Examiners' Report
June 2016

GCSE Geography 5GA3H 01

Introduction

This paper forms part of the third 'linear' assessment series for the 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 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).

This year, in Section B, a greater proportion of candidates answered Question 5 (A Tourists World) compared to Question 4 (A Moving World).

The size of the cohort sitting this paper was larger than the previous two series; the mean percentage mark for the paper and the standard deviation score (which provides an indication of the range of marks awarded to the cohort) were similar to June 2015, which indicates that the paper differentiated well, with a full range of marks achieved across the paper. Once again, questions that required candidates to apply their knowledge and skills (AO2) 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. This exemplification will come mainly from questions which required more complex responses from candidates.

Question 1 (a) (i)

The majority of candidates were able to get at least 1 mark on this question for the idea of a general decrease; this point was usually supported by data, although often starting in 1959 (the question asks the candidate to describe the changes from 1969-2011). More successful candidates recognised the other main patterns, e.g. staying similar in the 1970s and rapidly dropping early 1980s, as well as staying low from 1993 onwards. In many instances, the data on Figure 1a was not read particularly accurately, with incorrect figures and/or the '000' part of the number omitted.

SECTION A – THE HUMAN WORLD

Answer all questions in this section.

Topic 1 – Economic Change

1 (a) Study Figure 1a.
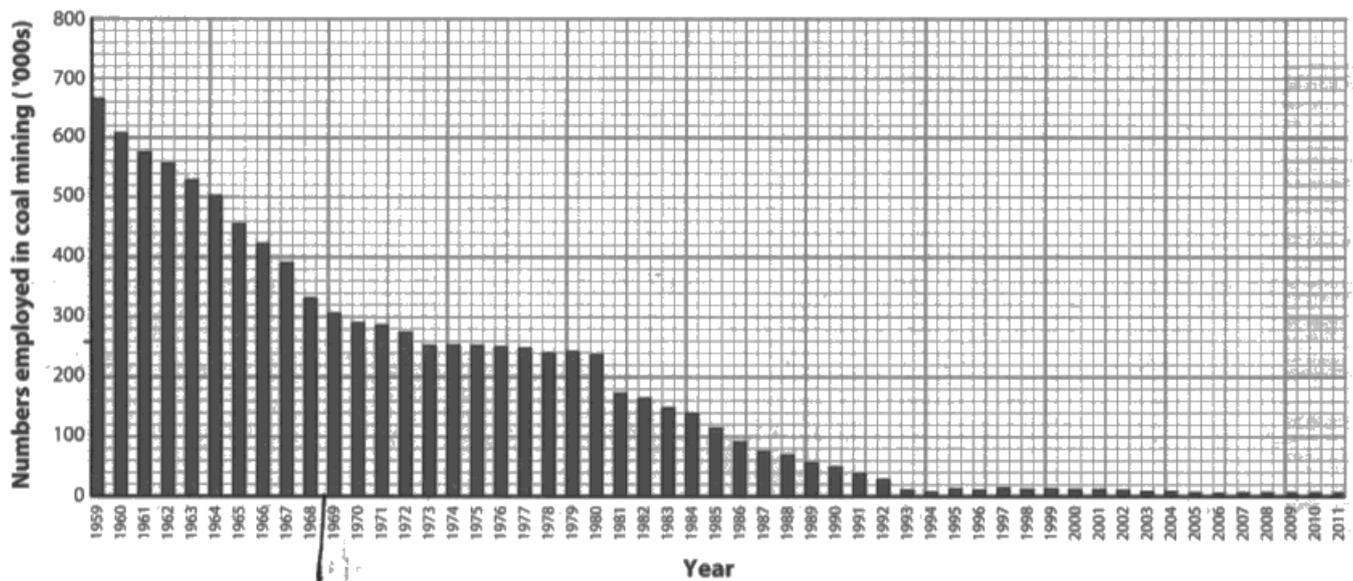
(Source: National Archives 2015)

Figure 1a

Numbers employed in UK coal mining 1959–2011

(i) Describe the changes in the numbers employed in UK coal mining between 1969 and 2011.

Use data to support your answer.

(3)

From 1969 to 1973 the numbers employed decreased continuously. From 1973 to 1975, the numbers employed stayed constant at 250 000. From 1975 to 1980 the numbers employed fluctuated between 250 000 and 240 000. From 1980 to 2011 the numbers employed decreased continuously from 240 000 to below 20 000.

Question 1 (a) (ii)

The most common response from candidates was to refer to increased mechanisation and the fact that it is now cheaper to import coal from other countries. Some candidates referred to social change and changing government attitudes.

(ii) Suggest **one** reason for the changes shown on Figure 1a.

(2)

People stopped working in the primary industry because it became cheaper to import raw materials such as coal from abroad, meaning that theres less need for agricultural

ResultsPlus
Examiner Comments

This response scores 1 mark for 'cheaper imports'.

Question 1 (b)

This question was generally well answered by candidates, with many being able to provide a developed point – often related to an improvement in the environment due to fewer factories. A smaller proportion of candidates gave more detailed examples, for example about the benefits of tourism changes such as the Eden Project. A few candidates wrote about increased jobs/population without any reference to where these jobs were coming from/why the people were coming; hence it wasn't clear they understood the term 'deindustrialisation'. A significant number of candidates appeared to confuse de-industrialisation with counter-urbanisation.

(b) Outline **one** benefit that de-industrialisation may bring to rural areas.

(2)

Land may be used for agriculture. The land that ~~once had~~ was once used for industries can be used to grow crops and farming.

ResultsPlus
Examiner Comments

This response scores 1 mark for the idea that land can now be used for farming - but there is no further development of this point for the second mark.

Question 1 (c)

Many candidates were able to provide a developed suggestion as to why the location was chosen for the sports centre. Many referred to flat land being easy to build on and easy to expand or the proximity of transport links, allowing for easy access to the sports centre.

(c) Study Figure 1b (photograph) in the Resource Booklet.

Suggest **one** reason why this location was chosen for the Xscape sports centre.

(2)

Because it is near a lot of roads. This makes it very visible and easy to access so the sport centre has more chance of success.

ResultsPlus
Examiner Comments

The answer is awarded 1 mark for 'near roads' and the second mark for '... easy to access...'.

Question 1 (d)

This question was generally answered well with a large proportion of candidates achieving at least Level 2 marks. A small proportion of candidates failed to respond to the question, and instead discussed the growth of other sectors without linking this to the secondary sector. The majority of candidates were able to give a named LIC/MIC. Most frequent references were made to a growing number of workers, availability of raw materials and the location of TNCs. Many candidates also made reference to globalisation. The overwhelming majority of candidates chose to use China and India as their named country with very few candidates failing to name their case study.

The marks awarded to some candidates were limited as they failed to make an attempt at explanation. These responses were given as a basic list of reasons. A small number of candidates failed to name a case study country or chose a country which would not qualify as an LIC/MIC such as the UK. The use of geographical terminology was limited in those responses where candidates achieved below Level 2. Those candidates who achieved Level 2 were able to give partial explanations but many were unable to support this with sufficient case study detail. This was the most significant and frequent limitation for candidates.

Candidates achieving Level 3 but failing to attain 6 marks were limited through their use of good depth and detail to support explanations. Furthermore, the use of geographical terminology was not sufficient in some cases, such as where candidates made reference to 'attracting big companies' and 'they can transport things between places easier' without using appropriate terminology.

*(d) Explain why the secondary sector has grown in **one** low income country (LIC) **or** middle income country (MIC).

(6)

Chosen LIC or MIC ...... China ......

The secondary sector has grown in China because there is no minumum wage and so they can manufacture items for very cheap prices. There are also hardly any laws or regulations supporting the workers and so they don't have to pay for expensive safety equipment and long hours are common. This means that large amounts can be made et for and countries a cheap price and so more people^ use them for trade, leading to them getting more money. This leads to the secondary sector decreasing in many LICs because it's cheaper for them to import. In China there are also many resources available for manufacturing and a lot of people are trained in this trade.

The candidate has a named LIC/MIC, but the response is quite generic; however, there are a range of partial explanations, enough to get into the top of Level 2.

To access Level 3, the candidate would be expected to offer more location-specific detail and to extend the explanations to provide evidence of greater understanding.

Question 2 (a) (i)

A number of candidates wrote about city population rather than growth rate, whilst others described all areas of growth, rather than focussing on yellow and purple areas. Some candidates gave a reason, which was not required as the command word is 'describe'.

Most candidates could identify relevant areas of the world, with some giving extra detail of specific country names. A small proportion of candidates mentioned uneven distribution, but this was sometimes expressed in an unclear manner.

Topic 2 – Settlement Change

2 Study Figure 2a in the Resource Booklet.

(a) (i) Describe the distribution of the areas with the **highest** population growth rate.

(3)

The distribution of areas with the highest growth rate shows that they are in mainly Africa and Asia. In Africa, they occur westerly, but in Asia, they occur in clusters, southernly.

ResultsPlus
Examiner Comments

The answer is awarded 1 mark for 'mainly Africa' and the second mark for south Asia.

ResultsPlus
Examiner Tip

Try to use the points of the compass to help your descriptions; in this question, it would not have been sufficient to write, 'Asia' for 1 mark - south or south-east Asia is required.

Question 2 (a) (ii)

The majority of candidates scored well on this question, usually mentioning high birth rate (and a reason) or rural to urban migration (with a pull or push factor). Some candidates mentioned improved medical care in the urban area reducing the death rate. A smaller number of candidates offered a developed point about the youthful (child-bearing age) nature of migrants, meaning they are more likely to have children.

(ii) Suggest **one** reason why some urban areas have high population growth rates.

(2)

Some urban areas have high population growth as they do Not have access to family planning so they have a th high birth rate.

ResultsPlus
Examiner Comments

The answer is awarded 1 mark for 'high birth rate' and the second mark for the reason - 'they do not have access to family planning'.

Question 2 (b)

This question appeared to confuse a number of candidates who did not pick up on the meaning of counter-urbanisation, and talked about rural to urban migration instead. Those candidates that did read the question correctly, mentioned increased house prices forcing locals to move, increased business for local services and reduced business due to people shopping in the urban area.

(b) Outline **one** economic change to rural communities caused by counter-urbanisation.

(2)

The Island of Skye had more people coming to their rural community and more teachers were able to work because of the families ariving and more shops were able to be open for more people.

ResultsPlus
Examiner Comments

This response scores 2 marks for the developed point about more families arriving / more teachers will be able to work. There is also a legitimate point about more shops opening / more people, but this is only a 2-mark question.

Question 2 (c)

Responses focused on the disruption for local residents of the construction, the increased congestion caused by the construction and/or the new residents and the cost of cleaning up the site. House prices falling were not a common response. A few candidates did appear to become confused and talk about greenfield sites - but this was not a common mistake.

(c) Study Figure 2b (photograph) in the Resource Booklet.

Suggest **one** reason why some people might be against developing brownfield sites such as the one shown in Figure 2b.

(2)

They are expensive to clean up and have a high start up cost which can weaken the economy.

ResultsPlus
Examiner Comments

This response scores 1 mark for 'expensive to clean up' - but the candidate does not develop this (e.g. by saying that there might be toxic materials in the ground/soil which makes it expensive) for the second mark.

Question 2 (d)

The quality of responses to this particular question was extremely mixed. Some answers were excellent, containing good descriptions of changing function, with the use of sound case study material. On the other hand, there were many poor responses, with candidates struggling with the idea of change of function (as opposed to land use change).

A significant number of responses were vague and lacked depth; partial explanations touched briefly on the reasons for the changes, but lacked case study information and geographical terminology.

A number of candidates failed to score any marks on this question – these candidates appeared to confuse the changing function of their chosen settlement with their tourism case study, and proceeded to describe the changes that have occurred in tourism, but not the changes in function.

*(d) Explain how the functions of **one** UK settlement have changed over time.

(6)

Chosen UK settlement ....Isle of Skye, Scotland

The Isle of Skye used to be very unpopular and it had no work or businesses. So, the government built a bridge so people could access it easier. It's now a destination elderly people chose to go to for retirement as they'll be able to relax and look at the beautiful scenery. It's also now visited for tourism and has transformed from nothing to a busy/quiet place to be.

ResultsPlus
Examiner Comments

This response has valid ideas about changes of function to tourism and retirement with some partial explanation, enough to get into Level 2.

To access Level 3, the candidate would be expected to offer greater depth of explanation about why the function has changed in the way that it has.

Question 3 (a) (ii)

Most candidates were able to provide clear reasoning as to why LICs have a concave shaped pyramid. Candidates were able to explain the need for children as a source of income, the impact high infant mortality rates have on birth rates as well as the role of women. The most common answer was a lack of healthcare and therefore a lack of education about contraception. Many candidates referred to a lack of healthcare causing high death rates but some candidates linked high death rates to poor sanitation, spread of disease as well as poor diets.

However, some candidates did not read the question carefully and this lead to descriptions of the shape not reasons for high birth rates, infant mortality rates and death rates.

(ii) Suggest reasons for the shape of the population pyramid for a LIC, such as Nigeria.

(4)

An LIC's population pyramid will be having a wide bottom due to them have a high infant mortality rate due to lack of medical supplies but also because LIC's such as Nigeria have a low amount and low knowledge of contrac. contraception. A reason that LIC's do not have a aging population is because they have a lack of medical advancements in Nigeria meaning people die much sooner in life, which cause the top of the pyramid to be very narrow.

ResultsPlus
Examiner Comments

The answer is awarded 2 marks for the developed point about infant mortality (in the first part of the answer) and then another 2 marks for the developed point about shorter life expectancies in the final 3-4 lines.

Question 3 (b)

Singapore was most frequently used as a named country with references to the 'Have three or more' campaign. Candidates were able to use their named country in context, often giving examples of cash incentive amounts and the length of maternity and paternity leave. The majority of candidates focused on incentives rather than disincentives. A small minority of candidates wrongly wrote about China and the One Child Policy as a means of reducing birth rates.

The best responses were from candidates who were able to give examples linked to their chosen named country. Candidates were able to quote cash incentive amounts and link child care incentives with allowing parents to work more. Case study information was used well overall for this question.

A limited number of candidates failed to name a country and made references to simply encouraging people to reproduce without any context or detail. A minority of candidates also wrote about two or three ways of increasing birth rates where the question called for one.

Candidates were limited to 1 mark where they failed to name a country or support their responses with further extension. However, the majority of candidates offered contextual information to support their reason.

(b) For a named country, outline **one** way it has attempted to increase its birth rate.

Named country ~~Pentabarance Rotana~~ Indonesia

(2)

They've used incentives to try and bribe people to reproduce. They offer bigger houses for cheaper, free childcare etc.

ResultsPlus
Examiner Comments

This response scores 1 mark for a list of incentives - none of which are developed for the second mark.

Question 3 (c)

Overall, this question was responded to very well by candidates, with a suitable reason and an explanation often provided for full marks. High relief and difficulty to build was by far the most popular response to this question. Thin soil, poor climate and potential for coastal flooding were also commented upon regularly. Lack of jobs and infrastructure were used by candidates who had not picked up on 'physical' in the question.

(c) Study Figure 3b (photograph) in the Resource Booklet.

Suggest **one** physical reason why this area is sparsely populated.

(2)

There is very unlevel land. This makes it hard to actually build upon and turns people off the idea. Houses will also cost more to build on this land.

ResultsPlus
Examiner Comments

The answer is awarded 1 mark for 'unlevel land' and the second mark for the development '... hard to actually build on...'.

Question 3 (d)

This question was generally answered well by candidates. The best answers tended to use Japan or the UK as the case study. Many candidates focused on the economic benefits of an aging population and talked about the Greying Yen and Greying Pound. Voluntary work was also popular amongst candidates as was the use of older family members as 'Free child care'. However, some candidates completely misunderstood the question and talked about youthful population, which unfortunately resulted in no marks.

Question 4 (a)

Many candidates attained a mark for the idea of travelling to work; others were unsure of the meaning of 'commuter', suggesting that it was a form of movement between places (but with no reference to work) e.g. 'someone who travels', or unrelated ideas such as a spokesperson for a community, a place where people live, or a migrant. A few candidates possibly had the right idea but worded it as a person who has to travel for work, which is not the same thing.

4 (a) Define the term **commuter**.

(1)

a commuter is someone who goes to work everyday.

ResultsPlus
Examiner Comments

This response does not score any marks; the idea of *movement* from place to place is required.
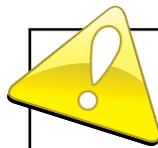
ResultsPlus
Examiner Tip

Make sure that you can write down the meaning of all of the key geographical terms included in the specification.

Question 4 (b)

Many candidates were able to identify the overall trend of increase, and that immigration was higher than emigration. Some also identified the anomaly of the 1970s where emigration overtook immigration. Data seemed to be used less frequently/not as well compared with Question 5(b) and, when data was used, it was often inaccurate. Several candidates failed to make comparisons between the two trends, instead describing each one in isolation.

(b) Study Figure 4a in the Resource Booklet.

Compare the trends in the number of migrants to and from Sweden between 1960 and 2010.

(4)

Both trends fluxuate, but in 1960 the Emigrant reading was 17,000, and the immigrant reading was 29,000. Immigrant reading was normally always higher than Emigrant reading. In 1980 the immigrant reading was 44,000 and the emigrant reading was 29,000. Finally in 2010 the Emigrant was much lower than immigrant reading being at 51,000 and the immigrant reading was 97,000.

ResultsPlus
Examiner Comments

This response scores 4 marks.

The answer includes three comparative statements for 3 marks, plus one further mark (max) for the use of supporting data.

Question 4 (c)

There was a wide variety of responses to the type of migration (i) and frequent confusion over push and pull factors (ii), sometimes governed by the way that the candidate expressed their answer. The most common error for this question was offering pull factors for the population movement, rather than focusing on the potential negatives/push factors involved in the migration.

(c) Study Figure 4b in the Resource Booklet.

(i) Identify the type of migration shown in Figure 4b.

(1)

Voluntary migration.

(ii) Suggest **two** push factors for a migrant such as the one shown in Figure 4b.

(4)

(crime rates)

1 There may be more crimes or violence that will be occurring in ~~neither~~ one part of the country which will certainly push them away as they want to live in a safe area.

2 Weather conditions may not suit the type of lifestyle that they are used to, hence pushing them away.

Question 4 (d)

Most of the candidates answered this question fairly well, with many candidates showing a good knowledge of different governments' policies to control movement either in or out of a country. The strongest responses moved towards place-specific examples, for example by referring to Australian policies and Polish efforts to stop their population drift.

(d) Explain how government policies can reduce the rate of population movement between countries.

(4)

This can happen by strengthening the boundaries. If the country borders are more strict it will reduce the rate of immigration in and out a country.

Government policies can also pay people to stay, for example the polish government payed 50,000 Euros, to each scientist for them to a few to stay in Poland.

ResultsPlus
Examiner Comments

The answer is awarded 1 mark for the idea about strengthening borders between countries and a further 2 marks for the developed point about the incentives that are offered to people staying in a country.

Question 4 (e)

The responses to this question were mixed. A significant number of candidates were able to identify both positive and negative impacts of migration on the host country, but often these answers lacked any place-specific information and were only able to access Level 2 marks as they were not developed or exemplified.

The more successful candidates attempted to apply case study examples, but were often unable to develop their explanations as well as 'examine', therefore the answers lacked an evaluative comment.

*(e) Examine the positive and negative impacts on the host country(s) of population flows into Europe.

(6)

* The availability to find jobs will be harder as competitions to get into workplaces are much more difficult.
* A positive impact is that people may now want to just find any job and work even in the primary sector.
* Another negative impact is that the demand for housing will rise as more people will be moving into the country.
* Another negative impact is that more schools will also be needed as more children will be entering the country.

ResultsPlus
Examiner Comments

This response scores 3 marks, plus 1 mark for SPaG.

The answer gets into Level 2 as the candidate has included a partial explanation in the opening section of the response. Overall, the answer is very descriptive (mainly characteristic of a Level 1 response) and the use of bullet points rather than paragraphs has restricted the SPaG marks awarded.

Question 5 (a)

Many candidates received a mark for an understanding of seasonal employment – often using words similar to the mark scheme – 'certain times of the year' or similar. Other candidates used the words 'seasons' but gave extra detail to show they understood the concept, for example, 'summer only employment', or related it to peak tourist numbers. Some merely repeated the question in a slightly different way and were awarded zero marks.

5 (a) Define the term **seasonal employment**.

(1)

Seasonal employment is where you work in an area during a certain season, for example holiday reps working through the summer.

ResultsPlus
Examiner Comments

This response scores 1 mark for a definition of what seasonal employment is (via the use of an example).

Question 5 (b)

Most candidates were able to give some comparative statements, often on a fairly basic level such as 'both graphs increase'. Those candidates who gained full marks often wrote about 3 main stages – in higher than out, crossing over, and out higher than in, with data to support this. Quite a few read the 2011 data as 'less than 100 000', or '50 000' which is too inaccurate. Some less successful candidates had read the graph well, but were penalised for no direct comparisons/not using comparative terminology.

(b) Study Figure 5a in the Resource Booklet.

~~in different~~ 'areas.

Compare the trends in the number of inbound and outbound tourists in Australia between 2004 and 2012.

(4)

The graph shows that ~~there~~ overall, the inbound tourists remained consistant, but with reoccurring fluctuations, with the maximum being 500 thousand, and the lowest being 440 thousand. However, in 2011 until 2012, it began to peak, with an overall increase from 485 thousand to 535~~000~~ thousand. On the otherhand, the outbound of Australians travelling overseas has rapidly increased, but similarly to inbound, with many fluctuations. The overall increase ~~of~~ of the outbound tourists was 315,000 in 8 years.

Question 5 (c)

On the whole this question was answered well by most of the candidates.

increase ~of the outbound tourists (wds 315,000 in 8 years.

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

(i) Identify the type of tourism shown in Figure 5b.

(1)

~~Cultural~~ Historical

(ii) Suggest **two** positive impacts of the type of tourism shown in Figure 5b.

(4)

1 It keeps the history known, as it is passing on the information to other generations, increasing the chance that it won't be forgotten, which is a positive impact.

2 It makes the place ~~of history~~ and surrounding area known, where people will explore the area, making it more money, as tourists will buy souvenirs, etc. This is positive because it then allows independant business to afford to stay open.

ResultsPlus
Examiner Comments

This response scores 1 mark in (i) for a suitable named type of tourism.

Part (ii) scores 4 marks: 1 mark is awarded in the first section (historical preservation reasons) and there are 3 marks in the second section for the double-development about economic impacts in the area.

Question 5 (d)

Blackpool or Benidorm once again proved to be the most popular case studies used by candidates in this question. A number of candidates found it difficult to have sufficient material to 'explain' and were confused about when the rejuvenation stage was in terms of giving examples – for example, by describing how the resort developed during the consolidation or stagnation stages of the Butler model.

Question 5 (e)

In a similar way to Question 5(d), a significant number of candidates found it difficult to have a sufficient breadth of material or depth of explanation and examination to access Level 3. Responses tended to be skewed to political or social and lacking in balance so it was difficult to gain full marks, particularly when candidates were expected to be reflective (i.e. addressing the command word, 'examine').

*(e) Examine the social and political factors that have caused a growth in tourism.

(6)

A ~~political~~ Social factor has has caused a a growth in tourism is that people ~~thinks~~ feel that they deserve some time to relax and unwind abroad where the climate is much better causing the to travel to Countries such as ~~spain~~ Spain because the Climate is much warmer and usually gives people a tan which increases their aestheic ~~appreciation~~ appreciation. Although a Political factor that has increased tourism is that people are allowed longer paid holiday leave, and can have more time of work meaning can go abroad for a few weeks per year without them losing their job. In ~~addi~~ addition another Social factor is that Holiday companies are increasing the prices ~~of~~ of holidays when people are off work and children are off school such as the summer holiday. This causes people to take time off work and take children out of school because the holidays are cheaper.

ResultsPlus
Examiner Comments

The answer gets to the top of Level 2 as the candidate has included a range of factors that have caused a growth in tourism - which have been supported by partial explanation. However there is limited examination and depth of explanation that is expected for Level 3.

Paper Summary

Based on their performance in this examination, candidates are offered the following advice:

- Understand the demands of the command word, 'outline' (e.g. in Question 2(b)); there is 1 mark for a basic point and the second mark for further development can come from either explanation or detailed description.

- Practice describing patterns and features on a resource by using data (where appropriate) to support ideas. If the resource is a graph (such as the bar chart in Question 1), use data, or the manipulation of data (e.g. 'the numbers employed in UK coal mining halved between 1968 and 1983…') to reinforce the idea of change over time or space.

- The use of place-specific information is often required, and the lack of this in a response may restrict the number of marks awarded; for example, in Question 3(b), a maximum of 1 mark is available without any place-specific information.

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

- Understand the differences in the demand of the command word for extended writing questions: in Section A it is 'explain', whereas in Section B it is, 'examine'; the levels mark scheme provides clarity on these differences – particularly important for the transition between Level 2 and Level 3.

- 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(b)), 'counter-urbanisation' (Question 2(b)) and 'rejuvenation' (Question 5(d)) were not fully grasped by a number of candidates.

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