Examiners' Report
June 2015

GCSE Geography A 5GA3F 01

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Introduction

This paper forms part of the second 'linear' assessment series for the Pearson Edexcel GCSE in Geography A. This unit assesses core areas of human geography and includes a number of optional topics which are also examined. The assessment of spelling, punctuation and grammar (SPaG) remains, but the specification content and names of the individual topics does vary significantly when compared to the original specification (see Pearson Edexcel's website for further details).

Candidates are required to answer all three questions from Section A (each worth 15 marks) and one question from Section B (worth 24 marks, of which 4 marks are awarded for SPaG).

The size of the cohort sitting this paper is slightly lower than in June 2014. The mean percentage mark and the standard deviation (which provides an indication of the range of marks awarded to the cohort) were similar to June 2014, which indicates that the paper differentiated well, with a full range of marks achieved across the paper.

Those questions that demanded the application of knowledge and skills (AO2) and those marked using a levels-based mark scheme were particularly successful in discriminating between candidates of different abilities.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates.

Question 1 (b) (ii)

Many candidates gave reasons for *growth* rather than the *effects of growth*. A common effect was 'more jobs' although this was rarely developed or exemplified. Most candidates were limited to 1 mark as answers were generic. A few wrote clearly developed answers with supporting information, for example, 'In China 75% of energy is gained by burning fossil fuels to fuel the secondary industry. This means that 700,000 people die each year in China due to the air pollution…'.

(ii) Outline **one** effect of the growth of the secondary sector in a named MIC or LIC.

(2)

Named LIC or MIC China

there are over 1 billion people in china so if you complain abut low pay they will just get someone else in to take your place.

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Examiner Comments

This response scores 2 marks: low pay, (1) development linked to legitimate example (1).

Question 1 (d)

A significant proportion of candidates were insecure with their definition of the term 'de-industrialisation' with many candidates offering responses linked to the benefits of industrialisation. Those candidates that understood the term often provided quite good responses about the increase in biodiversity on brownfield sites and the re-introduction of agriculture. Some candidates provided some exemplification, using the Eden project and how the site has been reused and the positive consequences of this for the environment and local community.

(d) Explain why de-industrialisation in rural areas can have benefits.

(4)

Sole companies started removing their factories from these areas there would less pollution and also less damage is done to the natural environment, which may make the local people in that area happier because their farming isn't getting ruined also their won't be many people coming into the area to live because they work their meaning less homes have to built meaning less damage to environment making local people happy.

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Examiner Comments

This response scores 3 marks: less pollution (1) because factories have been removed (1) and less damage to the environment (1).

A further benefit (e.g. 'encourages biodiversity / development of ecosystems') could have been included for the fourth mark.

Question 2 (b)

The key to success in this question is to offer a reason for the *change* - i.e. the increase in the population. Candidates are certainly not expected to know about Huambo in particular, hence the command word 'suggest'; instead, they are required to apply their knowledge and understanding about reasons for an increase in population in an urban area in a LIC. The majority of successful candidates gave 'high birth rates' as a result of a 'lack of the availability of contraception' in LICs as the cause of the increase in population.

A small number of candidates either misread, or misunderstood the question, and simply described the information given on the graph.

Question 2 (c)

A large proportion of candidates did not appear to understand the demands of the question, with many candidates incorrectly describing one change in an urban area.

Also, some candidates offered responses about population policies or gave reasons for depopulation, without reward.

A small proportion of candidates were able to access full marks through some legitimate supporting exemplification. The most common responses that gained credit referred to schools closing due to a declining population of young people/families or services ending due to a fall in demand - the best of these using exemplification from the Isle of Skye or the Scottish Highlands.

Question 2 (d)

The majority of candidates were limited to 3 marks for a generic answer. Most candidates did write about the effects of urban growth, although some incorrectly wrote about industrial growth or reasons for the high population growth in a country (e.g. reasons for rural-urban migration).

Many candidates were able to give a number of simple effects, commonly pressure on jobs and housing, and increased pollution.

Other candidates reached full marks with a 4 mark combination of simple statements and developed points, or just simple statements, but with some specific country data e.g. numbers for the increase of Dhaka's population.

At the top end, candidates gave several well developed and exemplified points. The better answers tended to be about Cairo, where candidates had applied their case studies well.

(d) For a named urban area in a low-income country (LIC), describe how rapid urban growth can have negative effects.

(4)

Named urban area in a LIC ....Dhaka....

Rapid urban growth will lead to more diseases being spread due to people being densely packed in areas with poor sanitation. Also, the amount of pollution will increase as more people will air and water pollution will increase due to more people doing things that produce burn fossil fuels and throw away rubbish, etc.

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Examiner Comments

This response scores 3 marks: the candidate has included a range of legitimate points about the negative effects of rapid urban growth. However, this response achieves a maximum of 3 because it is a generic answer (just naming an urban area is not enough - there needs to be some specific locational detail used in context).

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Examiner Tip

Apply your case study material if asked, 'for a named (urban) area...'.

Question 3 (c)

A relatively large number of candidates misread the question about what can be found by looking at census data, explaining why you would use the data, rather than what you would find.

(c) State **two** pieces of information that can be found by looking at census data.

(2)

1 HOW many People Per household

2 what gender is the majority

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Examiner Comments

Two correct pieces of information have been provided here so the candidate was awarded 2 marks.

Question 3 (d)

Only a small proportion of candidates reached 2 marks on this question. The more successful candidates were able to offer a developed answer with figures for Singapore's cash incentives. It was quite common for candidates to attain 1 mark for a generic point about cash incentives with no extension/locational detail.

Some candidates incorrectly wrote about China and the one-child policy/incentives to lower the birth rate.

(d) For a named country, describe **one** incentive used to increase the birth rate.

(2)

Named country Singapore

Couples are given cash bonuses of $3000 for the first and second child, and $6000 for the third and fourth.

ResultsPlus
Examiner Comments

This response scores 2 marks: cash bonuses (1) with supported case material (1).

Question 3 (e)

Many candidates wrote sweeping generalisations, along the lines of 'there will be no one to educate them' or 'young people don't have any training'. Answers relating to reasons for a youthful population were reasonably common. Some wrote about advantages rather than/as well as disadvantages.

Some candidates wrote about the future effects of an ageing population, and these candidates often missed the opportunity to get many marks by writing anything else relevant. Many candidates were able to get 2 marks for simple comments, often linked to ideas about a potential strain on the economy and education, increased crime rates and the pressure on jobs/rising unemployment levels.

(e) Describe the disadvantages of a youthful population.

(4)

Having a youthful poppulation means that the amount of Jobs available will be limited. Also the amount of Jobs for older people will decrease, Which could result in unemployment for certain people. Learning opportunities will be limited as there will not be space in School's, collages and universities for them to learn.

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Examiner Comments

This response scores 4 marks: limited jobs (1) with development (1) and then a second point about learning opportunities will be limited (1) with development (1).

Question 4 (b) (i)

Candidates appeared to find this question quite challenging, with many weak responses offered. It was quite rare for 2 marks to be awarded as few candidates were able to demonstrate knowledge of a population flow *into* Europe. Some candidates referred to movement *within* Europe such as Poland to the UK, demonstrating a lack of understanding of the question.

(b) (i) Outline **one** reason for a named population flow into Europe since 1945.

(2)

Named population flow ..... Africa to Europe.

A reason for this is that in Europe we have better health care than in Africa.

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Examiner Comments

This response scores 1 mark: a reason is given - better healthcare (1) no further development is offered so the response is limited to 1 mark.

Question 4 (d)

Some candidates provided responses that focused on the negative consequences for the retirees rather than for the destination; other candidates incorrectly provided quite detailed responses about the reasons for retirement migration, which is not what the question is asking.

Most candidates were limited to 1 mark for a generic answer - failing to provide any locational detail within the context of their answer or just by naming a country (e.g. 'Spain').

(d) Outline **one** negative consequence of retirement migration for a named destination.

(2)

Named retirement destination .... Isle of Skye.

Remote places become overpopulated with an aging population, Secondary houses become highly desirable and house prices become over priced.

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Examiner Comments

This response scores 1 mark: the candidate has offered two valid points - about ageing populations and rising house prices; however the answer is generic so is limited to 1 mark.

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Examiner Tip

Specific information about the retirement destination (e.g. facts or data) are required to access full marks.

Question 4 (e)

Some candidates succeeded in entering Level 2 by providing one developed point and some descriptive points; however, the links with population movement were often unclear. Some candidates focused on either technology or transport and were therefore unable to progress to Level 3. Some candidates demonstrated specific knowledge about specific developments, for example, the Channel Tunnel linking England to France, the bullet train in Japan and budget airlines such as EasyJet and Ryanair; however, the majority of responses lacked the developed explanation for 5 or 6 marks.

*(e) Explain how developments in technology and transport have increased population movement around the world.

(6)

The development in technology has allowed people to book holidays on line fore the next day (it they wanted). They now don't have to go to a travel agent to get dest-ination advice as they could re serch the place on the internet and can book a hotel too. Transport has become much quinker as to where you have to take the Ferri to France and maybe take a couple of days, now you can just hop onto the euro tunnel, and it can get you to france in 2-3 hours! maybe even shorter. Technology and transport have developed rapidly and have helped people in Many ways.

Question 5 (b) (i)

Many candidates wrote about the rejuvenation stage rather than the consolidation stage, commenting on how an area (usually Blackpool, and less often, Benidorm) had lost visitors but is now gaining them back. Some candidates gave reasons for the growth in tourism such as an increase in disposable income, which is not what the question required.

Many candidates were able to get 1 mark for a basic comment; often 'increasing visitors' or 'building tourist attractions' and some were able to get a second mark for correct exemplification, usually of a Blackpool attraction.

A small proportion of candidates gave more than one valid reason (such as increased visitors, economy relying on tourism and locals resenting tourists) but no exemplification so were limited to 1 mark.

(b) (i) For a named EU resort, outline **one** piece of evidence which suggests that it is in the consolidation stage of the Butler model.

(2)

Named EU resort ... Black pool ...

The number of visitors to that area is round the same each year it doesn't decreased at all and may increase a little but not so major. So it consolidate how many people are and maintaining they can continue to provide.

ResultsPlus
Examiner Comments

This response scores 1 mark: idea that tourist numbers might increase a little (1) but there is no locational detail about what is happening / what has happened in the consolidation stage for the second mark.

Question 5 (b) (ii)

Weaker responses to this question either failed to grasp the 'environmental' focus or offered simplistic statements such as 'more litter would be created'.

Stronger responses suggested that there would be increased noise pollution and explained why this is related to an increase in tourist numbers or the impacts that it would have on the environment. Other candidates who scored well on this question were able to discuss the causes of the impacts and show clear understanding of the further implications that these would have on the environment

(ii) Outline **two** environmental impacts of a growth in tourist numbers.

(4)

1 There is more pollution, tourists travell and vehicles release greenhouse gases, such as carbon dioxide which pollutes the atmosphere.

2 Habitats could be affected, as they could be damaged or cleared to make way for new tourist attractions.

ResultsPlus
Examiner Comments

This response scores 4 marks as the candidate has included two developed points ((1+1)+(1+1)) - one about air pollution and one about the impacts on habitats.

Question 5 (c)

This question was generally well answered, with the majority of candidates able to identify two physical attractions with relative ease.

A small number of candidates struggled to answer the question, ignoring the photographs in the Resource Booklet, or by referencing tourist attractions such as Blackpool, Alton Towers, Thorpe Park, Brighton and the Amazon rainforest.

(c) Study Figure 5b (photographs) in the Resource Booklet.

Identify **two** physical attractions of eco-tourist destinations such as Grootbos Lodge.

(2)

1 Dolphins

2 Beaches

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Examiner Comments

This answer scores 2 marks as both responses are correct.

Question 5 (d)

Many candidates did not appear to realise the question was specific to community impacts and gave other, environmentally-focused, impacts of ecotourism.

Several candidates gained some credit for comments about improving the local economy, but often these responses went on to outline impacts on a more national-scale rather than focus on the local community/local area.

More successful candidates were able to offer a developed reason relating to the type of job done by local people (e.g. growing the locally-sourced food for income), selling handmade products to the tourists, or the number of local workers employed (all-year round). 'Footsteps' in The Gambia was a common exemplification, but many did use the Grootbos Lodge example less successfully.

(d) Outline **one** possible positive impact of tourism on the local community at a named eco-tourist destination.

(2)

Named eco-tourist destination ....Footsteps, Gambia...........................

one positive impact on tourism is an increase in jobs for locals, as workers are needed to run the eco-tourist destination.

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Examiner Comments

The idea of 'increasing jobs' gained a mark, but this response is limited to 1 mark as there is no further development of this idea linked to the case study.

Question 5 (e)

Weakest answers either wrote about something other than tourism, or gave basic reasons for tourism to be in an area, with no/very limited reference to growth in tourism. At the simplest level comments were limited to money being spent on providing facilities for tourists, and people being friendly so this attracts visitors.

Several candidates referred to family and friends travelling and sharing their experiences. At the weakest level, few additional comments were made, but more advanced responses linked this to an increased desire to travel and to the role of increasing social media in this.

Candidates often mentioned an increase in disposable income, with many linking this to an increase in tourism. Better candidates were able to support this with examples or development e.g. 'People now have a larger amount of disposable income, meaning that the idea of spending money on a holiday is more financially viable for them. This increased stability of income will potentially make them go on a holiday they otherwise wouldn't of'.

Paper Summary

In order to improve their performance, candidates are advised to:

- Practice describing patterns and distributions shown by a graph or a map by using comparative language and data to support ideas – this will help with multiple choice questions (e.g. Questions 1(a)(i) and 4(a)(ii)) and the 'fill in the gaps' questions (e.g. Questions 1(a)(iii) and 3(a)).

- Understand what is required of the command word 'explain' for extended writing questions in Section B. The levels mark scheme provides clarity on these differences – this is particularly important for the transition between Level 2 and Level 3.

- Be aware that case study material is occasionally required in questions other than the levels-marked ones. For example, Question 1(b)(ii) requires some information about one effect of growth in the secondary sector in a named country, LIC or MIC.

- Read the question carefully: on questions requiring candidates to 'suggest one possible reason...' (e.g. Question 2(b)) or, 'describe one incentive used...' (e.g. Question 3(d)), candidates must be able to make an initial point and then develop it appropriately as suggested in the mark scheme.

- Be able to define all of the key geographical terminology in the detailed content; for example, a secure understanding of the terms 'de-industrialisation' (Question 1(d)), 'depopulation' (Question 2(c)) and 'eco-tourist' (Questions 5(c)/(d)) which were not fully understood by a number of candidates.

- Use the Sample Assessment Materials (SAMs) and the June 2014 and June 2015 papers to assess the detailed content for each key idea that has been included in the re-accredited specification.

Grade Boundaries

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