

Examiners' Report
June 2014

GCSE Geography B 5GB3F 01

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Introduction

A new examination is always received with apprehension in centres who, unlike their candidates, have systems and teaching methods in place that are designed to meet different targets. The most significant change in this examination, as with 5GB3H, was the lack of a pre-released examination booklet which, of course, removed the teaching content and the focus of preparation for almost all centres in the final days before the paper was sat. Using the sample assessment materials as their guide the best prepared centres had worked hard to train their candidates to take on the judgemental questions that they knew would be asked, especially at the end of the paper which, quite predictably, finished with a number of options being offered to candidates who were asked to make a choice and to justify that decision. With a commonality of knowledge available to all candidates, whatever their academic potential, based on a much slimmed down booklet the paper is designed to test the skills with which candidates decipher the resources, their ability to contextualise problems and issues into a wider geographical framework and their acumen in putting together a coherent argument in making their geographical decision. This combination is quite different from the geography tested in Units 1 and 2 although the best delivery of these forensic skills is through these units with frequent practice, especially of critical thinking embedded into the teaching programme. In that way Unit 3 is delivered almost by stealth with candidates being prepared without their explicit recognition of that process taking place. Of course using the sample assessment materials and now, this past paper, candidates will come into the exam hall with an appreciation of the nature of the challenges and the format of the paper that will be replicated in years to come. For all candidates there is a pressing need to address the questions asked. Again and again in this report the familiar cliché of 'read the question' is inferred because again and again weaker candidates ignored either the focus of the question or a critical 'restriction'. In preparing the next generation a few minutes a week of getting candidates to deconstruct questions is an essential exercise and more critical on this paper than any other. On the other units although relevance is important there is often some reward, however small, for recollection of material which might be seen as marginal. In this paper with the platform of information available in the Resource Booklet there is much less room for this. So question interpretation and spotting all elements of those questions becomes a vital but learnable skill.

Question 1 (b)

This is an example of a question which tests assumed knowledge from elsewhere on the specification. Unlike in previous years linearity brings with it the certain knowledge that candidates have studied both of the other examination units when they sit this paper. Just over half of the candidature had no accurate recall of the Human Development Index and what its component elements might be so this question produced a disappointing performance reinforcing a frequent reminder to both teachers and candidates that knowledge of key terms on the specification is vital.

This response scored 3 marks.

(b) The Human Development Index of Jamaica is 0.738.

Identify the three measurements that make up the Human Development Index.

(3)

1. life expectancy
2. GDP per capita
3. Literacy rate



ResultsPlus

Examiner Comments

This is a good example of a candidate who knew the term and was careful to ensure that it is indeed GDP per capita that is used and not GDP.



ResultsPlus

Examiner Tip

Learn the key terms - it will help across all three units.

Question 1 (c)

The point made about key terms in reference to part (b) can be repeated here but with, perhaps, more vehemence. It was surprising that a substantial minority appeared to have no idea at all about the likely characteristics of a developing country. Whatever the challenges, and they are not inconsiderable, of reaching a consensual view of this very broad term far too many simply took developing to translate loosely into 'changing' and thus offered any evidence of change, whatever it might be. What had been expected to be an 'accessible' question turned out not to be so.

This response was not awarded any marks.

(c) Give **two** pieces of evidence that suggest Jamaica is a developing country.

(2)

1. There is only one city in Jamaica
2. it is more urban than rural.
(urban 60%, rural 40%).



ResultsPlus Examiner Comments

There are two comments that might be helpful. Firstly the candidate has concentrated on only one, alleged, aspect of development: levels of urbanisation, but secondly, and more critically, they present it in a confusing and contradictory manner.



ResultsPlus Examiner Tip

If you can, make sure that your answers cover a range of ideas.

Question 1 (d)

Success with this question pivoted on an understanding of the phrase 'population structure' and once again this proved to be beyond some candidates. A gentle reminder to candidates - every word in a question is weighed carefully and so ignoring those words is a risky strategy. In this question it was 'structure' that was missed by many candidates. However, two-thirds of them did find something relevant in the booklet that would impact on that structure, the most common being a falling life expectancy.

No marks were scored for this response.

(d) Using information from Figure 1c, state **two** reasons why Jamaica's population structure is likely to change. (2)

1 Higher birth rate

2 More people migrating to Jamaica

(Total for Question 1 = 10 marks)



ResultsPlus Examiner Comments

This candidate gets into a bit of a muddle based on some confusion over key terms - it isn't clear where 'higher' comes from in their first suggestion - higher than what or when? A second terminological issue arises with their obvious confusion over migration.



ResultsPlus Examiner Tip

Once again - learn key terms! Candidates who didn't know what a population structure was were clearly disadvantaged.

This response scored 2 marks.

(d) Using information from Figure 1c, state **two** reasons why Jamaica's population structure is likely to change. (2)

1 The birth rate ~~is~~ and infant mortality rate are much higher than the death rate causing a population increase

2 People are migrating to other countries, especially university graduates so the living standards will go down.

(Total for Question 1 = 10 marks)



ResultsPlus Examiner Comments

In contrast with the other exemplar this candidate has a sophisticated understanding of the question and the topic in general.

Question 2 (a) (iii)

Assuming that candidates deconstructed this question correctly then they readily found a route to acquiring both marks. With questions such as this it is important that a basic point is made and then extended for the second mark; needless to say perhaps the first, basic point, has to be legitimate. Once again candidates need to be trained in different question types and, in particular, to recognise when an extension to a basic idea is needed and when it is not. The failure to deconstruct correctly frequently involved a confusion of causes and consequences offering poor quality of health and/or education services as their answer.

The following response scored both marks.

(iii) Outline **one** reason for Jamaica's high level of foreign debt.

(2)

They borrowed large amounts of money from the IMF. they have to use 95% of the taxes just to pay the interest.



ResultsPlus Examiner Comments

Using information drawn from the Resource Booklet this candidate has correctly identified a basic reason and extended it with a valid suggestion as to why the debt is proving so stubborn.



ResultsPlus Examiner Tip

It is a good idea to skim through the questions and then read the booklet through before you begin answering any questions.

This response did not score any marks.

(iii) Outline **one** reason for Jamaica's high level of foreign debt.

(2)

High crime rate and not that much work because its a developing country



ResultsPlus Examiner Comments

This candidate fails to identify any link to debt.



ResultsPlus Examiner Tip

A review of the questions before starting the exam might have helped this candidate avoid this type of irrelevance - after all debt is mentioned explicitly in the text.

Question 2 (b)

In this paper the importance of the 'stem' of a question can hardly be exaggerated. If candidates paid no heed to the preamble 'Study Figure 2 b...' their answers were often accurate enough but not appropriate. So it was with this question and part (c) which clearly addressed related issues but different resources. Thus most of the 20% or so of candidates who received no marks here simply looked at Figure 2 c rather than 2 b or, in other cases, looked at no resources at all but gave an overview. The candidates who did look at the correct resource usually accessed both marks and the minority who didn't usually failed to provide any data to support their general conclusion that Jamaica had been performing poorly.

This answer scored both marks.

(b) Study Figure 2b in the Resource Booklet.

Describe the **development gap** between Jamaica and its neighbours.

(2)

The development gap is increasing from 1990 - 2010, there was a slight decrease in 2008 - 2009 but then a sudden increase up to 115% in 2013.



ResultsPlus
Examiner Comments

This is a sound response that uses the resource appropriately including the use of data.



ResultsPlus
Examiner Tip

If there is data to be used then use it!

This response did not score any marks.

(b) Study Figure 2b in the Resource Booklet.

Describe the **development gap** between Jamaica and its neighbours.

(2)

Latin America & the Caribbean have a lot more growth lag than Jamaica.



ResultsPlus
Examiner Comments

One word spoils this answer and it is hard to guess why the candidate has chosen to use the word 'lag' in this context and impossible to know if they understand it.

Question 2 (c)

A further skill was tested in this question because a proper comparison should involve an overview with examples rather than a list from which a reader can, to put it colloquially, draw his or her own conclusions. So whilst approximately three-quarters of candidates managed 2 marks or more over half were stuck on 2 marks because they didn't draw the conclusion.

1 mark was awarded to this response.

(c) Study Figure 2c.

Outline how Jamaica's 'league table' positions compare with its neighbours.

(3)

They are worse in the Caribbean because the amount of people who are unemployed and the poverty as well.



ResultsPlus

Examiner Comments

Examiners make a real effort to help candidates without doing their thinking for them. In this example it all came down to a reading of the final letter of the third word - an 'e' or a 't'? Assuming, with some supporting evidence that it is a 't' then this answer is worthy of 1 mark. Obviously that is not the case if it is an 'e'!



ResultsPlus

Examiner Tip

Re-read your answers towards the end of the examination - give this vital task at least 5 minutes of your time. In this paper much can depend on the clarity of your answers - Do YOU understand what you mean? If you don't it is unlikely that the examiner will!

Question 2 (d)

In order to address this question candidates had to make sense of the pattern of income shown on the figure. In other words they needed to link a legitimate reason, of which several were available both from the booklet and their own knowledge and understanding, with an identifiable area of Jamaica. Too many candidates offered reasons that were not so linked and thus limited themselves to 2 marks however sophisticated the reason offered might be. However the mark distribution for this question was bimodal with nearly 30% failing to score anything at all. It is speculative, but evidence based speculation nonetheless, to suggest that one of the most compelling ironies of recent years is the decreasing quality of candidates' map skills, so much so that a significant number don't even know where to start questions such as this so, consequentially, they don't start.

This is an example of an answer that scored all 4 marks.

(d) Study Figure 2d.

Outline **two** reasons why some areas of Jamaica have a higher GDP per person than other areas.

- (4)
1. Because that's where they can export goods to other countries. The places with higher GDP are on the coast. This is where Jamaica exports its goods which brings in a higher income.
 2. It's near or in the capital city. The capital of Jamaica will have better transport and job offers there. There will create better opportunity for a higher GDP.



ResultsPlus
Examiner Comments

This is a good example of a sound answer that fulfils both the need to identify an area and also a reason for its GDP level, in this case it's relatively higher than GDP per capita.

Question 3 (a)

Declining map skills might well reflect the rise of satellite navigation systems, if one uses the same logic as the notable fall in mental arithmetic skills recorded when calculators became widespread a generation or so ago. There were indeed some strong answers to this question although relatively few managed to achieve maximum marks. The most obvious barrier was the inclination to ignore the word 'differences' in the question and simply, once again, leave it to the reader to work out for themselves what the difference was.

This response did not score any marks.

3 Study Section 3 (pages 6 and 7) in the Resource Booklet and answer the following questions.

(a) Look at Figure 3a (page 6) and Figure 3c (page 7).

Describe **three** differences between these rural areas.

- (3)
- 1 Figure 3a has more tourism because of how it looks compared to Figure 3c.
 - 2 Many tourists don't go outside the resort so this is maybe why no one goes to figure 3c.
 - 3 60% of tourists arrive by plane, usually at Manhego bay, and most stay in resorts.



ResultsPlus Examiner Comments

Drifting into irrelevance was unusual on this paper given the Resource Booklet's function as a focus for candidates. In this case the drift into 'explanation' is a case of command word 'blindness'.



ResultsPlus Examiner Tip

Learn all the command words and understand what they are asking you to do - your teacher will have a list.

Question 3 (b)

Unlike other 6 mark questions which are marked with a levelled scheme, this first longer response asked candidates to present three different environmental impacts of tourism, each worth 2 marks. A basic point was needed with an extension. The first notable summative point was just how widespread was the understanding of the contribution of air travel to greenhouse gas emissions. However, candidates were frequently at a loss to demonstrate how that affects Jamaica in particular. Many other suggestions were valid enough; for example the impact of cruise ships, but again how exactly this impacted on Jamaica was frequently little more specific than the suggestion that they 'polluted' the water. There were some very strong answers which recognised that coral reefs and/or mangrove forests would be impacted by coastal development and some were able to make a link between ecosystem loss and the discharge of sewage by hotel complexes.

This response scored maximum marks.

(b) Describe **three** possible **negative** impacts of tourism on the environment of Jamaica's coastal regions.

(6)

1 Tourism may lead to more littering
which will harm the wildlife living nearby

2 An increase in tourism means that more
hotels and resorts will need to be built and
forest areas will be destroyed to make room
for this.

3 An increase of tourism will also lead to more
ships coming and going polluting the water
even more.



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Examiner Comments

This is a well-focused answer that addresses three different impacts with an extension to each.

Question 4 (a)

There are a number of words that candidates would be very well advised to expect in future papers of this type. The description of trends is one as is the description of a distribution; a quintessential geographical skill. As with Question 2(d) when recognition of pattern was important, here again the quality of candidate responses was a little disappointing. Faced with the same map to describe some candidates simply ignored the instruction altogether and just commented on one or two aspects of the bauxite industry. The best used two simple devices. Firstly the use of the scale to give an idea of distances and even areas and secondly the use of compass points as in, 'limited impact at either the western or eastern end of the island'.

No marks were awarded for this response.

4 Study Section 4 (pages 8 and 9) in the Resource Booklet and answer the following questions.

(a) Look at Figures 4a and 4b (page 8).

Describe the distribution of the areas of Jamaica affected by the bauxite mining and processing industry.

(3)

processing bauxite produces waste that is
taken care is stored in large ponds
they are under railways so that needs
never to have the railways to get to
it.



ResultsPlus

Examiner Comments

This is an extreme, but sadly not especially rare, example of weak map skills.

This response achieved maximum marks.

4 Study Section 4 (pages 8 and 9) in the Resource Booklet and answer the following questions.

(a) Look at Figures 4a and 4b (page 8).

Describe the distribution of the areas of Jamaica affected by the bauxite mining and processing industry.

(3)

The distribution of the areas of Jamaica affected by the ~~box~~ bauxite mining and processing industry is mainly inland. The large distribution in the north runs roughly 70km from west to east near the coastline, also roughly being 25km thick. The aluminium rich clay in this part will then be passed through Port Rhodes port.



ResultsPlus
Examiner Comments

This is a very sound response that doesn't cover every element but does understand the need to address distribution and uses data and places to carry out that task. Well worth full marks.



ResultsPlus
Examiner Tip

If you are describing distributions then use compass points and the scale provided.

Question 4 (b)

Unlike its sister question, Question 3(b), this was a levels marked question and candidates were not constrained by any given number of impacts. However, the characteristics of the answers were similar in that most found something fairly basic to say, often using the Resource Booklet as their source, but sadly relatively few could expand on this. Those that did showed quite an impressive understanding of possible links so having leapt upon the point in the booklet about toxic waste extended it to impacts on groundwater, river water quality and even the inshore environment. Just the simple addition of a comment about what types of species might be affected by rainforest removal to get at the bauxite was sufficient evidence of a deeper reflection on the question than the simple 'loss of habitat' that tended to dominate mid-level responses.

This is a typical Level 1 response which scored 2 marks.

*(b) Look at Figures 4a, 4b, 4c and 4d (pages 8 and 9).

Explain why bauxite mining and processing have **negative** impacts on the environment of some parts of Jamaica.

(6)

These mining facilities look nasty for start all brown and old looking, it completely destroys land making it look bad on figure 4c. Most of these companies are owned by TNC's so Jamaica doesn't get so much income and now there is less demands for the material so employees have been fired and employment rates have fallen deeply. They could ruin 20% of Jamaica's land by mining it.

Once bauxite is mined they produce waste which is toxic and dumped into ponds which destroy land



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Examiner Comments

The response wanders off the topic quite quickly and makes no attempt to extend beyond the Resource Booklet.



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Examiner Tip

Candidates need to be comfortable with terms such as economic, social and environmental.

Question 5

The nature and focus of this final question is amply signposted in the sample assessment materials and well understood in most centres so that the last question was predictable in structure if not in focus. The title of the paper rather gives away that there will be a need to make geographical decisions and many candidates were well versed in the appropriate techniques. What was very distinctive about this year's cohort of candidates is that they did not come into the examination hall with a carefully pre-prepared set of points to make. Given that their predecessors had had access to a pre-release booklet and that then, as now, the focus of the question was predictable it was hardly surprising that centres had second-guessed the options on offer in this final part. This year, having no pre-release booklet to work from they were not able to do that and it showed with candidates being both literally and metaphorically more resourceful as they filtered information from the booklet in a largely forensic exercise of looking for clues as to possible impacts on both the economy and society of Jamaica as a whole and some groups of Jamaicans in particular.

Option 1 was by far the most popular choice and there was plenty to say, so much so that a very large minority of candidates used extra space to do so. To effectively explain why a particular choice provides advantages for the people of Jamaica, candidates needed to reflect on what constitutes an 'advantage' and, more challenging perhaps, whether these advantages would benefit all members of Jamaican society rather than just a few. The emphasis on the word 'people' emboldened in the question was, of course, partly an effort to get candidates to turn away from the environmental impacts that they had been describing and explaining in questions 3 and 4 and concentrate on a different type of impact, but also to reflect on winners and losers. This seems a reasonable expectation given that the specification focuses on the problems and tensions in both the definition and the pursuit of 'sustainable development'. It would be very helpful to candidates at all levels if this debate could be placed in a fairly centre stage position throughout the delivery of the specification but especially in the preparation of candidates for this Unit.

This response was awarded 8 marks for the 'geography' and 3 marks for SPaG.

Spelling, punctuation and grammar will be assessed in your answer to this question.

***5** Study the three options shown below for Jamaica to develop its struggling economy.

Option 1: Encourage the rapid development of the tourist industry but discourage the bauxite industry

Option 2: Encourage the rapid development of the bauxite industry but discourage further tourist development

Option 3: Encourage the rapid development of both tourism and the bauxite industry

Select **one** option you think would be the best for the **people** of Jamaica.

Explain the **advantages** of this option for the people of Jamaica.

Use information from the Resource Booklet and your knowledge from Units 1 and 2 to support your answer.

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Chosen option option 1.

Encouraging a rapid development of the tourist ~~industry~~ industry has many advantages for the people of Jamaica. One reason is that "the vast majority is extremely poor", so if we increase the tourist industry they could employ more people in the rural areas and also wages could be increased. Another reason is the government has to "45% of its taxes to the ~~the~~ foreign debt" therefore they would have extra money concentrating on the tourist industry which would also boost money available for spending on health and education; if they get rid of the Bauxite mine they could build more schools, clinics, tourist destinations, because they aren't making any profit from the ~~the~~ aluminium, they also don't get it cheaper therefore the people of Jamaica would be able to live and work in a better environment as it is "toxic". Farmers will be able to move further in land growing more vegetation and selling it. Life expectancy may increase because of less toxic in the air and birth rate and death rate may decrease due to health and education. They could buy more shares from the TNC's as pay increases, which will become their own and their government's resorts. They could also improve their own homes in the rural areas.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 5 = 12 marks)

~~extremely poor - in some places.~~

→ so if they have a boost in tourism then they could have an increase for wages and could employ more people.



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Examiner Comments

This is a typical Level 3 response in which the candidate keeps a close eye on the question and makes a series of points that extend beyond simply copying out chunks of the Resource Booklet.



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Examiner Tip

The final question is the most important on the paper. It is here, and only here, that your spelling, punctuation and grammar will be evaluated so make a real effort to do this as well as you can.

Paper Summary

If one piece of practical advice is all that can be retained from this report it would be that the message candidates should have ringing in their ears as they enter the examination room is to tackle the final question. It was a characteristic of weaker candidates that not only did they pick up the majority of their marks from the multiple choice and one of two short answer questions but that they didn't even attempt the longer questions towards the end of the paper, especially Question 4 (b) and Question 5. With 18 marks available for these two questions, just over a third of the paper's total, and absolutely no evidence that candidates ran out of time it seems inexplicable not to 'have a go'. That is especially true of the final question when saying anything relevant to making a decision, and they always have to make a decision, also triggers a SPaG judgment. If nothing is written no SPaG mark can be awarded. So to labour the point the fastest way of improving grades would be to remind candidates that they cannot lose marks but have quite a lot to gain by at least making an attempt at the final question(s). Even a Level 1 response with a single SPaG mark will positively impact a candidate's final mark. So in summary:

- Revise all those small but crucial words such as 'trend', 'pattern', 'characteristics' and 'distribution'.
- Practice the skills of interpreting resources throughout the course.
- Revise the key elements in the debate surrounding 'sustainable' development.
- Revise the key terms used in the specification – this will help with all THREE units.
- In the examination hall, try to offer something in the final question – do not leave it unanswered.

Grade Boundaries

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