

Examiners' Report
June 2016

GCSE Geography A3 5GA3F 01

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Introduction

This paper forms part of the third 'linear' assessment series for the Edexcel GCSE in Geography A. 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 three questions from Section A (each worth 15 marks) and one question from Section B (worth 24 marks, of which 4 marks are awarded for SPaG).

This year, in Section B, a greater proportion of candidates answered Question 5 (A Tourists World) compared to Question 4 (A Moving World).

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.

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 (b) (ii)

Candidates tended to focus on reducing pollution and environmental benefits. Many candidates appeared to become confused and talked about benefits to city dwellers. Many candidates talked about a reduction in traffic/congestion due to the factory closing down but didn't account for new construction traffic. Generally, where candidates understood the two key terms 'de-industrialisation' and 'rural', this question was well answered.

(ii) State **two** benefits of de-industrialisation in rural areas.

(2)

- 1 One benefit is that farmers can grow crops in that area.
- 2 One benefit is there is no longer ^{air} pollution from the factories.



ResultsPlus
Examiner Comments

This response scores full marks.

The first mark is for 'farmers can grow crops' and the second for 'no longer air pollution'.

Question 1 (c)(ii)

Candidates' responses mainly talked about the roads surrounding the centre and that the land was flat and/or big. Where many candidates struggled was to extend these points to get the second mark. Many candidates put vague responses like 'a big area to build on' with no explanation of the benefits of a large space for Xscape.

(ii) Suggest **one** reason why this location was chosen for the Xscape sports centre.

(2)

It has many roads running around it so it
has good access to transport.



ResultsPlus Examiner Comments

This response scores full marks.

The answer is awarded 1 mark for 'many roads' and the second mark for the development, 'good access'.



ResultsPlus Examiner Tip

When the command word is 'suggest', you are not required to have any knowledge of the location in the resource; instead, you are expected to apply your geographical knowledge and understanding that you have learnt to the area shown in the resource.

Question 1 (d)

Many candidates' responses to this question related to the secondary sector, although some did not. It was clear that some candidates did not know the employment sectors or what happened in each of the sectors. A significant proportion of candidates' chose to use China as their example, those that did tended to score better, those that did not scored less as their answers were less clear, vague and lacking in detail. Other examples that were chosen were India and Bangladesh. These tended to focus on the fact that they have a high population, low wages and lack of health and safety. Some candidates incorrectly thought that Africa is a country rather than a continent as a number spoke of Africa as their LIC/MIC.

(d) Explain why the secondary sector has grown in **one** low income country (LIC) or middle income country (MIC).

(4)

Chosen LIC or MIC China

HIGCS learned that it is cheaper for them to move their manufacturing to LICs as they have less laws and regulations in place to protect their citizens from American or UK companies. They can pay Chinese workers less than English/American workers so it increases the companies profits.



ResultsPlus
Examiner Comments

This response scores 2 marks for the developed point about cheap production methods.

As this is a generic response, the marks are capped at 2.



ResultsPlus
Examiner Tip

Ensure that you revise your case studies thoroughly and can apply them to questions such as this one.

Question 2 (b)(ii)

Performance on this question was very mixed, with some candidates answering it well, while others did not understand the term 'counter-urbanisation' and gave answers more appropriate to a question on rural-urban migration. Some candidates who gave answers angled to rural-urban migration managed to gain marks as some points were applicable to both situations.

(ii) State **two positive** changes to communities in rural areas caused by counter-urbanisation.

(2)

1. more shops open closer to them so they dont have to travel far.
2. more shops means more jobs for people, closer to home.



ResultsPlus
Examiner Comments

This response scores 2 marks for the two correct positive changes offered by the candidate.

Question 2 (c)(ii)

Candidates who understood what a 'brownfield site' was gave mixed responses, with some scoring full marks with references to pollution or cost implications of development.

Some candidates made references to spoiling the view for existing residents, and many had clearly not used the resource to aid their answer.

A significant number of candidates did not understand what a brownfield site was and had not used the resource for assistance. These candidates often gave answers related to development of greenfield sites which gained no credit.

(ii) Suggest **one** reason why some people might be against developing brownfield sites such as the one shown in Figure 2b.

(2)

could still be polluted such as the
soil or the air if a factory
was there before hand.



ResultsPlus
Examiner Comments

This response scores 1 mark for the idea that the area could be polluted.

The second mark could have been awarded if the candidate had gone on to say that this would have been expensive to clean up.

Question 2 (d)

Many candidates appeared to struggle with this question and it was clear that many were insecure in their understanding of the term settlement function.

Good answers used Aberfan, London, Liverpool, Sheffield, Newcastle and Manchester as examples, for example by describing and explaining the transition from docks/shipping to tourism or from farming/fishing/mining to secondary industry. Very few candidates were able to offer reasons for the change of function, with many merely identifying a change so limiting their mark. The better answers recognised the introduction of cheap imported coal, or the river being too shallow for the ships.

(d) Explain how the functions of **one** UK settlement have changed over time.

(4)

Chosen UK settlement Aberfan

Aberfan ~~was situated~~ was originally had the function of being an agricultural settlement. However, a coal mine was opened in the late 1800's which meant it changed into an industrial settlement. At this time the area made money from mining coal and this is where the ~~leeds~~ locals worked. ~~The~~ When the coal ran out, the ~~depleted~~ depletion of resources meant the area turned into a residential settlement to provide a place to live. Currently, Aberfan's a function is a residential settlement and a retired settlement which provides homes for the elderly and new families travelling from urban areas (counter-urbanisation).



ResultsPlus
Examiner Comments

This response scores full marks.

Two changes in function have been identified for 2 marks.

For each function change, the candidate has explained why this change has taken place – two developed points overall.

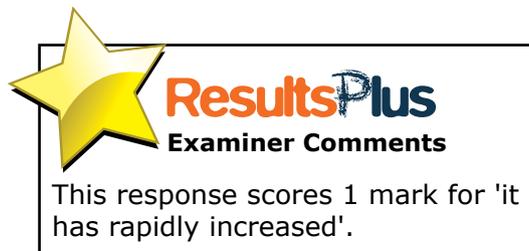
Question 3 (b)

The candidates were asked to state two changes in global population in the last 2000 years and a large proportion of candidates achieved at least 1 mark for this question. Most candidates correctly commented on increasing population, falling death rate and increased life expectancy. Confusion was noted regarding issues relating to falling birth rates and hardly any candidates commented on population migration. Many candidates also gave an explanation of their answer which was not needed.

(b) State **two** changes in global population in the last 2000 years.

(2)

- 1 ~~The rapid increase has slowed down.~~ It has rapidly increased.
- 2 There was a massive boom and it keeps on rapidly increasing.



Question 3 (c)(iii)

Candidates were asked to study the photograph in the Resource Booklet and then suggest one physical reason for the sparse population in the selected area. Candidates who were unsuccessful with this question generally misread the question and wrote about human factors rather than physical ones. However, the majority recognised the need to outline one physical idea and most candidates selected references to high relief and construction difficulty or proximity to the sea and risk of flooding.

(iii) Study Figure 3b (photograph) in the Resource Booklet.

Suggest **one** physical reason why this area is sparsely populated.

(2)

There is a lot of rocks and hills and a lack of housing for people to live in.



ResultsPlus
Examiner Comments

This response scores 1 mark for 'lots of hills', but there is no development of this point for a second mark.

Question 3 (d)

Candidates used a range of countries to exemplify their answers; however those such as Gambia, China or even Africa were not suitable. Many candidates discussed pensions, but were often unable to spell this key term accurately. Candidates who used examples such as Japan, the UK or Germany predictably gained more marks. A majority of responses did not include contextual or locational evidence, so their marks were capped at 2. There were some top scoring answers focused on Japan and the UK. These highlighted how older people continue to work for longer in jobs such as the Tokyo subway or in DIY shops such as B & Q where their age and experience is a useful attribute; or where the retirement age, which was once 60, has had to increase to 65 or 67 years of age to increase the amount of taxes the government can collect and reduce the government's requirement to provide pensions.

(d) Explain the disadvantages of an ageing population for **one** named country.

(4)

Named country England

A disadvantage of an ageing population is there are less kids to go out and get jobs in order to provide for the elderly.

Another disadvantage is the economy will be lowered as the governments have to supply pensions to the elderly in order to support them.

Also there will be an increased need for hospitals and medicines to provide for the elderly.

Lastly with an ageing population there will be an increased need for housing for the elderly.



ResultsPlus
Examiner Comments

The candidate has offered three ideas; however, despite naming England, the response is generic therefore receives a maximum of 2 marks.



ResultsPlus
Examiner Tip

It is important to do more than name a country to move an answer away from being 'generic'.

Question 4 (c)

Most candidates named an appropriate type of migration; however, then many candidates failed to identify that for part (ii) the question wanted them to focus on push factors. Most responses talked about pull rather than push factors and where push factors had been correctly identified, most candidates got no more than 2 marks as the ideas were not developed.

(c) Study Figure 4b in the Resource Booklet.

(i) Identify the type of migration shown in Figure 4b.

(1)

Voluntary migration

(ii) Suggest **two** push factors for a migrant such as the one shown on Figure 4b.

(4)

1 She might be all alone and have no one so she would prefer to be with family. bad health care could be poor, so she wants somewhere better.

2 was better weather, better life style, more peaceful.



ResultsPlus

Examiner Comments

(c)(i) An acceptable type of migration is identified for 1 mark.

(c)(ii) Two basic push factors have been identified in the first section for 2 marks; the second section is just about pull factors – therefore no further reward.

Question 4 (d)

This was largely answered well with many candidates scoring 2 or 3 marks; many candidates correctly identified the use of a visa and that this would cost money, as well as stricter border controls in some countries. The best answers included named examples – such as Australia which operates the point system based on skills, age etc. There were some candidates who were including China's One Child policy which obviously wasn't credit worthy.

(d) Describe **one** government policy that has reduced the rate of population movement between countries.

(3)

not letting people into a country unless they have something to offer. Australia for example gives people points if they want to enter. - if you have family over there or do a job which they want more workers in then you may have a chance of getting into the country.



ResultsPlus
Examiner Comments

This response scores 3 marks.

The first mark comes in the first line about migrants having to have something to offer. The second mark comes with the identification of a points system in Australia and the third mark comes with the development of how this points system works.

Question 4 (e)

Many candidates misunderstood this question and wrote about the advances in transport i.e. better planes/boats etc. making travel easier. The majority of candidates that were awarded 2 marks got the idea of using the internet to stay in touch or book tickets and how this was made easier due to advances in technology. Many candidates were only awarded 1 mark when writing about booking tickets online as they were unable to extend this to say how this made it easier to book.

(e) Outline **one** way technology has increased rates of population movement.

(2)

The Internet now allows you to be able to get jobs abroad easier, travel easier and ~~also~~ also allows you to be able to contact abroad instantly.



ResultsPlus
Examiner Comments

This response scores 2 marks for a developed point about how the internet has led to increased rates of population movement.

Question 4 (f)

Candidates who attempted this mostly fell into the Level 2 bracket. They accurately identified the host country, with most candidates going for the UK. The depth of development in their responses was absent. Most responses went for the discussion around helping the economy by taking jobs that the population don't want. One issue that arose was that many chose Poland to UK, whereas the question said 'into Europe'. However, the ensuing responses were valid so this mistake didn't hinder the ability to achieve marks.

*(f) Explain the positive impacts on the **host** country(s) of population flows into Europe.

Use example(s) from a named host country in your answer.

(6)

After the Second World War, France had
few in people from colonies in North
Africa like Senegal and Algeria to
work. Positive impacts of this was
it added the culture mix of the French
Society, they would do low paid jobs
like farming that French people didn't
want to do and many people flown in
to work were in their 20's and 30's
making the work force in France younger.



ResultsPlus
Examiner Comments

This response scores 6 marks, plus 1 mark for SPaG.

The answer gets to the top of Level 3 as the candidate has offered a range of partial explanations plus clear locational detail. There is just 1 mark for SPaG because, despite most words spelt correctly, the response does not flow/read well.

Question 5 (c)

Most candidates named an appropriate tourism type in part (i); however, part (ii) was generally answered very poorly, with very few candidates gaining above 2 marks. Rewardable material included, 'the economy benefits' and 'jobs are created' and so on. Limited development of the points was evident from the majority of candidates.

(c) Study Figure 5b in the Resource Booklet.

(i) Identify the type of tourism shown in Figure 5b.

(1)

HISTORICAL TOURISM

(ii) Suggest **two** positive impacts of the type of tourism shown in Figure 5b.

(4)

1 People often travel very far to see these historical sites such as Stonehenge, so they have a giant sphere of influence.

2 People will also usually pay for novelty items or memorabilia from the site and often go to the local shops as well so it benefits the ^{local} community.



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Examiner Comments

(c)(i) An appropriate type of tourism is identified for 1 mark. (c)(ii) There is nothing creditworthy in the first part. There is a developed point about benefiting the economy in the second part for 2 marks.

Question 5 (d)

There were quite vague answers here – whilst many wrote about Blackpool, these answers were often generic and also they quoted facilities that were not done in the rejuvenation stage. Some candidates clearly didn't understand the Butler model and so the answers scored generally quite low marks.

(d) Describe **one** way a named EU resort has developed during the **rejuvenation** stage of the Butler model.

Named EU resort Blackpool.

(3)

During the rejuvenation stage in 1977-2004, buildings were improved and the sea life centre was built meaning that now around 11,000,000 people visit Blackpool per year.



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Examiner Comments

This response scores 2 marks.

The answer is awarded 1 mark for 'building the Sea Life Centre' and the second mark for the outcome of this – that this has led to 11 million tourists per year visiting Blackpool.

Question 5 (e)

Most candidates understood what ecotourism is; however, a large number had either not read the question properly, or had not known the difference between benefits to the community and benefits to the environment. There were a large number of candidates who gave well explained environmental benefits but did not score marks. Of those who gained a mark for stating the benefit to the community, a large number did not develop enough for the second mark. There were a few well written, in depth responses explaining how jobs were created for local people/ money was spent in the area, putting money into the local economy and resulting in community development and the ability to improve services such as schools and hospitals.

(e) Describe **one** way eco-tourism can benefit a local community.

(2)

One way eco-tourism can benefit a local community is that it provides jobs. for example in The Gambia locals are employed as guides.



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Examiner Comments

This response scores 2 marks for the idea of 'provides jobs' that has been developed through exemplification.

Question 5 (f)

Overall this question was answered well, with several descriptive points being offered by the majority of candidates. A number of candidates misinterpreted the question and responded with ideas such as having a better economy allows the area to buy more attractions, or people are more sociable so want to be with each other and travel more. The more detailed responses did offer a balance between social and economic factors; they were able to explain why these factors have caused a growth in tourism. The typical responses included more disposable income, more holidays and the internet. Very few candidates included early retirement, flexi time or better working conditions as a factor for the growth in tourism.

*(f) Explain how social and economic factors have caused a growth in tourism.

(6)

If people have more money then they can go on holiday more. Also better transport like planes to get to places far away.



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Examiner Comments

The answer gets to the top of Level 1 as the candidate has provided two undeveloped ideas; detailed description or partial explanation of one of these ideas would have moved this answer into Level 2.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Understand the demands of the command word, 'outline' (e.g. in Question 4(e)); 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(d), a maximum of 2 marks are available without any place-specific information.
- Understand what is required of the command word 'explain' for extended writing questions in Section B. The levels mark scheme provides clarity on these differences – particularly important for the transition between Level 2 and Level 3.
- Be able to define all of the key geographical terminology in the detailed content; for example, a secure understanding of the terms 'de-industrialisation' (Question 1(b), 'counter-urbanisation' (Question 2(b)(i)) and 'rejuvenation' (Question 5(d)) were not fully grasped by a number of candidates.
- Use the Sample Assessment Materials (SAMs) and past papers to assess the detailed content for each key idea that has 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:

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