Examiners' Report

January 2012

GCSE Geography 5GB2F 01

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Introduction

The paper produced a mean that was comparable with previous sessions but still low. There were good responses but too many candidates failed to develop simple points when 2 marks were available. As intended the longer 6 mark questions discriminated with only the more able finding their way out of level 1. As with the higher paper candidates need to know the terminology; questions are very firmly rooted in the specification but if they are hazy about the 'new economy' or 'brownfield sites' not to speak of sustainability then they are going to struggle.

Question 1 (a) (ii)

This question was generally answered well, with many candidates recognising a falling birth rate as a major factor.

> (ii) World population growth is predicted to slow down between 2024 and 2050.
>
> State **one** reason why this might happen.
>
> (1)
>
> Countries may do policies to decrease births.

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Examiner Comments

Weakly expressed but worth a mark.

Question 1 (b)

The idea of some financial benefits to the family was largely recognised by candidates, with a rise in child benefits seeming the most popular choice. A few candidates used examples of countries where pro-natalist policies were found to support their answer. The vast majority of candidates did attempt two points in their pursuit of full marks.

(b) Describe **two** policies that have been used to encourage women to have more children.
children (pro-natal policies).

(2)

1 Increase how long you can have for maternity leave. with getting paid.

2 ~~Increase~~ Give out free rewards, for example; A car, if you have more than so many children.

(c) Outline **two** reasons why some countries have **open door policies** to attract

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Examiner Comments

Marks for paid maternity leave and the provision of an incentive to have children, as has been seen in many Eastern-Bloc countries. Both legitimate ideas for 2 marks.

Question 1 (c)

This produced many correct one mark answers, usually on the basis that there was a shortage of jobs. The second mark proved more problematic, but the concept of under population seemed to be understood by an encouraging number of the more able candidates.

(c) Outline **two** reasons why some countries have **open-door policies** to attract migrants from abroad.

(2)

1 For their expertise

2 Help develop the country.

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Examiner Comments

The mark was awarded for the need for skilled workers. The second comment was too vague to be credited - it had no real meaning without further development.

Question 1 (d)

Many candidates were able to gain the first mark in this question, either by stating that schooling would come under pressure or that there would be future pressure on jobs. The better answers combined both of these ideas; although few saw the potential for resource issues as the young population grew up.

There were more than a few answers where candidates felt that a young population would prove a disadvantage due to their tendency to be anti-social. Is this young people's views of themselves, or are they reflecting some of the views expressed by some of their elder generation?

(d) Explain why a <u>youthful population</u> may be a **disadvantage** for a country.

(2)

The first reason why youthful population may be a disadvantage is that as they get older they need jobs which means they will force_s people out of jobs earlier than they should leave.
The second reason is that there will not be enough schools for all the children to go to

(Total for Question 1 = 8 marks)

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Examiner Comments

Two legitimate ideas are here with a sensible route to explain the first.

Question 2 (a) (ii)

Candidates seemed to do well on this question, largely choosing the UK or England as a correct option. A popular incorrect answer proved to be Russia. A few candidates chose a continent as their answer, but they seemed to be in the minority.

> (ii) Name one **country** that is **not** suitable for solar power stations.
>
> (1)
>
> Iceland.

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Examiner Comments
An unusual but appropriate choice.
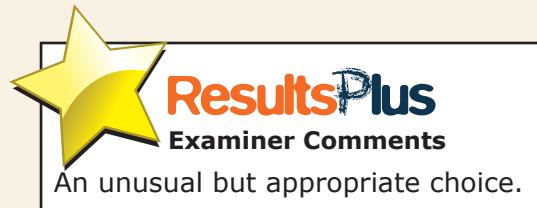
Question 2 (a) (iii)

The greatest number of correct answers tended to be based on there being more sunshine in these countries, but not many of these candidates seemed to manage the second mark. The better candidates also wrote about the lack of finance to set up a solar energy network.

This question seemed to get many responses which referred to a hot climate/weather as the criteria for developing solar power, with many believing that regions on the equator were the sunniest.

(iii) Suggest **two** reasons why some countries are better suited to developing solar energy than others.

(2)

1 They may be a high income country, so therefore they will be able to efford it.

2 They have the technology to do so.

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Examiner Comments

References to the finances and technology gain the two marks.

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Examiner Tip

Remember to offer two different reasons in this type of question. It helps if they are clearly contrasting.

Question 2 (b)

This question also seemed to be a good discriminator between the more able candidates and the rest. The most popular correct answers selected using alternative sources to oil, such as a hydrogen car for transport. However, many candidates only seemed to score 1 mark on this question. Of the better answers conserving energy and/or making it more expensive were points used for the second mark.

(b) Describe **two** ways of reducing the demand for a named resource. *Try one.*

(2)

Named resource _Oil_

1. Using less of it so that the resource doesn't ran out

2. Produce new products that don't use as much oil or doesn't need to use oil e.g. ~~ot~~ electric car

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Examiner Comments

The reference to using different forms of energy for propulsion was credited.
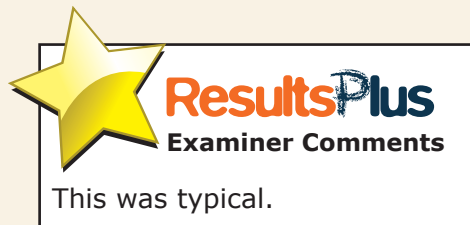
Question 2 (c)

Again this was a 2 mark question where too many gained the first mark, but not the second; the mean mark was 1.3/2. Most candidates seemed to understand the definition of a renewable resource, but only a minority went on to gain the second mark, usually by knowing that renewables are cleaner for the environment. It would have been a good ploy for candidates to give an example, even when they were not explicitly asked to do so.

(c) Explain why using renewable resources is more sustainable than using non-renewable resources.

(2)

Because Renewable Sources can be used again and again which is sustainable as it does not need to be Made over and over again, however non-renewable Sources can only be used once.

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Examiner Comments

This was typical.

Question 3 (a) (ii)

It was encouraging to see so many candidates gaining at least 2 marks for this question. Only rarely did a candidate refer to urban instead of rural and many correctly used the data to provide the second mark. The weakest element was the focus on change which could get lost in rather too much data missing the trend. Candidates' skill in describing trends and using data to support their answers seems to have improved.

(ii) Describe the changes in **rural** poverty between 1973 and 1998.

(3)

Rural poverty has always been going up so more people are getting poorer over time. It has also been higher than urban poverty each year.

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Examiner Comments

A happily atypical response from the minority of 0 mark answers.

Question 3 (b)

This question seemed to prove less taxing for candidates than the two markers in Q1 and 2, with 40% of candidates getting both marks. Most of the correct points were based around better transport systems, eg using more public transport than cars in cities. However, only the more able candidates gained the second mark, usually for developing ideas about waste management and recycling.

(b) Outline **two** ways to make cities more sustainable.

(2)

1 Use public transport because it produces less Co2 emmistion because not all cars would be on the road.

2 use Solar panels because it does not use as much energy as normal house without Solar power.

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Examiner Comments

The use of fewer cars and more buses is more environmentally friendly and thus more sustainable, as is the point about using solar energy for space heating.

Question 3 (c)

This two marker was handled well by most candidates. Many of them gained at least 1 mark for recognising the pull of jobs to the urban areas. Fewer of them then went on to gain the second mark, which tended to pick up the pull of health care and education. There were still quite a large number of candidates using the term "better life" without gaining a mark.

Question 4 (a) (ii)

90% of candidates managed this task.

Question 4 (b)

This question seemed to be a good descriminator of the more able candidate. Few candidates seemed to score both marks, the most popular single mark being for remoteness. Wealth/level of development was also suggested by candidates, but it seemed as if few answers incorporated a second correct idea.

> (b) Suggest **two** reasons why broadband internet use varies from country to country.
> (2)
>
> 1 They may not be able to afford it if they are an LEDC.
>
> 2 They may not have much signal

ResultsPlus
Examiner Comments

There was no credit for the lack of signal, but the reference to wealth/level of development was rewarded.

Question 4 (c)

There seemed few candidates who understood what **type of employment** was referring to. Many of the answers recognised a loss of jobs, but without selecting that this was occurring in manufacturing/secondary sector. Some of the two mark answers did show knowledge of the rise in tertiary and quaternary jobs. These terms are important to understand and as with other key terms, candidates need to be secure in the definitions.

> (c) Outline **two** effects of de-industrialisation on the type of employment in **developed** countries.
>
> (2)
>
> 1 Job Losses
>
> 2 Poverty.

ResultsPlus
Examiner Comments

No reference to types of employment type in the answer.

ResultsPlus
Examiner Tip

Candidates need to remember that the command word 'outline..' is steering them towards an answer that is rather more than one or two words. That command would be 'state..' or 'name..'

Question 4 (d)

Sadly a large number of candidates seemed completely unaware what a brownfield site might be and, needless to say they struggled. Those that did only occasionally saw the word 'sustainable' and addressed it in their answer.

(d) For a named brownfield site, describe how the plans for its development will make it more sustainable.

(2)

Named brownfield site _bedzed_

There will be many houses with solar panels to produce free destricy also there will be shops in the development so people can walk instead of driving.

(Total for Question 4 = 8 marks)

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Examiner Comments

This candidate identified housing as the development and use of solar panels as what made it sustainable for both marks.

Question 5 (a)

Many candidates just described what the congestion charge was, rather than used the stimulus photograph to suggest that it discouraged motorists from entering the city. However, many candidates picked up a mark by stating that some alternative way of travel would be encouraged, usually public transport.
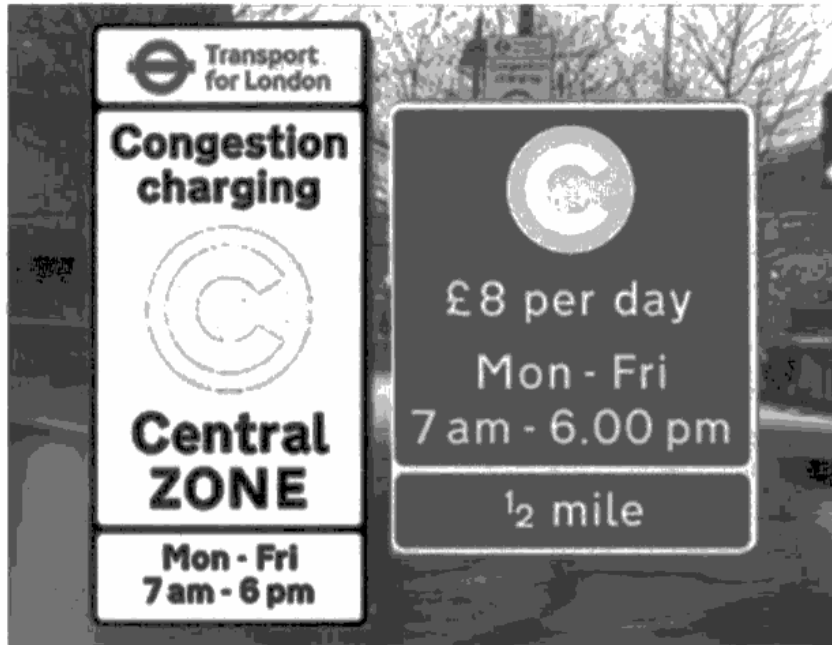
5 Look at Figure 5.

Figure 5 – London's congestion charging

(a) Suggest how congestion charging reduces traffic in cities.

(2)

people have to pay to drive their cars and also use public transport or walk if they have to go out.

ResultsPlus
Examiner Comments

There was no mark for simply stating that people have to pay to drive their cars. This mark needed to be awarded if there was a recognition of this being expensive. The mark was awarded for indicating that they then use another form of transport.

Question 5 (b)

This question was generally well answered. A number of candidates suggested 'more roads' as a method of reducing traffic.

(b) Identify **one** other method of reducing traffic in cities.

(1)

Widen the roads in the city

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Examiner Comments

An ideal way of encouraging more cars to fill the newly created space, so no marks.

Question 5 (c)

Many of the less able candidates described the influence on the quality of air and noise of people commuting into major cities. Their answers did not get beyond this point and they failed to bring in a range of ideas, even if only briefly.

The question did seem to pick out the more able candidates ability to select a variety of points, the most popular one being the impact of waste disposal on the surrounding regions. The best answers did focus on the need to bring in food and water, as well as the need for space for the city to expand and the impact of waste disposal on surrounding regions.

*(c) Using examples, describe the impact cities have on surrounding regions.

(6)

> Cities like London are ever increasing, ~~too th~~ which means that they keep building on green-land, ~~and~~ and ~~which means~~ animals loose their habitats. there is less oxygen because trees and plants are being cut down and destroyed. And while they ~~are~~ are ~~increa~~ increasing, they build more living Spaces and factories that pollute the area, and when cities increase, the population of the city increases, so there will be more resources needed, which means there will be more shipping, and more waste which is usually dumped in green areas.

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Examiner Comments

The example was based on London, but it could be any city. There was a recognition of several impacts due to urban sprawl, based around unspecified loss of flora and fauna habitats.

The candidate recognised the increased use of resources required by London, although these were unspecified and that they need ships to bring these in. The problem of dumping waste was also described as a problem.

The clear grasp of some issues indicated this at the bottom of a Level 3 as there is some detail for two of them.

Question 6 (a)

This question did seem to discriminate the more able candidates as many seemed to score 1 mark, but many fewer reached 2. The most popular second mark was for widening the footpath.

6 Look at Figure 6.

Figure 6 – An eroded footpath in rural Britain

(a) Suggest how footpath erosion takes place.

(2)

Lots of people walk over a certain area of grass, then it rains and the area becomes muddy and not able to walk across. People then walk along the outside of the path and repeating the cycle.

ResultsPlus
Examiner Comments

This recognised the erosion by humans who have created a muddy path, indicating erosion and then widening it by not wanting their feet to get muddy by walking down the centre of the path. So 2 marks.

Question 6 (b)

Many candidates were clearly aware of the issues of second-home ownership and the pressure on honey-pot sites of periodic high numbers of visitors on the road system.

> (b) Identify **one** other way in which rural areas are under pressure.
>
> (1)
>
> *lack of housing: people are buying second homes which reduce*
> *house prices up so which means it is harder for the locals to*
> *by a house*
>
> *(c) Using examples, describe how diversification can help rural economies*

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Examiner Comments

The second-home issue putting pressure on local people to obtain housing was correctly identified.

Question 6 (c)

This question seemed to be handled with more or less the same level of competence as question (5c). Many of the less able candidates were able to recognise the term **diversification** and could at least write about some changes in the rural environment.

This meant that more candidates seemed to get into the bottom of Level 2 than has happened in previous questions.

The more able candidates seemed well armed with case studies, particularly of Indian villages, where diversification schemes were not only known about, but had been long enough established to be critiqued. The amount of detail available about these schemes helped many of the more able candidates develop their marks in Level 3.

Countryside.

*(c) Using examples, describe how diversification can help rural economies.

(6)

because it can encourage more people to visit the area which is a plus to more money coming into the area and good for small shops because theres more money going into the business also possible better job opertunitys and attracts people to the area. The only disadvantages are the more people that come into the area the more treffic which isnt good for small country roads. More litter because theres more people which is hazardous and not good for the surrounding enviroment. Because most natural areas tend to be the countryside It might attract walkers and naturists to the area.

(Total for Question 6 = 9 marks)

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Examiner Comments

The response was well written, but was answering a rather different question. No diversification scheme was mentioned, although there was a reference to walkers and naturists coming to the area for its natural beauty. The benefits to shops in "the area" were mentioned, as were the problems of too many visitors. Much of the bottom part of the answer strays totally from the point and adds nothing to the limited features of the answer. Without any diversification scheme or specific locations it is too general an answer to rise above Level 1.

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Examiner Tip

Take care to answer the question set

Question 7 (a)

A minority of candidates gained full marks in this question and too many scored 0 or even left the space for an answer blank. Where candidates did cover the paper and still score 0 they wrote rather vacuous statements about the importance of the inter-relationship between the three elements. There were good answers and the mean was quite encouraging at just over 1.5/3.
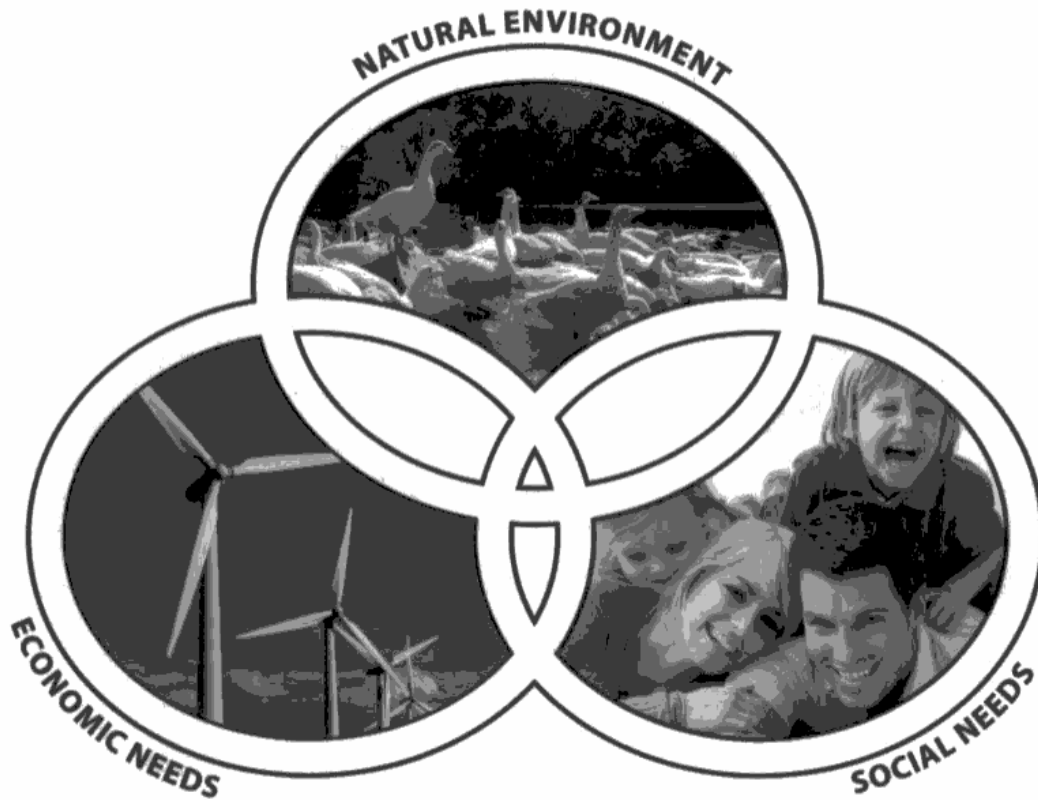

7 Look at Figure 7.

NATURAL ENVIRONMENT

ECONOMIC NEEDS

SOCIAL NEEDS

Figure 7 – A model of sustainable development

(a) Outline how rising social and economic needs can impact on the natural environment.

(3)

It can lead to having natural pretty Scenery been destroyed due to having Same more homes or a new factory been built due to the fact population is rising.

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Examiner Comments

A recognition of a social need, housing; an economic need, factories, destroying part of the natural environment, trees. A sound coverage for 3 marks.

Question 7 (b)

This question seemed to produce a wide range of responses, with many candidates recognising that renewable energy is connected to the issue of sustainability, but having a poor grasp of the concept particularly in reference to rural development.

The better answers did have reference to bottom-up schemes and had at least one case study to draw on for development. The mean mark was 1.6/6, almost exactly the same as Question 8 (b).

*(b) Using examples, describe how **rural** development can be made more sustainable.

(6)

biogas in india. The biogas plants are cheap and easy to make the locals can even make them. The biogas plants use cow dung to create methane which is piped ~~into~~ the homes of the locals and used for cooking. This means that the people have more time on their hands to go to school and socialise. Instead of collecting fire wood. This is an example of a bottom up development which is totally sustainable because it is used to provide for the people by creating methane and it is used to fertilise the soil for the farmers so their crops grow better.

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Examiner Comments

Although there was only one rural development used in the answer it was developed well, using specific examples. The candidate indicated the low cost, local nature of the bio-gas project and used some geographical terminology in detailing its working. Its benefits, both social and economic were noted. The ability to improve agriculture and reduce firewood collection was also recognised. There was a clear focus on sustainability and it was well structured in answering the question so 6/6

Question 8 (a)

There were some good references to the growth of technology in these answers, but not many candidates gained all three marks. Many did not recognise the demise of factories or manufacturing jobs, but rather tended to blandly state that jobs were lost. Again the stimulus picture was a help to many candidates in realising that there would be more robots in the new economy.

Figure 8 – A view of the New Economy from Time magazine

(a) Describe the changes in the economy of developed countries suggested by Figure 8.

(3)

In developed Country the economy has changed from relying on Secondary Jobs like industry work in factories and is now more dependant on Quaternary Jobs as the developed country has more money to spend on expert Jobs, technology has become better in the developed world.

Question 8 (b)

This question performed almost exactly as 7b. There certainly seemed to be a good number of positive ideas for candidates to hang their answers around and the more able candidates were quite quickly able to get into Level 2 and develop their answers more fully for Level 3. Perhaps the stimulus in 8a gave a good idea from which candidates could build their answers. The main thrust of changes was around the growth of IT and the more able candidates did focus on the future and begin to see such events as the move of R&D to countries where their educational competences were expanding. The mean mark was 1.7/6.

*(b) Using examples, describe how workplaces might change in the future.

(6)

There are many ways in how work places might change in the future. The first way is by the maxment in economy from the old economy to the new economy. The second way is that companies are outsourcing to developing countries like tNC's for example orange, orange has now maved to india so that It becomes more popular over the world. and so has Nike. Many people in the world of work are now working from home, this is called teleworking. It means that they can get other jobs done aswell as their work and is easier for them.

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Examiner Comments

There were appropriate specific examples used in the answer, along with some geographical terminology. Two changes were noted, the growth of outsourcing by TNCs in developing countries and the rise of teleworking. The changes to working in the future was not explicit, thus limiting it to Level 2.

Paper Summary

With just under 1500 entries the January entry is less predictable and rather more polarised than its much larger summer equivalent. With a good number of candidates resitting and some candidates entering early; levels of maturity vary widely. It isn't surprising therefore that the standard deviation is quite high at 6.9 around a mean of 23 reflecting a fair sprinkling of very able candidates and some who clearly where not at all prepared for this paper.

As is now well established these papers are designed in such a way that for each topic the questions become progressively more difficult and that the final two topics tackled by the candidates offer the greatest challenges of all, especially the longer 6 mark answers. In general terms this is reflected by the statistics with mean mark on the MC questions varying between 0.7/1 up to 0.9/1. For the other (a) part results were more variable with a particular disappointment being 3 (a) (ii) when the fairly simple description of a trend was well beyond most candidates; with half the candidates only finding one thing to say; it had a fallen. It might be worth a final ringing cry to candidates as they enter the exam hall to a) use data and b) look for variations. A more topical weakness was uncovered by 2 (a) (ii) when only half the candidates could find a country that acted as an adequate example. Elsewhere performance was consistent across the sections.

Three observations can be made that might help future candidate. Firstly the skills related (a) sections do not yield as many marks for less able candidate as would be hoped. Describing patterns and trends is a very well established and frequently practised geographical skill but it is obvious that more can still be done for the less able candidates in guiding them to the best route to meeting such challenges. A second observation, which is not new, is to remind candidates that they really should know their basic terms from 'brownfield site' through to 'diversification' to 'open-door policies'. Uncertainty about these cost many marks rendering quite comprehensible questions incomprehensible.

Section B and Section C are designed to be a little more challenging and so it proved although there were some very good answers to the longer 6 mark questions on all four topics. Once again it matters a great deal that candidates understand the key terms on the specification, for example the idea of sustainability and the challenges of defining this in a meaningful way are addressed in the classroom.

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