

Examiners' Report
June 2015

GCSE Geography B 5GB2H 01

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Introduction

This paper forms part of the second 'linear' assessment series for the Pearson 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 Pearson 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).

The size of the cohort sitting this paper was greater than in June 2014 and the mean percentage mark for the paper was also higher than the June 2014 series; the standard deviation (which provides an indication of the range of marks awarded to the cohort) was also greater than June 2014 which indicates that the paper differentiated well, with a full range of marks achieved across the paper.

Those questions that demanded the application of knowledge and skills (AO2) and those marked using a levels-based mark scheme were particularly successful in discriminating between candidates of different abilities.

Question 1 (a)

A large proportion of candidates recognised and described the changes in global population accurately, with the majority using data and/or description of rate of change. The most popular answers included stating the population at the start of the graph (1.3 billion in 1850) and at the end (6.9 billion). Some candidates were not overly accurate with their figures and rather than using the correct figure, they rounded up to 7 billion instead. When describing the rate of change, answers were variable as to which year the rapid growth began, ranging from 1920-1960. Some candidates misunderstood the meaning of the term 'exponential', describing the whole increase as exponential. Few candidates manipulated the figures to say how much world population had increased by (5.6 billion).

(a) Study Figure 1.

Describe the change in global population growth between 1850 and 2010.

From 1850 to 2010 the ~~popul~~ global population has increased from ~~1.3~~ 6.4 billion people to 6.9 billion people. (2)



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Examiner Comments

This response is awarded 2 marks. The candidate has identified the overall increase (1) and supported this with accurate data (1).



ResultsPlus
Examiner Tip

Use data from a resource to help you exemplify a description.

Question 1 (b)

Many candidates scored between two and three marks on this question; this was often through the use of a list of incentives or by offering some depth through the explanation of one strategy. The vast majority of candidates who scored three or four marks used Singapore as their case study answer. Some candidates scored two marks or lower because they focused on explaining the background of why the policy was introduced or what a pro-natalist policy was. The candidates using France as their case study often scored much lower as they only had the use of financial incentives to comment on. Overall, it appeared that candidates had a clear understanding of the demands of the question and the generic answers showed that whilst they may not know a case study, they could describe/explain some relevant strategies.

(b) For a named country, explain how it is attempting to increase the birth rate.

(4)

Named country Singapore

Singapore is a pro-natalist country and wants to increase its population. It has a '3 or more' children policy where parents with 3 or more children are rewarded with £5000, lower taxes, preferred choice in schooling and housing. This tempts families to have more children because of the rewards. Also, the government sponsor speed dating events which encourage couples to get together and hopefully start families.



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Examiner Comments

This is an example of a response scoring full marks. The candidate has included two developed points for 4 marks. In this example the candidate has used supporting facts and figures (about a named country - Singapore) to extend the initial point.

Question 1 (c)

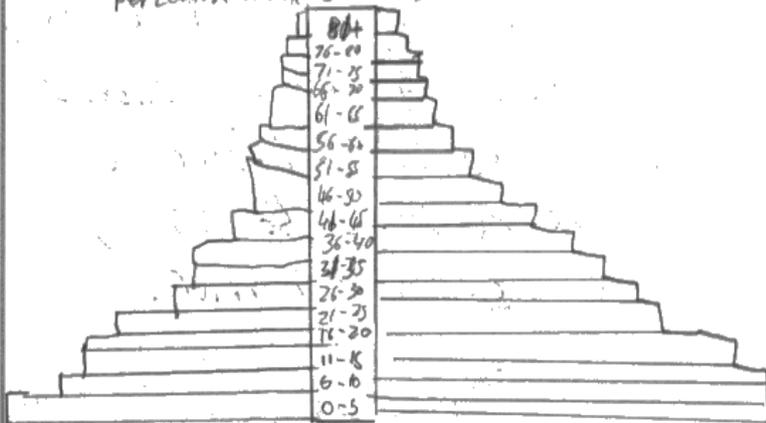
Overall, candidates displayed a good level of understanding on this question; there were many Level 3 responses. The use of the UK or Japan as the developed country was very common, whilst the developing country varied greatly: the Gambia, Ethiopia and Kenya being popular choices. Some candidates made the answer more challenging to themselves by selecting countries such as China and then trying to explain how this was an LEDC but with an anti-natalist policy. Weaker candidates focused on the 'look' of the pyramids describing the shapes without giving an explanation. The most successful candidates used the two pyramids that they had drawn to explain (sometimes via annotation) why the differences exist.

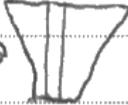
* (c) Explain the differences in population pyramids for countries at different levels of development.

You may use diagrams to support your answer.

Percentage of male age Percentage of female

(6)



The Diagram above is the Population Pyramid for a developing country. ~~Because~~ the number of children is high because people are poor and uneducated so they don't use contraceptives so the birth rate is high ~~and~~ and because of poor healthcare the mortality rate for the older people is quite high so there are more ~~old~~ young people than ~~old~~ older people. The Population Pyramid for a developed country ~~would~~ would have a lower birth rate because ^{more} women want to work and because they are valued in society they have careers so they don't have time to have children, also health care is better so more people live longer so a ~~different~~ model would look like this →  with more older people than young people.



ResultsPlus

Examiner Comments

This response does not have any specific named country - however this is not a requirement. The answer does have some good explanation about the changes in birth and death rates, sufficient for the top of Level 3, 6 marks.

Question 2 (a)

Candidates who answered this question well used appropriate, comparative language e.g. 'higher than.../lower than...'. However, a number of candidates did not use comparative language when comparing the amount of energy generated from renewable resources in Brazil and the USA. The majority of candidates quoted the correct percentage with very few getting this incorrect. Very few candidates discussed other countries in their answer.

(a) Study Figure 2.

Compare the amount of electricity generated from renewable resources in Brazil and the USA.

(2)
~~Comp~~ Compared to ~~MEDE~~ countries like USA and the UK, Brazil produces their energy mainly from renewable resources. Minimum percentage inbetween Brazil's and USA's is 60%.



ResultsPlus

Examiner Comments

This response is awarded 2 marks: there is a comparative statement (1) and some manipulation of data (1).

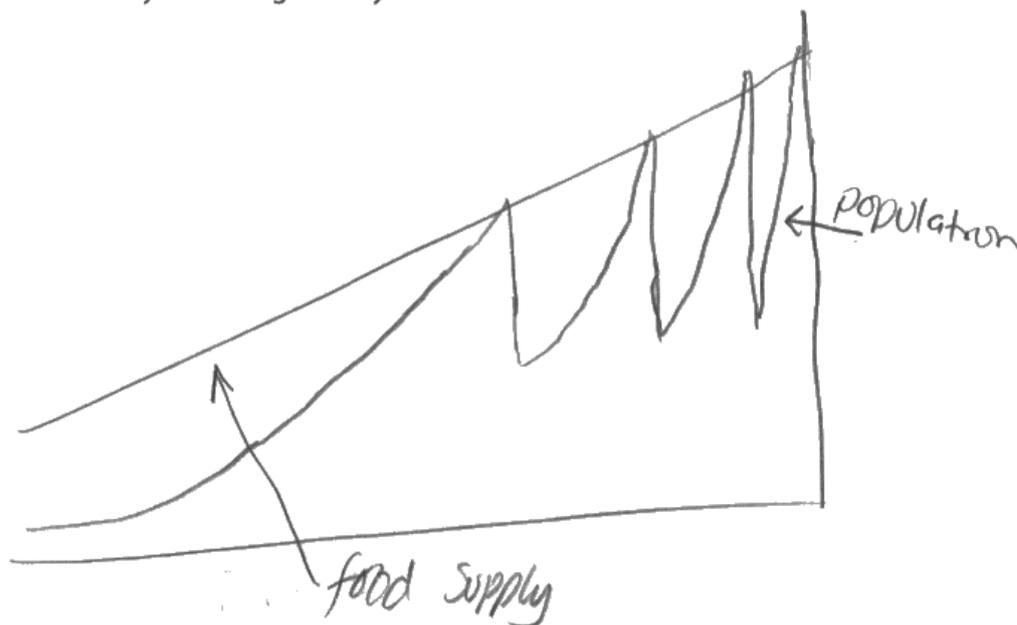
Question 2 (b)

This question was answered well and only a small number of candidates confused Malthus with Boserup. Diagrams did not necessarily help with the answer, although in some cases they did 'jog' the memory. Most candidates were able to provide a developed answer, referring to many of the suggestions in the mark scheme. Although not many candidates included the drawbacks of the theory they had generally already included enough for 4 marks before they started to include additional information.

(b) Describe the Malthusian theory about the relationship between population and resources (food supply).

You may use a diagram in your answer.

(4)



The Malthusian theory about the relationship between population and resources is that population keeps increasing and when it meets food supply and people become desperate an event occurs that it kills a lot of people and lowers the population so it doesn't overtake food supply. ~~For~~ An example of this is the 1987 Sudan famine where 70000 people were killed, lowering the population down so the food supply could keep up.



ResultsPlus Examiner Comments

This response is awarded 3 marks: there is an idea that population cannot keep up (1), natural check as result of this (1) and consequence of a decline in population (1).

To get to full marks, the candidate could have added more depth to the first point, for example by including the arithmetically vs geometrically/exponentially idea.

Question 2 (c)

Most candidates were able to provide some information about national or local strategies. The most popular examples were recycling as a local example and lowering fuel consumption (e.g. via hybrid buses). When candidates talked about sustainable transport, many veered in the wrong direction explaining benefits for the environment (carbon emissions / global warming etc.) rather than focusing on the reduction of resource consumption.

* (c) Explain how national and local governments attempt to manage resource consumption.

(6)

National governments ~~are~~ (for example UK) are trying to ~~reduce~~ manage resource consumption by reducing the amount of non-renewable resources (such as fossil fuels) being used. In the UK, the Barclays bikes have been introduced to encourage cycling and reduce the amount of fuel used by cars. Also, the buses are made hybrid which again reduces ~~resource~~ the amount of non-renewable resources being used.

Locally, recycling is encouraged. Local councils such as Brent are encouraging people to recycle more. If people recycle more, the resources can be re-used and you can be more sustainable. Less resource overall will be used.



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Examiner Comments

In this response, there is a description of the attempts and there is limited explanation - this moves the answer to the top of Level 2. This response does not get into Level 3 because there is insufficient depth or range to the explanations.

Question 3 (a)

The majority of candidates described the changes to secondary employment very well indeed. Many went above and beyond to describe the changes through each of the three stages and included data to support each statement. A popular use of data to support a statement was in the 'industrial' stage where it peaked at 45%. There were a small number of candidates who missed out on marks because they were not clear about which stage they were talking about.

(a) Study Figure 3.

Describe the changes to secondary sector employment.

(2)

In a pre-industrial society, secondary sector employment is low, around 20% of employment. In an industrial society it accounts for around 45% of all employment, and in a post industrial it lowers again.



ResultsPlus

Examiner Comments

This response scored 2 marks by correctly stating that in the Pre-industrial stage it is low (1) with accurate accompanying data (1).

Question 3 (b)

Candidates often answered this question by examining the impact on factory workers. This enabled many to gain 3 marks as they looked at the benefits and problems of TNC employment. Fewer candidates answered the question from the perspective of other groups such as the government or factory owners. Many candidates did not recognise the 'developing world' aspect to the question and focused their answers on those in the developed world. Some candidates wrote about the general impacts of globalisation, and were wide ranging in terms of their descriptions, which scored them 2 marks.

(b) Describe the impact of globalisation on different groups of people in the developing world.

(4)

For male factory workers, ^{in places like China} there are more job opportunities, despite being low paid. Some male workers may lose their jobs to cheaper labourers as competition increases though so not much has changed. For women workers there are far more opportunities as women are finally allowed to work jobs. Despite the fact they are low paid it is a step towards the emancipation of women in developing countries.



ResultsPlus Examiner Comments

This response scores 4 marks: it has developed points about both male/female workers (2+2), with the concept of globalisation being clearly understood.



ResultsPlus Examiner Tip

Male/female workers can be counted as two different groups.

Question 3 (c)

Candidates often misunderstood this question; many answers discussed migration or reasons for an increasingly globalised world. In answers which scored zero marks often candidates were unfamiliar with the key term 'foreign direct investment'. Candidates who answered the question successfully often mentioned cheap labour and cheaper production costs, extending their answers through a brief discussion on profits. A significant number of candidates mentioned improvements in transport and communications, developing their answers with examples.

* (c) Explain why there has been growth in international trade over the past 50 years.

(6)

International trade has increased over the past 50 years due to the World Trade Organisation. WTO helps increase trade as it aims to promote free trade. This is achieved by abolishing ~~the~~ exchange tariffs, taxes and trade borders. As a result, ~~more~~ trade will be cheaper and more efficient ~~so~~ so more countries will be willing to trade more.

Also, the UN helps to increase trade between countries by making it fair.



ResultsPlus
Examiner Comments

This response is a good example of one that has reached the top of Level 2, scoring 4 marks: there is one well-made point about the WTO and one idea that has not been developed about the UN.

Question 4 (a)

This question was generally answered well by candidates, most of whom spotted the trend of increasing GDP/life expectancy and gave some data for full marks. A smaller number of responses noted the correlation and the anomaly, also for full marks. Some responses could not see any correlation between any points, or incorrectly read the data as having no correlation because of data for Cuba (i.e. there is no correlation as Cuba has a GDP of 6100 and life expectancy of 79 whereas Italy has a GDP of 30600 and life expectancy of 82 or similar, referencing Argentina).

(a) Study Figure 4.

Describe the relationship between GDP per capita and life expectancy at birth shown on Figure 4.

(2)

The higher the GDP per capita, the higher the life expectancy. Except for Argentina and Cuba. Argentina has a GDP of 18,400 and a life expectancy of 77, whereas Cuba has a GDP of 6,100 and a life expectancy of 79.



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Examiner Comments

This response scores 2 marks: the candidate has identified the anomaly (1) and has used some correct supporting data (1).

Question 4 (b)

Various reasons for the differences in development levels were given. The most successful candidates used reasons such as literacy rate, health provision, the climate of a particular country and availability of natural resources; some even explained how debt and colonialism have contributed to the differences in development. Those candidates who were less successful often just mentioned a reason with no explanation or just stated that 'one country was richer' or 'one country had more money' or 'one country is more developed'.

(b) Suggest **two** reasons for the large difference in development levels between countries.

(4)

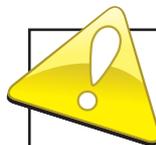
- 1 Disease - this would mean death rates are high and the life expectancy would fall. This would affect the GDP as many would not be working due to illness, therefore the country can't develop.
- 2 War - this would mean many are killed so life expectancy ~~is~~ would fall and the GDP per capita ~~is~~ would also fall preventing the country from developing.



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Examiner Comments

This response scores 4 marks: there is a double development about disease in the first section of the answer (1+1+1) and then a legitimate point about war (+1).



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Examiner Tip

The question says 'Suggest **two**...' - therefore do not give more than two reasons; instead, go for depth/extension rather than development via range.

Question 4 (c)

Many candidates were able to demonstrate a good level of understanding and depth in their answers to this question. The majority of answers focused on either the Three Gorges Dam or the Narmada River Scheme for top down approaches; with more of a range of ideas for bottom up (biogas in India and play pumps appeared to be popular choices). Candidates were often able to identify the characteristics of each and many were able to access Level 2 as a result of explanation and comparative language. Generally candidates were commenting on the scale, cost and impact of the management on people, occasionally they developed their answers to look at the impacts on the environment.

Better answers gave balanced, developed and comparative ideas relating to both management approaches to enable them to reach the top of Level 3. There was an impressive level of detail supplied with many candidates being able to support their ideas with facts and figures. Where candidates did not achieve top marks they failed to provide a balanced answer discussing both top down or bottom up, or answers were limited to vague characteristics of the management choices without applying these to named examples. Occasionally, candidates confused the two management options which was a shame as usually they had an awareness of the differences between the two but applied this incorrectly.

*(c) Compare the characteristics of top-down and bottom-up development strategies.

(6)

Top-down development, for example 3 Gorges Dam located on the Yangtze river, is a large scale development decided by the government and therefore has more money behind it however, locals don't get a say and are usually dramatic flooding 1,3000 villages.

However, bottom up development is small scale and only effects a small handful of people. An example of a bottom up development is



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Examiner Comments

This response has enough content to get it into Level 2, scoring 3 marks: comparisons have been made between strategies but there is limited information about them (i.e. greater depth required for the top of this level).

Question 5 (a) (i)

The vast majority of candidates achieved full marks by using a format of describing (i) the increase in tertiary and quaternary (often with supporting data) and (ii) the decline in the secondary sector. Some candidates were awarded a lower mark as they focused on the primary sector staying the same rather than describing a **change**.

(a) Study Figure 5.

(i) Describe the changes in the UK employment structure between 1970 and 2010.

(2)

Tertiary sector has increased from 50% to 80% from 1970 to 2010. The primary sector has stayed the same and the secondary sector has ~~is~~ declined.



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Examiner Comments

This response scores 2 marks: identification that tertiary and quaternary has increased (1) with correct supporting data (1).

Question 5 (a) (ii)

Many candidates who responded to the decrease in the secondary sector by referring to mechanisation taking over from manual labour often reached full marks; however, there were a number of responses that referred to the start of the industrial revolution - confusing this with improved technology or mechanisation in factories. Very few candidates associated the change to farming or primary industries. There were political reasons given, mostly relating to the coal mines closing down which were not rewarded as this is a primary industry. However, some candidates did relate the mine closures to associated secondary industries which closed as a result, and these responses scored two marks. Many of the candidates who tried to provide a reason using the tertiary and quaternary sector as their basis had a tougher task to gain their second mark; most referred to improved technology and perceived better working conditions and pay, but often failed to follow it up with an acceptable explanation e.g. 'better educated or skilled allowing people to earn more money and take up higher paid jobs in the T & Q sector'. Many candidates also referred to globalisation, outsourcing abroad and insufficient raw materials available for factories - with many of these attaining full marks.

(ii) Suggest **one** reason for the change in employment in the secondary sector.

(2)

More people have the skills acquired to do more well paying jobs which is why they take up jobs in the tertiary and quaternary sector.



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Examiner Comments

This response scores 2 marks: the idea that people take up jobs in tertiary and quaternary sectors instead of secondary (1) with a reason for this - because these are well paid (1).

Question 5 (b)

Most responses to this question achieved Level 2 marks due to the lack of examination of the positive and negative impacts. Many responses could identify that there would be less emissions, rivers would be cleaner and that the brownfield sites could be regenerated into something more environmentally friendly. Contrasting this again, Level 2 answers often had generic comments regarding the negative impacts such as: contaminated land needs cleaning, the visual pollution caused by derelict buildings and issues with vandalism. Most of the top Level 2 answers contrasted at least three of these, but again failed to hit Level 3 due to the lack of evaluation. However, some stronger answers included ideas about the environmental impacts now being located elsewhere (due to globalisation). Many candidates misinterpreted the question and included ideas about the economic impacts, such as the spiral of decline and the impacts of changing economic sectors from secondary to tertiary employment, without linking them to the environmental impacts that these may have led to.

*(b) For a named urban area, examine the positive and negative environmental impacts of de-industrialisation.

(8)

Named urban area Glasgow.

Glasgow has now got ^{more} available land due to the decline in manufacturing which is a positive impact. Less water and energy is used in the industrial process thus less CO₂ is released which is a benefit as it is not harming the environment. If there is less energy, ^{the} burning of fuels do not occur which is sustainable as it is not harming the needs of our future.

The loss of workers have led to employees not travelling thus CO is not released from vehicles which is beneficial.

Alternatively, there has been a loss of habitat which may disrupt the food chain. There may also be a loss of farmland.

Companies may have conflict due to de-industrialisation causing more industries to be built whereby this may cause more pollution and more resources being required such as water and energy which may burn fuels increasing CO₂ emissions leading to enhanced greenhouse effect.

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

(Total for Question 5 = 15 marks)



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Examiner Comments

This response is a typical Level 2 answer, scoring 4 marks: the first part of the answer offers a range of legitimate ideas but, overall, lacks depth and supporting locational detail. The answer is quite generic and lacks the level of detailed description needed for marks at the top of Level 2.

Question 6 (a) (i)

This question was not answered particularly well with some confusion around whether the graphs were showing the population of the city or the general population. For example, a number of candidates wrote that the majority of people in the UK live in Hull. Another issue was that candidates often simply listed the percentages from each place rather than comparing them. The most common error was that candidates concentrated on the similarities between the cities rather than the differences, with most candidates noting that the UK percentage was highest in all locations and that Hull and Eastbourne were very similar.

(a) Study Figure 6.

(i) Describe the differences in the populations of the three urban areas.

(2)

All three areas are mainly made up of people born in the UK. The City of London has the highest amount of people from other countries and Hull has the lowest. Hull has the same percentage of other countries inside the EU and countries outside.



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Examiner Comments

This response scores 2 marks: it has been correctly noted that London has the highest amount of people from other countries (1) and Hull has the lowest number (1).

Question 6 (a) (ii)

Most candidates achieved two marks on this question. Candidates recognised London as attracting the highest numbers of people and suggested reasons were due to it being the capital city, an economic hub or as having more job opportunities.

(ii) Suggest **one** reason for the differences in the populations of the three urban areas.

(2)

Jobs - In London there are many job opportunities so more people from outside of the UK will settle there to find work.



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Examiner Comments

This response scores 2 marks: the candidate has suggested one reason - jobs in London (1) with some development - people from outside the UK will settle there (1).

Question 6 (b)

Most candidates focused on the 'Eden Project' and the 'CUC programme' and used these examples well to help answer the question. There were good links to economic development in most answers - although some did not refer to it at all. Some candidates focused on transport links which limited their response.

*(b) Examine how different strategies have been used to encourage economic development in rural regions of the UK.

(8)

Firstly, in Cornwall, the construction of the Eden project has strongly encouraged economic development. The project provides jobs for people, and is an important tourist attraction. Therefore people spend money there, this has a chained effect as people spend money on other local businesses such as hotels which improves economic development. Also, TNCs have been offered decreased tax rates and financial incentives in order to have their headquarters in south-west England. This encourages economic activity as more jobs are created with large TNCs. Also, the train service from Cornwall to London has been significantly improved, this allows people to easily transport to the area, from the city encouraging them to make money. The tourism industry is also emphasised in Cornwall and hotels are offered financial incentives to locate themselves there. This attracts tourists and encourages economic activity.



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This response is typical of those candidates securing a Level 2 (5 marks) through the inclusion of some partial explanation about the Eden project (in the first part of this response) but lacking the depth or range of explanation for a Level 3 mark. The second part is about TNCs - but is quite general and lacks a clear link to rural regions in the UK.

Question 7 (a) (i)

On the whole, candidates answered this question quite well and those candidates who used data to support their correct statements did so accurately. However, there were some incidents where candidates got urban and rural the wrong way around. There were also some cases where candidates forgot to mention whether they were referring to urban or rural. The responses were mixed in relation to whether they described urbanisation as rising or rural population as falling. The graph appeared to confuse a small number of candidates who read the rural data as the urban. A few candidates simply referred to the data on the graph as the purple and blue lines e.g. the blue line went down.

(a) Study Figure 7.

(i) Outline the evidence for increasing urbanisation between 1970 and 2015.

(2)

The amount of people living in rural areas has decreased from ~~about~~ 65% to 50% between 1970 and 2015, so more are moving to urban areas.



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Examiner Comments

This response scores 2 marks: one piece of evidence has been identified - that the amount of people living in rural areas has decreased (1) with the correct use of data (1).

Question 7 (a) (ii)

Nearly all answers stated that the reason was due to rural-urban migration with very few giving natural increase as a cause for the world trend. Most candidates developed their answer further by giving an appropriate pull/push factor; the most common pull factor was that people moved for 'jobs'.

(ii) Suggest **one** reason for the changes shown between 1970 and 2015. (2)

TIME PERIOD

The ~~quantity~~ ^{availability} of jobs ~~available~~ in urban areas ~~is~~ may have increases - interestingly people from rural areas to ~~these~~ these locations.



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Examiner Comments

This is an example of a common response scoring full marks: idea of people moving from rural areas (1) as there is a greater availability of jobs in urban areas (1).

Question 7 (b)

A wide range of strategies was used to answer this question, for example - transport/public transport developments, use of renewable resources, creation of parks, increase of police presence to reduce crime, recycling schemes, schools and small-scale schemes such as intermediate technology supplied by NGOs. These were mostly related to the locations of Curitiba, Mexico City, Rio de Janeiro, Mumbai, and Dhaka. Where candidates discussed these areas they performed well linking the strategies to the improved quality of life. Better answers made this link more explicit. Even better answers used plenty of locational/strategy specific detail and range to reach Level 3. There were some excellent answers where candidates managed to 'examine' and make a judgement on how good the strategies were. Some candidates did make mistakes in that they explained how London had attempted to improve Quality of Life. Credit was still awarded for points that were valid to a developing city as well, but the responses were very limited in the scores they were awarded.

* (b) Examine the success of strategies used to improve the quality of life in cities in the developing world.

(8)

In the developing world, to increase the quality of life, there were many strategies used. An example of a city in Brazil is Curitiba which is known for its successful attempts to improve the quality of life. They designed transport systems that run smoothly with timed interchanges and an uncomplicated system. These bus fares were cheap and covered a wide area. This improved the quality of life of many locals who could afford to travel ^{further} for work and still make money. A failed attempt was Mexico City which had various problems with waste & pollution. The city ~~detrit~~ produced 170 million tonnes of waste, but the city could only cope with 60 million due to a closed ~~land~~ land fill & no alternative found. This led to waste dumped on the roads and caused pollution problems due to incineration, which deteriorated health. It was not successful. In Brazil, they built a hydro electric dam which cost over \$5 bn dollars. Although it provided better qualities of life when new roads and a school was built, 3000 people were displaced and the fishing industry was removed. It could be said this scheme was successful and unsuccessful, as the results were mixed. Overall, it had a more positive impact.



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Examiner Comments

The first part of this answer is good with some clear detail and partial explanation about improving transport systems - this helps to lift the response into Level 2; however, the middle part does not have any link to a strategy and the final part is not linked to improving the quality of life in cities. Therefore, this response scores 4 marks - additional marks could have been gained had there been stronger links between strategies, and the consequential impacts on the quality of life had been more explicit.

Question 8 (a)

Many candidates scored half marks on this question. They were able to successfully state push/pull factors (the most common being to get a job) but did not clearly state that rural to urban migration was occurring. A small number of candidates discussed the role of natural decrease and often developed this for 2 marks.

Question 8 (b)

The majority of answers stated that migration occurred for jobs. Development marks were awarded for stating that these are higher paid/more reliable than primary sector jobs in rural areas. Some candidates did suggest that cities offer more opportunities/services/education.

(b) Suggest **one** reason for rural-urban migration.

(2)

Due to China's equivalent of the industrial revolution and production and manufacturing of billions of products created many jobs that were better paid than the agricultural jobs in the rural areas meaning they would quit those farming jobs and work in factories.



ResultsPlus

Examiner Comments

This response scores 2 marks: many jobs (1) which are better paid (1).

Question 8 (c)

Where candidates took the time to read the question carefully they performed well on this question. At times, candidates appeared to rush into their answers and a fair number focused on the developing world but failed to realise that the focus should be on rural areas.

Candidates were able to demonstrate a range of detailed examples that applied to place; the majority of strong answers focused on Malawi and discussed mushroom and fish farming, others deviated to micro loans and biogas technologies but these examples were relevant and acceptable. Candidates were able to identify the characteristics of these different methods of rural improvements to quality of life and regularly used supporting facts and figures. Many were able to access Level 2 as a result of explanation and comparative language.

Better answers gave balanced, developed and comparative ideas relating to a range of quality of life improvement approaches to enable them to reach the top of Level 3. There was an impressive level of detail supplied, with many candidates being able to support their ideas with facts and figures. Where candidates did not achieve top marks they failed to provide a detailed enough answer or did not respond to the 'examine' element and tended to explain how management worked rather than assessing its usefulness.

Paper Summary

In order to improve their performance, candidates should:

- When describing or comparing patterns and distributions on a resource, use data to support answers to help exemplify observations; this could be done by accurately extracting data/information (possibly using a key) or by manipulating data and using terms such as, 'twice as much as...' and '50% higher than...'.
NOTE: Candidates should not use 'times as much as...' or 'times higher than...'
- Understand the difference between the command word, 'explain' and the command word, 'examine'; the levels mark scheme provides clarity on these differences – particularly important for the transition between Level 2 and Level 3.
- Bear in mind case study material is occasionally required in questions other than the levels-marked ones. For example, Question 1(b) requires some information about how a **named country** is attempting to increase the birth rate.
- Practice the drawing and incorporation of simple sketch maps and diagrams to support an answer. In this paper, the more successful candidates were able to draw population pyramids for a LIC and HIC in Question 1(c) and a diagram (line graph) to show the relationship between population and resources in Question 2(b).
- Read the question carefully: on questions requiring candidates to 'suggest two reasons...' (e.g. Question 4(b)) or, 'suggest one reason for...' candidates must be able to make an initial point(s) and then develop it/them appropriately as suggested in the mark scheme.
- On 'describe' questions (e.g. Questions 5(a)(i) and 8(a)), candidates should not be tempted to offer an explanation as this will not be rewarded.
- Use the Sample Assessment Materials (SAMs), June 2014 and June 2015 papers to assess the detailed content for each of the key ideas that have been included in the re-accredited specification.

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>

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