Examiners' Report

June 2016

GCSE Geography B 5GB2H 01

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Introduction

This paper forms part of the third 'linear' assessment series for the Edexcel GCSE in Geography B. This unit assesses core areas of human geography and includes a number of optional topics which are also examined. The assessment of spelling, punctuation and grammar (SPaG) remains, but the specification content and names of the individual topics does vary significantly when compared to the original specification (see Edexcel's website for further details).

Candidates are required to answer all four questions from Section A (each worth 12 marks), one question from Section B (worth 15 marks, of which 3 marks are awarded for SPaG) and one question from Section C (again, worth 15 marks, incorporating 3 marks for SPaG). This year, questions 5 and 6 were equally popular with candidates, but in Section C, many more candidates answered Question 7 compared to Question 8.

The size of the cohort sitting this paper was larger than the previous two series; the mean percentage mark for the paper and the standard deviation score (which provides an indication of the range of marks awarded to the cohort) were similar to June 2015, which indicates that the paper differentiated well, with a full range of marks achieved across the paper. Once again, questions that required candidates to apply their knowledge and skills (AO2) were particularly successful in discriminating between candidates of different abilities.

The largest misconception on the paper appeared in Question 2; many candidates were insecure in their understanding about how renewable resources help – incorrectly believing that wind power reduces the need for electricity, rather than it being a means of producing electricity. A significant number of candidates also were unsure about the link between electric cars and fossil fuel usage – not realising that some of this electricity may come from fossil fuel burning, although better answers did mention that this electricity could come from renewable resources.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. This exemplification will come mainly from questions which required more complex responses from candidates.

Question 1 (a)

Many candidates answered this question accurately, describing the changes in birth rate from the start of Stage 1 to Stage 3. Most candidates described the birth rate as high throughout Stages 1 and 2 and then dropping in Stage 3. Few candidates recognised the slight rise throughout Stage 2. A small proportion of candidates read the graph incorrectly, commenting on the changes in death rate instead. Equally, a small number of candidates went on to describe the changes in Stages 4 and 5, which was not required.

1 Figure 1 shows the demographic transition model.

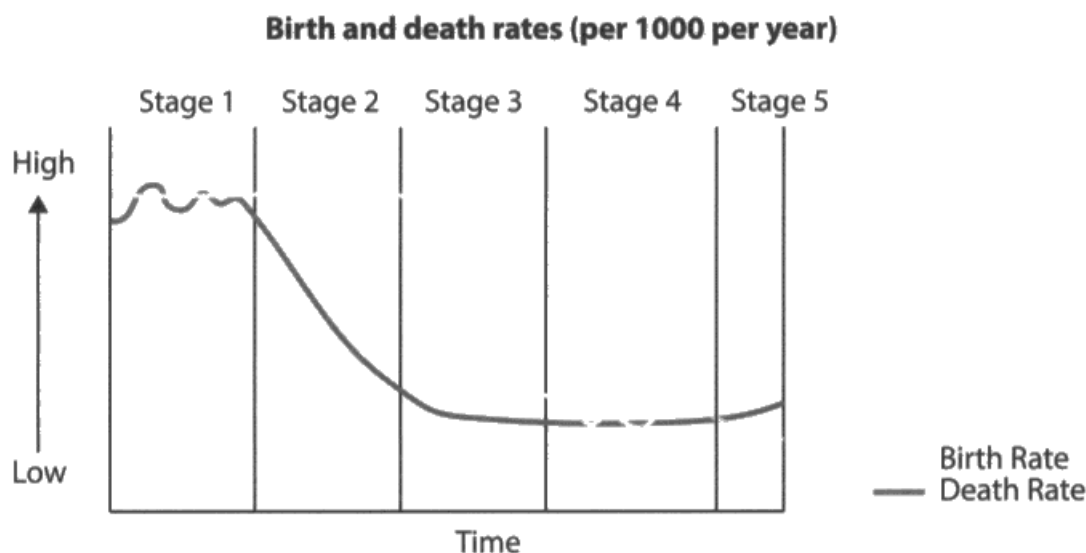**Birth and death rates (per 1000 per year)**

Figure 1

(a) Study Figure 1.

Describe the changes in birth rate from the start of Stage 1 until the end of Stage 3.

(2)

The birth rate starts very high and stays there until just before stage 3 where it ~~drops~~ begins to drop dramafacially until the end of stage 3.

Question 1 (b)

Many candidates' responses related to the explanation of skills and quota tests and generally candidates were able to explain what these terms meant. Some candidates based their responses on the EU Open Door Policy, which indicated they hadn't fully read the question. In relation to quotas, candidates were able to use examples such as the UK, Australia and New Zealand. At the top level, candidates were able to differentiate which types of migrants the policies in the UK were applicable to, e.g. 'for all migrants not from the EU, a quota applies', and then go on to explain what a quota was. Occasionally, less successful candidates became confused between skills testing and points-based tests.

(b) Describe the different policies that may be used to reduce immigration.

(4)

In the UK, there is a set limit of the amount of legal immigrants allowed into the UK per year. There is also skills tests that rank the immigrant out of five. Rank one being highly qualified bussness people, this is done to show what the country can gain from them. The set limit has reduced immigration as it is harder for them.

ResultsPlus
Examiner Comments

This response scores full marks.

The answer is awarded 1 mark for the idea of 'setting limits' and the other 3 marks come from a 'double-development' of the point made about skills testing.

Question 1 (c)

The majority of candidates were able to describe the shapes of the different population pyramids and showed familiarity with the terms 'birth rate' and 'death rate'. However, there was some confusion when linking those terms with other terms such as 'infant mortality rate' and 'life expectancy'; here some candidates became confused and explained that developed countries have a 'high infant mortality rate so they do not have as many children'. There was also some good evidence at times where candidates used suitable exemplification; Japan was particularly well used by many candidates to demonstrate the knowledge of an ageing population. At the highest levels, candidates were able to indicate what happened to birth rates and death rates as a country developed and the most proficient were able to link this to the Demographic Transition Model (DTM) to show the changes. However, at other levels, linking the population pyramids to the DTM meant that candidates did not put enough explanation into their answers which limited them to a Level 2 mark.

*(c) Explain why countries at different levels of development have very different population structures.

You may use a diagram(s) in your answer.

(6)

Over 65s = 23.9% of population.

Japan
youthfy aging population

0-19 = 31% population
Over 65s - 5% population

Mexico
youthful population

Both Japan and Mexico are at different levels of development. Firstly Japan is a developing country, where as Mexico is an MIC (Middle income country). The season They are both distinctly different, as Japan has an also known as silver population ageing population 23.9% of there population is over 65s this is due to a healthy lifestyle and good quality of life (there meals arc low in fat and salt), therefore there life expectancy increases & (the average age = 80, 81=men, 87 woman). Therefore they are able to live longer which eventually increases costs in health care and pensions as more elderly people require medical treatment (nursing home). Furthermore Mexico has a very youthful population (very as they are such a strong catholic country — don't use contraceptives as they don't believe in abortion. There Therefore they will have a lot o + children

(Total for Question 1 = 12 marks)

As it's an MIC where children have to work- earn money and help support family. As it's an MIC they do not have a lot of resources available.

Question 2 (a)

Many candidates successfully scored 2 marks here, through either the idea that industrial usage had decreased, with some supporting statistics or explanation about why deindustrialisation had occurred or that transport usage had gone up again with either supporting statistics or explanation. There were some candidates scoring 1 mark here, where the response failed to include a development and there were even some zero marks, where candidates stated a change in statistics but gave no indication that it represented an increase or decrease.

Topic 2: Consuming Resources

2 Figure 2 shows the changes in energy consumption in the UK, 1970 and 2010.

- ■ Industry
- □ Domestic
- ▨ Transport
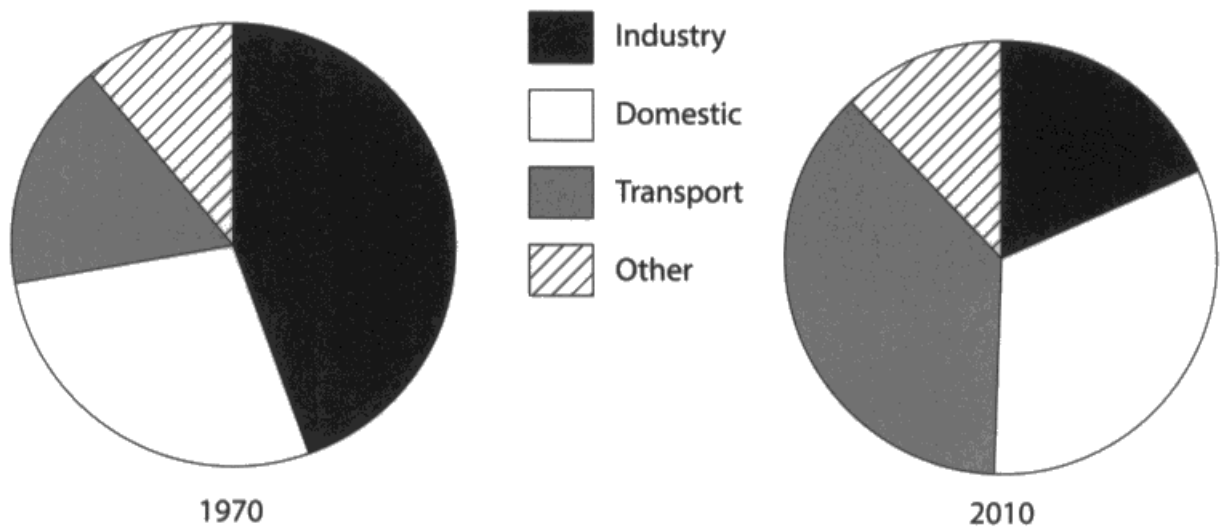- ▧ Other

1970   2010

Figure 2

(a) Study Figure 2.

Outline **one** change in UK energy consumption between 1970 and 2010.

(2)

Energy consumption in terms of industry, has significantly decreased more than a half, between the years of 1970 and and 2010.

ResultsPlus
Examiner Comments

The answer is awarded 1 mark for the decrease in energy consumption in industry, and the second mark for the manipulation of data to support this point ('...more than half..').

Question 2 (b)

Although there were a range of answers available for this question candidates generally focused on petrol/diesel as the resource to be reduced and commented on the London congestion charge, Boris Bikes and increasing the cost of fuel. Some candidates discussed the 'hose pipe ban', grants for home improvements and solar panels. Very few candidates mentioned the idea of managing migration and birth rates.

(b) Explain how governments try to manage resource consumption.

(4)

Governments try to manage resource consumption in two main ways. Firstly, through importing fewer resources the government can change lifestyles of individuals. This could include using alternative forms of transport to a car or energy efficient lightbulbs which cut down on resource consumption. The government could also encourage a change in production methods e.g. to more renewable resources such as wind and solar.

ResultsPlus
Examiner Comments

The candidate here has included three basic points about what is being done by governments to manage resource consumption, but none of these have been developed therefore a maximum score of 2 was awarded for a list.

ResultsPlus
Examiner Tip

4-mark 'explain' questions will require some extension of the initial point(s) rather than a list of ideas.

Question 2 (c)

In general most candidates scored Level 2 for this question. Many candidates provided useful information about renewables, GM crops and hydrogen cars/buses. The linking of the technology to how it helps solve resource shortages is key for Level 3, and often candidates failed to do this. Some candidates went off on tangents about emissions/air pollution, this suggested that the question was not read carefully or fully comprehended.

*(c) Explain how new technologies might help solve resource shortages.

(6)

New technologies might help solve resource shortages in many ways. Firstly, new technologies such as hydrogen buses are used in cities such as London. This is useful as it decreases the amount of fossil fuel used, as byalso it is beneficial as more people can use a bus than a car as it is cheaper and more people can fit, this reduces the amount of cars on the road so also reduces petrol consumption. Another new technology is the use of hydroelectric dams which account for 20% of the worlds energy, this is a renewable resource so less people will use coal etc. Finally, the introduction of solar panels provides homes with electricity so less resba resources such as natural gas are needed.

Question 3 (a)

This question was answered well by the majority, with many candidates describing the characteristics of the working conditions in factories such as the one shown in Figure 3. Popular answers included hot, cramped, low wages, long hours, dangerous (due to the machines) and lack of health and safety. A small proportion of candidates described the factory as noisy and few made reference to child labour. Quite a number of responses related to a lack of trade unions and employee welfare. However, there did not appear to be an understanding that trade unions are very much a developed world concept and that this is why 'sweatshops' like these exist in developing countries as they are not monitored strictly by any organisation or even the TNCs who utilise this workforce.

Topic 3: Globalisation

3 Figure 3 shows a clothing factory in Bangladesh, a country in the developing world.

Figure 3

(a) Study Figure 3.

Describe the working conditions in factories such as this one.

(2)

The conditions are cramped and there is no young people working, which there usually is.

Question 3 (b)

Overall, candidates had a good understanding of the question and were confident using an appropriate TNC for their example. Higher level answers recognised the need to explain that the reason why TNCs have their headquarters in MEDCs is because of the access to skilled graduates etc. Many candidates recognised that TNCs outsource their factories for cheaper labour. A small proportion of candidates did not include any TNC-specific information and instead provided a generic answer about the reasons for the growth of TNCs.

(b) For a named transnational corporation (TNC), explain how it operates in different parts of the world.

(4)

Chosen TNC ...Starbucks...

The headquarters for of Starbucks is in Seattle. The raw materials (cocoa beans) are taken from the Blue Mountains in Jamaica. Fair Trade Tea is from India. The data handlers for Starbucks are in China. Advances in transport (container ships to carry materials and products) as well as the internet communications has made this possible. Starbucks can be found in many places, such as the UK.

ResultsPlus
Examiner Comments

The candidate has used a named TNC and the answer is context specific. Overall, the response is quite descriptive, but there is one explained point (about internet communications) which means that it can get to full marks.

ResultsPlus
Examiner Tip

On questions like these, where the question is asking for a named example, it is not enough to name an example and then write a generic answer; try to use specific detail (e.g. facts and figures) to support your answer.

Question 3 (c)

Candidates generally had a good understanding of what 'globalisation' is and managed to link the impacts of this to people in the developed world. The most successful answers included some examination – although the majority of candidates did not show any evidence of this. The impact of globalisation on different groups of people was not clear in some responses, and those responses that linked to impacts on men/women did tend to slip into the developing world which restricted their overall mark. Overall, there was a good understanding that people would lose jobs in the developed world because of outsourcing, more profit would be created and there would be more cultural diversity and, at the higher levels, appropriate examples were used to demonstrate this. Weaker answers did not talk about groups of people and answered the question very generally or talked about 'poor' and 'rich' people.

*(c) Examine the impacts of globalisation on different groups of people in the developed world.

(6)

Globalisation is good for women because it is making gender equality stronger and providing jobs for women. However it for people working in a call centre it is bad because they could lose their job as TNC's outsource it to developing countries as its cheaper. It could be bad for people working in the primary sector as it may be cheaper to buy in other countries. For example coal is cheaper to buy than pay the wages of coal miners in a developed country. It is bad for people without degrees as without qualifications for skilled based jobs as companies find skilled workers for cheaper in developing countries.

Question 4 (a)

Responses to this question were generally quite strong, with the majority of candidates describing the relationship shown on Figure 4 accurately. Popular developments included data about Burundi and Luxembourg, and many recognised Qatar and Angola as the anomalies. Less popular examples include Spain and North Korea. A small proportion incorrectly described the relationship as a ´negative correlation'.

Topic 4: Development Dilemmas

4 Figure 4 shows the relationship between Gross Domestic Product (GDP) per capita and child mortality for selected countries in 2013.
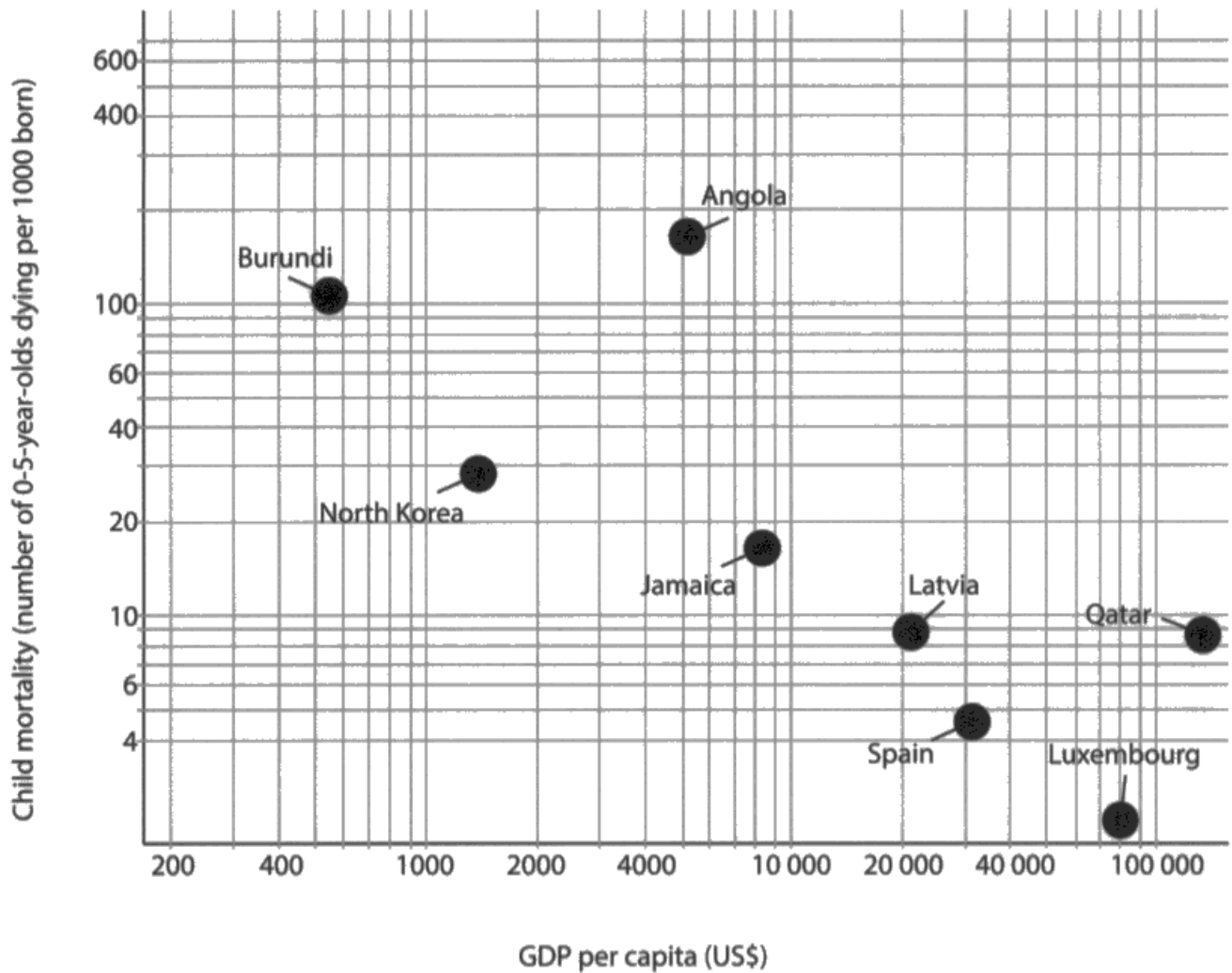

Figure 4

(a) Study Figure 4.

Describe the relationship shown on Figure 4.

(2)

the lesser Developed Countries have a higher child mortality and a lower GDP per capita.

Question 4 (b)

This question tended to be either done very well scoring 3 or more marks or rather poorly, where candidates did not know what a top-down development project was. Less successful answers focused on bottom-up projects such as hand pumps/small village wells. However, better responses included a legitimate named project, such as the Three Gorges Dam (China) with the 'different groups' requirement of the question being understood and acted upon.

(b) For a named large top-down project in a developing country, describe the impact that it has had on different groups of people.

(4)

Chosen large top-down project .... dam ....

the construction of a dam can cause people to be relocated, large amounts of land lost and could cause flooding, but can also bring alot of jobs

ResultsPlus
Examiner Comments

This response has two valid points about the impacts of dam construction and is awarded 2 marks.

To access 3 or more marks, at least one of the initial points requires development and the inclusion of a reference to a specific project is needed.

Question 4 (c)

This question generated a very broad variation in the quality of answers. At the lower end, it was clear that candidates had misread the question and talked about varying levels of development in different countries, rather than within one country, which limited their score. Those that did focus on one country tended to consider places like Malawi or India. Some chose the UK and focused on London vs the countryside and many picked up on the core vs periphery idea. India tended to be the example that scored best, as many candidates could include data about earnings and consider the roles of TNCs, ports/ the coast and Bollywood.

*(c) Explain why levels of development may vary within a country.

(6)

The Core of a country is usually urban and richest in economy. For example in Brazil the core is by the capital and on the coast. This means there are more jobs, better lifestyle and therefore a better economy. It is where trade can happen. Whereas in the pheriphery which is outside the core it is usually a rural area and therefore the main source of employment is agriculture. As there is usually rural-urban migration the pheriphery is left with a small, ageing population. This causes diversification within a countries development

Question 5 (a)(i)

A large proportion of candidates were able to describe the distribution shown on Figure 5 by identifying areas with average earnings under £17 000. Some candidates struggled with compass directions, and were unable to accurately name which area of the country they were talking about. Most candidates were able to correctly describe the larger concentrations where average earnings were under £17 000, often referring to the south-west or north-west; other successful descriptions referred to the north-west and south-west England, coastal areas, western areas and some pockets in the north-east of England. Less popular responses included ´few in the south-east´ and reference to north Wales. Very few candidates described the distribution as uneven and less successful candidates were too vague with their description e.g. 'in the east' or 'up north'.

(a) Study Figure 5.

(i) Describe the distribution of areas where average earnings are under £17 000.

(2)

most of the earnings under £ 17,000 are located in the west of England like cornwall and up north England and around the South of scottland

ResultsPlus
Examiner Comments

This response scores 2 marks as two correct areas with earnings under £17 000 have been identified.

Question 5 (a)(ii)

A number of candidates were able to identify a basic reason for the distribution shown on Figure 5.

Many candidates suggested the reason to be the dominance of primary or secondary industry, making particular reference to the fishing industry at the coast paying a small wage. When commenting on the coast, few candidates made reference to the seasonal jobs there. Other popular responses included reference to the distance from London and the lack of skilled, high paid jobs. Less popular answers included deindustrialisation. Some candidates mentioned access to trade routes. Candidates usually suggested the reason, but in their development, did not always explain as well or as succinctly as is possible.

(ii) Suggest **one** reason for the distribution that you have described in (a)(i).

(2)

As development in employment and technology and are higher in cities, more of the population is moving to the middle of the uk. Leaving less people to earn money in the rural areas by the coast

ResultsPlus
Examiner Comments

This response scores 1 mark for the idea of less job opportunities on the coast.

A development of this idea for a second mark could have included the idea of seasonal work in the tourism industry.

Question 5 (b)

Common answers considered the benefits of greenfield sites to be that the site doesn't need to be cleared up and can be designed from scratch. Most answers on costs considered the fact that infrastructure was needed and the issues related to urban sprawl. The majority of answers were fairly well balanced in considering both costs and benefits. The clearest answers considered costs and benefits separately as they tended to avoid repetition or getting muddled. However, as a result many answers read more like a list as there was limited development of points. The majority of candidates attempted a comparison to brownfield sites too, but again, these were usually basic statements that were not very well developed. Some of the best Level 3 answers looked to the wider impact and sustainability of developing a greenfield site instead of just focusing on the immediate easy to see or short-term costs and benefits. For example, candidates considered the impact of increased levels of carbon dioxide due to an increase in traffic and suggested solutions of planning in good public transport.

*(b) Compare the costs and benefits of developing greenfield sites.

(8)

The benefits of building on a greenfield site is that it does not cost a lot of money because the land is open and you do not have to clear any previouse site. However the costs are that many habitats for animals are distroyed. Also we cut down more trees so the carbon dioxide levels may increase. Also another cost is that new roads will have to be built to create road access to the area (greenfield

that you have built on. One last benefit is that by building on a greenfield site you can expand a town/city so more people will come boosting the economy (Acres, Horley). In conclusion, the benefits are it is cheaper than ~~brownfier~~ brownfield sites and it boosts the economy. But the costs are it destroy animals habitats and increases CO_2 levels.

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

(Total for Question 5 = 15 marks)

ResultsPlus
Examiner Comments

The answer gets to the top of Level 2 as the candidate has included a range of costs and benefits that have been explained. However, there is limited comparison which is something that is expected for Level 3.

Question 6 (a)(i)

The most common successful responses to this question included reference to coastal areas, south/south-east, north/north-west and western Scotland. Some candidates were much more specific, mentioning specific place names such as Liverpool, the Scottish Highlands and Cumbria. Less popular, but still correct, answers included mention of rural areas, far from London and the pockets in South-Wales. A minority of candidates misread the key, failing to note that -**12%–0%** was a category in its own right.

(a) Study Figure 6.

    (i) Describe the distribution of areas where the population decreased between 1991 and 2008.

(2)

The areas with decreasing populations are mostly in the Scottish highlands where there is less work and industry. Other areas are often on the coast in more rural areas away from cities.

ResultsPlus
Examiner Comments

This response scores 2 marks as the candidate has included two areas that experienced a population decrease between 1991 and 2008.

Question 6 (a)(ii)

Many candidates' responses included one suggestion why the population was decreasing but only at the highest levels were candidates able to expand on that point. At the lowest levels, candidates tended to make another suggestion as to why population was decreasing. At many levels, candidates also referred to the economy as being a reason for why areas are experiencing a population decrease. However, they were not able to expand this point to provide a relevant answer to the question. The use of specialist geographical terminology at times was poor, with candidates commenting on reasons why people 'move' instead of migrate.

(ii) Suggest **one** reason for the distribution you have described in (a)(i).

(2)

There aren't many jobs in the Scottish highlands so young people migrate to towns to they find better jobs and have a better quality of life

ResultsPlus
Examiner Comments

The candidate has successfully developed a basic reason: not many jobs (1) so people migrate to towns (1).

Question 6 (b)

Many candidates' response to questions relating to the impact of rebranding of cities had been influenced by the Olympics in 2012. At Level 1, candidates provided a simplistic view of the government investing money to make the areas 'look nicer'. At higher levels, candidates were able to comment on how successful the investment had been and/or the impact it had (both positive and negative). At all levels, candidates were able to provide examples of cities that were being improved, with London and Birmingham being popular examples. Candidates implicitly used words such as 'waste management', 'regeneration' and 'deprivation' but the knowledge and understanding of these terms were often incomplete. Many candidates did not provide sufficient explanation or only focused on one or two strategies which limited their answers to the lower levels.

Question 7 (a)

The majority of candidates were able to identify a challenge resulting from the rapid population growth in cities such as Lagos, most commonly related to traffic congestion and delays. Many candidates also identified a growth in shanty towns or increased resource consumption, with some linking this to an additional development such as increased crime or resource shortages which then cause further issues.

Unfortunately a large proportion of candidates failed to identify the command of one challenge resulting from rapid population growth and often provided a list of challenges.

7 Figure 7 shows a road in Lagos, a 'megacity' in the developing world.

Figure 7

(a) Study Figure 7.

Outline **one** challenge resulting from rapid population growth in cities in the developing world such as Lagos.

(2)

Theres to many people, so it will take longer to get somewhere with all the people and their cars in the way.

Question 7 (b)

This was answered well with most candidates going down one of two routes: most commonly, candidates' responses included the idea of rural to urban migration in search of jobs, but there were also a number of candidates who went down the natural increase route and explained why birth rates were high / death rates were low in developing world cities.

(b) Suggest **one** reason for the rapid population growth of developing world cities.

(2)

There is a rapid population growth in developing world cities because more people seek out jobs and cheap homes and those are mainly found in developing world cities.

ResultsPlus
Examiner Comments

This response scores 1 mark for the implied idea of more jobs in cities, and a second for the extension – 'so people move there'.

Question 7 (c)

This question was answered with a very varied level of success. The higher attaining answers included specific examples, the schemes were explained well and linked to the reduction of waste and then reflected on, for example figures to support the increase in cycling in London thanks to 'Boris Bikes' and cycle lanes. The majority of the Level 2 answers focused on reducing waste from transport and most managed to make the link specifically with the reduction in waste gases; however, some did not and therefore lost marks. There was also a lot of reference to recycling schemes in cities and on the whole these were explained well; however, it was the lack of reflective comment which meant that candidates did not reach Level 3. The command word was 'examine' and therefore, candidates did need to add some assessment about the success of such schemes. There were a large number of candidates who misread the question and wrote some very clear responses for developing world cities; in some cases, the detail and understanding of the success of schemes was very good – but such responses were not rewarded as they did not answer the question.

*(c) For a named city in the developed world, examine the strategies used to reduce waste generation.

(8)

Named city ..... London .

In the city of London, they provide various strategies in order to reduce waste generation. Local governments ~~pre~~ impose ~~new ~~targets annual targets for councils in towns, so that households are encouraged to undertake recycling. More recycling centres are being situated in urban areas, so that its ~~more~~ easily accessible for people to recycle their waste instead of throwing it away – i.e. paper, glass and metal. London has even enforced dumping grounds in the suburbs where people can categorise unwanted items that can't necessarily be thrown away – i.e. old gadgets, computers, furniture. This helps reduce waste generation. ~~Recycle~~ London citizens are encouraged to not bin ~~waste~~ uneaten food and instead recycle ~~out of~~ expired ~~food~~ food into compost, to be used in ~~gar~~ growing plants and food in the garden. This is a beneficial way ~~in~~ in reducing waste generation.

Question 8 (a)

Candidates appeared to generally find it difficult to achieve 2 marks on this question as they failed to develop their initial point; for example, an answer might mention that the area would have few roads, but there would be no further extension of this idea, i.e. why this would be challenging for residents. The strongest answers made references to limited internet/ mobile phone connection and why this would put people off living here, exacerbating the feeling of isolation.

8 Figure 8 shows an isolated rural area on the Isle of Harris, Scotland.

Figure 8

(a) Study Figure 8.

Outline **one** challenge facing the Isle of Harris as a result of rural isolation.

(2)

> Healthcare may be poor as it takes a long time to get to the nearest hospital, resulting in deaths that may not have happened in rural areas.

ResultsPlus
Examiner Comments

This response scores 2 marks as the candidate has suggested that healthcare may be poor (1) with a reason why (1).

Question 8 (b)

Overall, candidates had a good understanding of the term 'cash-crop', scoring at least 1 mark by identifying that cash crops were crops that were grown to be sold. A small number of candidates did fail to gain the second mark because they did not extend their answer – possibly by listing examples of types of cash crops or repeating the definition they used but with slightly different wording.

(b) Define the term **cash-crop farming**.

(2)

Crops are grown by the farmer, then those crops are sold at the local market for cash.

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Examiner Comments

This response scores 1 mark for 'crops are grown to be sold'.

A second mark could have been awarded if the candidate had provided some details about methods of farming e.g. capital-intensive farming to maximise yields.

Question 8 (c)

Candidates generally had a good understanding of the term 'intermediate technology' and were able to use appropriate examples to help them answer this question. A small number of responses did refer to urban areas which limited their overall mark. There was good use of examples such as 'mushroom farming', 'fish farming', 'water pumps' and 'pumpkin water tanks'. Most responses did explain how they benefitted people and at the higher levels there was some examination of which technique was the best/worst. In most responses, examination was weak with only one comment. In some cases, there was no examination – the understanding of how to approach a question with a command word such as 'examine' was not good and some detailed answers failed to get maximum marks because of this.

*(c) Examine how intermediate technology can benefit rural areas in the developing world.

(8)

Intermediate technologies are useful because they are easy ~~to boo~~ and cheap to build and maintain, meaning local people can ~~do it~~ repair them with little training and simple tools.

One use of intermediate technology used in the developing world is in the area of water purification, which reduces disease ~~and~~ and infection. This can be done by making lined wells, and ~~by~~ using simple pumps, clean water can be extracted from the ground.

Electricity can greatly improve the quality of life in rural areas as it provides light to work by ~~not~~ and enables the use of electrical appliances such as TV's and computers, which can be used for entertainment and educations in schools. Micro-hydro schemes are HEP schemes that produce under 100 KW ~~and~~ but can provide a small community with electricity. This has been done in the remote ~~mount~~ mountainous areas of Peru, where the large amount of rainfall and steep gradient make it ideal for HEP. They use small ~~streams~~

~~soils~~ streams so large areas do not need to be flooded. The charity "Practical Action" has helped set up over 50 such schemes to help many communities in Peru.

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

(Total for Question 8 = 15 marks)

Paper Summary

In order to improve their performance, candidates should:

- Practice describing patterns and features on a resource by using data (where appropriate) to support ideas – this will help with the opening part of each question throughout the paper. If the resource is a graph (such as the pie chart in Question 2), use data, or the manipulation of data (e.g. 'it has doubled…') to reinforce the idea of change over time/space.

- Understand the demands of the command word, 'outline' (e.g. in Question 2(a)); there is one mark for a basic point and the second mark for further development can come from either explanation or detailed description.

- The use of place-specific information is often required, and the lack of this in a response may restrict the number of marks awarded; for example, in Question 3(b), a maximum of 2 marks are available for a generic answer.

- Use the Sample Assessment Materials (SAMs) and past papers to assess the detailed content for each of the key ideas that have been included in the re-accredited specification.

- On extended writing questions that use a levels-based mark scheme, be aware of the demands for Level 3; in particular, where the command word is, 'examine', it is expected that for the top level to be accessed, there will be clear evidence of examination, for example through evaluative/reflective comments that are focused directly on what is being asked in the question.

- At the top end, few candidates tackled the 'examine' element of the question, leaving them unable to access top marks even though they had explained the various strategies well and with clarity. When this was done, however, it was done very well.

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