

Examiners' Report  
June 2013

GCSE Geography B 5GB2F 01

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## **Introduction**

This was the second appearance of spelling, punctuation and grammar (SPaG) on this paper following the January 2013 series. The specification content that was assessed remained the same as in previous series; however, centres are reminded that from June 2014, the revised linear specification will be assessed (please see the Edexcel website for further details).

Candidates were required to answer all questions from Section A (each worth 8 marks), one question from Section B (worth 9 marks) and one question from Section C (worth 12 marks). The SPaG is assessed as an additional element of the final extended writing question that has been chosen from Section C.

The size of the cohort sitting this paper was approximately 7 620, which is a similar number to that of the June 2011 and June 2012 examinations. The mean mark for the paper was similar to the January 2013 series when SPaG was first introduced.

## Question 1 (a) (ii)

Generally this question was well-answered and many candidates obtained full marks by recognising that there was an increase and accurately reading off percentages of increase from the graph. Some candidates who choose to read data using the scale on the vertical axis often misinterpreted the scale. Some candidates incorrectly went on to explain that the increase was due to better health care, etc and usually only managed 1 or 2 marks.

This response scored 1 mark.

(ii) Describe the changes in the 65 and over age-group. (3)

For the over 65's the population of the old dependents is rising. This is called an ageing population and caused by the activities available and better health care.



### ResultsPlus Examiner Comments

This answer was awarded 1 mark for the idea of a rising number (in the first two lines).



### ResultsPlus Examiner Tip

Read the command word carefully and understand the difference in demand between 'explain' and 'describe'.

## Question 1 (b)

Most candidates were able to give a reason why death rates have increased in certain areas. The most popular answers included an increase in disease (many mentioning AIDS/HIV), war and poor healthcare. The most effective way that candidates gained the second mark was by stating an appropriate country eg Sierra Leone. A high number of candidates did not manage to gain the second mark. Many also gave 2 or 3 reasons rather than expanding on one.

This response was awarded both marks.

(b) Outline **one** reason why **death rates** have **risen** in some countries in recent years. (2)

~~The~~ Death rates have risen in some countries because of the lack of health care therefore they are unable to care for people that have basic diseases eg, diarrhoea, which results in them dying.



### ResultsPlus Examiner Comments

This answer scored 2 marks for the developed point about health care.



### ResultsPlus Examiner Tip

For an 'outline **one**...' question, state a reason and then add some development, for example by using facts/figures or some further explanation.

## Question 1 (c)

The majority of candidates gained the initial mark and a wide range of reasons were given; the most common reason was linked to a population contraction or to counter an ageing population. Many candidates gained the second mark by stating a suitable country and those who suggested 'for workers' found it fairly easy to gain the second mark by discussing 'productivity'. Many candidates were able to give a suitable reason for low or contracting population too. However, too many candidates are missing out suitable examples or stating more than 1 simple reason (outline **one**...). There were also a number of responses that misread the question – candidates described methods governments used to increase birth rates rather than explaining why.

This answer was awarded both marks.

*2nd mark*  
(c) Outline **one** reason **why** some governments encourage women to have more children. (2)

*1st mark*  
Governments may encourage women to have more children due to a decline in one countries ~~population~~ <sup>which could have been caused by emigration or migration to other countries</sup>. These children are needed for jobs that need to be done in the future to keep the country stable. Without <sup>new</sup> children, population would continue to decline.

(Total for Question 1 = 8 marks)



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks. The candidate has stated **why** some governments encourage women to have more children and gets the second mark for a development of this. Many candidates were also able to get the second mark by using a legitimate example (such as Singapore and Sweden).

## Question 2 (a) (ii)

This question was answered accurately in most cases with the most common answers (natural) gas and coal. However, there were a significant number of candidates who incorrectly stated oil, petrol or fossil fuels and who were not awarded the mark.

## Question 2 (b)

A large number of candidates failed to meet the demands of the question and appeared confused about the term 'pattern of supply'. Many candidates incorrectly wrote about oil 'coming out of the ground' or 'sun in the sky', with very few answers related to the range of possible answers on the mark scheme. As pointed out by the mark scheme, most candidates chose oil and better answers referred to locations such as Saudi Arabia for producers and USA for users.

This answer was awarded 2 marks.

(b) For a named global resource describe its pattern of supply. (3)

Named resource Oil

Oil is mainly supplied from Middle eastern countries as well as Canada for developed countries due to their large usage of it for cars and other means of technology which developing countries don't have a lot of.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks for the example of Middle East/Canada as areas of supply and 'developed' countries as areas in receipt of oil.

## Question 2 (c)

This question was generally answered very well by candidates. Many responses linked run-out with the word renewable, but unfortunately some candidates answered the question with the same terminology as used in the question (limiting themselves to 2 marks). A smaller number of candidates were able to write about the replacement of non-renewables, for example with solar and/or wind power, and a large number suggested wood and afforestation (although that term was rarely used).

### Question 3 (a) (ii)

The most common responses mentioned a loss of farm land, habitat loss, loss of countryside, an increase in noise pollution and overcrowding. Most candidates who answered this question gained the mark; a small proportion of candidates just stated 'pollution' (for no marks) as it was not qualified by referring to air, water etc.

This answer achieved the mark.

(ii) State **one negative** impact of the outward growth of cities on surrounding rural areas. (1)

Animal habitats get destroyed



**ResultsPlus**  
Examiner Comments

This response scores 1 mark for the identification of one legitimate negative impact.



**ResultsPlus**  
Examiner Tip

The command word 'state' requires a brief (often one or two word) answer.

### Question 3 (b)

The majority of answers were succinct and included at least one of the suggestions in the mark scheme. Language often lacked key words (eg service provision / infrastructure) but managed to convey a suitable basic point. The most common answers were for jobs / education / bright lights.

This answer was awarded both marks.

(b) State **two** reasons why young people migrate to cities. (2)

- 1 They can get a job easily, or go to college/university.
- 2 'Bright lights syndrome' young people are attracted to the 'nightlife'



**ResultsPlus**  
Examiner Comments

This response scores 2 marks for the ideas of employment opportunities and the 'bright lights' of the city.

This response also scored 2 marks.

(b) State **two** reasons why young people migrate to cities. (2)

1 ~~Universities~~ Universities are there

2 More jobs available.



**ResultsPlus**  
Examiner Comments

Marks were awarded here for universities (1) and jobs (1).

### Question 3 (c)

This question is about *how* a rising demand for space has an impact on the inner city – many candidates incorrectly answered this question by addressing the reasons *why* there is a growing demand.

A large proportion of candidates were able to give two basic points (eg house prices will increase) but often failed to extend/develop such points to get the second mark. Candidates mentioned the problem of 'no jobs', rather than 'an increase in competition for jobs'. Overcrowding and pollution were also popular responses.

This answer was awarded all 4 marks.

(c) Describe **two** impacts of a growing demand for space in some inner-city areas. (4)

1 Over crowding due to the amount of people moving to the area which could lead to violence and racism.

2 Unemployment due to lack of jobs because there are not ~~so many~~ enough jobs for large amount of people moving there which could lead to racism and discrimination towards foreigners and religions.

(Total for Question 3 = 8 marks)



**ResultsPlus**  
Examiner Comments

This response scores 4 marks as there are two developed points - one about unemployment and one about overcrowding.



**ResultsPlus**  
Examiner Tip

This question is about **impact** rather than **cause**.



### Question 4 (a) (ii)

Most candidates gained this mark with common answers including 'shoe-shiner' and 'market/street seller'. However, there were a significant number of candidates who stated formal sector work eg teachers, police or office worker. There were some who did not gain the mark as they stated farmer rather than farm labourer.

This response scored 1 mark.

(ii) Name **one** example of informal employment. (1)

Shoe polisher on the streets



**ResultsPlus**  
Examiner Comments

This answer gives a correct example of informal employment.

### Question 4 (b)

This question was answered with various levels of accuracy. If candidates could recognise a change, it was normally undeveloped. Most candidates struggled with identifying a change in employment. Some candidates referred to 'increases in employment' or 'increases in unemployment' so didn't gain the marks. The most common and successful answer was 'green employment' and most candidates gained the second mark for recognising that this was designed to be good for the environment. Another common response was the idea of an increase in home-working and the consequential benefit that this has had on the environment.

### Question 4 (c)

Many candidates misinterpreted this question by writing about *how* a farm can diversify rather than the reasons *why* the economy needs to diversify. The most common valid point was about falling employment in farming, but this was rarely developed for a second mark.

## Question 5 (b)

As with other similar 'outline one...' questions, a common pitfall was for candidates to make two separate points rather than developing one point. The common correct answers often referred to cost, lack of time or the unavailability of 'green' products. Most candidates referred to recycling as a suitable extension answer eg not enough time to wash / sort rubbish into recycling groups. For 'cost', the most common development referred to organic food or named products (such as Ecover).

## Question 5 (c)

Many candidates referred to the increased use and promotion of public transport, with examples of bike schemes and better public transport systems used around the world - Curitiba, London, Cambridge and Barcelona were popular examples. Weaker responses were characterised by having basic points about having more buses and/or failing to develop an initial point; better answers used specific examples and/or made stronger links to sustainability.

This answer scored 4 marks.

\* (c) Using examples, describe the ways cities can develop more sustainable transport systems. (6)

Using bikes, in London they have the Barclays bikes situated in different sections of London. This is sustainable because they will be riding bikes all day instead of putting pollution in the air from their cars. They are also reducing their carbon footprint. Using buses more often even though it is still polluting the air, the more people who take the bus means less pollution all together.



### ResultsPlus Examiner Comments

This response scores 4 marks. The candidate has made two developed points (about bikes and buses), with a strong link to the idea of sustainability.



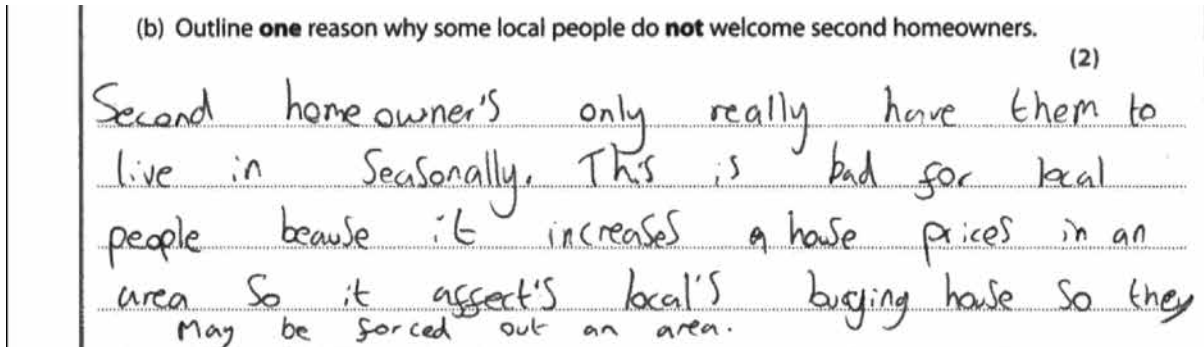
### ResultsPlus Examiner Tip

Candidates often needed to extend their answers by describing how these schemes were sustainable.

## Question 6 (b)

Some candidates misinterpreted the demands of this question and a number did not answer it. However, many candidates secured the first mark with points referring to people not being there all the time, house prices increasing or second home owners not spending money in the area. Most found it hard to expand their response to gain the second mark and a significant number of candidates just listed basic reasons without any development.

This answer was awarded 2 marks.



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks for a developed point about rising house prices (1) leading to local people moving out of the area (1).



**ResultsPlus**

**Examiner Tip**

For an 'outline **one**' question, make the initial point and then use a connective to help you gain the second mark for a development.

## Question 6 (c)

In the best responses candidates not only described the challenges but discussed how they were dealt with. Often candidates listed only the issues, which were not necessarily linked to their case study. Many good case studies from areas in National Parks were used by candidates, lots of answers were either focused on the problems or the management and many considered how to get more tourists into the area but did not explain the problem they might be trying to solve. Generally all answers were focused on developed countries and rural areas with only a few exceptions. A minority of candidates failed to name a rural area, instead naming an urban one, and a smaller minority named a rural area in a developing country (often this was Uganda, perhaps influenced by the content of Unit 3).

## Question 7 (a)

The majority of candidates recognised the increase in GDP and decrease in fertility to gain 1 mark; many also went on to *explain why* rather than mention the correlation or use data from the graph to support their answer. A small proportion of candidates developed their answers by using named regions of India, with supporting data to inform their description. Few applied their maths skills to identify the negative correlation.

## Question 7 (b)

Many candidates were able to use good case studies of sustainable and unsustainable schemes, but they often needed to extend their answers and explain why a scheme would be considered sustainable. Some candidates showed confusion in describing sustainable projects as top down and unsustainable projects as bottom up. It was also interesting to see schemes such as the Three Gorges Dam used for both and some justified it as sustainable very well. The majority had bio gas, water pumps and small-scale hydro in Peru as good examples.

This answer scored 7 marks in total.

\*(b) Using examples, describe the **differences** between sustainable and unsustainable rural development schemes.

(6)

A unsustainable development scheme was the Saavedra Dam, although it gave locals a temporary job and gave them water, it also destroyed habitats for animals, locals had to relocate and ~~some~~ farmland was destroyed, a sustainable scheme is biogas, it made from cow dung, it gives people gas to cook with, it is non-pollutant and ~~it~~ you do not have to be skilled to do it.



### ResultsPlus Examiner Comments

This response scored 5 marks for content + 2 marks for SPaG. The candidate successfully includes two contrasting case studies and attempts to compare them.



### ResultsPlus Examiner Tip

When 'describing the differences', use comparative terms such as 'more expensive than...' and 'whereas'.

## Question 8 (a)

Candidates noted that distribution was world-wide/very dispersed. Those that extended their answer for 3 marks often did so by noting that it was mainly MEDCs with the main countries being Europe and the USA. Quite a large number of candidates were confused with the information they were looking at and gave different countries as having the most manufacturers. A significant minority attempted to identify countries producing the most parts but often did so inaccurately.

## Question 8 (b)

The main focus of answers was on creating jobs in LEDCs, but with poor pay and conditions, transportation issues (such as cost) and the negatives to the environment. Many candidates gave generalised responses which lacked much locational detail or balance in the answers.

More successful candidates were able to recognise the advantages and disadvantages of the global shifts; jobs gained and jobs lost were again the main focus here, but with extension into the areas that benefited (for example 'better infrastructure').

This answer scored 5 marks in total.

\*(b) Using examples, describe the advantages and disadvantages brought by global shifts in production. (6)

There are advantages and disadvantages of producing different parts of a product all over the world. For example when clothing is being made the different parts ~~are~~ come from all over the world. ie the cotton will be farmed and turned into fabric in china, the piece of clothing will be designed in italy etc. The advantages of this are that people are specialised at their jobs and each individual part will get done properly. The disadvantages are that communication is difficult. Each part of the production line needs to talk to each other to ensure the quality of the product is good. This can be made difficult with things such as language barriers and time differences. (Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 8 = 12 marks)



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Examiner Comments

This response scores 3 marks for content + 2 marks for SPaG. The candidate has included at least one advantage and one disadvantage, but without much depth or development for the top of Level 2.

## Paper Summary

In order to improve their performance, candidates should:

- Read each question carefully, highlighting the key terms and command words to help them understand the demands of the question.
- On 3-mark 'explain why' questions, remember that at least one of the reasons you give needs some extension. Look at the different 'routes' for full marks on the mark scheme: a 3-mark response often has two routes, either 1+1+1 or (1+1) +1 (for a developed point and a separate point).
- Incorporate case study information, for example specific facts and figures, if the question asks the candidate to 'use examples in your answer'.
- Be clear whether the question is asking for reasons **why** or an explanation **how**.
- On 6-mark 'levelled' questions, include at least two explained points which are clearly centred on the demands of the question and offer both depth and balance.
- On 'outline **one**....' questions, make the initial point as succinctly as possible and then offer development in terms of an extension of this idea, for example - an exemplification using facts/figures.
- If the command word is 'describe', do not be tempted to offer an explanation.
- Use the correct units when extracting/using data in a written response.
- Learn the definitions for each of the key terms in each unit and be able to incorporate these into answers that require more extended writing.

## **Grade Boundaries**

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