two lines in the correct positions and has used the key to help ensure that the shading of each sector is correct.

Question 2 (b) (ii)

When describing the differences between the percentage of workers in different types of employment in the UK, in 1920 and 1990, the most impressive answers commented on all three economic sectors. Some weaker answers misunderstood the figure and the question and commented that the number of workers had gone up between 1920 and 1990, or unnecessarily provided reasons for the change over time in the percentage of people working in each economic sector.

(ii) Describe the differences between 1920 and 1990 shown on Figure 2b.

Use percentage (%) of workers data in your answer.

(4)

The differences between 1920 and 1990 for the percentage of workers in different types of employment in the UK are that in 1920 the percentage of secondary was higher the same for primary however in 1990 the percentage for tertiary was higher.

So in conclusion by 1990 the percentage for tertiary employment had risen and the percentage for both Secondary and ~~primary~~ ^{Primary} had fallen compared to the year of 1920.



ResultsPlus Examiner Comments

This response has scored 3 marks. The candidate has described three differences between the two years, but has not included any data (= max. 3)



ResultsPlus Examiner Tip

Always included data in your answer if asked - otherwise you will be unable to reach maximum marks for a question.

Question 2 (c) (ii)

Many candidates wrote about the increased costs of organic farming, but often were not clear *to whom*. Some candidates misunderstood the question and produced an answer which focused on the *benefits* of organic farming. It was clear that a significant number of candidates did not understand what organic farming was but better candidates were able to mention smaller crop yields, increased chance of predators and increased costs for the consumer.

(ii) Outline the disadvantages of organic farming.

Use an example in your answer.

(3)

Pesticides cannot be used on the crops so the insects are free to eat and rot the crops, this decreases the amount farmers can sell to supermarkets and other shops. Farmers have to not use chemicals for 3 years on their crops before they can be sold as organic products, this gives the farmer less profit.



ResultsPlus
Examiner Comments

This response scored 3 marks. The candidate has offered three disadvantages - the idea that crops are more vulnerable (1), decreasing crop yield (1) and less profit (1).

Question 2 (e)

Many candidates gave good answers here with a good level of detail, including specific facts and figures. It was clear that case studies had been learned - Home Farm being the most popular one used. It was noted that very few candidates located the farm, choosing just to name it - this sometimes made it difficult to ascertain if real examples were being used. Some weaker answers were based around the misconception that diversification was the same as mechanisation.

(e) Choose a UK farm that you have studied.

Outline how this farm has diversified.

Chosen UK farm ~~Home Farm~~ Wheelock farm (4)
wheelock farm
~~Home Farm~~ has gone from being just a normal farm to a farm that you can have fun at. It has diversified to attract tourists, it now has an outside play area, a tea room, you can feed the animals. ~~The~~ workers there are building a maze and it also has a gift shop that sell home made food. Wheelock farm has diversified quite alot to attract tourists.



ResultsPlus
Examiner Comments

This response scores 3 marks (Level 2). The candidate has included several descriptive points about ways of diversification - enough to access Level 2 - but there is no specific locational information, thus limiting the marks awarded to 3.

Question 3 (a) (ii)

The majority of candidates answered this well, stating that a linear settlement had houses 'built along one road' or 'houses built in a straight line'. Some were confused by settlement types and incorrectly described nucleated or dispersed settlements.

(ii) Settlement Y is a linear settlement.

What is a linear settlement?

(1)

Where the housing is in a straight line and there isn't many houses.



ResultsPlus
Examiner Comments

This response scores one mark - 'housing is in a straight line'.

Question 3 (b) (i)

Most candidates completed these pie charts accurately and made a fair attempt at shading them using the key. Some candidates failed to score more one mark due to inaccurate plotting / drawing of dividing lines - a sharp pencil, eraser and ruler would help ensure that these errors and inaccuracies are minimised.

(b) Look at Figure 3b.

It shows the percentage (%) of people getting married in three age groups.

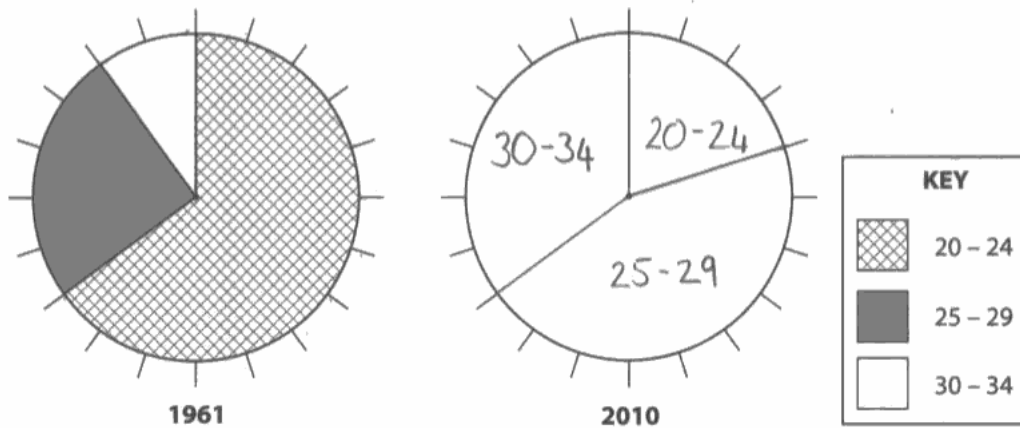


Figure 3b

(i) Complete Figure 3b for 2010.

Use the data in the table below.

(3)

Age group	Percentage (%) of people
20 – 24 years old	20
25 – 29 years old	45
30 – 34 years old	35



ResultsPlus Examiner Comments

This response scored 2 marks. The candidate has drawn both lines in the correct places, but they have not used the key to shade each sector correctly.



ResultsPlus Examiner Tip

Use the key to help you to complete the shading on a graph.

Question 3 (b) (ii)

When describing the differences in the number of people getting married in different age groups between 1961 and 2010, the poorest responses picked out one age group from either 1961 or 2010 to comment on and lacked comparison. A number of candidates had difficulty reading the correct percentages from the 1961 pie chart and a few thought that the number of marriages had decreased in 2010 due to the larger 'blank' (white) segment on the 2010 chart. Mid-range responses commented on two age groups, but did not provide enough detail to obtain full marks. Again, the best responses included detail on all three age groups and obtained marks more easily.

(ii) Describe the differences between 1961 and 2010 shown on Figure 3b.

Use percentage (%) of people data in your answer.

30-34 (4)

In 1961 the percentage of ~~20-24~~ 30-34 year olds was 10 in 2010 the percentage had increased to ~~30~~ 35. In 1961 25-29 year olds was 25% by 2010 it had increased by to 45%. In 1961 20-24 year olds was 65% whereas in 2010 it had decreased ~~to~~ to 20%.



ResultsPlus
Examiner Comments

This response scored 4 marks - the candidate has included three comparative statements plus some correct data.

Question 3 (c) (iii)

Many candidates offered little or no direct reference to figure 3(c), though several gained a mark for implied references (such as 'the building'). However, it was relatively rare that candidates had written enough for 3 marks. Generally, there was a lack of understanding about brownfield sites; better candidates talked about 'cost', although this idea was rarely expanded upon.

(iii) Outline the disadvantages of developing on brownfield sites.

Use evidence from Figure 3c in your answer.

(3)

By developing on Brownfield sites there are generally disused buildings that sometimes are not in a fit state to remain standing and need to be demolished but this will cost money and be less time efficient.



ResultsPlus
Examiner Comments

This response scores 2 marks for the developed point about the building needing to be demolished, which will be costly. A third mark could have been gained from mentioning the potentially contaminated ground resulting from previous use of this area.

Question 3 (d)

It was common for candidates to misunderstand this question and write about urbanisation rather than counter-urbanisation. Nevertheless, there were some excellent answers, with facts/figures, named location (Tamworth and Austrey near Birmingham were often good examples) and at least 2 developed points. Some candidates misunderstood the demands of the question and wrote about push/pull factors of rural areas.

Question 4 (c) (i)

Most candidates completed these pie charts accurately and made a fair attempt at shading them using the key. Some candidates failed to score more than one mark due to inaccurate plotting / drawing of dividing lines - a sharp pencil, eraser and ruler would help to ensure that these errors and inaccuracies are minimised.

(c) Look at Figure 4b.

It shows the percentage (%) of the population in different age groups for a High Income Country (HIC) and a Low Income Country (LIC).

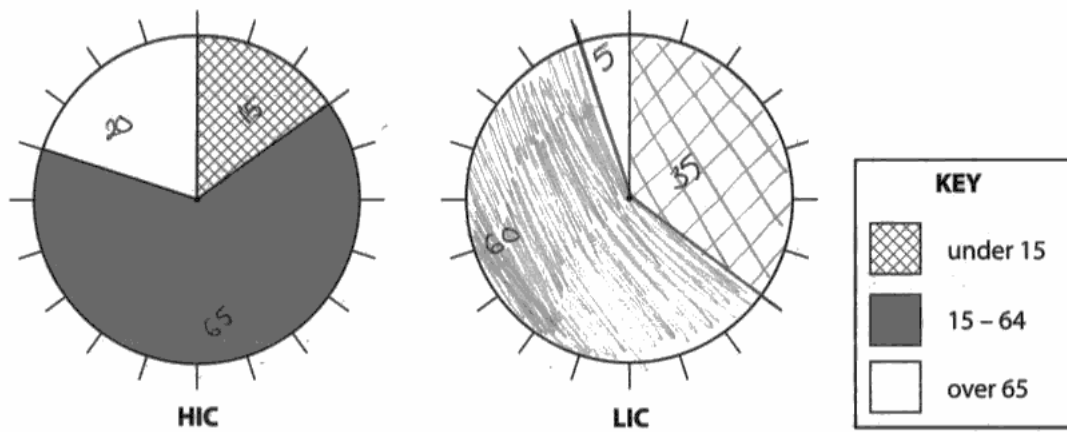


Figure 4b

(i) Complete Figure 4b for the LIC.

Use the data in the table below.

(3)

Age group	Percentage (%) of population
Under 15 years old	35
15 - 64 years old	60
Over 65 years old	5



ResultsPlus
Examiner Comments

This response scores 3 marks. Both lines are drawn correctly and the shading sufficiently matches the key.

Question 4 (c) (ii)

There were many good answers to these questions. Most candidates successfully quoted data and used comparative language. Some lost marks by trying to explain the trends rather than describing them.

(ii) Describe the differences between the HIC and the LIC shown on Figure 4b.

Use percentage (%) population data in your answer.

(4)

The age groups in LICs are different than in HICs. There are more under 15s in LICs compared to HICs whereas there are more pensioners or over 65 years in HICs. The age group from 15-64 is near enough the same.



ResultsPlus
Examiner Comments

This response scored 3 marks. The candidate has included three comparative statements (about each age group) but there is no data.



ResultsPlus
Examiner Tip

Always use data if it is asked for, otherwise you may not be able to reach full marks for a question.

Question 4 (d) (ii)

Most candidates were able to give at least one basic reason (e.g. improved healthcare or safer drinking water). Many candidates also developed their points (e.g. mentioning immunisations or more doctors).

A reasonably high percentage of candidates wrote about why death rates were so high, or said that death rates fell because of incorrect reasons such as poor health care. Many also gave reasons for lower birth rates e.g. education for women or increased availability of contraception.

Question 4 (e)

This question was generally answered well by candidates, with Singapore being the most widely used case study. References were often made to the incentives of money, housing, maids and education. Some answers lacked specific place-related detail (such as facts and/or figures). Some other case studies used by candidates included the UK, Germany, Italy and France. Less successful answers used China as an example and/or described the incentives to *reduce* the birth rate.

(e) Choose **one** country you have studied which is trying to increase its birth rate.

Outline the incentives used by this country to increase its birth rate.

Chosen country Singapore

(4)

A \$3000 cash bonus is given to the parents when their first and second child is born. Furthermore a \$6000 cash bonus is given when the third and fourth child is born. you are also entitled to buy a large flats when you have children. you get 6 days of paid child care leave a year and finally you get a longer maternity leave.



ResultsPlus

Examiner Comments

This response scored 4 marks as the candidate has offered four incentives used to increase the birth rate and there is a clear sense of place (Singapore).

Question 5 (a) (i)

Most candidates were able to plot data showing UK migration for 2002 and 2003 to a sufficient degree of accuracy thus reading the chart scale correctly. Almost all candidates remembered to join up the data points using a line. A few candidates plotted the data points completely incorrectly.

5 (a) Look at Figure 5a.

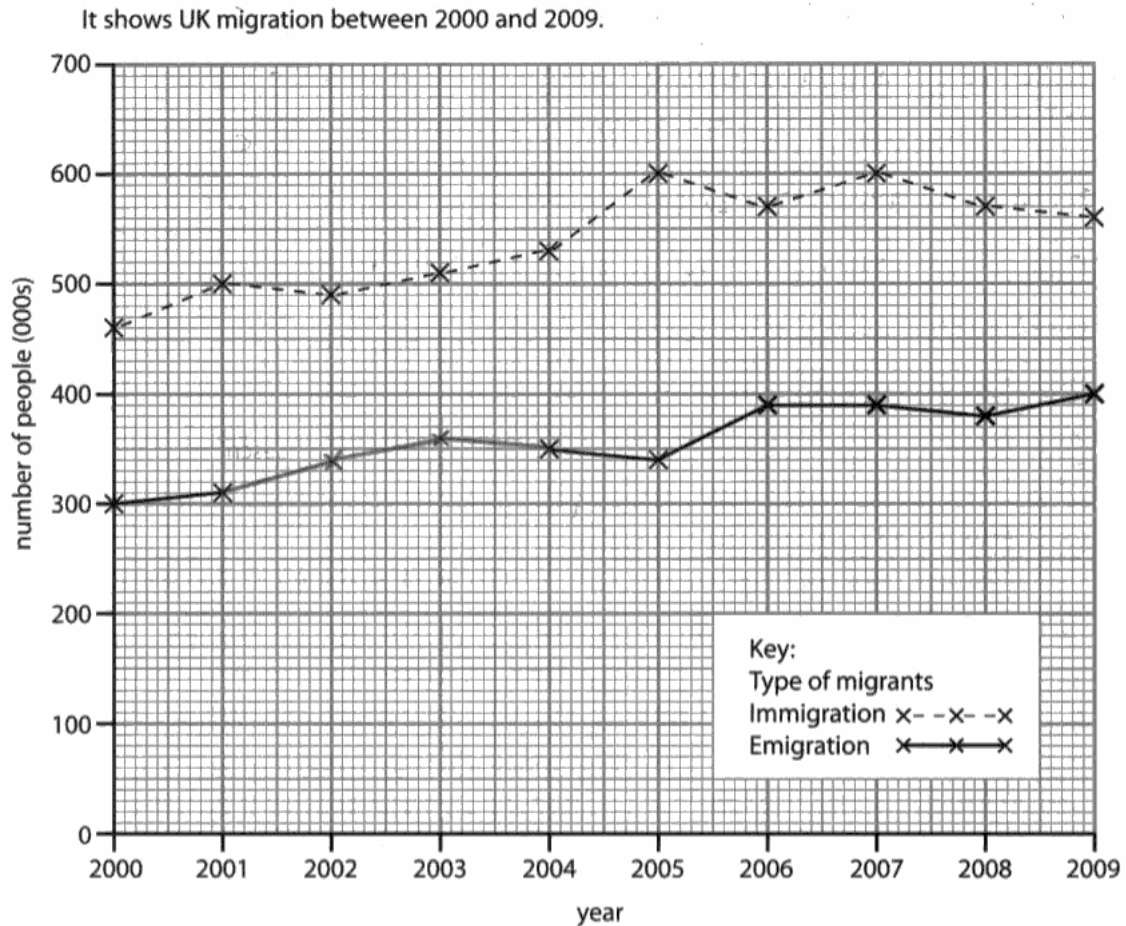


Figure 5a

(i) Complete the graph (Figure 5a).

Use the data in the table below.

(2)

Year	Number of emigrants (000s)
2002	340
2003	360



ResultsPlus
Examiner Comments

This response scored 2 marks - both plots are correct and some attempt was made to join them up with a continuous line.

Question 5 (a) (vi)

Most candidates wrote about the impacts on the host country so did not get any marks.

Those who did write about country of origin, often gave enough points for full marks e.g. developed points on shortage of skilled labour plus another point, and gave an example (although this is not required for full marks). The use of Poland as a case study was the most common example used by candidates.

Occasionally candidates incorrectly wrote about push/pull factors and a few gave positive impacts in addition to negative ones.

Question 5 (b) (i)

A number of candidates incorrectly identified the country as 'Budapest' rather than 'Hungary'.

Question 5 (b) (iii)

A number of candidates failed to score more than two marks on this question. Many wrote about migration in general or about medical tourism. There were quite a few candidates who wrote about why a country might want to host a sporting event (e.g. the Olympics or the football European Championships) and the related costs & benefits of this. A lot of answers were 'mirrored' - reversing the push and pull factors.

(iii) Outline the push and pull factors of short-term population flows for sporting reasons.

You may use examples in your answer.

(4)

There is more sporting facilities
in UK. Less sporting facilities in
other countries. The Olympics
pull factors. Olympics is going to
be in UK. People can come and
watch. pull factors of Olympics not
in another country. They can not come
and watch if they are in another country.



ResultsPlus
Examiner Comments

This response was awarded 2 marks. The candidate mentioned a push factor (less sporting facilities) and a pull factor (come and watch the Olympics). For further marks, the candidate could have talked about the pull factors of higher wages for sportsmen and women and the chance to play in a more competitive league.

Question 5 (c)

Many candidates wrote about the problems of migration for the host country rather than for the migrants.

Many answers were also very brief comprising of just one or two sentences. Another feature of less successful responses was the tendency to offer reasons for migration (push and pull factors) rather than the problems/solutions for the migrants. Nevertheless, a small proportion of candidates gave some excellent answers on Polish economic migration, with a number of problems and related solutions; the best answers also included specific facts/figures.

* (c) Choose a short-term population flow you have studied.

Explain the problems and possible solutions for the migrants.

Chosen short-term population flow Poland to England.

(6)

~~The~~ Migrants can't usually speak English well or at all, some ~~work~~ employers take advantage of this and pay them a low salary. Migrants could overcome this by learning English, ~~for~~ which is offered as a course all around the world. Hundreds of thousands of pounds are spent by the police ~~for~~ translators. Cambridgeshire spent over £800,000 ~~for~~ translators ~~that~~ as criminals couldn't speak English. This could be solved if the migrants learned ~~to~~ English from a course ~~anywhere~~ anywhere in the world. Migrants from Poland may get homesick ~~in~~ ^{the UK} ~~in~~ as they are not ~~one~~ familiar with the change in lifestyle. For example, Poland is quite quiet, whereas ~~the UK~~ ^{the UK} is very noisy and different, causing many migrants to leave back to Poland. The Polish currency may be lower than the English, meaning they will lose some money, however it could rise, meaning they will gain some money. They could also live in rural areas

that are less noisy and different to ~~to~~
Poland so that they are less likely to get homesick.

(Total for Question 5 = 25 marks)



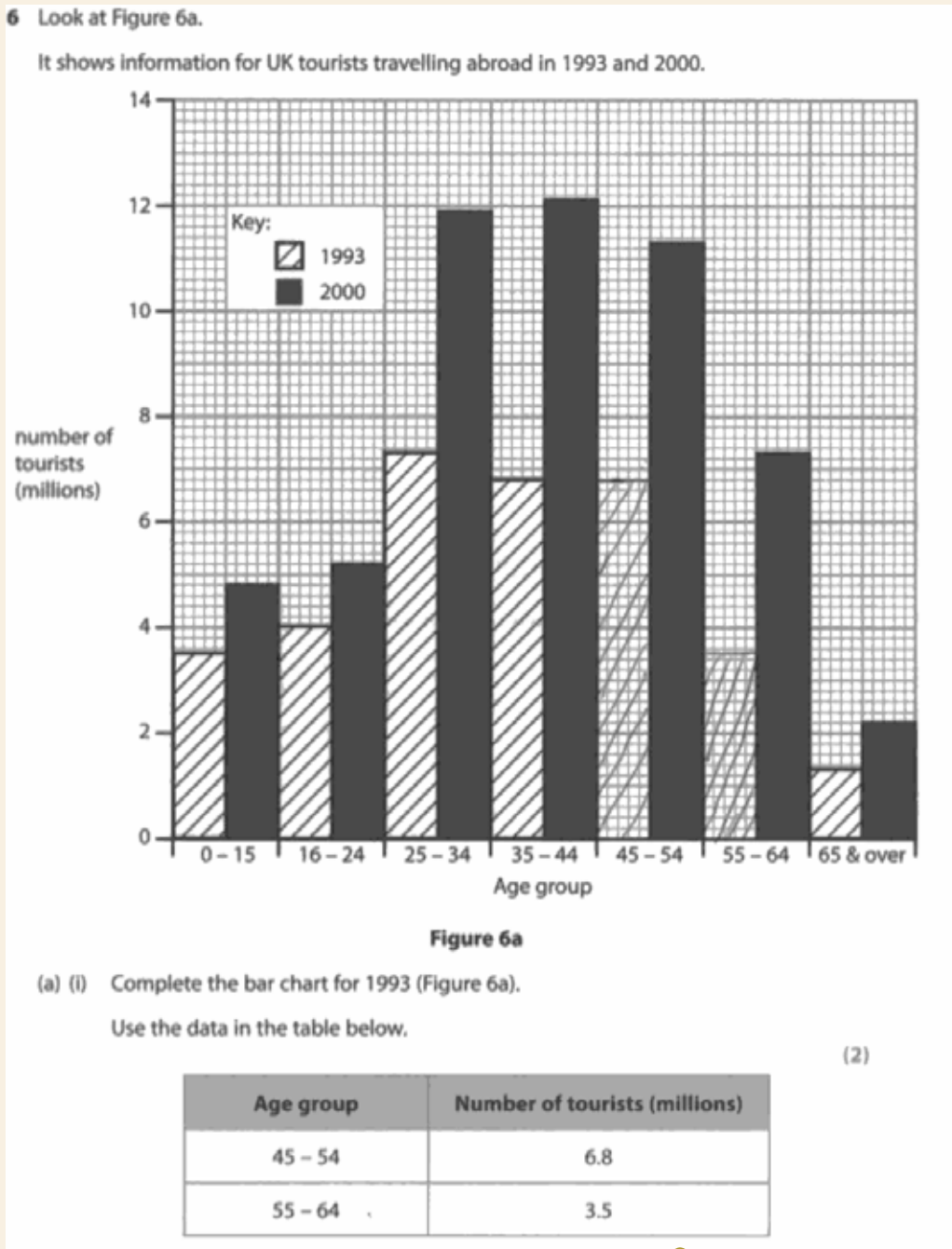
ResultsPlus

Examiner Comments

This response scored 6 marks. It reached the top of Level 3 by having several explained points and both problems and solutions *for the migrant* are considered. For example, 'employers could take advantage of the migrants not knowing the language of the host country which could result in their receiving a lower salary; however, this could be rectified if the migrants learnt the language'.

Question 6 (a) (i)

Candidates were generally able to plot the data showing the number of UK tourists travelling abroad in 1993 for 45-54 year olds and 55-64 year olds; the majority of candidates also remembered to shade the columns correctly, using the key. Some candidates misread the scale, for example plotting 7.6 million rather than 6.8 million for 45-54 year olds or 3 million instead of 3.5 million for 55-64 year olds. The quality of the drawing was significantly better for the 45-54 age group, as candidates could plot 6.8 million on a pre-existing line, as opposed to the 3.5 million data point for the 55-64 age group, however, the drawing still tended to be of sufficient accuracy to award a mark for the column.



ResultsPlus Examiner Comments

This response scored 2 marks. Both columns are the correct height and the shading matches the key.



ResultsPlus Examiner Tip

Use a sharp pencil and a ruler to improve your neatness and accuracy.

Question 6 (b) (iii)

The majority of candidates wrote a list of reasons referring to the resource but failed to give a developed point, and responses were therefore limited to 2 marks.

Many candidates wrote about package holidays increasing numbers, whereas in fact this would help lead to stagnation for the resort as it is taking visitors away.

Some wrote more generally about the Butler Model/societal changes without any reference to Fig 6(b) e.g. 'people had more disposable income' or 'the numbers increase because that is the most popular time for the resort'.

(iii) Suggest why the number of tourists increases during stages 4 and 5 of the Butler model of resort development.

Use evidence from Figure 6b in your answer.

(3)

Tourism increases as the resort has developed & invests more money for better attractions therefore more tourists are attracted. In 1920, a background & zoo opened attracting maybe young people & in 1985, package holidays & indoor shopping again attracting younger & older generation. Better transport links means easy access



ResultsPlus

Examiner Comments

This response scores 3 marks. There are a number of pieces of evidence taken from the resource (max 2) and a developed point, 'better transport means easy access' to secure the third mark.

Question 6 (c) (ii)

Many candidates gave good answers, with a number of developed points. These developments were sometimes quite basic (for example 'more jobs are created, such as waiters in hotels or renting deckchairs on the beach') but stronger candidates used specific case study information (for example 'Blackpool's economy relies on tourism for approximately 60% of its income').

Question 6 (d)

This was answered relatively well, with candidates often scoring L2 or L3 responses.

A weakness, however, was candidates writing all that they knew about the chosen eco tourist resort without really thinking about what the question was asking.

A few weaker candidates used inappropriate examples (such as Benidorm, Magaluf etc) or no examples; these same candidates tended to write about benefits of tourism in general, rather than for the local community.

* (d) Choose an eco-tourist destination you have studied.
Explain how eco-tourism can benefit the local community at this destination.
Chosen destination Footsteps echo lodge (the Gambia)
(6)

Locals have opened up a shop selling traditional tie-dye clothing and traditional wooden carvings, as well as keeping the cultures and traditions alive this gives the locals jobs and money. Also more jobs are created as traditional entertainment such as dancing, this also gives them money. The toilets at the eco lodge are composting toilets this means that waste produced is used as fertilizer on crops and plants. This benefits the locals as no sewage is being dumped into the seas and rivers. Finally the lodge brings in and attracts lots of tourists so locals can set up businesses elsewhere and get money.



ResultsPlus

Examiner Comments

This response scores 5 marks (Level 3). The candidate includes three descriptive points and two weak explanations - meeting the criteria for Level 3. However, the location is not obvious and it is this which prevents this answer being awarded full marks.

Paper Summary

In order to improve their performance, candidates should:

- Read each question carefully, highlighting the key terms and command words to help them understand the demands of the question.
- Check the scale and/or intervals on a graph before attempting to complete it.
- Incorporate case study information, for example specific facts and figures, if the question asks the candidate to 'use examples in your answer'.
- Use the key provided to help them to shade/complete the graph correctly.
- On 6 mark, levelled questions, include at least two explained points which offer both depth and balance.
- Learn to draw simple sketches, for example diagrams showing the shape of linear, dispersed and nucleated settlements.
- If the question asks the candidate to 'use evidence in your answer', ensure that the resource is mentioned and clearly linked into the answer.
- Have a sharp pencil, a ruler and a rubber at hand to make it easier to complete graphs accurately.
- Use the correct units when extracting/using data in a written response.
- Learn the definitions for each of the key terms in each unit and be able to incorporate these into answers that require more extended writing.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG032285 June 2012

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

