

Examiners' Report
June 2012

GCSE Geography 5GA3H 01

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Introduction

This was the fifth series for this paper. Students were required to answer questions from one topic in Section A (worth 25 marks) and questions from one topic in Section B (also worth 25 marks). Centres are reminded that from the next series (January 2013), marks for Spelling, Punctuation and Grammar (SPaG) will be awarded - see the Edexcel website for further details.

The mean mark for the paper was similar to that of January 2012 and the popularity of topics 4 and 6 mirrored that of the previous series. Centres are reminded that as the course moves to a linear structure the compulsory 'core' of topics is changing - again, see the awarding body's website for further details.

There was a range in the level of performance on the 6 mark case study questions, with better candidates focusing their answer on the question but less successful candidates providing reasonable locational information without any great depth of explanation and/or a clear link to the question.

Skills-based questions which required candidates to complete a graph (pie chart, bar chart or line graph) were generally well done with accuracy and appropriate use of the key; however, candidates who failed to use a pencil and/or a ruler sometimes lacked the accuracy required to gain full marks.

Question 1 (b)

Many candidates struggled with this question on two fronts; firstly, the understanding of the term 'demographic' and secondly, the linking of the reasons to the *tertiary sector*. Some candidates made the mistake of discussing birth and death rates whilst others failed to name a tertiary industry, this limited the mark to 3. Some candidates mentioned secondary industries. More successful candidates were able to write about ageing populations or the growing number of single people in their twenties as the main reasons for the growth in the tertiary sector.

(b) Explain how demographic changes have led to the growth of the tertiary sector in the UK.

Use examples in your answer.

(4)

As primary jobs decrease due to mechanisation depletion of resources and cheaper labour abroad there has been an incline in tertiary jobs. People would rather work indoors than outside farming. This is because it's considered a dirty job and people would prefer not to work there. Mechanisation has led to a decrease in the workforce for the primary sector because machines require fewer people than manual labour.



ResultsPlus
Examiner Comments

This response scores 0 marks. The candidate has not mentioned any **demographic changes** in their answer.



ResultsPlus
Examiner Tip

Read the question carefully and make sure that you understand what it is asking you to do. You could highlight key words to help keep your answer focused on the question.

Question 1 (c) (i)

This question was generally very well done by candidates, with a large proportion scoring full marks. The accuracy of shading varied between candidates, but a third mark was always given for the *attempted* correct application of the key.

(c) Study Figure 1b.

It shows the percentage (%) of the population employed in the economic sectors for a High Income Country (HIC) and a Low Income Country (LIC).

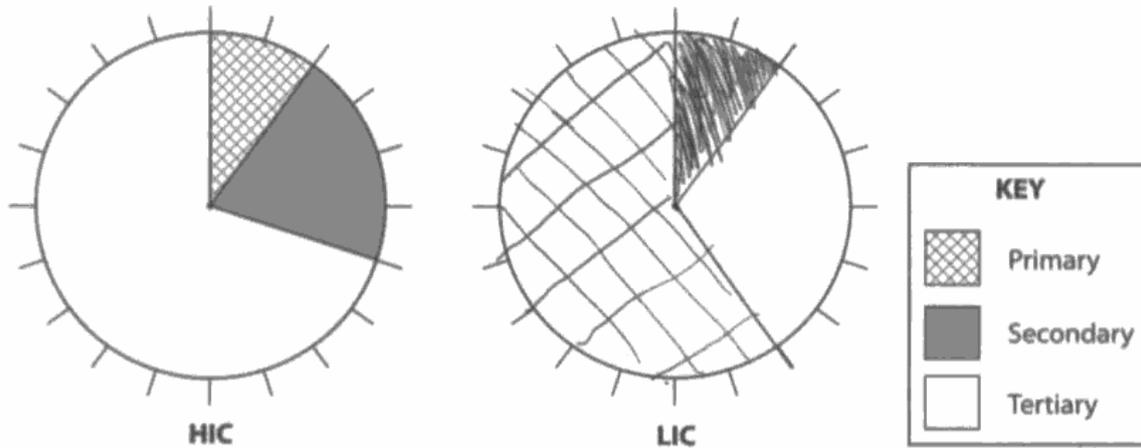


Figure 1b

- (i) Complete Figure 1b for the LIC.
Use the data in the table below.

(3)

Economic sector	Percentage (%) of the population employed
Primary	80
Secondary	5
Tertiary	15



ResultsPlus
Examiner Comments

This response scores 0 marks. The candidate has included the correct shading but the sectors are the incorrect size.



ResultsPlus
Examiner Tip

Always check the scale and/or intervals on the graph (pie charts, line graphs, bar charts etc) before you attempt to complete it.

Question 1 (c) (ii)

This question was generally well answered, with the majority of candidates scoring full marks. Some candidates failed to include accurate data values which then limited them to a score of three out of a possible four. Some candidates went too far and included explanations of the results; candidates were not penalised for this, but this may have left them short of time for other questions. Some candidates would have benefited from including more obviously explicit comparative statements in their answers.

(ii) Compare the HIC economic sectors with those of the LIC shown on Figure 1b.

Use percentage (%) population employed data in your answer.

In HIC Tertiary is the largest at 70% and in LIC primary is largest at 80%. LIC have a larger primary sector than HIC because they rely on farming for their main income.



ResultsPlus

Examiner Comments

This response scores 3 marks. The candidate has identified which sector is the biggest in both (1), included a comparative statement about the primary sector (1) and has correct data (1). To gain full mark, the candidate might have included a comparative statement about the secondary sector.

Question 1 (c) (iii)

This question was generally well answered by many candidates. However, less successful candidates were able to give a reason (for one mark) but failed to offer any development / exemplification for the second mark. Some candidates incorrectly made reference to the increase in other sectors without making any clear links to the primary sector.

(iii) There has been a decline in the numbers employed in the primary sector in the UK.

Explain **one** reason why.

(2)

One reason for the decline of the primary sector is depletion of resources. The main type of primary industry in the UK was mining for coal. Now there is little left so there are less people mining it. Cheaper imports has also had an impact on the decrease of the primary sector.



ResultsPlus

Examiner Comments

This response scores 2 marks. The candidate has successfully given a reason (depletion of resources) with development (now cheaper to import).

Question 1 (d)

China was a popular choice for this question, although many candidates lacked specific case study detail when answering. There was a great deal of variation in the specific detail that was given. Most of those who gained marks on this question were able to give reasons linked to the supply of raw materials and / or the apparent large workforce.

(d) Explain the growth of the secondary sector in **one** LIC or Middle Income Country (MIC).

Named LIC or MIC China

(4)

*Chinas growth in the Secondary Sector has been due to many factors, one of which is the large work force, ~~at~~ this means workers are paid less, allowing owners of factories to invest more in the business. Another factor is the increase in literacy rate which means more people are educated allowing them to do skilled jobs. And the cause of ~~growth~~ ^{growth} in secondary sector is ~~the~~ due to Globalisation, this is where countries manufacture their goods abroad and import them as its cheaper, ~~an~~ ^{and there is a lack of rules and regulations} an example of this is Apple, ~~they~~ they get foxconn to produce their goods. The impacts of growth is that due to the fact china is requiring more energy to manufacture products, in the secondary sector, it has lead to china being the top producer of CO₂ emissions in the ~~world~~ world as 75% of its energy is produced via coal. The growth has led to poor working conditions for workes, such as companies like foxconn. The growth of secondary Sector in china has caused an unprecedented growth in the last 20 years.

*Secondary sectors use raw materials ~~to~~ from primary sectors to produce products. E.g factories.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate has offered a number of reasons (large workforce, literacy rate, globalisation) plus some local detail (Apple).

Question 1 (e)

Candidates who failed to reach Level 3 often did so because they did not give specific details and a depth of explanation. A popular case study was the Eden Project but there were also some good local examples. Answers often clearly identified the costs/benefits but explanations were less detailed and frequently offered enough depth for 5 or 6 marks. Good answers suggested points like, "the creation of more attractive landscape means that more tourists will be attracted to the area and so create jobs and income for the local people who were made redundant". Weaker answers just listed generic ideas such as, "the area looks derelict/unpleasant and there may be pollution."

(e) Explain the benefits and costs of de-industrialisation in rural areas.

Use examples in your answer.

(6)

the costs of de-industrialisation, in one area means to clean an area up, making one area look cleaner for the residents that live in the area & taking away the factories and placing tertiary in the area therefore that means cleaner air more services, more jobs, and makes it look like a nicer place to live. Example: Olympic Stadium, the area used to be a run-down area with factories and highrise buildings everywhere now, it has the factories taken away, there isn't as many highrise buildings, the area's well looked after & the air is much more cleaner from the factories being gone. Taking the factories away from one area can make a small change but a big difference, it has reduced the amount of pollution that has been put into one area, continuously being cleaned & there isn't as much graffiti in the area, because it's now something to be proud to be living near.



ResultsPlus Examiner Comments

This response scores 2 marks. The candidate has offered some description (costs / clean up) but has not offered any locational information. To move into Level 2, the use of specific case study information (e.g. The Eden Project in Cornwall) would have helped. To move into Level 3, **at least two explained points** are required.



ResultsPlus Examiner Tip

Try to use specific case study detail (facts and figures) if the question asks for 'examples in your answer'.

Question 2 (a) (iii)

The Yorkshire Dales, Lake District and Dartmoor national parks proved the most popular case studies. Many candidates responded to this question well. However, a significant number described the conflicts themselves in great detail but did not address the techniques being used for management. A good answer was, "People parking on the road in narrow country lanes such as near Malham cause congestion and conflict with local residents and farmers. To solve this they have built a village car park near the information centre; in other areas, such as Hadrian's wall area, they have set up a Park and Ride bus service"

(iii) Increasing visitor numbers can lead to conflicts between different groups of people within a National Park. new forest

Outline how the conflicts are being managed.

Use examples from the National Park you have studied.

(4)

~~The New Forest National Park is~~

The conflicts in New Forest National Park is that the visitors are dependant on cars which causes traffic congestion and the ~~horses~~ ponies are getting killed or injured. The countryside can be ~~used~~ managed by having cycle routes goes all the way to ~~Southamp~~ Southampton and it has biofuel-powered buses to get people off their cars. It can also be managed by having green leaf award in local tearooms to make sure that they use local produce. By having biofuel-powered buses it is more environmentally friendly way of travelling the National Park. On areas where ponies roam free the speed limit on ~~roads~~ roads is 40mph to reduce collision of cars and ponies.



ResultsPlus

Examiner Comments

This response scores 4 marks. The candidate has offered several ways in which conflict is managed (cycle routes, biofuel buses and speed limits) plus there is a sense of place (e.g. reference to the green leaf award).

Question 2 (b) (i)

This question was generally very well done by candidates, with a large proportion scoring full marks. The accuracy of shading varied between candidates, but a third mark was always given for the *attempted* correct application of the key.

(b) Study Figure 2b.

It shows the percentage (%) of workers in different types of employment in the UK.

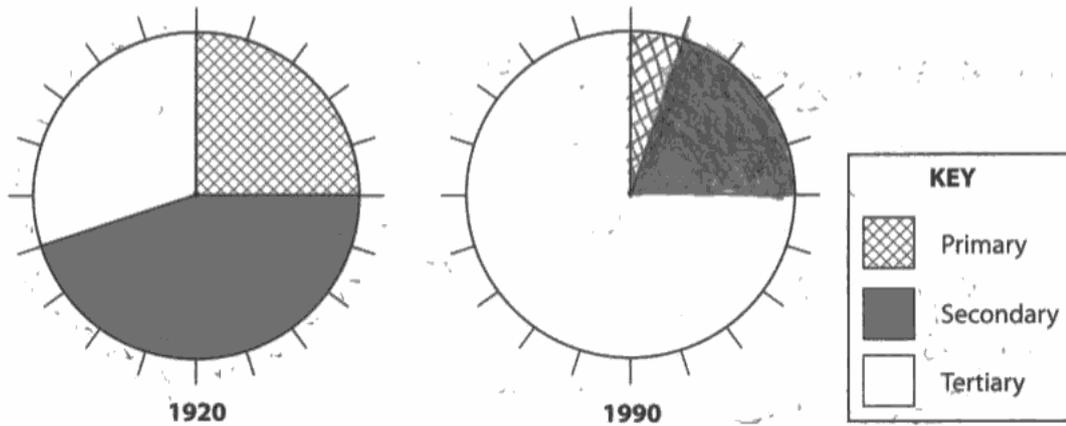


Figure 2b

(i) Complete Figure 2b for 1990.

Use the data in the table below.

(3)

Type of employment	Percentage (%) of workers
Primary	5
Secondary	20
Tertiary	75



ResultsPlus
Examiner Comments

This response scores 3 marks. The candidate has correctly drawn two lines to create three sectors and has correctly shaded the pie chart.



ResultsPlus
Examiner Tip

Use the key to help you complete a graph with the correct shading.

Question 2 (b) (ii)

More successful candidates adopted a 'systematic' approach to this question by comparing one sector at a time. Misinterpretation of the data (in both pie charts) was the reason for a small proportion of candidates failing to access the highest marks.

- (ii) Compare the 1920 types of employment with those in 1990 shown on Figure 2b.

Use percentage (%) of workers data in your answer.

(4)

The primary employment has declined from 25% in ~~1990~~¹⁹²⁰ to 5% in 1990, a decline by 20%. The secondary employment has declined from 45% in 1920 to 20% in 1990, a decline by 25%. The tertiary employment has ~~declined~~ increased from 30% in 1920 to 75% in 1990. Tertiary employment has increased from 1920 to 1990 whereas primary and secondary has declined.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate has compared all three types of employment (3) plus used data to support their answer.

Question 2 (b) (iii)

This question was generally well answered by many candidates. However, less successful candidates were able to give a reason (for one mark) but failed to offer any development / exemplification for the second mark. Some candidates incorrectly made reference to the increase in other sectors without making any clear links to the primary sector.

(iii) Explain **one** reason for a decline in the numbers employed in the primary sector.

(2)

One reason for the decline in the number of people working in the primary sector is mechanisation. This is because modern machinery can do the job of many labourers ^{more} quickly, more efficiently ~~and it is cheaper than humans~~ and it is ~~more~~ ^{more} efficient than humans and it costs less to use instead of employing humans. An example of this is the use of a combine harvester instead of farm hands.



ResultsPlus
Examiner Comments

This response scores 2 marks. The candidate has given a reason (mechanisation) and offered some development (vs manual labour). There is also valid exemplification at the end ('combine harvester').

Question 2 (c)

The most popular responses related to increased costs for consumers and to a lesser extent for the farmer (for the first few years). More successful candidates did recognise that high costs limit access for poorer customers. The methane issues around organically-reared cattle were very popular and this was sometimes linked to climate change/greenhouse gases.

The idea of increased area was also identified and related to lower yields for crops but few were able to make the link to milk production. There were few explanations of why crops take longer to grow and the consequences such as not ripening if the process takes too long and extends into Autumn/the end of growing season.

Question 2 (d)

A large proportion of candidates were able to provide very good descriptions coming from an interesting variety of case studies (with 'Home Farm' as the most common choice). Plenty of details about the types of diversification activities and locational information were usually included. Many candidates struggled to offer explanations, but some were able to link the diversification strategy to the location e.g. "near Birmingham Airport so could offer cheap parking and transfer to the airport". Some perceptive answers also talked about the changes in farming e.g. quotas and loss of income through falling prices/loss of subsidies or competition.

(d) Choose a UK farm that you have studied.

Explain how this farm has diversified.

Chosen UK farm Hazel Brow Farm

(6)

Hazel Brow Farm is located in Swaledale, Yorkshire Dales National Park and it is owned by the Calvert Family. In the 18th and 19th Century the area was popular for lead mining and the workers would've a smallholding and a farm containing cows, sheep and maybe a pig. In the 20th Century the mining has disappeared.

The Calvert Family has been farming for generations and it struggled to make its ~~£~~ income because of cheaper food abroad. To generate more income the family has to diversify their farm by turning conventional farming into organic farming. It is still a working farm and it has a restaurant, ^{and} an education centre for ~~people~~ from schoolchildren from Key Stage 2 onward to learn about farming. It is an open farm where people can visit the farm and understand how they are reared. They also have a farm shop which ~~sell~~ sell food from the farm - a reduction of carbon footprint. They also struggled to make income because of falling supermarket prices which means they had to diversify.



ResultsPlus Examiner Comments

This response scores 5 marks. The candidate has achieved Level 3 as there are several described points (about the restaurant, education, farmshop etc), local detail (clearly about a specific farm) and at least two explained points. However, the explained points are unbalanced, therefore five marks.



ResultsPlus Examiner Tip

On a level-marked question, two explained points which both offer depth are required for six marks.

Question 3 (a) (ii)

This question was generally answered well by candidates. Most were able to draw a diagram and add a brief label to exemplify what a linear settlement is. Most diagrams were weighted towards the traditional 'one road with houses on either side' type. Some candidates lost a mark by stating a linear settlement featured houses 'on' a road rather than 'along' a road.

(ii) Settlement Y is a linear settlement.

Describe the shape of a linear settlement.

You may use a diagram.

(2)



A linear Settlement is when buildings, homes, shops and schools etc. are set out in a straightline along a ~~main~~ road or coastline.



ResultsPlus Examiner Comments

This response scores 2 marks. The candidate has drawn a valid diagram (1) and has made at least one descriptive point to support this diagram - along a road (1).



ResultsPlus Examiner Tip

Learn how to draw simple diagrams to show the three settlement shapes - linear, dispersed and nucleated.

Question 3 (a) (iii)

The majority of candidates answered this well, using the source effectively and explaining points e.g. "The river nearby could be used as a water supply and for transport".

(iii) Outline the reasons for the growth of Settlement X.

Use evidence from Figure 3a in your answer.

(3)

The reasons why Settlement X has grown are that its a wetpoint site from the sea and close by river so they can have a flowing supply of water. There is good communications with the railway line, main road and river.



ResultsPlus
Examiner Comments

This response scores 3 marks. The candidate has mentioned that Settlement X is near the sea, near a river and has a water supply (development of a basic point).

Question 3 (b) (i)

This question was generally very well done by candidates, with a large proportion scoring full marks. The accuracy of shading varied between candidates, but a third mark was always given for the *attempted* correct application of the key.

(b) Study Figure 3b.

It shows the percentage (%) of people getting married in three age groups.

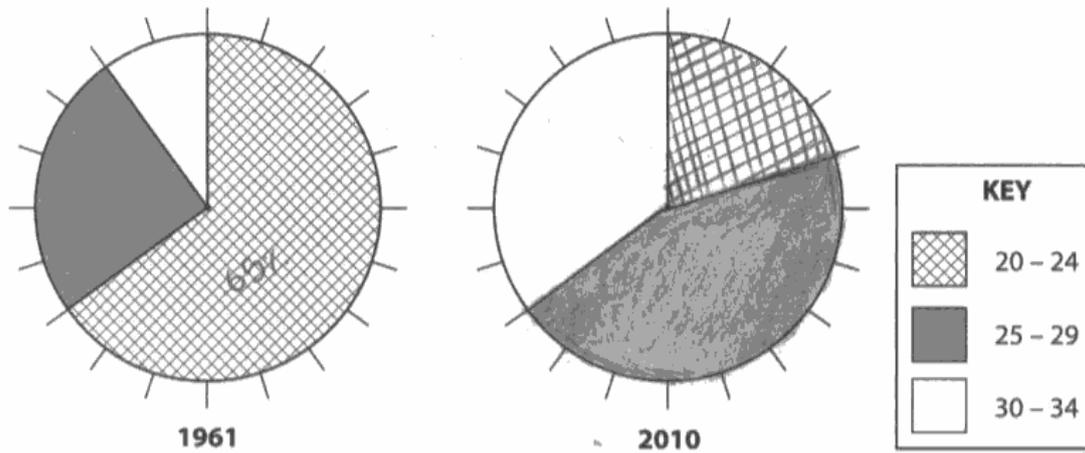


Figure 3b

(i) Complete Figure 3b for 2010.

Use the data in the table below.

(3)

Age group	Percentage (%) of people
20 – 24 years old	20
25 – 29 years old	45
30 – 34 years old	35



ResultsPlus
Examiner Comments

This response scores 3 marks. The candidate has correctly drawn two lines to create three sectors and has correctly shaded the pie chart.



ResultsPlus
Examiner Tip

Use the key to help you complete a graph with the correct shading.

Question 3 (b) (ii)

A large number of candidates achieved full marks when looking at each age group individually and then compared 1961 to 2010. Marks were dropped when the data was interpreted and compared in a unorganised or inaccurate manner - this usually led to specific age groups being ignored. Opening statements such as, "Overall you can see that people are getting married later on in life" were infrequent but were credit-worthy.

Question 3 (b) (iii)

This question was answered well, with the majority of candidates achieving a mark for 'a greater demand in housing'. More successful candidates were able to develop this point further by making the point that two single people will often live in two separate houses rather than co-habiting prior to getting married. A few candidates linked low demand with people living with their parents for longer.

(iii) Explain **one** consequence of later marriages on housing demand. (2)

~~People~~ Housing demand is on an increase as, as people are marrying later this causes more single people * wanting to buy houses and therefore increasing ~~the~~ the demand on housing.



ResultsPlus Examiner Comments

This response scores 2 marks. The answer is awarded one mark for the idea that housing demand is increasing and a second mark for the development about single people wanting to buy their own home.

Question 3 (c)

A small number of candidates were unsure about the meaning of the term 'brownfield site' and therefore struggled with this question. Many candidates provided a solid account of the disadvantages of brownfield sites, but a number did not make effective use of the resource.

(c) Study Figure 3c (photograph) in the Resource Booklet.

It shows a brownfield site in Ohio, USA.

Explain the disadvantages of developing on brownfield sites.

Use evidence from Figure 3c in your answer.

(4)

Some disadvantages of developing on Brownfield sites are that the previous building could have had many problems such as old pipes and ^{damaged} electricity cables which will cost more for whom ever is going to buy it next. It would also have an effect on the land if a tall building had to be demolished. The materials that ~~of~~ the ground is made of can have an affect on the type of building.



ResultsPlus Examiner Comments

This response scores 3 marks. The candidate makes valid comments about the development of brownfield sites *in general* but does not link the answer to the resource, limiting the score to 3 marks.



ResultsPlus Examiner Tip

Link your answer to the resource if the question asks you to 'use evidence from the figure in your answer'.

Question 3 (d)

This question did cause some confusion as some candidates talked about urbanisation rather than counter urbanisation. Most seemed to deal with the negative impacts, but the best answers were balanced as they included suggestions to improve services, such as more buses might be running or local primary schools would be able to stay open as a result of the rising youthful population. Case Studies were varied, but the area around Cambridge was possibly the most common.

Question 4 (b)

Many candidates were able to reach three marks on this question by giving some ideas typically about employment in London, milder climates in the south east, infrastructure in London and/or the north west, industry in the north east (such as call centres and previously ship building) and the oil pipeline in Aberdeen. A number of candidates misunderstood the term 'densely' and proceeded to explain why some parts of the UK had a low population density.

(b) Explain why some parts of the UK are densely populated.

Use examples in your answer.

(4)

The South East of England is a densely populated area due to being close to the capital of London. London attracts major companies that have ~~attract~~ workers who want to live close to their place of work. Generally the North East of England has low population density but in Newcastle and Middlesbrough there is a high population density because these towns lie on ports. These ports are a hub for industry and trade with Europe attracting lots of companies with new jobs. The South of the UK is warmer than the North (e.g. Scotland), so a lot of people want to live in a warmer area. This is why the South in places such as Kent and Essex (in Essex Southend-on-Sea) have a high density population but the Scottish highlands have a very low one.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate includes several (developed) reasons why some parts of the UK are crowded, clearly using specific place names such as Middlesbrough and Southend-on-Sea.

Question 4 (c) (i)

This question was generally very well done by candidates, with a large proportion scoring full marks. The accuracy of shading varied between candidates, but a third mark was always given for the *attempted* correct application of the key.

(c) Study Figure 4b.

It shows the percentage (%) of the population in different age groups for a High Income Country (HIC) and a Low Income Country (LIC).

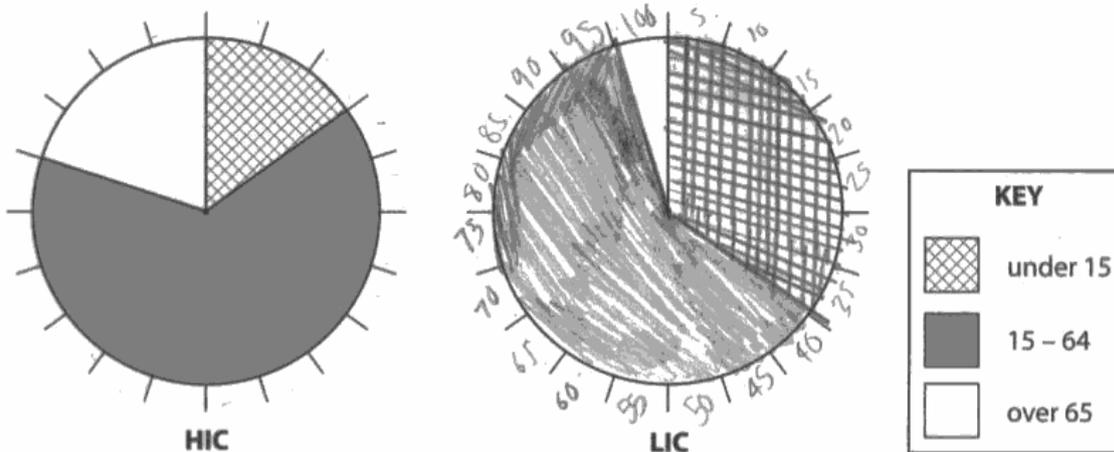


Figure 4b

(i) Complete Figure 4b for the LIC.

Use the data in the table below.

(3)

Age group	Percentage (%) of population
Under 15 years old	35
15 – 64 years old	60
Over 65 years old	5



ResultsPlus
Examiner Comments

This response scores 3 marks. The candidate has correctly drawn two lines to create three sectors and has correctly shaded the pie chart.



ResultsPlus
Examiner Tip

Use the key to help you complete a graph with the correct shading.

Question 4 (c) (ii)

The majority of candidates gained marks by making clear comparisons between the under 15 year olds and over 65 year old age groups. A smaller number of candidates managed to compare the data for 25-64 year olds, stating that the figures for this age group were quite similar.

(ii) Compare the HIC age groups with those of the LIC shown on Figure 4b.

Use percentage (%) population data in your answer.

(4)
In the HICs the percentage of Over 65 is four times as much as the LICs. ~~The~~ In the LICs, they have more people under the age of 15 at as 35% of the country under 15 compared to 15% at the HICs. They have a similar 15-64 age groups as HICs has 65% and LICs have 60% between 15-64.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate compares the trends in the three different age groups (3) and incorporates the correct data to support at least one of these statements (1).

Question 4 (c) (iii)

Many candidates successfully scored full marks on this question. A small number of candidates appeared to become confused about the demands of the question and explained the impacts of an *ageing* population instead. Good answers made links to the subsequent impacts on education, healthcare, taxpayers and employment figures.

(iii) Explain **one** negative consequence (impact) of a youthful population.

(2)

One negative impact of a youthful population would be that there will be less spaces in schools. Therefore many children may not receive an education and also means more children will not have enough experience for jobs later in life due to a poor education in an over crowded school.



ResultsPlus

Examiner Comments

This response scores 2 marks. Firstly the candidate makes a valid point about education (1) and proceeds to develop it by suggesting that this will lead to problems later in life (1).

Question 4 (d)

The majority of candidates provided answers that outlined improvements in medicine, medical science and healthcare in general as the main reason behind falling death-rates. Improved hygiene and sanitation were the next most popular reasons. Very few cited food supply as a reason. A significant number of responses incorrectly explored the idea of decreasing birth rates by explaining the trend of women staying in education longer, pursuing careers and delaying the start of a family.

(d) Some countries have a falling death rate.

Explain the medical and social reasons why death rates have fallen.

(4)

Falling death rate is due to a number of reasons. Improvements in medical care, such as developments of drugs to ~~test~~ cure disease and the building of hospitals & doctors surgeries to provide ~~servis~~ services to the needy in developing countries, improvements in ~~the~~ regular and clean water supply and sanitation also mean that people are living and surviving longer. In these LIC's, ~~many children~~ reliable food supply ~~and~~ and less disease transmission has also lead to a healthier diet and a longer life for children that would have previously died from famine.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate correctly explains that improvements in medical care (1) such as the development of drugs to cure disease (1) and the building of hospitals and doctors' surgeries (1) has caused the death rate to fall. A fourth mark comes later when the candidate introduces the idea of a 'reliable food supply'.

Question 4 (e)

Singapore was by far the most popular case study. Many candidates gave lengthy introductions about the history of Singapore's population issues - this is unnecessary. Place-specific information was on the whole excellent with candidates giving accurate detail of a large number of incentives. It was only the stronger candidates, however, who attempted to explain how these incentives worked to encourage a growth in the birth rate.

(e) Choose **one** country you have studied which is trying to increase its birth rate.

Explain the incentives used by this country to increase its birth rate.

Chosen country Singapore

(6)

In Singapore the Government is trying to boost the country's birth rate to therefore essentially boost their economy and workforce. In 1987 the government introduced a '3 or more' policy - trying to persuade people to have more children, and adopt the idea of having a family. Some incentives for this are by having your first and second child you would inherit \$3000 for each and by having your 4th and 5th you would then inherit \$6000 each. Another incentive was the introduction of a 'CDA' account where the government would match anything saved into the account up until the child was 6. They would also give fathers 5 days of paternity leave.



ResultsPlus

Examiner Comments

This response scores 4 marks (Level 2). There is a good range of place-specific descriptive information throughout to secure a Level 2. Though weak, the explanation in lines 3-5 lifts the answer to the top of Level 2. A second explained point might have lifted the answer further into Level 3.



ResultsPlus

Examiner Tip

On a level-marked question, two explained points which both offer depth are required for six marks.

Question 5 (a) (i)

This question was generally well answered with most candidates scoring full marks. Some failed to connect the points and some crosses would have benefited from being drawn with a sharper pencil to ensure they were accurate.

5 (a) Study Figure 5a.

It shows UK migration between 2000 and 2009.

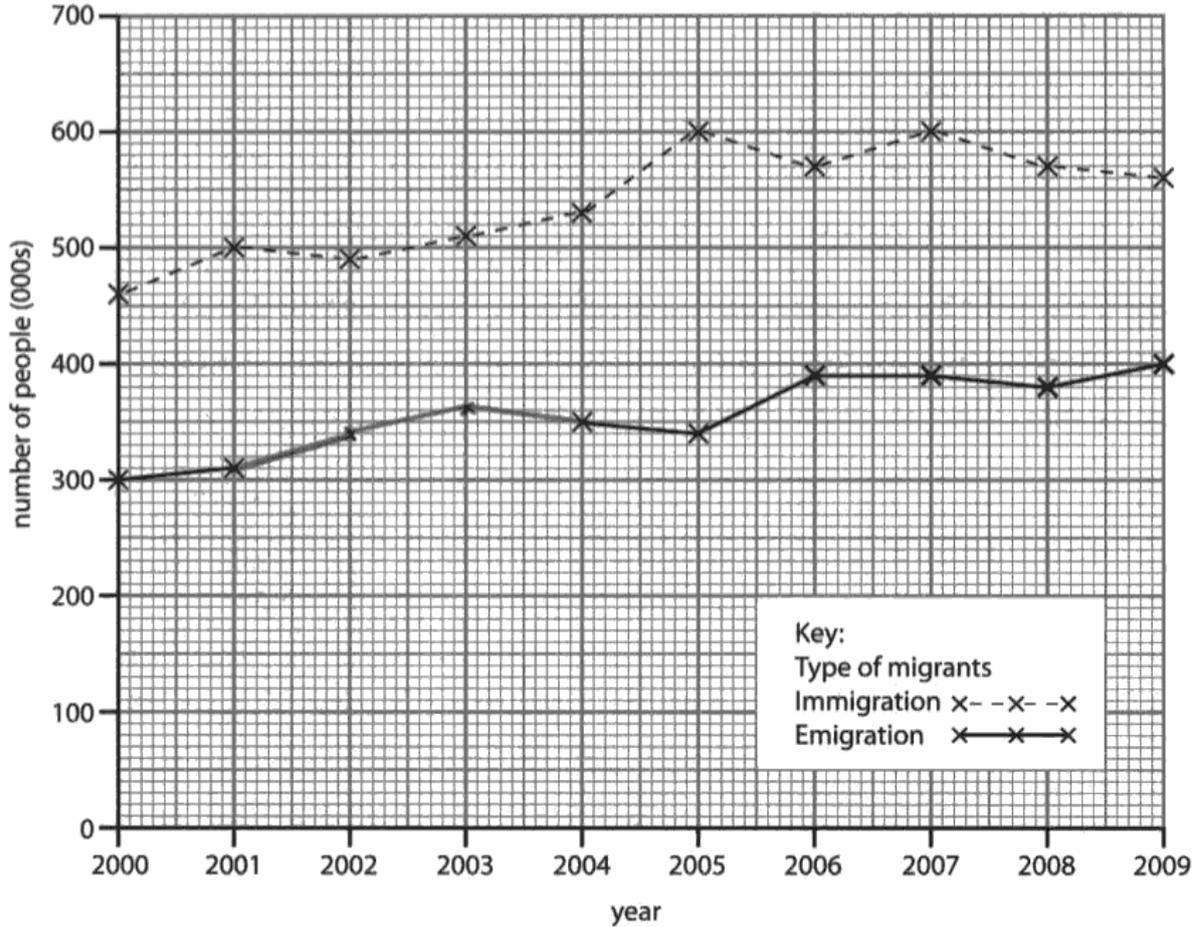


Figure 5a

(i) Complete the graph (Figure 5a).

Use the data in the table below.

(2)

Year	Number of emigrants (000s)
2002	340
2003	360



ResultsPlus
Examiner Comments

This response scores 2 marks. Both plots are in the correct position and some attempt has been made to join them with a continuous line.



ResultsPlus
Examiner Tip

Use a sharp pencil, ruler and a rubber to help you complete your graphs.

Question 5 (a) (iii)

A small proportion of candidates misread the question and described the changes in *emigration* rather than immigration. Another major reason why candidates failed to score high marks on this question was the absence or incorrect use of units to accompany the data; many candidates stated "300 and 460" without adding that this is thousands and therefore scored no marks.

(iii) Describe the changes in the number of immigrants shown in Figure 5a.

Use immigrant data in your answer.

(3)
In 2000 it started off at around 460 people immigrating, from 2000-2007, it increased rapidly to 500. ~~It then~~ It stayed almost the same very slightly increasing, until 2005 which was when it was at its highest 600. Since then it looked quite unstable and no general pattern but it does look like the ~~the~~ trend is decreasing.



ResultsPlus Examiner Comments

This response scores 2 marks. The candidate has described two changes shown on the resource but has failed to include correct units for the extracted data, this limits the score to two marks.

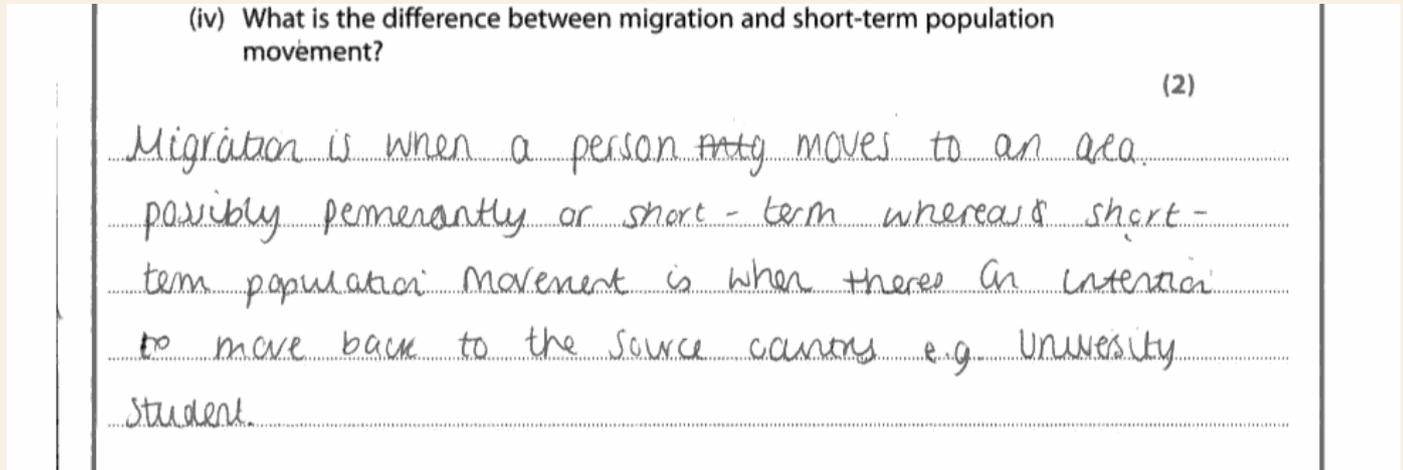


ResultsPlus Examiner Tip

Remember to use the correct units with extracted data.

Question 5 (a) (iv)

The vast majority of candidates scored one mark by commenting on the timescale difference between the two types of migration i.e. migration being long term and short term population movement being shorter time. However, only a small number of candidates demonstrated an understanding that migration is a population flow for over a year whereas short-term population movement is for less than a year.



ResultsPlus Examiner Comments

This response scores 1 mark. The candidate includes the idea that there is a difference in timescale, but does not get the second mark as they have not specified 'less/more than a year'.



ResultsPlus Examiner Tip

Learn the definitions for the key geographical terms in each unit; use these terms in your written responses.

Question 5 (a) (v)

This question was generally well answered with most candidates scoring full marks. Some candidates scored one mark out of two as they used the term they were defining in their answer e.g. voluntary migration is where a person volunteers to migrate.

(v) What is meant by the term international voluntary migration?

(2)

International voluntary migration is where you move out your own country to another through your own decisions and it's something you decide yourself, not by others.



ResultsPlus

Examiner Comments

This response scores 2 marks - both 'international' and 'voluntary' have been legitimately defined.

Question 5 (a) (vi)

Whilst most answers did focus on the source country, some candidates did discuss issues in the host country e.g. the impacts of migrants coming to the UK. Good answers focused on the impacts on workforce / lack of people to fill jobs and the best answers recognised that this could affect economic development (related to brain drain ideas – Jamaica was often mentioned in this context) and put a strain on Government income through loss of tax income. Answers relating to falling birth rates and rural depopulation were usually unable to offer any further development upon these ideas.

(vi) Explain the negative impacts of migration on the country of origin.

Use examples of impacts in your answer.

(4)

It will usually be younger men and women moving from their country of origin. The negative effects this has is a shortage of labour workers as they have migrated somewhere else. This is what happened when Poland became part of the EU. ~~The death rate in~~ The birth rate might also decrease as there is no men there to reproduce with their wives, etc. This happened in Zambia.

(b) Study Figure 5b (screen shot) in the Resource Booklet



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate has included two developed points - one about a shortage of workers and one about the falling birth rate.

Question 5 (b) (i)

A small proportion of candidates incorrectly named 'Budapest' rather than 'Hungary'.

Question 5 (b) (ii)

The resource was usually used effectively and most candidates achieved three or four marks on this question. Candidates mainly focused on the advantages/pull factors. Some good answers were balanced and did mention the push factors, for example the poor perception of NHS services due to long waiting lists and suggestions that hospitals are less well equipped/dirty.

(ii) Explain the push and pull factors of short-term population flows for medical reasons.

Use evidence from Figure 5b in your answer.

(4)
In Hungary, the price for a first dental check up, is free, where as in the UK, its £50. Many people go abroad for medical reason because of a cheaper cost, better quality of health care, cleaner hospitals and friendlier doctors. With all of these factors, the patient can also have a luxury holiday, as well as a cheaper operation etc.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate has included a developed point about the healthcare being cheaper (1+1) plus further points about cleaner hospitals (1) and the possibility of making the population flow into a holiday (1).

Question 5 (c)

This question was generally done quite poorly, with a large number of candidates focusing on the problems the migrants bring to the host country rather than the problems faced by the migrants themselves. The most popular legitimate responses related to language barriers which meant that workers might be exploited by employers who would pay them low wages as a result. Bullying in schools and education issues were also popular answers amongst the better candidates. Solutions were less clear; learning English, schools teaching about Polish history and living in ethnic enclaves (best answers named specific areas of London) to reduce homesickness were the most popular responses. Some suggested that migrants might have problems relating to exchange rates but they were unable to explain this. Similarly racist/discrimination issues were mentioned but not explained. Answers relating to different sizes of home were mentioned, but not explained adequately – usually restricted to a version of a “they just have to deal with it” idea.

*(c) Choose a short-term population flow you have studied.

Explain the problems and possible solutions for the migrants.

Chosen short-term population flow Poland.

(6)
When Poland became part of the EU (European Union) not only did Polish people come to the UK for work we went there. “Medical Holidays” are when you go to a different country for dental or cosmetic treatment and also enjoy the new surroundings. Lots of English people do this as Poland's dental prices are much, much lower than ours. They also offer cleaner and more patient friendly hospitals. In England there are long waiting lists as well as little patient care so the best solution in most people's eyes are to travel abroad to get what they want.



ResultsPlus Examiner Comments

This response scores 0 marks. The candidate has misunderstood and has failed to focus the answer on the problems and possible solutions for the *migrant*.



ResultsPlus Examiner Tip

Take a couple of minutes to re-read questions that demand a longer written answer so that you know exactly what is required.

Question 6 (a) (i)

This question was generally well answered with most candidates scoring full marks. Some candidates made mistakes in the accuracy of the lines, particularly on the 55-64 column. The quality and accuracy of shading was generally better than that seen on the earlier pie chart

6 Study Figure 6a.

It shows information for UK tourists travelling abroad in 1993 and 2000.

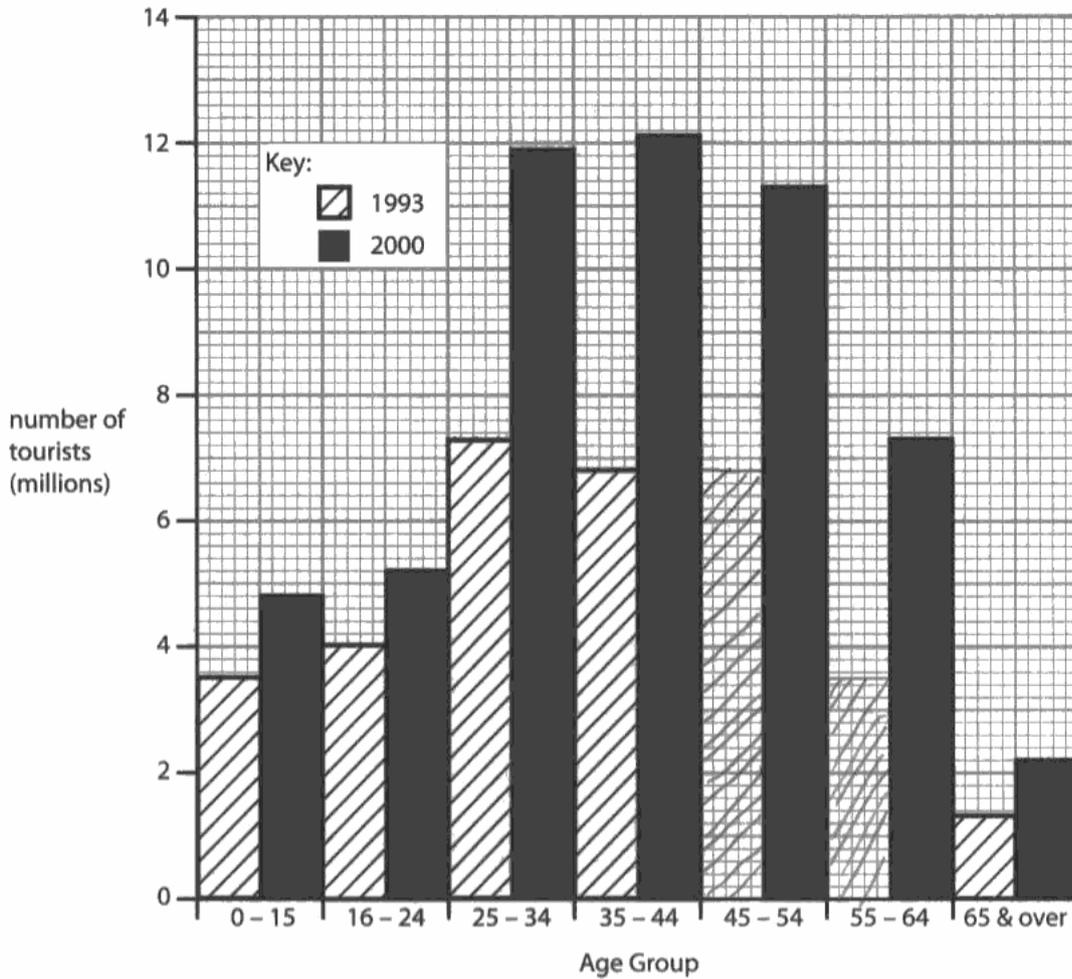


Figure 6a

(a) (i) Complete the bar chart for 1993 (Figure 6a).

Use the data in the table below.

(2)

Age group	Number of tourists (millions)
45 - 54	6.8
55 - 64	3.5



ResultsPlus
Examiner Comments

This response scores 2 marks. Both columns are the correct height and an attempt has been made to shade them in correctly.

Question 6 (a) (iii)

This question was generally well answered with most candidates scoring full marks. Some candidates wrote about the two values without being clear on the comparison i.e. they failed to say that it had increased / there were more tourists. There were some inaccuracies in terms of interpreting data values from the graph.

(iii) Describe the differences in the 55-64 age group shown on Figure 6a.

Use number of tourists data in your answer.

(3)

In 1993 the age group of 55-64 was 3.5 million then in 2000 the age group of 55-64 increased to 7.3.



ResultsPlus
Examiner Comments

This response scores 2 marks. The candidate identifies the trend - an increase (1) and uses one piece of data (3.5 million) for the second mark. The second piece of data (7.3) is the correct value but is not accompanied by any units.



ResultsPlus
Examiner Tip

Use the correct units when using data.

Question 6 (a) (iv)

The majority of candidates achieved full marks on this question. Most answers were well focused and supported by data, for example, "there is a shorter working week compared to the 1950's with more people working about 40 hours instead of 50 or 60" or "people have longer paid holidays - often 3 or 4 weeks a year compared to 1 or 2 weeks a year in the past". Some candidates recognised that legislation introduced Public Holidays others explained the 'flexitime' system.

1 (iv) An increase in leisure time has caused a growth in tourism.
Explain **one** reason for an increase in leisure time. (2)

Due to improvements in working conditions and new approaches to work such as, flexi-time people in HIC'S have experienced a significant increase in leisure time. Changing family; such as fewer children and earlier retirement have also increased leisure time and given tourists more freedom to travel. Workers, under British legislation get paid

(b) What is meant by the term adventure holiday?



ResultsPlus
Examiner Comments

This response scores 2 marks for the point about improved working conditions (1) and the development - flexitime (1).

Question 6 (b)

This question was generally well answered, though some candidates failed to gain full marks due to a lack of development or the repeated use of the term 'adventure' in their answer i.e. adventure holidays are holidays where you go on adventures.

(b) What is meant by the term adventure holiday?

(2)

A adventure holiday is a holiday where people do lots of different exciting activities these are usually adrenaline filled events like white water rafting or bungee jumping.



ResultsPlus

Examiner Comments

This response scores 2 marks. The candidate scores one mark for the description (adrenaline-fuelled events) and one mark for including an example - bungee jumping.

Question 6 (c) (iii)

The vast majority of candidates answered this question well, often scoring at least two marks via good use of the resource. Better candidates moved to three marks by offering some explanation, for example "transport improvements made access to the resort easier and cheaper for potential visitors" or "the new attractions such as the zoo and indoor shopping centre attracted a wider target market/ different people/families with young children".

Question 6 (d)

A number of candidates offered rather simplistic answers relating to "more jobs" or "more money in the economy". Better answers did give specific jobs (e.g. waiters in hotels) or data about contribution (%) to the economy. Cyprus and Macchu Pichu were the most popular case studies mentioned.

(d) Explain the positive effects of tourism.

increasing number of tourists.

Use examples in your answer.

(4)

one positive effect of tourism would be that more income is brought into an area therefore improvements are made to attract tourists but also benefit the locals in the area. Another positive effect is that more jobs are then available to locals, therefore they are benefiting from the tourists. Also due to tourism better transport is introduced which also make it better for locals to travel around. Also for example in Ayia Napa, there is a better night life for youths due to night clubs for tourists. This is a better social impact for the youth there.



ResultsPlus
Examiner Comments

This response scores 4 marks. The candidate has included a number of points, but importantly at least one of them has been developed to allow for more than 2 marks - improvements in the transport can then make it easier for local people to travel around too.

Question 6 (e)

The majority of candidates chose to use Footsteps in The Gambia as their case study. Most candidates were able to provide detailed descriptions of what made it an ecotourist resort. However, a relatively small proportion reached Level 3 by actually linking their answer to the local community, with most preferring to focus on the environmental benefits instead. Successful candidates commented on 'more income' with better answers suggesting that being paid all year was better than seasonal employment and mentioning the percentage of profits going to the local community. . The best answers did explain how these points benefited the local community, for example that the money could be used to build schools or to improve services such as health centres or roads. A few perceptive answers also recognised that keeping environmental damage down would benefit locals by not using up resources they need, such as water, or not causing pollution by importing "exotic" foods and materials for construction.

*(e) Choose an eco-tourist destination you have studied.

Explain how eco-tourism can benefit the local community at this destination.

Chosen destination Malham, UK

(6)

Malham, in the north of the UK is a eco-tourist destination. they are part of ~~several~~ the national park protection scheme meaning that the area is protected and preserved for the local community. Tourists are encouraged to park their cars and walk to different sites of the park to reduce air and noise pollution. The local community also benefits as several pubs and restaurants have been opened, boosting the areas economy. Also with eco tourism locals can mix with tourists and but parties can learn about new cultures.



ResultsPlus
Examiner Comments

This response scores 2 marks. There are two basic points about how tourism can benefit the local community (e.g. provides jobs) but the answer is not focused on eco-tourism and therefore can only achieve Level 1. For Level 2, an obvious eco-tourism destination (e.g. Footsteps in the Gambia) should be used.

In order to improve their performance, candidates should:

- Read each question carefully, highlighting the key terms and command words to help them understand the demands of the question.
- Check the scale and/or intervals on a graph before attempting to complete it.
- Incorporate case study information, for example specific facts and figures, if the question asks the candidate to 'use examples in your answer'.
- Use the key provided to help them shade/complete the graph correctly.
- On 6 mark, levelled questions, include at least **two** explained points which offer both depth and balance.
- Learn to draw simple sketches, for example diagrams showing the shape of linear, dispersed and nucleated settlements.
- If the questions asks the candidate to 'use evidence in your answer', ensure that the resource is mentioned and clearly linked into the answer.
- Have a sharp pencil, a ruler and a rubber at hand to make it easier to complete graphs accurately.
- Use the correct units when extracting/using data in a written response.
- Learn the definitions for each of the key terms in each unit and be able to incorporate these into answers that require more extended writing.

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