



Examiners' Report January 2013

GCSE Geography 5GB2F 01

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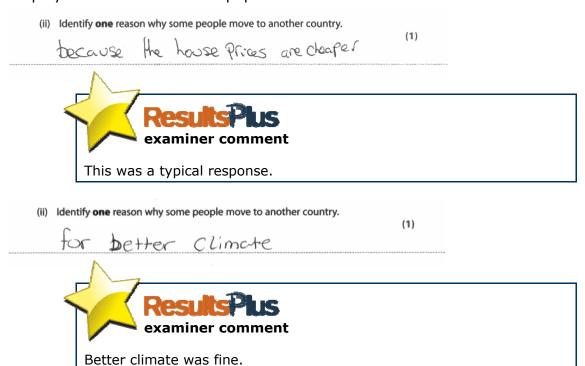
#### Introduction

This paper produced rather more focused 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 Sections B and C.

The most obvious barriers to candidates achieving the desired grades were errors of question interpretation and irrelevance, especially when a case study was offered up whatever the question required.

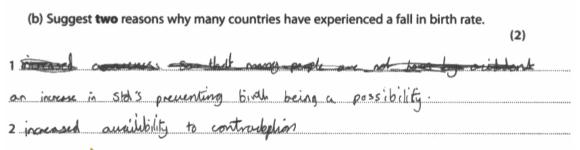
# Question 1(a)(ii)

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



## 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'.





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.

arriving in a country.	bers of inigrants
	(2)
1 regulate the amount that are allared into a coun	try by putting
a high price or oxigination Rombie	
2 give them an allemak option, ic to unother country	•

(c) Describe two methods appearments can use to change the numbers of migrants



A number of candidates rather over-estimated 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.	
, border forces	(2)
	MINISTRAÇÃO (2010 - 100
2 What employment Sectors are available	<b>A</b>

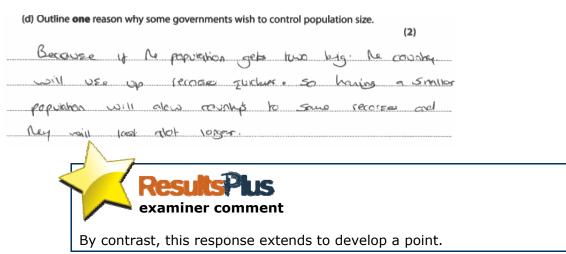


This answer gathered one mark for the idea of having 'border forces' but did not gain a mark for comment about employment sectors.

# Question 1(d)

This produced a varied response with several candidates hinting at some catastrophic results of not controlling population size. Very few saw this as a political issue with consequences for parties that did not 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 <b>one</b> reason why some governments wish to control population size.  SC Places are not are discussed	(2)
it eided	
Results Plus examiner comment	
There was no extension here; the command w that more than a simple statement is needed.	ord 'outline' suggests



# Question 2(b)(i)

In among 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.

continent with very high resource consumption per person

ResultsPlus examiner comment

It is a shame that the candidate did not read the question correctly.

# Question 2(b)(ii)

As with Q2(b)(i), problems arose with failure to read 'continent'.

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

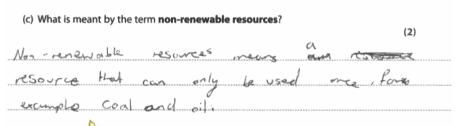
A very low resource consumption per paron is son



The candidate has not read the question correctly.

# Question 2(c)

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





This is a typical two-mark response.



'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 comment

There were a very large number of responses like this, 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, eg 'food (resource) so people can have dinner.'

(e) Outline why the demand for <b>one</b> named resource is increasing.	(2)
Named resource oil	
as other country's develop the amount or people per care	1
duressing and there is a reed for fuel causing pinces to	rise
and the demand for oil 15 dimb.	



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.

(1)

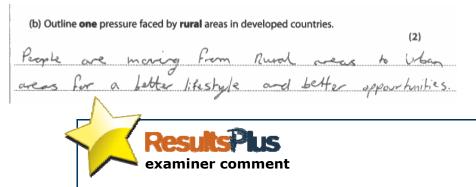
Guse to much pollution.



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, eg 'there are too many second home owners'.



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



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.

1 More and More jobs fore now or a label were held and are in cities so more people.

2 More heldings are in cities so more people.



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

(c) Many inner city living spaces have changed in recent years (re-urbanisation). Additionally the changes that have attracted people back to inner city areas.

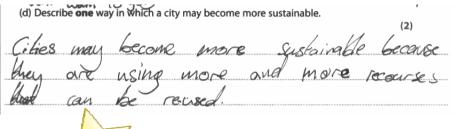
Here is a lock of transport to so have to drive to have to drive to have to drive to have to drive to have to



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

## Question 3(d)

This question was 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 candidates took a very broad and essentially meaningless view of development, best translated as 'lasting a long time'.

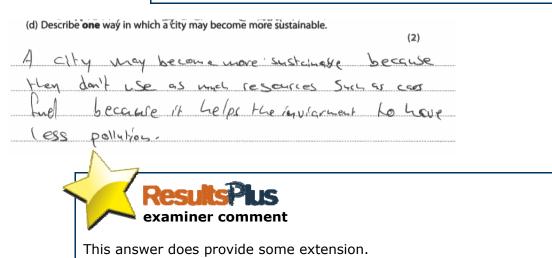




It would have been sensible to add an example here.



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



## Question 4(a)(ii)

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

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

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

(1)

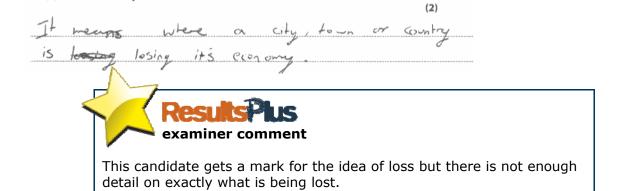


Purists might suggest that taxi drivers have to be registered and most do not in fact belong to the informal economy. Here some candidates probably took 'informal' as an indication that one could choose one's own hours rather than any suggestion of illegality, but despite that it would have been a poor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

## Question 4(b)

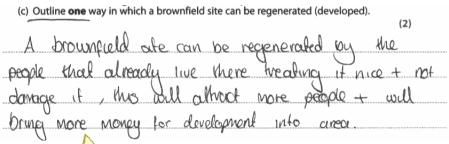
(b) What is meant by the term de-industrialisation?

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.



# 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.

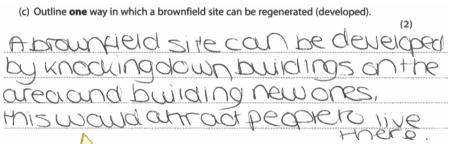




This type of misunderstanding was pleasingly unusual. Terms are used in a such broad context as to become meaningless.



Do not use words such as 'nice' unless you can say what makes things so.

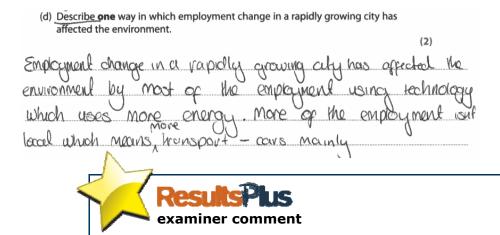




This is a well-focused response that puts brownfield development into the context of urban regeneration.

# Question 4(d)

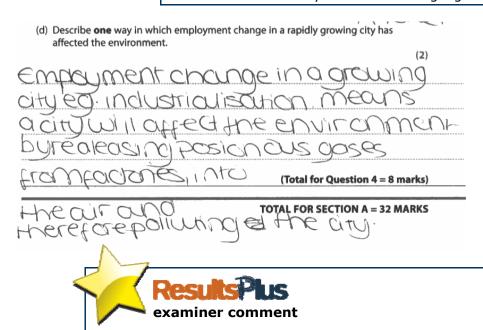
The focus of answers should have been on 'rapidly growing cities' and the employment changes. Of course considerable latitude was allowed in the interpretation of these concepts, especially the latter, just so long as candidates had some sense of the environmental impacts that urban growth might cause. 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  $CO_2$  from cars'.



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



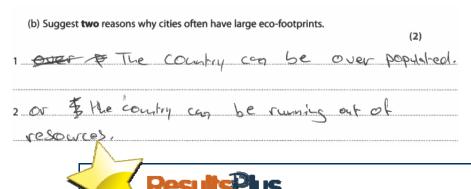
Don't overlook the key words. Use a highlighter or underline them.



This candidate 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 candidates 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 did not recognise this 'per capita' element seeing population size as the only real factor explaining cities' impact.



examiner comment

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

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

(2)

- 1 Because they are more industriused then Smaller towns.
- 2 Becouse they use more resources.



The first point is legitimate.



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; among the six-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.

Named city 1 and on

in landon their are many cays the eco-foot print is reducing.

For example, eco-busses run on Suel that doesn't pollute

demensing eco-footprint, they have also introduced a charge

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

ir has enough many people to use less polluting means

less pollubing ones are cheaper to insure incomaging people is reduce

their own eco-Footprint by saving money.



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 MS alct of Pubic Iranspect

and have days alst of people asset it.

They have cut dear an a rower of

factorys

And have trying to make it kek like a

CHORICS.



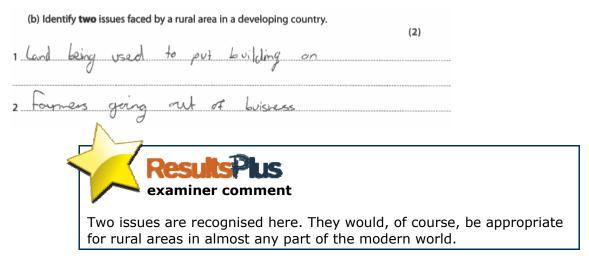
This is a typical Level 1 response with limited depth or breadth.



Be careful when using terms such as 'they' to be clear what you mean, eg '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'.



## 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 candidates 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.

Named rural area Lake District

He lake district smanaged

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 chean Foldimage

the environment . Feaple are only

allowed to usit attentiones

which means the areas is not at

risky bean run down or rulned.

the wildlife is also manifored

and locked after in a safe way

this means these (Total for Question 6 = 9 marks)

Greawill be of USE TOTAL FOR SECTION B = 9 MARKS



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.



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 Swoll of ield

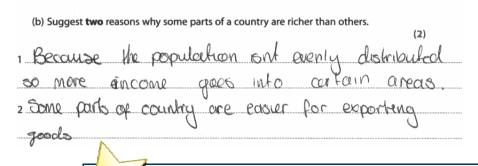
Methods used to manage the rural environment are form stops and local morkets are introduced to make a profit within the community to keep demands up for crofs and Live stock to Also Meetings are held to make it clear to people how they want their environment to be Also they set targets for improvement on the community so they are able to make



The question did not 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 candidates 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 did not manage to find a second reason. Tautological reasons were quite common as in '... because they are wealthier'.



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, while 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 little 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
inchina, theurbancores of
the country have a immense
populationsize and many
peaple chase to live here in the offen
conditions rather than 111/10
in arural area of china this is
secouse the job apportunitess are
in the urban area of china and
not the rural. This means that the
Rurauarea becomes more run down,
and less beoble line and marrhere
whereos the urban area is a errounde
With people IIVIO (Total for Question 7 = 9 marks)
andworking



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 diffrent sections of healthy it one is a rich and white paid 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 an the poor side there is not much good land so they don't get good erops to



sell of and make money to

medicans for the ill.

This Level 1 answer shows no appreciation of core/periphery ideas.



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 candidates 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 candidates saw the move as designed specifically to bring benefits to developing countries.

(b) Suggest <b>two</b> reasons why some companies outsource.	(2)
1 because it's change and doesn't cost as much as amplaying	***************************************
people in their own country.	
2 they can charge extremely low costs and get high quality p	valuets.



This is an unusual two-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 Q8(b) was continued into Q8(c). It is worth reminding candidates 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 economys. - 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 (incrically to one of the positives)

Lastly long working hows.



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



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

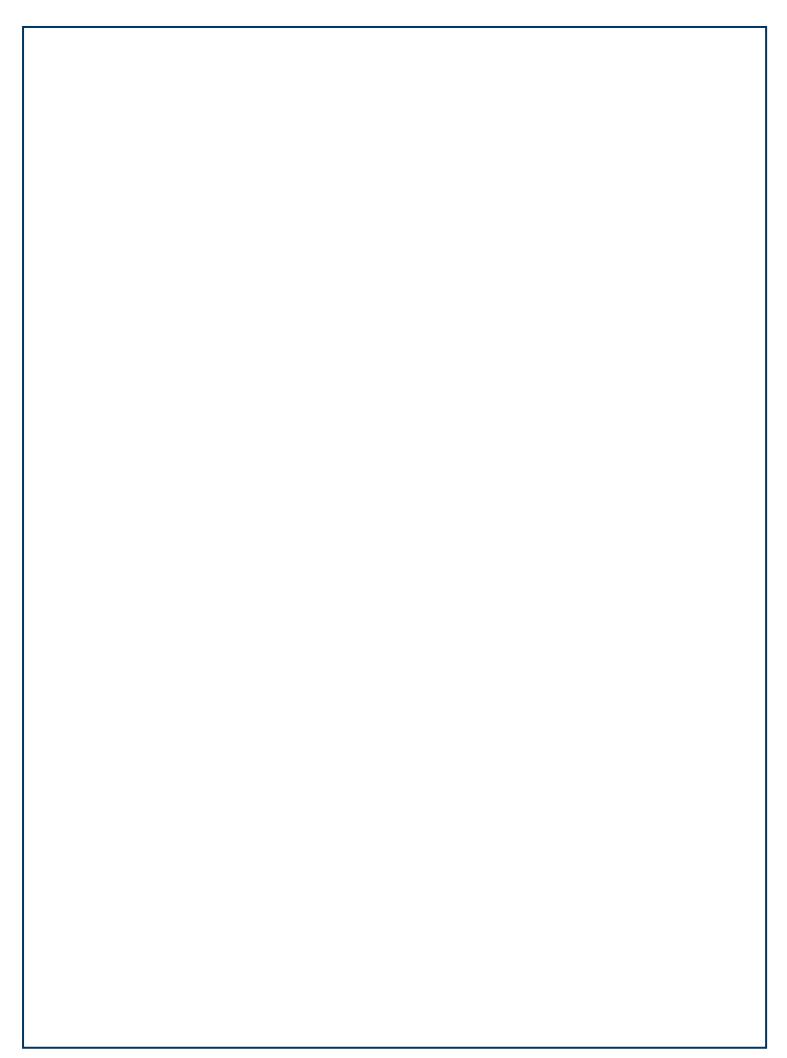
# **Summary**

The key for success in this paper, its predecessors and future versions on this specification and on the modified version currently being taught to Year 10 can be summarised as follows:

- Know the command words: describe, outline, state, explain, compare and suggest.
- Practice responding to the command words in the context of the same material.
   For example, what is the difference between 'describe how employment...' and 'describe why employment...'?
- Know case studies with at least three key facts and figures on each of them. Numeric data will almost always elevate a response.
- Know the key terms; the specification is sprinkled with them. Candidates who were unaware of the meaning of 'population pyramid', 'green employment', 're-urbanisation', 'manufacturing employment' and 'eco-footprint' struggled on this paper.
- Look out for the pesky 'little' words such as 'differences', 'changing', 'more (important)'. These provide the focus for the questions.
- Understand the underpinning concept of 'sustainability' and some of its many versions, eg economic sustainability and environmental sustainability.

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