



# Examiners' Report June 2016

# GCSE Geography B 5GB3H 01





#### **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <u>www.edexcel.com</u> or <u>www.btec.co.uk</u>.

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



#### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit <u>www.edexcel.com/resultsplus</u>. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

#### Pearson: helping people progress, everywhere

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

June 2016

Publications Code 5GB3H\_01\_1606\_ER

All the material in this publication is copyright © Pearson Education Ltd 2016

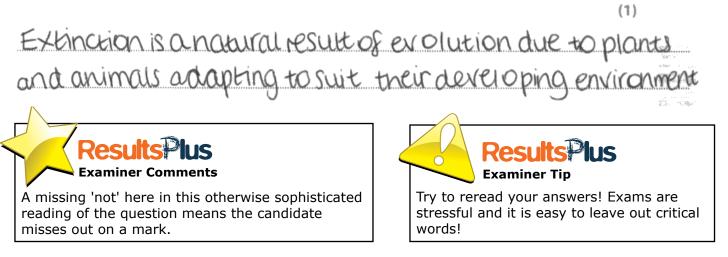
# Introduction

This paper was the third of the 'unseen' versions of 5GB3 and probably the most accessible for candidates. With a clearly synoptic focus on the issue of declining global biodiversity and its causes, the material included in the booklet would have been more familiar than either the Ogallala aquifer in 2015 or Jamaica's tourist industry in 2014. More than half of the questions could be answered effectively by simply using the Resource Booklet selectively and intelligently and many did exactly that. The final four questions (2(d), 3, 4 and 5) carried 30 of the 53 marks and required candidates to be more than usually attentive to the command words used, if they were to access the higher levels of the mark scheme. Above all this paper examines the flexibility of candidates in their thinking and especially rewards their skills of assessment and evaluation. There were some very impressive answers at the top end of the cohort.

# Question 1 (a) (i)

One possible answer could be dug out of the Resource Booklet but most did not need to do this and offered a variety of largely accurate definitions.

- 1 Study Section 1 (pages 2 and 3) of the Resource Booklet and answer the following questions.
  - (a) (i) Define the term **extinction**.



# Question 1 (a) (ii)

Most candidates used the data relating to rates of extinction although some took a more circuitous route drawing inferences from Figure 1a. A very small number thought it sufficient to comment that 'scientists say so' selectively lifting from the 6<sup>th</sup> bullet point on page 2.

(3)

(ii) Outline the evidence that we are living in a sixth 'extinction event'.

30,000 species are dying out every year exceeds which Ιł is tinction. activ 100 **Results Jus Examiner Tip Examiner Comments** In this style of exam many of the answers are in This is a comprehensive response that gained the Resource Booklet - not all, but certainly this full marks. one.

#### Question 1 (b)

There were hints in the Resource Booklet about the significance of the food web but this question required some knowledge drawn from Unit 1 to relate plants to the survival of animals. There were a few mistakes made, largely terminological but they were unusual.

(b) Study Figure 1a.

Explain why the extinction of plant species impacts on the survival of animal species.

Animals species require & Plant species (producers) to- tood food web, means that they only And also they don't have a complex lat a low types of food. If some plant species extinct and decrease need to in numbers, athen food chain is disruped and food. This may decrease the number of animal specie then extinct to **lesuits**Plu **Results Plus Examiner Comments Examiner Tip** This response gained all 3 marks. Highlight keywords - 'impacts' would be a good choice here. There are no trick questions but they do need reading carefully - this can be translated as 'why do animals depend on plants - even if they don't consume them directly?'

(3)

## Question 1 (c)

Some centres are very well versed in how best to prepare candidates for this type of question, which after all, are hardly exclusive to this paper. However, the significance of the word 'distribution' still escapes too many candidates who prefer to answer a question of their own making which is frequently something on the lines of 'Identify three places where hotspots are found'.

This response gained 3 marks.

(c) Study Figure 1b.

Describe the distribution of global 'hotspots' of biodiversity.

7ho not spots of biodiversity nobal an near fou later . COL Ma Anonica JOU a a aa sco Jour not DOB ane found There are t0no narsi (01.00/ the on la. the plane (Total for Question 1 = 10 marks)



Results lus Examiner Tip

In all distribution questions try to open with an overview - 'even' or 'uneven'. This candidate doesn't do that effectively.

(3)

## Question 2 (a)

This question relied heavily on Figure 2a and the vast majority had no difficulty in accessing the correct information.

1 mark was awarded for this response.

- 2 Study Section 2 (pages 4, 5 and 6) in the Resource Booklet and answer the following questions.
  - (a) Study Figure 2a.

Describe the main causes of animal extinctions since 1600.

(2) extinction Main asimal Causes 0 extinction and Sx Change Will increase causes Species will Inti se new NO Ch extinctions onimal **Examiner Tip Examiner Comments** Command words matter - make sure that you The question clearly asks candidates to 'Describe...' - this is a statement. know them and revise them.

## Question 2 (b)

Using Figures 2a and 2b, as instructed in the stem to this question, candidates had a fairly wide set of possibilities from fishing increasing to non-native introductions. In most cases the second mark was gained by adding some detail to this either from the booklet or from their own knowledge of the topic.

(b) Study Figures 2a and 2b. arbell ar depressation.

Explain why many natural habitats are likely to disappear by 2060.

(4)This is in orderts to keep the demand for survival renarrier such ar food and with population increasing 60 mile resour are required to more patients have to be distriged unorder to use as land for agriculture. At 0.5 hol. 5% are Pachyerar. Aloo morder to accomadate CLEANECA will be cleared larger population more land dermying mere herbitate. housing





In longer written answers try to organise your answer into clear sections as in, for example 'Firstly..... Secondly....'

## Question 2 (c)

There were several routes possible here with a lot of assistance in the Resource Booklet if candidates knew where to look. The instruction to study Figure 2c in the question stem was not followed by all and indeed very few tied the idea of hotspots with population growth all that effectively. Most went down the route of addressing the local processes of habitat destruction, much as they had in the previous question, rather than the significance of biodiversity concentration in some regions rather than others.

This response scored 4 marks.

(c) Study Figure 2c.

Outline **two** reasons why there is a serious threat to biodiversity in areas of rapid population growth.

(4) 1 001 Dodines





## Question 2 (d)

The first part of this question was reasonably accessible given the information available in the Resource Booklet but the second required more thought. Some of the most thoughtful responses explained that the disadvantaged were often forced into situations that often led to environmental destruction; desertification was a productive route for some.

This response was awarded 4 marks.

(d) Study Figures 2d and 2e.

Explain why the environment is threatened by

(6)

economic growth 1<500 101 COASU MOZ haiming environ ment inequalities of wealth and consumption 911 ASDIN 1645 % % 60 21.9 LOASUME (less -1. 1.5 poorest 20% LONSOMA **Examiner Comments Examiner Tip** Questions that are divided into parts sometimes If it doubt add points rather than take them (as here), although not always, allow a 3/1 or away - allow the examiner to decide what is 1/3 distribution of marks as well as the more relevant. conventional even 2/2 split.

## **Question 3**

The most obvious weakness at the lower end of the mark range was a failure to obey the command word 'Compare...', preferring to describe two theories but leaving it (optimistically) to the examiner to draw his or her own conclusions as to the similarities and differences between them. The most obvious 'gap' in understanding was less critical in terms of this examination but rather worrying in a broader context; it would be helpful if candidates understood that the central point of Boserup when applied to population is that it is argued that population growth is the cause of technological innovation providing the essential stimulus to invention.

\*3 Study Section 3 (page 7) in the Resource Booklet.

learned in other units, specifically from Unit 2

'Consuming Resources', and achieves a Level 3

mark. On this paper that is a very useful thing

to do.

Use evidence from Figures 3a and 3b and your own knowledge.

Compare the two different theories on the relationship between population growth and resources.

(6) gnew Thomas Malfins believed that as poplar poplation get depressionly, respices would rise orithmetrically meaning that we would eventually of resarces to sofly the provation causing a pratical clearance in greed that although population great faster than parakon bosenpt manvements in reserved in as population the ne ward Make help support the population grou would technoon Mat Malthus believed that his theory ward lead to population where 5 Baserupt believed that polation word continue use as long as there was Grach resources to support as long of there ward be enough resources because he palappa. to Norre Shortese word react and morent new Increasing the rule of marker to sport provides methods (Total for Question 3 = 6 marks) **Results**Plus **Examiner Comments Examiner Tip** This candidate adds material that they have

There are useful comparative words and in this example 'whereas' is the best example; so if asked to compare you really need to do so!

#### **Question 4**

As expected, given its positon in the paper as the penultimate question, this was found challenging by many candidates. There seemed to be considerable discomfort caused by a conflict between their preconceptions and the reality of the data offered by Figure 4. The general perception that people were more likely to agree, in principle, with environmental protection but would turn to opposition if it came to higher prices, especially if they were poor, was difficult to sustain given the Indian and Chinese data. As often happens when prejudices meet data it was the prejudices that usually won. The relative and observable damage to the environment and the impact on the poor of that damage wasn't often explored; although some saw that Chinese air pollution or Indian water pollution would have a differentially severe impact on the disadvantaged, who also had little to lose given that they were too poor to be consumers and thus indifferent to 'higher prices'.

This is an example of a Level 2 response.

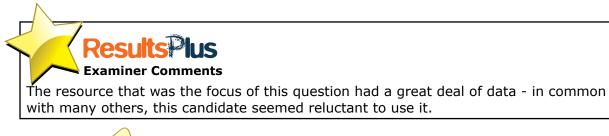
\*4 Study Section 4 (page 8) in the Resource Booklet.

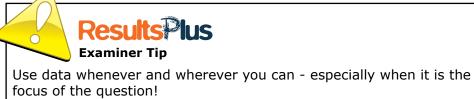
Use evidence from Figure 4 and your own knowledge.

Explain why attitudes to protecting the environment vary from country to country and from time to time.

(6)

From	studying	pigure	4 .	it is	dear
that	countries	are	more	here	towards
the	ficst	ophion ,	However	Carun	utries ( espeainly
Brazil	) have	changed	the	ic +1	norights
	the	second	ophien	and	steerigtag
വാധ	disagree	. <del>Mor</del>	e Aima	no rec	ue oe
the	peaple	that	agreed	with	the first
option	ja	Brazil	then	disagreed	with
the	second	oph'on	Coun	anies.	line China
and	India	have	a ve	ng hiq	n population
and	consume			which	n are
willy	to da		he H <del>rer</del> e	nirim men	t and
are	therefore	smngly	<i>എന്നു</i> (Total	for Question 4	= 6 marks)
agreeing	with	both	options.	China	and
India	have	a A gra	uing pop	ulation.	





## **Question 5**

Candidates are now accustomed to this type of question. More or less unique to this paper the question is known in advance or, at least, the basic structure of the question. There were no subtle restrictions this year such as 'people and the environment' so candidates could pursue their own routes in justifying their choice. There were many very good answers with candidates presenting argument and counter-argument, drawing on their own knowledge and understanding and offering some case-study based support for the points that they made. Option 1 was by far the most popular choice, Option 4 the least popular. There was a sound enough reason for that given the information available in the Resource Booklet but it is a little dispiriting to think that most 16-year-old Geography students take the view population control is the answer. Indeed, too many talked about population decline rather than a declining rate of growth about which the option was explicit: `... and slow down population growth'. Some, perhaps encouraged by the Brexit debate, localised the debate to migration with arguments that frequently descended into polemics. Whilst there were excellent Option 1 answers perhaps the best responses took the Option 2 or Option 3 route with some very sophisticated responses, especially to the latter, using Boserup and some of the material from Figure 4 as part of their justification. There was, encouragingly, less evidence of shortage of time this year than in previous exam series.

This response just reaches Level 3.

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

\*5 Study the four options about the declining biodiversity of the planet.

Option 1: Biodiversity decline is mainly caused by population growth. Governments must tackle this immediately and slow down population growth, to gain some time.

Option 2: Biodiversity decline is mainly caused by economic growth. Governments must tackle this immediately and slow down economic growth, to gain some time.

Option 3: Biodiversity decline can be prevented by creating new technologies. Governments must spend much more money researching solutions despite the cost to us all.

Option 4: Biodiversity decline seems unavoidable. Governments should carry on as they are now and hope for the best.

Select one option.

Justify your choice.

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

Chosen option

#### 14 GCSE Geography B 5GB3H 01

Minum these prior of warths and economic graum of allow opported of warths and the process

thread to the environment and bioducisity aqual. the rapid grawth is economics means more discussivition is neupening to compe with high eightauture demards and the need his news land to baild hases on distraying animal [specie neithats - 19190 the development or rew reannalogues would cost with evid with a morey to do and potentially and still cause environmental usion as accounces wound need to be consumed torthe koearch to happen and keeping up with time and poplation growth means revs rechnologies will constantly need to be descroped to meet the demaid, wasting even more more. Fracmments should work together to create a sistemate plan which we prevent the archese of knownes by hear developed Countries, it should also work to prevent the exploritation of poorer developing cantries as they are being harded to give up land and tesarros to Trans National companyed attesting their development. Manhoring aconomic grown will stop people from lating things for granted and having reserves and destroying retual I and, also it a curitues economy stops rapidly growing it may affect with note which means the population of the country

www. stop increasing means why meening the domeand him land and koasness decreages. and this option we relip doorcose the rate in which biodiscistly doclines as it will sto slow down me amont or detriction topponing as not as Many resources well be required to Meet the countries demand which means that habitats can not get destroyed atral (DS animals will be put into charger.

Theo is better than tangeting popolation growth duredly cus deckasing population can lead to many tensions in a CENTRY and pertains even load to a graying popolicition. MONWORUG ECONOMUC growth works at Mondoring all a speers in which good affect bodiversity and that why Hus option is thought to be the most rehearde. It also Stops developing and power carities from being appealed as the won't be explated anymore and may will not be pured to decrease population when is important as the clause of parties dying in derensoing countries is high and children are hered to help with dore. This is because it is only the VICTORER and more developed contrus who are consumera to many rescurces which is afrecting biodiricity

Results Plus Examiner Comments

This type of question is pretty predictable - you will be given a choice and asked to justify it or explain it. Much can be prepared ahead of time in practising similar questions. Try to highlight in blue the passages here that do NOT add to the overall answer and might be deleted and suggest TWO ideas that could be added.



Remember that almost all policy decisions will have drawbacks; they will have 'winners' and losers'. Practice counter-argument as well as argument.

## **Paper Summary**

Of all three Units on Specification B, this is the least changed for teachers and their candidates come September. Thus the lessons learned during this examination season will be very useful in preparing students for both 2017 and 2018.

# **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link: <a href="http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx">http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx</a>





Llywodraeth Cynulliad Cymru Welsh Assembly Government



Pearson Education Limited. Registered company number 872828 with its registered office at 80 Strand, London WC2R 0RL.