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Examiners' Report

June 2011

GCSE Geography 5GB2H 01

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Introduction

For the most part this paper 'performed' well in that the easier questions were answered correctly by the vast majority of students whilst the harder questions saw a far smaller percentage getting full marks. Given that the specification is still quite 'new' many of the questions used terms and even phrases drawn more or less 'word for word' from the relevant part of that document. In some cases this was problematic for students who had not prepared themselves to face terms such as 'diversification' but for the most part, technical language was not an issue. Much more problematic were the 'little' or not so little words which defined the focus of the question and were either not spotted by students, or misinterpreted. Example include; '..consumption' in 2 c, '..quality' in 3 c, '..environment' in 4 b and 5 b, '...city' in 5 c, 'gap' in 7 a, '..disadvantages' in 7 b, '...different parts of the world' in 8 b.

Another recurring theme is the paucity of good located knowledge. The amount of good quality case-study material was thin until one reached the top end of the ability range. At that end of the spectrum it was very impressive indeed and frequently showed an appreciation that world is indeed a complex place and that there is almost as much variety within categories such as 'the developing world' and 'the developed world' as there is between them. It was sometimes a real pleasure to read these answers.

Question 1 (a)

This was usually answered well, with many candidates achieving both marks as intended with these early questions. There were quite a few instances of candidates correctly deconstructing the poster rather as if it was a 'document' question in a history exam, alluding to the shelter of the umbrella only being large enough for 2 so resources should be saved, or the single apple suggesting a shortage of food. A few answers developed the idea that in China boys are prized above girls. Others felt the need to explain their points; unnecessary in this question.

1 Study Figure 1.

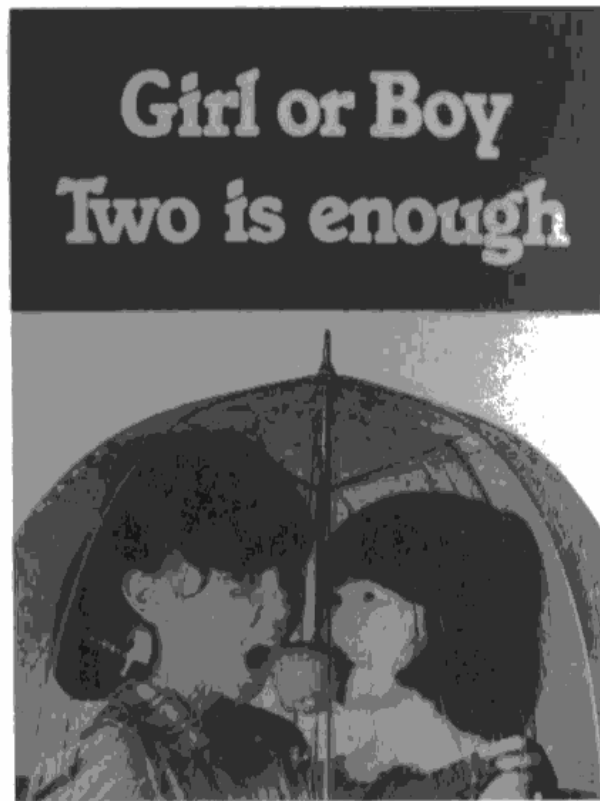


Figure 1 – A poster about family planning

(a) Outline **two** points about family planning made by the poster.

(2)

- 1 No more than two children
- 2 Girl are equal to boys and vice versa



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Examiner Comments

This is a good example.

1 Study Figure 1.

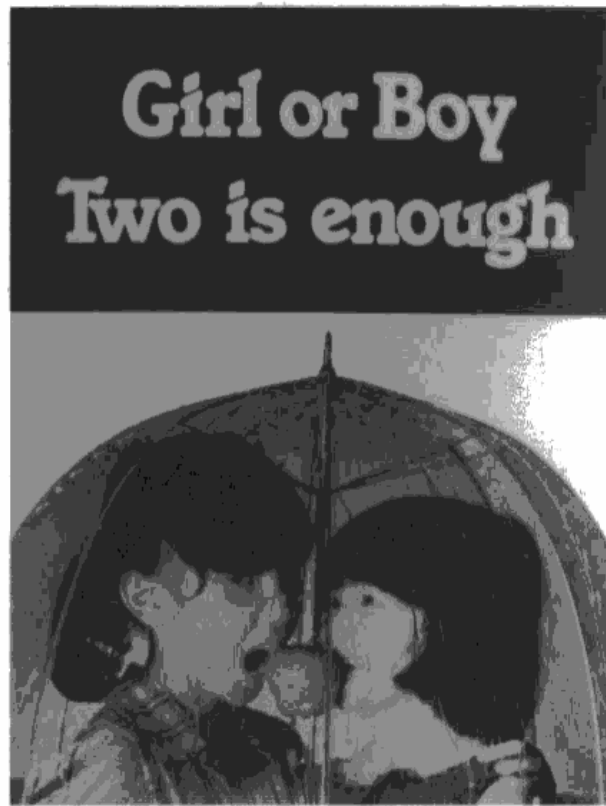


Figure 1 – A poster about family planning

(a) Outline **two** points about family planning made by the poster.

(2)

1 You shouldn't have more than two children.

2 It doesn't matter what sex the children are, but you shouldn't have more than two.



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Examiner Comments

This is a fuller answer but you do not need to write a great deal on these questions.

Question 1 (b)

As with so many of these 2 mark questions that asked candidates to 'Explain **one**...' or 'Describe **one**' the marks scheme expected a basic point that was developed in some way. As many ignored this emboldened **one** and offered two basic reasons too many scored only 1, failing to expand on their original idea. Few candidates related this issue to areas where agriculture is the driving economic activity and labour might be needed. There were several answers focusing on pro and anti-natalist policies and the idea that there was a lack of available contraception proved a very popular 1 marker. Several candidates recognised the influence of religion in contributing to high birth rates, but did not go on to complete their idea for the second mark. The commonest answer was, rather depressingly, absence of contraception suggesting that old ideas die hard.

(b) Explain **one** reason why some countries have a high birth rate.

(2)

The fertility treatment might not be good. Condoms and other contraception might be expensive or hard to get. Some families might want more children. ~~to get~~



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Examiner Comments

This offers a couple of reasons when only one is asked for. Neither is developed so 1 mark.

(b) Explain **one** reason why some countries have a high birth rate.

(2)

Because families need to get money in to their homes. By having more children, more of them can go to work and earn money for the family making it easier for them to survive. High birth rates are common in LADC's because most families are poor and need money.



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Examiner Comments

This makes a clear link between larger family size and the need for children.



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Examiner Tip

On 2 mark questions which begin 'Outline **one**...' you need to develop your basic point for the second mark.

Question 1 (c)

This question confused a number of candidates who saw it as an invitation to offer up 'we just do not know...' type answers. Many candidates managed to gain 2 or 3 marks by correctly identifying natural disasters, wars/famine and pandemics as unpredictable effects on death rate. A few acknowledged the role which technology could play and this tended to be linked to the growth of GM crops. However, very few saw changes in fertility rates as a key element betraying a slightly sketchy and ill-balanced knowledge of population dynamics.

(c) Explain why the future growth rate of the world's population is hard to predict.

(4)

Because there are limits on how many children people can have. For example, in China, there is only a one child policy, because the population is 1.3 billion and set to expand even more if the law wasn't in place. This puts more pressure on the Earth's resources. MEDC's mainly have a higher death rate than birth rate at the moment, so their population is likely to decrease. However many LEDC's have a high birth rate because families need more children to get more money in to their poor families.



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Examiner Comments

A well developed answer; a clear focus on the question asked.



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Examiner Tip

Try to look at both sides - in this case both death rate and birth rate.

(c) Explain why the future growth rate of the world's population is hard to predict.

(4)

~~because~~ It's hard to predict because we don't know if any natural disasters etc may occur so many people may start to die because of a high rate in diseases. This will lead to high death rate. Also because the government may start to give their knowledge to LDCs were ~~contraception~~ birth/death rate is high so more people will start to live longer.



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Examiner Comments

This answer is only concerned with death rates and does not address any of the more fundamental causes.



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Examiner Tip

Make sure that you look at both sides of a question.

Question 2 (a)

The majority scored 2 marks. Candidates identified the lack of food as the main issue and most linked this to famine or to riots/war in order to gain enough food to survive. A smaller trend was to realise that there would be conflicts over territory to grow more food or to control access to water. Given the Malthusian 'tone' of this resource very few linked the answer to finding a technological solution to the production of food.

(a) Outline **one** possible global result of 'food required' exceeding 'food produced'.

(2)

There will not be enough food to feed the Earth. Many will starve and die if there is no food for them.



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Examiner Comments

A sound example.



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Examiner Tip

Take care that on 2 mark questions you can either extend a basic point as here with 'Outline **one**...' or offer a second basic idea when instructed to 'State **two**...'

(a) Outline **one** possible global result of 'food required' exceeding 'food produced'.

(2)

Famine may be a global result because there won't be enough food for the whole population so people will stop having access to food and starve.



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Examiner Comments

This candidate has a clear view of the Malthusian consequences.

Question 2 (b)

This section of the specification mentions both Malthus and Boserup by name and this question was expected to stimulate a 'Boserupian' response. Sadly this was rare and the question produced quite a few rather indifferent responses, the commonest of which was to suggest that this was 'good for the economy' in some unspecified way. The most common idea expressed before that was basically more people meant more jobs. Thus they did not gain both marks. A few candidates began their answer with the observation that a country needs more workers to fill vacant positions and fewer related it to a need to have younger people to replace an ageing population.

(b) Explain **one** reason why population growth might be good for a country.

(2)

because new skills will be found so this could lead to new technology or new findings to make the present country a better place also new skills will lead to new jobs so more people will move there.



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Examiner Comments

This candidate has a grasp of Boserup although they do not really identify why these pressures lead to these new skills being found.

(b) Explain **one** reason why population growth might be good for a country.

(2)

Population growth might be good as it would mean that there are more economically active people who could fill jobs and therefore help boost the economy.



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Examiner Comments

This is typical of the more people = more work idea although this candidate hints that there may be jobs to 'fill'.

Question 2 (c)

This question was expected to be reasonably accessible for the vast majority of candidates. We were a little disappointed in that expectation for two reasons. Firstly a significant number read this as 'supply' rather than 'consumption' and offered up a description of the geography of the resources, usually oil. The second reason was that although they correctly addressed consumption patterns they took up much space by explaining why this was so, although the question did not require them to do so. Where candidates scored 3 marks they tended not to identify places except by using the broadest of brush strokes.

(c) For a named resource, describe the inequalities in its consumption.

(4)

Named resource Oil

So much oil is consumed all the time. Oil is used ~~to~~ for cars and these cars pollute the environment. Oil is expensive to extract.

The USA have 5% of the world's population but use 25% of the world's oil. This is due to the number of cars owned and their graving industry. To reduce the consumption of oil ~~countries~~ people could stop buying plastic bottles and use metal

(Total for Question 2 = 8 marks)

re-fillable ones instead. They could also switch to hydrogen cars.



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Examiner Comments

Some reasons are offered here for high oil consumption but not much on the inequalities of its consumption. The data in the middle showing just how much the USA consumes is worth two marks - one feels the candidate lost track of the question.

(c) For a named resource, describe the inequalities in its consumption.

(4)

Named resource Oil found

While it is ~~produced~~ ~~in~~ ~~the~~ ~~middle~~ ~~east~~ mostly in the middle east
to it is mostly used in the MEOC, ~~located in~~
such as the USA, the UK etc. to accommodate
their lifestyles however developing countries such
as India and China are also consuming their oil
to ~~accomo~~ accommodate their ~~demand~~ ^{demanding} ~~growing~~
growing industries.



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Examiner Comments

This candidate gives a fair overview of consumption including good sense about rising demand in China.

Question 3 (a)

The vast majority of candidates were correct, usually describing them as 'coastal' in a variety of ways. Many also gave compass directions.

3 Study Figure 3.



Figure 3 – Retirement migrants in Spain as a percentage of the total population

(a) Identify **one** feature of the distribution of retirement migrants.

(1)

Most retirement migrants go to places near the coasts.



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Examiner Comments

One of very many correct answers.

Question 3 (b)

This was high scoring question. Once again lack of obedience to the command word was unhelpful to the few who insisted on offering a detailed description of a retirement 'case-study', usually Spain. Another weakness was the use of terms that mean very little without development such as 'better lifestyle'. If they had developed with an illustration, then this would be worth 2 marks.

(b) Explain why some people move to a different living space when they retire.

(3)

Some people move to rural areas ^{or the coast} when they retire so they can ~~be peaceful~~ have peace. However, they may want to move to urban areas for the excitement and things to do in the city. Overall, they move to different living spaces to have a better quality of life.



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Examiner Comments

An unusual response from a student who understands that different people may want different things: peace for some; excitement for others, making 3 points so 3 marks.

(b) Explain why some people move to a different living space when they retire.

(3)

Some people move because when they are retired and live in a city where there is a high crime rate they would want to live somewhere ~~where~~ where is quiet and peaceful. An example for this is Spain as more of the older generation would move there because it's peaceful and tax will be low. This means they don't have to worry about crime.



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Examiner Comments

There are just two comments here - one of them repeated on several occasions.

Question 3 (c)

The specification is explicit about the need to study 'rural pressures' and it was thus a little disappointing that so many didn't get beyond 'one' pressure. Some candidates got a good start with this answer but only scored 2. What they were unable to do was to develop initially correct points or to include a greater range of ideas. The most popular ideas were based on the movement of people from cities in the developed world, often linked to second-home ownership. Other pressures were rarely encountered. Interestingly, very few of the answers related to the experience of rural areas in developing countries.

(c) Explain why the quality of living spaces in some rural areas is under increasing pressure.

(4)

There may be an increase in ruralisation so there needs to be more or better quality living spaces there to accommodate the increase of people moving to the rural areas. Also, richer people may want to move into the rural areas so they need living spaces that are suitable and of a good quality to accommodate their needs in rural areas.



ResultsPlus Examiner Comments

Answers such as this one would be helped a great deal by a located example and/or some detail about pressure. This answer does not clarify how this pressure manifests itself.



ResultsPlus Examiner Tip

On these slightly longer answers try to add an example even when not actually asked to do so.

Question 4 (a)

This was generally answered correctly with many candidates using the term "deindustrialisation." The idea of out-sourcing was also well used, as were references to the company's goods no longer being wanted. A few candidates even referred to the abandoned factory having been a car plant.

4 Study Figure 4.



Figure 4 – Abandoned factories in Detroit, USA

(a) State **one** reason why a factory might be abandoned.

(1)

factories move abroad because cheap labour.



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Examiner Comments

By far the commonest response.

Question 4 (b)

References to impacts on the environment are not unusual in this specification. It would be refreshing if students could be helped to unravel, what for too many, is a world in which 'pollution' is about as much detail as they can offer. What this pollution actually consists of and what damage it does to the environment insofar as impacts on ecosystems is only comfortably dealt with by the very best students at A* level. There is no real reason why this should be so – when 90% of students saw that abandoned sites might 'cause pollution' only 10% were able to develop this by adding something like 'toxic chemicals might get into groundwater' and then 'poison birds and animals'.

(b) Describe the negative impacts of de-industrialisation on the environment.

(3)

De-industrialisation means that products are being produced in different places. This adds miles on to the product increasing its eco-footprint. Also, the product will be cheaper to make in different countries so more will be made, increasing the amount of energy used and an increase in pollutants put into the atmosphere.



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Examiner Comments

There is no clarity here about what exactly happens to the environment until the valid point at the end. The link with deindustrialisation is rather tortuous.

(b) Describe the negative impacts of de-industrialisation on the environment.

(3)

when deindustrialisation happens often brownfield sites are left behind - they are derelict buildings and are ugly and hard to be built on. there often harbour dangerous chemicals that can damage the atmosphere and are not maintained and can be bad for wildlife and dangerous and makes them unusable habitat and people can't afford and in derelict places don't focus on renewable energy and ways to help the environment that can't afford it and just focus on using chemicals and it's not realistic for children too.



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Examiner Comments

This makes 3 points and gives a little detail about impacts on wildlife.



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Examiner Tip

Excepting the six mark questions all answers are 'point marked'. Marks can be earned with simple basic points and sometimes with an extension or development of that basic point. Do always look at the number of marks available and the command instruction as in 'Outline **one...**'

Question 4 (c)

The word diversification is used in the specification but was not familiar to all candidates. We allowed a very generous range of interpreting this process but some broke through these quite broad limits interpreting it as greater ethnic diversity. But a more telling problem was the reluctance to explain why diversification has been necessary rather than simply outlining, sometimes in excellent detail what it is. Again, candidates need to be reminded to answer the question set and not the one they desire. However, there were many answers which showed a clear understanding of the topic and many used case-studies of named farms or fishing ports in which to place their ideas. Although there was a good recognition of the decline in farm incomes there was less expression of moves away from traditional agriculture.

(c) Explain the factors that have led to diversification in some rural regions.

(4)

More people moving to rural regions may have led to diversification in those areas. Many people retire to rural regions meaning that there is an increase in population there. This would have led to diversification there as more diversity would be needed there. More space may be required so ~~the~~ greenfield or brownfield sites may have to be built on. This means that there is diversification in some rural

regions.

TOTAL FOR SECTION A = 32 MARKS



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Examiner Comments

This candidate does not seem to understand the term and picks up the mark for suggesting that retirement migration makes rural regions different or, if you prefer, more diverse.



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Examiner Tip

There are key terms in this specification which you might be asked about. They need learning.

(c) Explain the factors that have led to diversification in some rural regions.

(4)

Due to agricultural jobs becoming less of
an important employment and people losing
their jobs as most ^{goods} ~~people~~ being shipped to the UK
from abroad. Also, due to this most people
have moved from rural areas, reducing the need
for services such as buses and post offices. Further
discouraging people to move to rural areas.
Also many houses are owned by wealthy people
who commute to work in the city. This means housing becomes
unaffordable and to make money farmers etc have to set up
businesses such as B&B's etc.

(Total for Question 4 = 8 marks)
TOTAL FOR SECTION A = 32 MARKS



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Examiner Comments

By contrast this student does understand the term and, quite unusually, also sees that the focus needs to be the reasons for diversification rather than the results of it. A good answer.

Question 5 (a)

Most candidates scored 1 mark on this. A small minority referred to walking as their alternative. Congestion charging, better public transport and cycling were popular answers.

5 Study Figure 5.

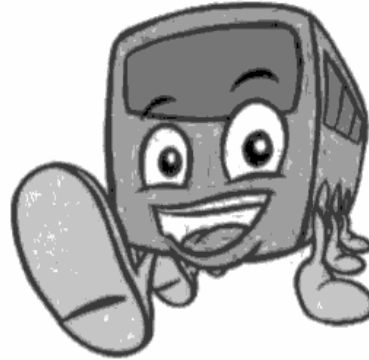


Figure 5 – The logo for the 'walking bus', a scheme to encourage children to walk to school

(a) Identify **one** other method of reducing the use of cars.

(1)

Increasing the congestion charge.



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Examiner Comments

The dominant response.

Question 5 (b)

As with 4b the problem here was a highly generic view of the urban environment and the impact of transport on it. Well over half of candidates made the claim that CO₂ emissions by cars (for weaker students just 'polluting gases') would pollute. They found it very difficult to apply this to the urban environment and would have been better off thinking about the impact of particulate matter on ecosystems or even noise pollution with some detail of how this might vary.

(b) Outline **one** way in which transport can have a negative effect on the urban environment.

(2)

If there are more cars in urban places there will be lots of pollutants being released into the atmosphere.



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Examiner Comments

This was more or less the usual response.



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Examiner Tip

Pollution is a very broad term. If you can offer an example, then do so. Be careful not to confuse carbon dioxide which does not pose significant health issues with other pollutants such as carbon monoxide or particulate matter which certainly does.

(b) Outline **one** way in which transport can have a negative effect on the urban environment.

(2)

Transport can have a negative effect on the urban environment especially those that burn fuel as they produce harmful substances like carbon monoxide to the atmosphere. This ~~can~~ causes pollution. Pollution then clouds the whole urban environment which leads people living an unsustainable life and could possibly make them ill due to the toxins they could inhale.



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Examiner Comments

This candidate gets both marks in the first four lines.



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Examiner Tip

Be careful not to write too much - you might run out of time.

Question 5 (c)

It would very much help candidates if they were made familiar with the mark schemes for these levels marked questions. To reach the top level they do need to structure their answers; some use bullet points for no obvious reason when continuous prose with sentences following one another in a coherent argument is far more effective. It would also help a great deal if they paid close attention to all the words used in the question rather than simply map the question into their memory using a few key words and then write all they know about the topic thus missing the focus. In this case the most popular city chosen by candidates seemed to be London and many of the answers wrote of the use of congestion charging, re-cycling and living in energy efficient housing. Bedzed was a popularly quoted case-study in relation to the latter. However even some of those who knew their case-study missed the emphasis in the question on how 'it' might reduce energy consumption. So many answers had examples of individual initiatives to save on energy usage. The other main problem of focus was a lack of reference to how exactly the policy saved energy usage. For example, much was written about the impact of solar panels although the impact on saving energy as opposed to saving use of fossil fuel was missed.

*(c) For a named city, explain how it can reduce its energy consumption.

(6)

Named city

Curitiba

Curitiba is reducing its energy consumption by the locals trading in their waste which is sorted out into recyclable products and swapped for food or a bus pass. The bus passes provide a service because there's a bus every 90 seconds which only stops at one stop for 15-19 seconds, but there is over 300 in Curitiba. This is reducing the consumption because the bus routes are letting people on public transport. This helps because less energy will be produced as public transport will be there. Giving your

(Total for Question 5 = 9 marks)

waste will help because it will stop landfills becoming bigger and instead reusing it. Energy here will be lower.



ResultsPlus Examiner Comments

This answer covers two methods in some depth in a recognisable location. Links with energy consumption are explicit and the answer is structured.



ResultsPlus Examiner Tip

Try to use some of the words in the question in your answer, especially the key 'focus' words.

*(c) For a named city, explain how it can reduce its energy consumption.

(6)

Named city London

By putting in place a congestion charge within the cc zone to reduce traffic, which reduces air pollution and the amount of CO₂ produced (they did this in 2002 - reduced traffic by 21%). By encouraging people to recycle (especially plastic bottles) as this means less crude oil will be needed to make new bottles. By encouraging people to buy locally from farmers markets to reduce the demand for goods to be shipped abroad - reducing CO₂ emissions and the fuel needed to power planes/cars. By encouraging people to use more public transport or share cars to commute to work or to get into the city (Total for Question 5 = 9 marks)

reduces the need for petrol for cars etc. By introducing a park and ride scheme to reduce the number of cars within the inner city and reduce the need for petrol. By creating eco-communities that use energy saving appliances, encourage recycling and sharing cars, reduce the use of many forms of energy such as oil and petrol.



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Examiner Comments

Another excellent answer with a good focus on what city governments do to encourage a reduction in energy consumption.

Question 6 (a)

The most popular answers referred to higher property prices and the reduction of local services. Several candidates did mention the negative effect of a lack of community spirit.

Question 6 (b)

This was quite well answered, with many candidates gaining 2 marks for the attraction of urban areas for the young and the pull of jobs. Again though, there was much less acknowledgement of the decline in agriculture, let alone any other primary industries. 'Bright lights' syndrome is, after all, only part of the story.

Question 6 (c)

It would very much help candidates if they were made familiar with the mark schemes for these levels marked questions. To reach the top level they do need to structure their answers; some use bullet points for no obvious reason when continuous prose with sentences following one another in a coherent argument is far more effective. It would also help a great deal if they paid close attention to all the words used in the question rather than simply map the question into their memory using a few key words and then write all they know about the topic thus missing the focus. There were some astonishing examples here including several in which 'London' was offered as the named example. "Challenges" was variably read and it would help candidates to identify the focus specifically as in 'one major challenge is...'

Question 7 (a)

Of all the questions on the paper this one was the most instructive. The strongest candidates understood the instruction and with varying degrees of skill. A significant minority translated the question into 'Describe the changes in urban and rural incomes'. In general geographers are rather good at these skills but this was not reassuring. Nonetheless, the question did its job and discriminated.

(a) Describe the changes in the gap between urban and rural incomes.

(3)

When the urban income isn't doing well the rural income is. The rural follows the urban income but trails off when the urban income increases dramatically. The rural areas don't receive more than 30,000 over the years and the urban areas don't receive less than 25,000 of the years.



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Examiner Comments

This is not a bad answer to a quite different question.



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Examiner Tip

Look out for the little words such as 'rate' or 'pattern' or, as in this case 'gap'.

(a) Describe the changes in the gap between urban and rural incomes.

(3)

In 1984 urban incomes were about £20,000 higher than rural incomes. ~~At the start~~ Both incomes fell until 1987, but rural by less. Rural then recovered quicker and in 1990 the difference was just £8,000. Henceforth urban incomes have risen steadily, especially between 1995 and 2003 to which at that time an average of £60,000 whereas in the first 17 years the rural income had only increased to £30,000. Urban incomes have risen by £20,000 in 23 years and rural ones by £10,000. The highest urban increase was seen from 2005 to 2007, by more than £10,000.



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Examiner Comments

This candidate does get the focus of the question right and after that it really is not too challenging.

Question 7 (b)

Although this is a specification in which the knowledge and understanding of issues is at the core of teaching there is clearly a need for good located knowledge to illustrate those issues. These 6 mark questions will frequently expect students to offer up that located 'case-study' knowledge and a lack of precision is likely to hold students back. The mark scheme will not promote students into Level 3 simply because of good located knowledge (it needs to be applied to the question) nor hold them down into Level 1 if they offer no supportive evidence but understanding the way in which specific issues impact in specific places is the best medium of learning and will help students climb up through the levels on these critical questions which between them carry 12/50 marks. This year the answers to this question contained some of the best case-studies on the paper. Many candidates came prepared with a biogas example as a bottom-up development, sometimes quite carefully located and were able to report on the benefits of this project. Many named particular regions within India and the answer had a good sense of place. Possibly they got carried away, because the other aspect of the question, the disadvantages, was not handled so well. At the bottom end of the range bottom-up was not clearly understood and answers were often very weakly located.

*(b) For a named developing country, explain why 'bottom-up' development projects have both advantages and disadvantages.

Named developing country Peru ⁽⁶⁾ ~~(Micro Hydro Pump)~~

~~The~~ In Peru, a bottom-up' development project called the 'micro Hydro Pump' was introduced. This project had many advantages that benefited the local community. First of all it provided them with clean water which enabled them to stay healthy instead of consuming unclean water. Moreover the ~~project~~ project had provided them time with their families more as they didn't have to travel long distances to obtain water. This led to better quality of life which means a longer life expectancy. Also the project had created ~~new~~ ~~fishery~~ ~~channels~~ clean water for the locals to use in farming so that they could use cleaner water to grow their crops to either sell or to consume. This then benefited their economy and sustained them. However, this scheme also had its disadvantages. One of them was the presence of malaria due

(Total for Question 7 = 9 marks)

to the presence of open water. This still caused diseases and made some people ill. If the pump was to break, it would be very expensive to repair it and the locals may not be able to afford it as much which ~~can~~ could possibly lead ~~to~~ in ceasing the project. But overall, ~~think~~ the benefits outweigh the disadvantages which makes it sustainable and reliable for the people of Feni to rely on.



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Examiner Comments

A full answer that hit the levels descriptors in the mark scheme. This answer is very good '6' - others are less good but still make that level.

*(b) For a named developing country, explain why 'bottom-up' development projects have both advantages and disadvantages.

(6)

Named developing country Niger

~~The~~ An example of a bottom-up scheme used here is a water pump. These projects can greatly improve the living quality of the everyday people as a lot of them do not have clean water. This would decrease death rates and provide more workers.

However, these schemes don't directly improve the countries economies. Also, with countries ~~like~~ like Niger, there is so much poverty, nearly all ~~villages~~ villages need such pump to improve their lives.



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Examiner Comments

The difference is obvious. Local knowledge is much less secure; the disadvantages are unclear and the main advantage is just clean water, not insignificant but we are not told what this achieves beyond helping the economy.

Question 8 (a)

There were three distinct trends to interpret here but an astonishing number only described two of the lines. At the top end the answers knew how to describe trends and were both succinct and accurate. They supported their answers with data and were well-versed in using rising/descending/decreasing in answering this question.

(a) Describe the changes in views shown.

(3)

people in this graph mostly think companies should have less influence because the percentage has gone up from 52% to 68% in seven years. The people who said the influence should stay the same went down from 36% to 24%.



ResultsPlus

Examiner Comments

As with so many others the instruction to 'describe the changes' was answered selectively missing out one of the trends completely.

(a) Describe the changes in views shown.

(3)

In 2001, just 10% of people thought large companies should have more influence, compared to 52% saying less influence, and 36% saying figures should stay the same. However, seven years later, just 9% thought large companies should have an influence, 24% saying keep it the same, but 68% saying they should have less influence. This may be because large companies are taking trade away from small companies, hence affecting the recession.



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Examiner Comments

All three trends are covered - adds data for each so a comprehensive answer! 4 out of 3.



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Examiner Tip

Answer the question. There are three lines on this graph that show changes - why select two. Do what this candidate did and take on all three.

Question 8 (b)

Although this is a specification in which the knowledge and understanding of issues is at the core of teaching there is clearly a need for good located knowledge to illustrate those issues. These 6 mark questions will frequently expect candidates to offer up that located 'case-study' knowledge and a lack of precision is likely to hold students back. The mark scheme will not promote students into Level 3 simply because of good located knowledge (it needs to be applied to the question) nor hold them down into Level 1 if they offer no supportive evidence but understanding the way in which specific issues impact in specific places is the best medium of learning and will help students climb up through the levels on these critical questions which between them carry 12/50 marks. This question did not seem to produce the depth of good case-studies as 7b. Whilst there were several TNCs named, Nike being the most popular, the information was largely targeted at their reasons for being in developing countries. Low wages, poor health and safety and making greater profits were frequently mentioned. A few of the answers did refer to R&D and Headquarters in developed countries, and several of the better answers named a developed country, usually the USA. Some responses did recognise a wider range of advantages including the tariff advantages of non-European companies manufacturing inside the EU. However, the answers were rather imbalanced. There were very few answers focusing on the resource exploitation by corporations in the primary sector.

*(b) For a named Transnational Company (TNC), explain why it operates in different parts of the world.

(6)

Named TNC Nestle

Nestle operate in ~~the~~ different parts of the world because it's cheaper to export cheap goods from poor african farmers than from european farmers. Prices are lower in african countries because the farmers don't have access to heavy machinery and instead work the fields manually. Crops such as wheat and barley are cheaper to buy abroad and the ~~the~~ local government doesn't mind as it brings money to the local economy. This means that nestle have to go to other ~~the~~ poorer countries to get as much cheap crops out of the farmers as they can.



ResultsPlus Examiner Comments

This is very narrowly written on only one aspect of the operation. Once again parts of the question are not addressed or mapped into the answer, most obviously 'different parts of the world'.

* (b) For a named Transnational Company (TNC), explain why it operates in different parts of the world.

(6)

Named TNC Apple

Apple operates in different parts of the world so it can get the best ^{and} cheapest things available. It has its head quarters and research and development in America. They do that there so the employees are well educated and they have the money for the expensive equipment for designing and development. However, they manufacture in L.C.D's like china and india where the materials employees and resources are cheapest. This allows them to create and manufacture a good product for a cheaper price.



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Examiner Comments

It has 3 branches of the operation and decent reasons for the locations chosen. Lacks a little sophistication on why the company does this, so scores 5.

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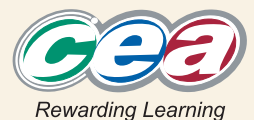
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