

Examiners' Report

June 2012

GCSE Geography 5GB2F 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2012

Publications Code UG032298

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

It is important that candidates appreciate that the second mark on 2 mark questions was for developing a basic idea, rather than providing a second basic idea.

In the longer 6 mark questions there were some very good answers, reflecting the use of accurate case study information. Many of the more able candidates developed an excellent sense of place in their responses. However, many still did not have a clear understanding of some of the key terms in the specification including the “new economy”, although the concept of sustainability was understood to a much better degree.

Question 1 (a) (ii)

Many candidates scored 1 for this, with an answer recognising a rise in the number of over 65s, or a fall in the number of 0-14s. Providing a reason for either change proved much more difficult for many.

- (ii) The percentage of the population aged between 15 to 64 is predicted to fall in the future.

Outline **one** reason why this might happen.

(2)

~~People may migrate to other countries to work.~~
They ^{may} predict that in the future 15-64 year olds will migrate to other countries to work.



ResultsPlus
Examiner Comments

A basic idea of the migration of the age group in question, developed with a simple reason was provided for both marks.

Question 1 (b)

The most popular answer to this question was based around the idea of a lack of adequate health care in some countries. Some candidates tried to put several basic reasons in one answer, when the question only called for one.

- (b) Outline **one** reason why mortality (death) rates are **rising** in some countries.

(2)

They're could be Poverty, War, Diseases in the country.



ResultsPlus
Examiner Comments

A mark was given for a basic idea, war, but there was no development of this, or any of the other ideas, for the second mark.

Question 1 (c)

This provided many candidates with at least 2 of the 3 marks. The idea of being a filter was the most popular correct idea, and this was enhanced by an example of an occupation and/or some detail of the system used, e.g. a points system.

(c) Describe how skills tests are used to limit the numbers of migrants allowed into a country.

(3)

Skills test are used so that migrants can't enter a country without ^{having} a specific skill. If a migrant didn't have any skills he wouldn't be allowed into the country as he/she will be less likely to be employed whereas if you had a skill eg Teacher you will be let in because it is useful and boosts the economy.



ResultsPlus
Examiner Comments

The marks were awarded for recognising that skills tests act as a filter, that they help to contribute to the economy by allowing in n people, such as teachers who may be needed. Thus it gained 3 marks.

Question 2 (a) (i)

The vast majority correctly identified Africa as the obvious example.

Question 2 (a) (iii)

The range of responses to this question was small, with the most popular one being that a reason for fast food outlets was that people were wealthy. Again, this question asked for one reason and many candidates did not provide a development of that basic point.

(iii) Suggest **one** reason why some countries have more fast-food outlets than others.

(2)

Some countries have more fast food outlets than others because they have more money.



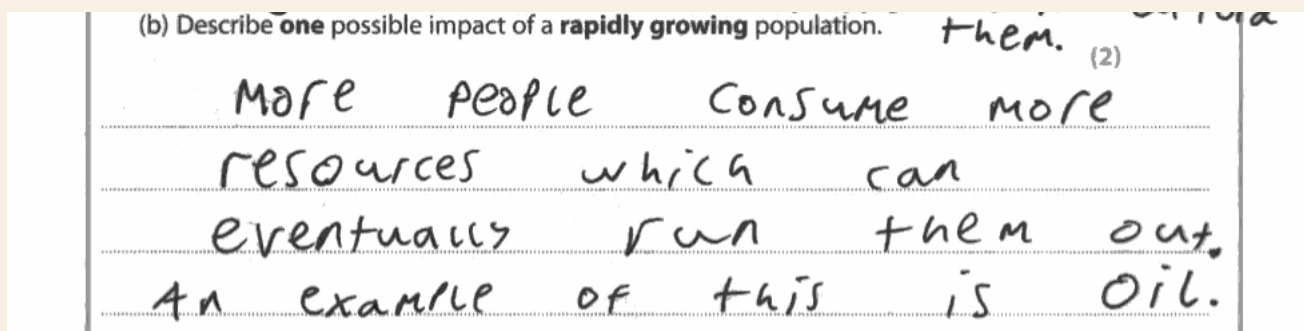
ResultsPlus
Examiner Comments

This was a typical example of a 1 mark answer.

Question 2 (b)

This question produced many 1 mark answers, usually related to a “shortage of resources”. The second mark was gained by many stating what that resource could have been.

Although the majority of candidates viewed a rapidly growing population as a negative event, there was scope for answers associated with Boserup, but these were rare.



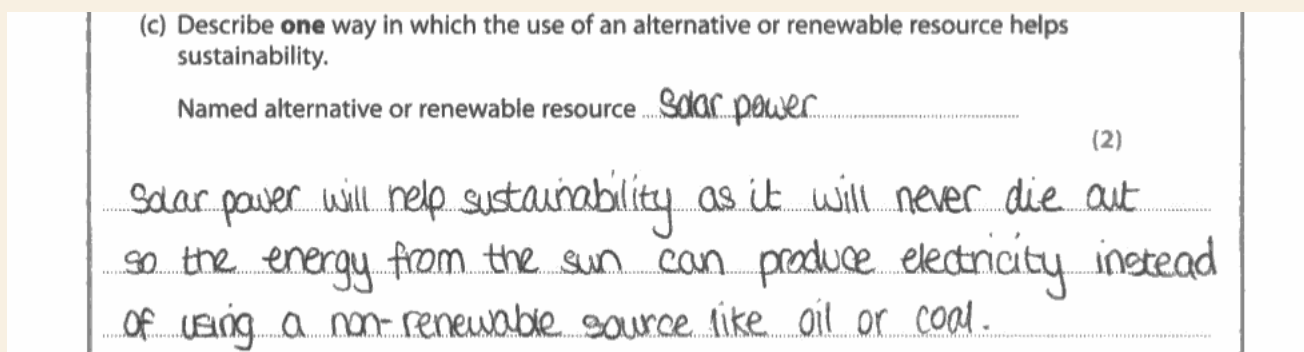
ResultsPlus

Examiner Comments

The shortage of resources, with an example, gained both marks.

Question 2 (c)

Most candidates realised what an alternative or renewable resource was, and many gained 1 mark for stating a basic idea. The two ideas used to describe how it could help sustainability were that it was cleaner or that it would not run out. Despite this good start, however, many candidates were unable to develop this for a second mark.



ResultsPlus

Examiner Comments

The basic idea that the resource would not run out gained 1 mark. The idea that other resources were not used up because of this gained the second development mark.

Question 3 (a) (ii)

Many candidates made good use of the photograph to score both marks. Apart from the large houses and swimming pools, there was recognition that the road would be an attraction to take residents into a possible nearby area for shopping or entertainment.

(ii) Identify **two** features of this living space which makes it attractive to some people.

(2)

- 1 Big house - so more living space for people
- 2 having the beach + sea outside your front door.



ResultsPlus

Examiner Comments

This was a 2 mark response, where the reference was clearly linked to the living space.

Question 3 (b)

The answers to this question were largely focused on developed countries and thus many collected at least one mark. Having got off to a good start there were then many 2 mark answers, as there was a development of the basic idea. Most of the basic ideas were based upon the pressures of urban sprawl and the migration of people to urban areas.

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

house.

(2)

Lack of job opportunities, young people who live in rural areas won't be able to find a job in ~~rural areas~~, so they will have to move into urban areas to support themselves and their family.



ResultsPlus

Examiner Comments

The candidate made the basic point and the rest of the answer was able to focus on developing that idea to gain the 2 marks on offer.

Question 3 (c)

The most straightforward way for candidates to gain all 3 marks for this question was for their "attempt" to be a located scheme. Many of the better answers used Bedzed. Once the located scheme had been established, a candidate could collect the other two marks on offer by developing this example, with details of how the living space was made sustainable.

Where there was no located example the "attempt" became the particular policy, e.g. solar panels, which could then be extended by some detail for a second mark.

(c) Describe **one** attempt to create a sustainable living space.

(3)

In London, a group of environmentalists created an area of houses called Bedzed. In these houses people use solar and wind power, they recycle everything possible. The buildings are made from recycled material and people use bikes or carpooling to travel.

(Total for Question 3 = 8 marks)



ResultsPlus

Examiner Comments

The "attempt" was a legitimate location, and this was then supported by ways in which sustainability was to be created.

Question 4 (a) (ii)

Candidates performed to a much better standard when describing changes in graph trends than they did in previous examination series. The rise and fall of the graph, along with the use of figures, gained many candidates all 3 marks.

(ii) Using Figure 4, describe the changes in secondary employment.

(3)

It started in pre-industrialised at 20%, then it increased to just over 40% in industrial, then decreased by over 10% in post-industrial.



ResultsPlus

Examiner Comments

The answer showed the use of information from both axes of the graph and simple descriptions of the rise and subsequent fall of secondary employment.

Question 4 (b)

The answers to this question indicated that many candidates did not understand the term "green" employment, or could not translate their understanding of the idea of creating a more sustainable life to jobs in today's economy.

Many of the incorrect answers focused on farming, but some candidates managed to think of work which could be credited as being in the "green" sector.

(b) Name **two** examples of jobs in the 'green' employment sector. (2)

- 1 Electric car making
- 2 Solar panel fitter.



ResultsPlus Examiner Comments

This answer gained two marks for two relevant "green" employment jobs.

Question 4 (c)

Many candidates used the idea of de-industrialisation in their answers and managed to gain 1 mark. Their basic ideas related to either a decrease in pollution from factories or an increase in brownfield sites.

Although there were two environmental effects required many candidates failed to gain the second mark. Some chose to write about economic effects, not realising that environmental effects were the only aspects which were going to be rewarded.

(c) Outline **two** environmental effects of economic changes in developed countries, such as de-industrialisation. (2)

- 1 De-industrialisation has seen the secondary sector of work decreasing largely because there is more work in tertiary and quaternary.
- 2 Less industrial work means there is less environmental damage as more people are working in "cleaner" jobs.



ResultsPlus Examiner Comments

As the first part of the answer did not address the environmental effects only 1 mark was awarded for the second part.

Question 5 (a) (i)

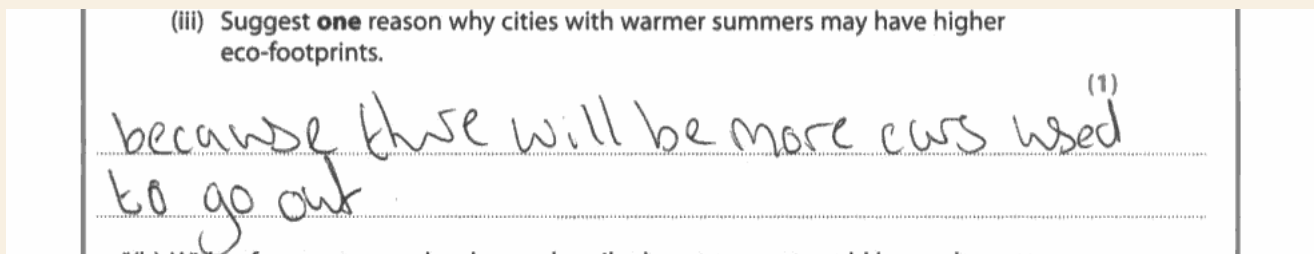
80% of candidates correctly identified Phoenix.

Question 5 (a) (ii)

80% of candidates correctly identified Cleveland.

Question 5 (a) (iii)

The answers to this question saw many candidates picking up 1 mark for “air conditioning”. It was obvious from some of the answers that candidates’ personal experience led them to state how dependent people were in these cities in their cars, for moving around during the mid-day heat.



ResultsPlus
Examiner Comments

This was one of the answers not using the air conditioning idea, but still receiving 1 mark for high car dependency.

Question 5 (b)

This 6 mark question, as the others, is marked in Levels. The Level 1 responses made mention of some general ways of becoming more sustainable e.g. more buses, more bikes. For those who knew of at least one scheme, their mark was to be found within Level 2.

*(b) With reference to your local area, describe how transport could be made more sustainable.

Named local area ~~Waltham~~ London

(6)

- Using electric cars would be a lot more sustainable because you wouldn't be burning toxic fuels that are extracted into the air and atmosphere.
- Creating a government policy which means that cars ^{not} would be used ^{as} often; this would therefore cause more people to walk, saving money on petrol.
- Creating more public transport facilities or making public transport cheaper so more people use it. This would encourage people to use ~~public~~ transport instead of their own cars, therefore reducing the amount of cars on the roads.

Total for Question 5 = 9 marks)



ResultsPlus
Examiner Comments

This Level 2 response gained 4 marks. The schemes were in outline, but were identifiable. Had there been more detail about two of the schemes it would have reached Level 3.

Question 6 (a) (i)

94% of candidates identified the south-west.

Question 6 (a) (ii)

This proved a little more troublesome than 6 (a)(i) but about 75% managed it successfully.

Question 6 (a) (iii)

The answers to this question indicated that many candidates did not use the graph at the beginning of the question. Many incorrect answers dealt with ideas about the weather or the relative number of attractions in other areas, rather than the concept of distance decay or the availability of transport links.

(iii) Suggest **one** reason for the variation in the number of visitors from different regions in England. (1)

Some places are further away and people would prefer to travel somewhere closer by.



ResultsPlus Examiner Comments

The candidate looked at the graph and had a clear concept of where the regions of the UK are in relation to Dartmoor.



ResultsPlus Examiner Tip

A mental map of the UK is a valuable tool for all candidates.

Question 6 (b)

At the top end of the marks for this question were some excellent answers, showing thorough preparation of case study material.

In order to move out of Level 1, candidates were expected to describe at least one issue facing rural areas and many were able to do this, although their detail on location could have been better.

*(b) With reference to a named rural area in a **developing** country, describe the issues that it is facing.

Named rural area Malawi

(6)

In Malawi, many people are facing famine and death due to water and food shortages. The ironic thing is that Malawi has a large water source; Lake Malawi. But many other countries also have Lake Malawi within their borders. So Malawi itself cannot use the Lake for irrigation purposes. Another major problem Malawi faces is that over 45% of the population is suffering from HIV and AIDS. ^{meaning they cannot work} To add to this list of problems those who do work get paid very little. ~~For~~ For example on the tea plantations the Malawians get paid 1p per kg of tea they pick. In the treatment is even worse on other plantations. For example child labour on the tobacco tenants.



ResultsPlus

Examiner Comments

This 6 mark answer showed a good range of issues, with the candidate displaying a good sense of place.



ResultsPlus

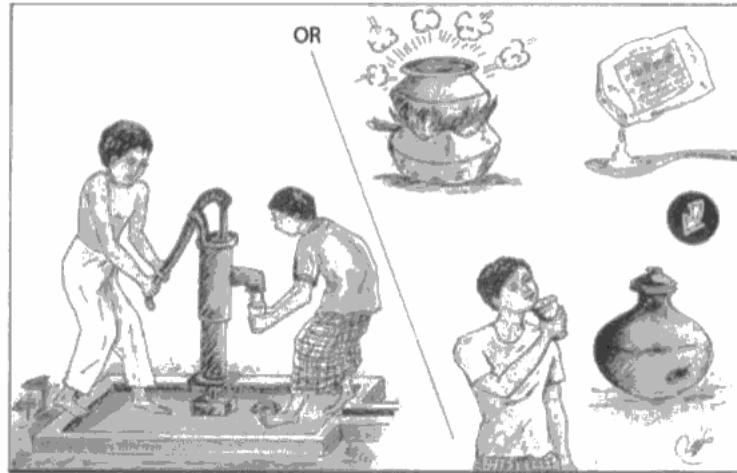
Examiner Tip

Case study knowledge can be used by candidates to answer a variety of questions, e.g. economic or environmentally themed questions.

Question 7 (a)

The stimulus figure led many candidates to describe what was in the images, rather than answer the question. There was rather patchy understanding of key features of bottom-up schemes.

7 Look at Figure 7.



'We will drink water from wells. If it is not available, we will boil water or treat it with chemicals.'

Figure 7 – One of the promises made by villagers borrowing from a bank specialising in bottom-up development

(a) Identify **three** features of bottom-up development projects.

(3)

- 1 The local people are involved and make the decisions about the projects.
- 2 usually money comes from Charities such as Pratiyal action, they do not borrow money from M&DCs or banks.
- 3 They are usually small scale and only benefit ~~the local~~ small amounts of people.



ResultsPlus

Examiner Comments

The candidate identified 3 features of bottom-up schemes for 3 marks.

Question 7 (b)

A popular way of answering this Levelled question was to write about some of the features of urban areas and then describe rural areas as places which did not exhibit these features. With a little detail about rural areas this gave candidates 3 marks.

In many answers there was nothing written about a key idea that the main activity in rural areas in developing countries is farming.

*(b) For a named developing country, describe the differences between the urban core and the rural periphery.

(6)

Named developing country India

In India the Urban Core is Maharashtra. This is because the city is full of businesses, for example calling centre, banks and the world's largest film industry Bollywood. It is India's richest cities and attracts people to come visit it as it has a lot of sights and attractions. Bihar is the rural periphery in India, this is because it is a poor city which has a high percentage of illiterate people and not any attractions, which people would want to go visit the city. Most people move out of periphery areas and come to core area to find jobs.



ResultsPlus

Examiner Comments

Although this candidate's answer moved towards describing the urban areas in India, there was enough contrast and detail to take it to the top of Level 2.

Question 8 (a)

Many candidates gained 1 mark for the idea of cheap labour being an attraction for companies moving overseas, but struggled to write two other reasons. The idea of cheaper costs was not rewarded, but needed to be expressed with greater precision, e.g. cheaper land.

8 Look at Figure 8.



'Sorry Elves. I'm closing this old workshop down, and moving production to China.'

Figure 8 – A cartoon about outsourcing

(a) Give **three** reasons why some companies move production overseas.

(3)

- 1 cheaper land to build their factories
- 2 cheaper labour to work for them.
- 3 high levels of un-employment, which means they can get the workforce quick.



ResultsPlus
Examiner Comments

The first two ideas were rewarded, but the last one was not a key reason for TNC movement.

Question 8 (b)

There were many answers where candidates did not identify any groups, therefore finding it difficult to move out of a Level 1 mark.

When any group was identified, e.g. the old/the young, an understanding of impacts upon them tended to be vague, as many candidates did not understand what the 'new economy' was.

*(b) Using examples, describe the impacts of the 'new economy' on different groups of people.

(6)

The New economy, e.g. outsourcing, affects many people. For the groups of people living in LDCs where the factories are based it is fantastic, it provides them with a job and income of which they need. However this 'New economy' could also be a bad thing due to the sometimes horrific working conditions. For the owners of big companies this is a great thing, they get cheap labour and manufacturing costs which boosts profit by a lot. Overall the new economy's impacts are benefiting a lot of people over the globe.



ResultsPlus

Examiner Comments

This was a 5 mark answer. The candidate identified groups of people and showed some understanding of the 'new economy'. There was clear reference to some impacts, although more detail would be needed to raise this to the top of Level 3.

Paper Summary

As in previous years the main lessons for candidates and, by extension, centres are:

1. Make sure that key terms used in the specification are understood by candidates preferably with an example to help secure their comprehension.
2. Candidates need to be reminded about the different types of questions and to distinguish between, for example; Outline ONE... (for 2 marks) and Describe TWO (also for 2 marks).
3. To use data when data is available. Almost all the questions will reserve some credit for adding a little information.

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 publication.orders@edexcel.com

Order Code UG032298 June 2012

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

