



# Examiners' Report

## January 2011

### GCSE Geography 5GB2F 01



Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Geography Subject Advisor directly by sending an email to Jon Wolton on [GeographySubjectAdvisor@EdexcelExperts.co.uk](mailto:GeographySubjectAdvisor@EdexcelExperts.co.uk).

You can also telephone 0844 372 2185 to speak to a member of our subject advisor team.

## ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

To set up your ResultsPlus account, call 0844 576 0024

January 2011

Publications Code UG026379

All the material in this publication is copyright  
© Edexcel Ltd 2011

## Introduction

The paper produced rather more focussed answers than its predecessor. Centres are clearly getting used to the specification and the demands made upon their candidates. In particular there were many good answers that recognised the issues and were able to describe or explain how these related to the topic. There were very few errors in terms of knowledge and understanding interpretation which were both impressive, especially in Section B and C.

The most obvious barriers to candidates achieving the grades they may have felt to be their just reward were errors of question interpretation and irrelevance when caught with a 'case-study' which is offered up whatever the question requires.

### Question 1 (a) (ii)

Most candidates gave a correct answer, usually around the topics of war or employment. Weather was a popular incorrect answer.

(ii) Identify **one** reason why some people move to another country.

(1)

because the house prices are cheaper



**ResultsPlus**

Examiner Comments

This was typical

(ii) Identify **one** reason why some people move to another country.

(1)

for better climate



**ResultsPlus**

Examiner Comments

Better climate was fine

### Question 1 (b)

Many of the correct answers latched onto the idea of falling birth rate with very few problems. Social and economic causes were pleasingly frequent. There were many good and quite sophisticated answers to this although some strayed into variation in population size thus missing the point of 'rate'.

(b) Suggest **two** reasons why many countries have experienced a fall in birth rate. (2)

- 1 ~~increased awareness so that many people are not born by accident~~  
an increase in STD's preventing birth being a possibility.
- 2 increased availability to contraception



#### ResultsPlus Examiner Comments

Contraception featured frequently although there were many answers that rightly saw birth rates as being controlled by social and economic variables.

### Question 1 (c)

The commonest error was to attribute such swinging powers to government over controlling the attractiveness or otherwise of a country as in 'the government increased wages'. Too many answers lapsed into a 'stop them all' at any costs demand rather than identifying actual methods.

(c) Describe **two** methods governments can use to change the numbers of migrants arriving in a country.

(2)

- 1 regulate the amount that are allowed into a country by putting a high price on migration forms.
- 2 give them an alternate option i.e to another country.



**ResultsPlus**

Examiner Comments

A number of students rather overestimated the power of governments to control matters beyond their borders or, as here, to express repatriation policies indistinctly.

(c) Describe **two** methods governments can use to change the numbers of migrants arriving in a country.

(2)

- 1 border forces
- 2 what employment sectors are available



**ResultsPlus**

Examiner Comments

This answer gathered one mark for the idea of having 'border forces' but did not gain a mark for comment about employment sectors.

### Question 1 (d)

This produced a varied response with several students hinting at some catastrophic results of not controlling population size. Very few saw this as a political issue with consequences for parties that didn't at least pay lip service to the need to control numbers. The references to the need to fill jobs were far less frequent than the long list of supposed social consequences of not controlling migration.

(d) Outline **one** reason why some governments wish to control population size.

(2)

So places are not over-crowded



**ResultsPlus**

Examiner Comments

There was no extension here - the command word 'outline' suggests that we need more than a simple statement.

(d) Outline **one** reason why some governments wish to control population size.

(2)

Because if the population gets too big the country will use up resources quicker. So having a smaller population will allow countries to save resources and they will last a lot longer.



**ResultsPlus**

Examiner Comments

By contrast this extends to develop a point.

### Question 2 (b) (i)

In amongst the very many correct answers confusion generally came from the word 'continent' or sloppiness in the use of 'America'.

(b) (i) Name a continent with a very high resource consumption per person.

(1)

A continent with very high resource <sup>consumption</sup> per person  
~~is America~~ is in America (USA).



**ResultsPlus**

Examiner Comments

A shame that the student didn't read the question correctly.

### Question 2 (b) (ii)

As with (b) (i) problems arose with failure to read continent.

(ii) Name a continent with a very low resource consumption per person.

(1)

~~is America~~ is in America (USA).  
 A very low resource consumption per person is ~~low~~  
 Ghana.



**ResultsPlus**

Examiner Comments

Same problem as with (b) (i)



### Question 2 (c)

Most students understood this term and could provide an example. The mark scheme allowed for students attempting a definition of 'resource' but very few went down this route.

(c) What is meant by the term **non-renewable resources**?

(2)

Non-renewable resources means a resource that can only be used once. For example coal and oil.



#### ResultsPlus Examiner Comments

A typical two mark response.



#### ResultsPlus Examiner Tip

'What is meant by' or 'Define the term..' questions are frequently two mark questions - think about how a second mark is to be achieved. In this case either defining the term resource or offering an example were possible routes.

### Question 2 (d)

Most found an appropriate example; China or India more often than any others.

(d) Identify a developing country with a rapidly rising demand for resources.

(1)



**ResultsPlus**

Examiner Comments

A very large number of these, unsurprisingly.

### Question 2 (e)

This was well answered by some candidates clearly linking the demand for a resource with a good example. Surprisingly few saw increasing demand in terms of increasing wealth; the commonest reason offered was increasing population. However quite a few quoted odd resources with no particular reason for increasing demand, e.g. 'food (resource) so people can have dinner.'

(e) Outline why the demand for **one** named resource is increasing.

(2)

Named resource oil

as other countries develop the amount of people per car is decreasing and there is a need for fuel, causing prices to rise and the demand for oil to climb.



**ResultsPlus**

Examiner Comments

This is an unnecessarily complicated approach to expressing the idea of rising car ownership but the idea is legitimate and linked.

### Question 3 (a) (ii)

Most candidates used the map sensibly and offered a wide range of possibilities including, for many, the lack of obvious evidence of 'anything to do' by way of leisure and entertainment facilities.

(ii) Identify **one** disadvantage of living in an area such as that shown on Figure 3.

it is too spread out and it will<sup>(1)</sup>  
cause too much pollution.



**ResultsPlus**  
Examiner Comments

The use of English is a little clumsy but one of the basic problems of urban sprawl is correctly identified.

### Question 3 (b)

There was a very varied quality of answers with some explicitly relating to pressures in the 'developing' world rather than the developed world. The recognition of pressure was also variable. Here again the command 'outline' was a prompt to offer a little more than just a simple statement - 'there are too many second home owners'.

(b) Outline **one** pressure faced by **rural** areas in developed countries.

(2)

People are moving from rural areas to urban areas for a better lifestyle and better opportunities.



**ResultsPlus**

Examiner Comments

This recognises a legitimate pressure and extends to explain its provenance.



**ResultsPlus**

Examiner Tip

Remember that 'outline' requires more than just a statement. Think about where the second mark is coming from.

### Question 3 (c)

The mark scheme allowed for a very wide range of possible responses but centres need reminding that the topic is clearly flagged up in the specification as being related to recent urban change.

(c) Many inner city living spaces have changed in recent years (re-urbanisation).

Identify **two** changes that have attracted people back to inner city areas.

(2)

- 1 more and more jobs are now available.
- 2 more <sup>new</sup> buildings are in cities, so more people will want to go.

(d) Describe **one** way in which a city may become more sustainable.



**ResultsPlus**

Examiner Comments

This student did recognise the idea of change with 'more and more' and 'more new' suggesting some dynamic changes.



**ResultsPlus**

Examiner Tip

Remember that 'outline' requires more than just a statement. Think about where the second mark is coming from.

(c) Many inner city living spaces have changed in recent years (re-urbanisation).

Identify **two** changes that have attracted people back to inner city areas.

1. There is a lack of transport so have to drive
2. <sup>Local</sup> NO Shops might have to drive 15 mins to find nearest shop

(d) Describe **one** way in which a city may become more sustainable.



**ResultsPlus**

Examiner Comments

This response seemed to suggest negatives about urban living spaces or perhaps suggest some push motives from rural areas. Either way they do not work in the context of this question.

### Question 3 (d)

A question well answered by many candidates who could describe in some detail ways a city could become more sustainable. Public transport, bicycle schemes and solar/wind energy were popular options. However very many students take a very broad and essentially meaningless view of development which is best translated as 'lasting a long time'.

(d) Describe **one** way in which a city may become more sustainable.

(2)

Cities may become more sustainable because they are using more and more resources that can be reused.

**ResultsPlus**

Examiner Comments

It would have been sensible to add an example here.

**ResultsPlus**

Examiner Tip

Remember that two-mark questions are likely to require two different points or ideas or, as here, an example.

~~electricity, as you can live off~~  
(d) Describe **one** way in which a city may become more sustainable.

(2)

A city may become more sustainable because they don't use as much resources such as car fuel because it helps the environment to have less pollution.

**ResultsPlus**

Examiner Comments

This answer does provide some extension

**Question 4 (a) (ii)**

There were very many correct answers here but a significant minority who were obviously ill-informed about informal urban employment. Some of the incorrect responses suggested a quite different view of informal.

(ii) Street sellers are part of the informal urban economy.

Give **one** other example of informal urban employment.

(1)

taxi driver



**ResultsPlus**

Examiner Comments

Purists might suggest that taxi drivers have to be registered and most do not in fact belong to the informal economy. Here some students probably took informal as an indication that one could choose one's own hours rather than any suggestion of illegality but despite that it would have been a poor decision to de-bar this type of response.



### Question 4 (b)

A large number of candidates clearly did not understand the term 'de-industrialisation' and thought that it meant land being used to grow food again. There was widespread confusion about primary, secondary and tertiary sectors too.

(b) What is meant by the term **de-industrialisation**?

(2)

It means where a city, town or country  
is ~~losing~~ losing its economy.

(c) Outline **one** way in which a brownfield site can be regenerated (developed).



#### ResultsPlus Examiner Comments

This student gets a mark for the idea of loss but we are not told what exactly is being lost - at least not in enough detail.

**Question 4 (c)**

There were very many good responses with candidates identifying a plausible development of a Brownfield site. The greatest weakness was a view that it meant a return to countryside. Case-studies featured quite frequently.

(c) Outline **one** way in which a brownfield site can be regenerated (developed).

(2)

A brownfield site can be regenerated by the people that already live there treating it nice + not damage it, this will attract more people + will bring more money for development into area.

**ResultsPlus**

Examiner Comments

This type of misunderstanding was pleasingly unusual. Terms are used in a such broad context as to become meaningless.

**ResultsPlus**

Examiner Tip

Don't use terms such as 'nice' unless you can say what makes them so.

(c) Outline **one** way in which a brownfield site can be regenerated (developed).

(2)

A brownfield site can be developed by knocking down buildings on the area and building new ones. This would attract people to live here.

(d) Describe **one** way in which employment change in a rapidly growing city has



**ResultsPlus**

Examiner Comments

This is a well-focused response that puts brownfield development into the context of urban regeneration.

**Question 4 (d)**

The focus of the question and thus the answers should have been on 'rapidly growing cities' and the employment changes. Of course considerable latitude was allowed in the interpretation of these concepts, especially the latter, just so long as students had some sense of the environmental impacts that urban growth might cause. The greatest weakness was to present these as simple statements such as 'pollution..'. A little more detail was offered by some as in '...such as CO2 from cars'.

(d) Describe one way in which employment change in a rapidly growing city has affected the environment.

(2)

Employment change in a rapidly growing city has affected the environment by most of the employment using technology which uses more energy. More of the employment is local which means <sup>more</sup> transport - cars mainly.

**ResultsPlus**

Examiner Comments

The weakness here is the lack of any legitimate point about the environment. What goes before suggests an able student but they fail to make the easy point about, presumably, pollution from cars.

**ResultsPlus**

Examiner Tip

Don't overlook the key words. Use a highlighter or underline them.

(d) Describe **one** way in which employment change in a rapidly growing city has affected the environment.

(2)

Employment change in a growing city eg. industrialisation means a city will affect the environment by releasing poisonous gases from factories, into

(Total for Question 4 = 8 marks)

the air and therefore polluting the city.

TOTAL FOR SECTION A = 32 MARKS



**ResultsPlus**

Examiner Comments

This student makes the point for the second mark although the first point is not made in as sophisticated a way.

**Question 5 (b)**

It would have helped students if they had been clearer about what the useful concept of 'eco-footprint' entails, especially how 'people vary in their own eco-footprints' as the specification presents it. Far too many didn't recognise this 'per capita' element seeing population size as the only real factor explaining cities impact.

(b) Suggest **two** reasons why cities often have large eco-footprints.

(2)

- 1 ~~over~~ The country can be over populated.
- 2 or the country can be running out of resources.

**ResultsPlus**  
Examiner Comments

This was a fairly common misreading of the question, sadly. In this case the lack of understanding is compounded by the answers that do not link with eco-footprints.

(b) Suggest **two** reasons why cities often have large eco-footprints.

(2)

- 1 Because they are more industrialised than smaller towns.
- 2 Because they use more resources.



### ResultsPlus

Examiner Comments

The first point is legitimate.



### ResultsPlus

Examiner Tip

Be careful not to simply repeat the question in your answers. The second answer here is an example of this.

### Question 5 (c)

There were many strong answers here such that amongst the '6' mark responses this was probably the best answered with some good examples that were well located and offered some local detail. London was popular with some excellent recall of the congestion charge, public transport and 'Boris bikes'. Many of the weaker responses lacked this detail and specific material and were thus both very general and showed no real knowledge of any currently existing city. Some offered future projects or made simple statements such as 'the city is wasting less' without suggesting how exactly this might be achieved in practice.

\* (c) For a named city, describe how it is reducing its eco-footprint.

(6)

Named city London

in London there are many ways the eco-footprint is reducing. For example, eco-busses run on fuel that doesn't pollute decreasing eco-footprint. They have also introduced a charge to drive in or through London lowering eco-footprint as it has encouraged many people to use less polluting means of transport. A bike insurance costs on cars means less polluting ones are cheaper to insure. Encouraging people to reduce their own eco-footprint by saving money.



**ResultsPlus**

Examiner Comments

This answer makes two good points about transport. London is not conspicuous in the answer and more local detail would help lift it into level 3. The other route would be to find another way of reducing consumption, preferably not drawn from transport changes.



\*(c) For a named city, describe how it is reducing its eco-footprint.

(6)

Named city

London

London has alot of public transport  
and these days alot of people use it.  
They have cut down on a number of  
factories.  
And there trying to make it look like a  
good place for the london 2012  
olympics.



**ResultsPlus**

Examiner Comments

This is a typical level 1 response with limited depth or breadth.



**ResultsPlus**

Examiner Tip

Be careful when using terms such as 'they' to be clear what you mean. 'They have cut down on the number of factories' - what does this mean?

**Question 6 (b)**

The emphasis on a 'developing country' was not seen by all although credit was still given when the answer offered was appropriate, as of course many would be. It is worth reminding candidates that one word answers are unlikely to identify an issue and that a full sentence would help show that the nature of the issues was understood. Hence 'population...' might well be an issue but that is only clarified when something is added such as '..growth especially close to large cities'.

(b) Identify **two** issues faced by a rural area in a developing country.

(2)

1 Land being used to put building on

2 Farmers going out of business

**ResultsPlus**  
Examiner Comments

Two issues are recognised here - they would, of course, be appropriate for rural areas in almost any part of the modern world.

**Question 6 (c)**

This was not a well answered question with few candidates having any knowledge of sustainable management in a rural context. That was surprising given that this section of the specification very clearly directs centres to cover distinct and recognisable regions. The lack of locational focus was notable but when students did have this knowledge they often scored heavily simply by identifying a couple of methods used with some local detail.

\*(c) For a named rural area, describe the methods used to manage it more sustainably.

(6)

Named rural area Lake District

The lake district is managed sustainably because it is a national park. An area which is a national park, means that the area is used in a way which is safe and also doesn't damage the environment. People are only allowed to visit at certain times which means the area is not at risk of being run down or ruined. The wildlife is also monitored and looked after in a safe way. This means the

(Total for Question 6 = 9 marks)

area will be of use for much longer.

TOTAL FOR SECTION B = 9 MARKS

**ResultsPlus**

Examiner Comments

The methods used here are rather cursorily explored but they are there - 'National Park...' and 'monitoring..'. To get into level 3 there needs to be a more explicit description of how this would be carried out and/or some more local detail.

**ResultsPlus**

Examiner Tip

Use examples if you can. The question asks for a 'named rural area' and the mark scheme is bound to reward some local detail beyond simply naming the place.

\*(c) For a named rural area, describe the methods used to manage it more sustainably.

(6)

Named rural area Swallofield

Methods used to manage the rural environment are farm shops and local markets are introduced to make a profit within the community to keep demands up for crops and live stock. ~~the~~ Also meetings are held to ~~make~~ make it clear to people how they want their environment to be. Also they set targets for improvement on the community so they are able to make profit.



**ResultsPlus**

Examiner Comments

The question didn't specify any scale so local areas are clearly admissible. This, as with the previous example, would be stronger with some detail.

### Question 7 (b)

A number of students failed to see 'parts of a country' and compared nations. The variations caused by physical geography were often boiled down to 'better resources' and several didn't manage to find a second reason. Tautological reasons were quite common as in '...because they are wealthier'.

(b) Suggest **two** reasons why some parts of a country are richer than others.

(2)

- 1 Because the population isn't evenly distributed so more income goes into certain areas.
- 2 Some parts of country are easier for exporting goods.



#### ResultsPlus Examiner Comments

This answer used logic to get both marks. The first answer assumes that more people = more income which is legitimate if not always the case whilst the second is thoughtful.

## Question 7 (c)

Good responses to this question used examples like Brazil (South east/North east) or India to highlight contrasts between the core and periphery. However many responses appeared to have understanding of the concepts at all. Several of these just ignored the terms and talked about either variations within cities (rarely identified) or rural poverty.

\*(c) For a named country, describe the differences between the urban cores and the rural periphery.

(6)

Named country

china.

In china, the urban cores of the country have a immense population size and many people choose to live here in cramped conditions rather than living in a rural area of china. This is because the job opportunities are in the urban area of china and not the rural. This means that the Rural area becomes more run down, and less people live and work here. Whereas the urban area is overcrowded with people living and working

(Total for Question 7 = 9 marks)



**ResultsPlus**

Examiner Comments

This is a typical Level 2 response with a couple of legitimate generic comments placed in the context of a named country that is otherwise invisible in the answer. There are comments about living conditions and economic opportunities.



\* (c) For a named country, describe the differences between the urban cores and the rural periphery.

(6)

Named country India

In India there are two different sections of it one is a rich and ~~well paid~~ <sup>healthy</sup> side and the other is a poor and unhealthy side. On the rich side they have good land to grow crops on and then sell to local people or even across the sea. As for on the poor side there is not much good land so they don't get good crops to sell of and make money to buy medicans for the ill.



**ResultsPlus**

Examiner Comments

This answer shows no appreciation of core/periphery ideas and is a level 1 answer.



**ResultsPlus**

Examiner Tip

It is always a good idea to use the key terms in the question in the answer - here it would be appropriate to use 'urban core' and 'rural periphery'.

**Question 8 (b)**

The term outsourcing is rooted in the specification and many students could identify two reasons why it was attractive to companies. There is considerable cynicism about the motives of corporations and companies although one or two saw the move as designed specifically to bring benefits to developing countries.

(b) Suggest **two** reasons why some companies outsource.

(2)

- 1 because it's cheap and doesn't cost as much as employing people in their own country.
- 2 they can charge extremely low costs and get high quality products

**ResultsPlus**  
Examiner Comments

This is an unusual 2 mark answer but the second comment is legitimate in that outsourcing may very well be driven by a search for better quality production - there are many examples of this reason for global shift.

**Question 8 (c)**

This was well answered by a few candidates; a minority who had good ‘fine-grained’ case study detail about one developing country and the operation of TNCs within it. Some took the approach of telling the tale of specific TNCs but there were risks to this approach in that many seemed to misread the question and looked at it from the benefits/disadvantages to the TNC and not the developing country. Thus much of what they may have already written in (b) was continued into (c). It is worth reminding students that these questions are not necessarily thematic; in fact most or not.

\*(c) Using examples, describe the advantages and disadvantages brought by Transnational Companies (TNCs) to developing countries.

(6)

firstly TNC's give people a stable income which will give them a reasonable quality of life. - Secondly many jobs will be created to boost developing economies. - Thirdly infrastructure will be developed.

Some negatives are that workers might not get the money they deserve - company profits - secondly child labour could be a major problem, working conditions tend to be really bad decreasing the quality of life (ironically to one of the positives) Lastly long working hours.

(Total for Question 8 = 9 marks)



**ResultsPlus**

Examiner Comments

There are a range of ideas here with a good focus on the developing countries rather than the TNCs. Some of the points are indistinct - 'a stable income' for example could be better expressed. The lack of examples and this fuzziness over one or two ideas prevents it from reaching 6.



**ResultsPlus**

Examiner Tip

We all know examples of large companies that operate overseas. Just adding an example here, as asked, would have generated a 6th mark.

## 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 [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UG026379 January 2011

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

