

Examiners' Report
June 2015

GCSE Geography A 5GA3H 01

Edexcel and BTEC Qualifications

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

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

ResultsPlus

Giving you insight to inform next steps

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

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

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

Pearson: helping people progress, everywhere

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

June 2015

Publications Code UG041627

All the material in this publication is copyright
© Pearson Education Ltd 2015

Introduction

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

The size of the cohort sitting this paper is slightly larger than in June 2014. The mean percentage mark and the standard deviation (which provides an indication of the range of marks awarded to the cohort) were similar to 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.

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

Question 1 (a) (i)

The majority of candidates were able to extract and use the data accurately to describe the differences in the percentages of employment. Some candidates struggled to read the graph accurately and therefore were unable to gain marks for supporting data.

A large proportion of candidates proceeded to explain why these differences occurred, which did not gain any additional marks.

1 (a) Study Figure 1a below.

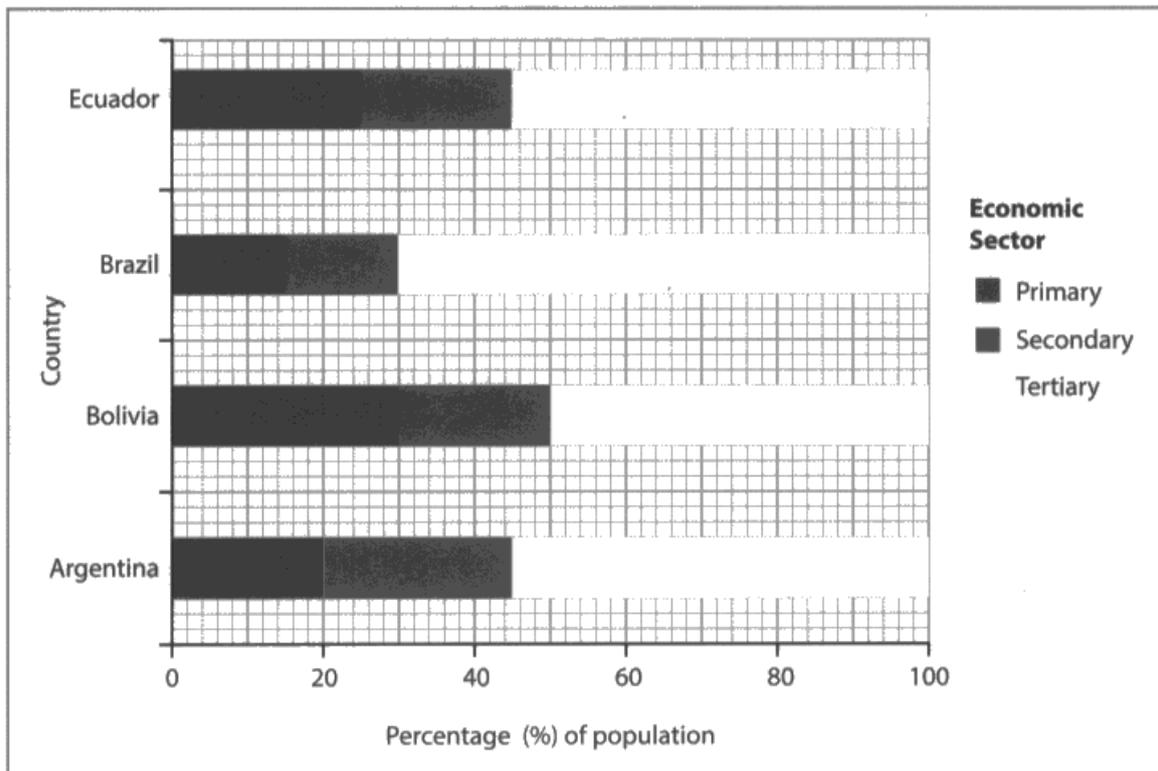


Figure 1a

Employment structure in four South American countries

(i) Describe the differences in the percentages of employment in the primary sector.

(3)

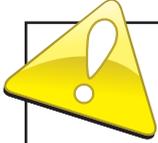
The two countries with the lowest primary sector employment are Argentina & Brazil, both ~~at~~ 20% or lower of their population employed in the primary sector. Ecuador has a slightly higher level of primary sector employment at 25%, & the highest level of primary sector employment is in Bolivia at 30%, providing a range of 10% between Bolivia & Brazil.



ResultsPlus

Examiner Comments

This response scores 3 marks: Argentina and Brazil have the lowest (1) with correct data (1); Ecuador has a higher level (1).



ResultsPlus

Examiner Tip

Note: Comparative language must be used to gain credit if the question is asking you to 'describe the differences' or to 'compare...'.

Question 1 (a) (ii)

The reasons for these differences varied, some candidates correctly used geographical terms in their answers, often making connections with stages of development. Some candidates inaccurately implied that all people in LICs have the choice to work in the tertiary sector over the primary sector. There was often a lack of understanding that the country as a whole has to progress in order for the other industries to develop to allow people to then have the choice to work in the different sectors.

(ii) Suggest **one** reason for these differences.

(2)

There are more raw materials available in countries that have a higher percentage of people employed in the primary sector as more jobs are available in for example mining



ResultsPlus

Examiner Comments

This response scores 2 marks: more raw materials available (1) and a higher percentage employed in primary (1).

Question 1 (b)

This question was generally answered well, with many candidates demonstrating a good understanding of the demographic transition model. Some candidates wrote off-topic completely either about China and one child policies or LIC populations.

(b) For a named low-income country (LIC) or middle-income country (MIC), outline **one** effect of growth in the secondary sector.

Named LIC or MIC China

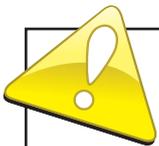
(2)

In China due to the growth in the secondary sector more people are becoming ill due to the increased pollution from the factories in China. 3/4, or a million Chinese people die each year ^{due to the} ~~from~~ air pollution.



ResultsPlus Examiner Comments

This response scores 2 marks: air pollution (1) with development through the use of supporting case study material (1).



ResultsPlus Examiner Tip

Include case study material (e.g. facts or data about a named location) to help you access full marks.

Question 1 (c)

Candidates generally answered this question well, using answers such as 'flat land' and 'main road' as reasons for the location of the car factory. A small proportion of candidates mistakenly stated that the farm land was a brownfield site.

(c) Study Figure 1b (photograph) in the Resource Booklet.

Explain **one** possible reason for the location of this car factory.

(2)

It is flat, countryside land so there is room for expansion of the factory if necessary.



ResultsPlus
Examiner Comments

This response has a developed point scoring 2 marks: flat, countryside land (1) with room for expansion (1).

Question 1 (d)

A large number of candidates were successful in achieving the top of Level 2 and many secured a Level 3 mark on this question. It was encouraging to see candidates addressing the question directly by including details about a range of both costs and benefits - and the Eden Project was used frequently as a key example.

Candidates who lost marks were generally those that went into detail on the Eden project but failed to explain the costs prior to the redevelopment.

*(d) Explain why de-industrialisation in rural areas can have costs and benefits.

(6)

An example of de-industrialisation near Cornwall is the clay mines which were developed into the Eden Project. An advantage of this change means that the area is more attractive because the newly constructed biomes are unique world structures, unlike a heavily polluted mining area. Another advantage is that the Eden Project is in the tertiary sector so it provides people with jobs, especially the local residents. Another advantage is that the Eden Project is environmentally friendly because it does not ~~give~~ release carbon dioxide. However, a disadvantage is that it costs a lot of money to maintain new projects. Another cost is that the process of removing an entire industrial area costs a lot of money.



ResultsPlus
Examiner Comments

This candidate has offered a clear explanation about redevelopment supported by a partial explanation and some locational detail that lifts this response into Level 3 (5 marks).

Question 2 (a) (ii)

Most candidates were able to score some marks on this question; if marks were lost, they tended to be for offering a reason for the change in land use at location Q. Many candidates would simply say that it 'did not look nice' rather than saying why the 'use' had changed.

Candidates appeared to find it easier to offer a reason for the change at site S. The most popular reasons were 'demand for housing increased' or 'farming was less profitable and therefore a change in use was required'.

Question 2 (b)

This question was generally answered well, with the majority of candidates grasping the idea of 'change' and scoring 2-3 marks.

Popular answers included an *increased rate of* rural to urban migration, supported by a reason for this migration (push or pull factor). Other responses referred to the increased birth rates / falling death rates in urban areas due to lack of contraception / better medical care.

Question 2 (c)

Overall, a large number of candidates managed to score 1-2 marks on this question. Many managed to identify a named place; however, the answers given by candidates were more generic about depopulation as opposed to being about the place they specified. Common places identified were Devon, Isles of Scotland (Western Isles) and Cornwall.

Many candidates solely stated facts and did not develop their answers e.g. '45% of the population is now not located next to a post office', but failed to go on to say 'why'.

Popular 'changes' included shops closing down due to lack of economic activity and an increased ageing population.

(c) Describe **one** change in a named remote rural area caused by depopulation.

(2)

Named remote rural area Western Isles, Scotland

Many services have shut down meaning the 7 children
living on one of the Isles have to go to school in
the mainland due to there not being enough people to
run the school.



ResultsPlus
Examiner Comments

This response scores 2 marks: there is a developed point about the closure of services (with the named remote rural area - the Western Isles, used in context).

Question 2 (d)

The most successful candidates were able to clearly identify both positive and negative effects of rapid population growth and developed their points - often with legitimate case study material linked to Cairo or Dhaka.

The majority of candidates discussed both positive and negative effects, but not in enough detail for Level 3 with either no/limited case study links.

Some candidates did not refer to the case study within their response and gave generic answers; however, other candidates did supply responses that were well developed allowing them to access Level 3 marks when using facts and figures.

Overall, the vast majority of candidates understood what a LIC was - but too many provided generic answers with no relevance to the case study.

*(d) For a named urban area in a LIC, explain why rapid urban growth can have both positive and negative effects.

(6)

Named urban area in a LIC Cairo

Cairo situated in Egypt along the Nile has had positive and negative effects. Firstly the positives were it has large workforce so can produce alot of secondary work, it also positive being people get a better quality of life in the city with education.

The negative effect has been the air pollution caused by 2 million cars and 200000 motorbikes which has lead to vitamin D deficiency in children as the sun rays are blocked.

There are also alot of problems with water as 23% of the population do not have access to clean water and 25% of the population is not connected to the ~~sewer~~^{sewage} pipes. Finally housing problems has meant 60% of the population ~~are~~ live in shanty towns, the government has tried to address this issue with building villages such ~~as~~ as '6th of October' on the outskirts -



ResultsPlus
Examiner Comments

This is an example of a Level 3, 5 mark answer. The candidate has included a good variety of locational detail about Cairo, positive and negative effects have been included and there is some explanation. However, the command word is 'explain' and it is the depth or range of explanation that is lacking in this response and it therefore cannot be awarded full marks.

Question 3 (a) (i)

Only a small proportion of candidates here recognised the overall low density of the population across the whole of Africa. More common were descriptions of localised patterns of high/low density, using some of the named countries on the resource to support these descriptions.

Question 3 (a) (ii)

The command word is, 'suggest ...' therefore candidates are expected to apply their knowledge and understanding from this area of the specification; many were able to do this successfully, with the strongest responses referring to physical factors such as the climate, relief, coastlines and natural hazards with some extension about how these influence population density.

(ii) Suggest **one** reason for this pattern.

(2)

In areas such as Libya, there is the Sahara desert which makes the land very hard to grow crops in.



ResultsPlus
Examiner Comments

This response scores 2 marks: the Sahara desert has been identified (1) with some development - i.e. land is hard to grow crops on (1).

Question 3 (b)

This was a generally well answered question, with many candidates attaining full marks by offering a clear development of the initial point.

The most popular answers referred to people getting married later in life or women having careers first, rather than starting a family. Candidates also regularly referred to improved medical provision, leading to people living longer and having fewer children.

Many candidates also wrote about the increased use of contraception and family planning leading to fewer births.

Some candidates offered reasons for both the falling birth rates and the levelling/slight fluctuations in death rates - but this was a less common approach.

Question 3 (c)

The majority of candidates were able to offer some incentive (usually cash rewards or Singapore's 'three or more' policy), but this was not always developed with some specific case study material (the question requires the candidate to refer to a **named country**).

Where candidates failed to score, they had usually referred to an incentive to *reduce* the birth rate (confusion with China); however, this was not especially common.

(c) For a named country, describe **one** incentive used to increase the birth rate.

(2)

Named country Singapore

Singapore gives a grant or bonus for each child you had. For the first and second child they gave \$3000 each respectively each time and for the third and fourth child they gave \$6000 dollars for each child.



ResultsPlus
Examiner Comments

This response scores 2 marks: the candidate has identified an incentive - financial reward (1) and has used some exemplification from the named country to access the second mark.

Question 3 (d)

The majority of candidates understood what is meant by the term - 'youthful population' - and were able to offer a combination of positive and negative points/consequences. Some candidates focused on just the negative (and rarely, the positive) consequences and therefore could not achieve full marks.

Less successful responses failed to address the question directly, until the last part of the answer (if at all).

Positive consequences referred to were mainly being able to help the older generation and a larger workforce; negative consequences mainly referred to overcrowding, and a squeeze on the resources of the young e.g. education and unemployment.

*(d) Explain how a youthful population can have both positive and negative consequences.

A youthful population means there will need to be more government spending on schools as there are more pupils. However schools cost a lot of money to run, reducing money spent elsewhere. There will also be more demand for housing and as house prices rise, young people will be excluded due to a lower ^{having} income (this is the case in Ashwell).

A negative effect is that there is a high dependency ratio so there may be tax increases to support the younger population.

There can be more ^{emphasis} input on education, this is good as the UK government encourages young people to go to university, increasing skilled workers in the tertiary and quaternary sector like doctors and engineers.

There may be a technology boom as more children want access to the latest gadgets like Apple watches so there is a large market for it.

(Total for Question 3 = 15 marks)



ResultsPlus
Examiner Comments

This response has two clear explanations to get to the top of Level 3 (6 marks). These explanations are supported by the use of examples and both the positive and negative consequences have been considered.

Question 4 (a) (i)

This question was generally well responded to, although some candidates did not refer to the differences between males and females; the majority of candidates used data extracted or manipulated from the line graph to exemplify their descriptions.

Question 4 (b)

This question resulted in a large variety of responses, with the majority of candidates scoring between 2 and 3 marks; this was largely due to limited, if any, extension on the initial impact(s). For example, weaker responses might just say 'extra homes would have to be built so people were not homeless', whereas more successful responses would sometimes be pre-empted with the fact that there is an increased population putting pressure on existing homes.

Question 4 (c)

A number of candidates did struggle to give the initial pull factor and a valid development to secure the 2 marks available here. Commonplace was the suggestion of 'outdoor activities' and 'good transport', but it was clear that significant numbers of candidates' answers were inaccurate or based upon stereotypes. Only a small proportion of candidates latched onto the idea of the 'grey pound' and most candidates tended to go in circles with regard to the outdoor activities e.g. 'there is lots of open space to play golf and bowls and look at ruins'. Few candidates developed ideas about the free time on their hands, the relaxation and socialising that they can do or the weather conducive to outdoor activities to ensure the second mark. Quite a few candidates equated 'retired migrants' as being 'tourists' which indicates a misunderstanding of certain terms. There was also the misconception that there was no traffic around and that the area was all peace and quiet.

Question 4 (d)

A large proportion of candidates failed to identify a particular retirement destination, with many just referring to the country of 'Spain' rather than being more explicit about where in Spain. A number of candidates who named a specific area of the UK which is popular with retirement migrants often included some sound case study material.

Negative consequences included greater pressure on healthcare and rising house prices and some stronger responses also referred to problems in a specific town e.g. by including details of rising house prices or a shift in service provision.

Question 4 (e)

Candidates generally referred to a number of developments in transport and had good detail in their answers, including reference to the Channel Tunnel and the growth of budget airlines. Some candidates included developments which were not transport linked but linked more to tourism e.g. greater disposable income and more time off work. The use of locational information was rare, but the better responses referred to a range of examples, including Japan's bullet train and motorway development in the UK.

*(e) Examine how developments in transport have increased the rate of population movement around the world.

(6)

Transport such ~~to~~ as planes have widely increased movement. It is much easier to travel in the air and it can be a lot faster and cheaper. ~~also~~ An example is that it ~~used to take~~ ^{used to take} over 3 three weeks to travel from England to Australia ~~Australia~~ ~~Australia~~ ~~Australia~~ by boat; now it takes just under twenty-four hours on a plane.

~~Europe~~ The ~~Eurostar~~ ~~going from~~ Faster trains have been introduced in countries, ~~and~~ especially in Europe. This allows people to go on trips around Europe within a matter of days, for a very low price. One of the well known trains is the Eurostar, which travels from London to the south of France within ~~8~~ eight hours. The introduction of 'E-Technology' also allows people to easily access transport to travel around the world.



ResultsPlus
Examiner Comments

This response scores 5 marks - entering Level 3 as a result of the range of ideas offered by the candidate, with some explanation and some attempt to 'examine'. To get to full marks, examiners expect to see the command word addressed more fully, possibly with some evidence of evaluation/comparison of the relative impacts of different transport developments.

Question 5 (a) (i)

Many candidates confidently handled the data and were capable of describing the pattern of visitors effectively to achieve full marks. Some candidates were still able to achieve full marks by giving the years when there were periods of a high volume of visitors, low levels and when the numbers remained static.

5 (a) Study Figure 5a in the Resource Booklet.

Thorpe Park is one of the largest theme parks in southern England. The main attractions are roller coasters and activities for families and young people.

(i) Describe the trend in visitor numbers to Thorpe Park between 1980 and 2010.

(3)

~~During the 1980s~~ During 1980 to ¹⁹⁹⁷ ~~1998~~ Thorpe park was a newly developed theme park so during that time period more people were becoming interested in the park so visitors began to rise ~~at~~ at a stable rate from just over 400 thousand in 1980 to 1.4 million in 1997. However from 1998 to ~~2000~~ 2003 tourism dropped massively due to the British recession prices meaning people had no money to spend on goods such as Thorpe park. However from 2004 to 2008 tourism to Thorpe Park shot up again due to the ~~increase of~~ increase of people having a disposable income. It went from 900 thousand in the year 2000 to



ResultsPlus Examiner Comments

This response scores 3 marks: the candidate has offered a clear description, supported by accurate data.



ResultsPlus Examiner Tip

Remember that the command word 'describe' does not require you to offer any reasons for a pattern or change.

Question 5 (b)

The more successful candidates, who attained 3-4 marks, were able to clearly identify the environmental impact, then go on to explain why this was a problem e.g. whether it was affecting the habitats of the animals, the quality of the scenery or the quality of the atmosphere.

Some candidates' responses suggested a misunderstanding of the question or a failure to focus on the **environment** - instead they described the financial, social and cultural impacts of tourism.

(b) Suggest **two** negative environmental impacts of tourism.

(4)

1. lots of CO₂ and other greenhouse gases are produced due to high traffic from planes, ships and cars to transport people from one place to another
2. large quantities of waste and sewage and rubbish is released into rivers and the surrounding landscape is ~~over~~ areas of tourism



ResultsPlus

Examiner Comments

This response scores 3 marks out of a possible 4: the candidate has included a developed point about carbon dioxide and other greenhouse gasses being produced (1) due to high traffic (1); there is a further point about large quantities of waste (1) - but no development for full marks.

Question 5 (c) (i)

The majority of candidates were able to achieve marks by using the resource and stating what they observed, such as people relaxing on the beach. However, some candidates incorrectly explained why people visited the area, without mentioning the physical attractions.

For some, there was confusion with the term 'physical', with a small number of candidates offering human attractions instead. Some candidates found it difficult to exemplify their chosen physical attraction, instead naming another physical attraction, such as the sea and the beach.

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

(i) Outline **one** physical attraction of the eco-tourism destination at Grootbos.

(2)

The beach will attract tourists with the clear blue sea. The beach is desolate so people can choose where to sit rather than having a beach full of people. A lot of tourist beaches now have groynes which means that you



ResultsPlus
Examiner Comments

This response scores 2 marks as the initial point about the 'beach' has been developed for the second mark.

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

(i) Outline **one** physical attraction of the eco-tourism destination at Grootbos.

(2)

The beach is a physical attraction
~~and will~~ attract at Grootbos



ResultsPlus
Examiner Comments

This response is awarded 1 mark for 'beach' - but there is no development through further description or explanation for the second mark.

Question 5 (c) (ii)

Only a small proportion of candidates offered a named example with supporting case study material. The Galapagos Islands or Footsteps in The Gambia were frequently used as examples in the stronger responses.

Large numbers of candidates were able to explain a good variety of positive impacts on the local community e.g. money comes in, being paid all year around, employment, education, leading to good healthcare and local services.

A small number of candidates misunderstood or misread the question, choosing to describe what an eco-friendly holiday would be like and how this is beneficial to the environment (as opposed to the benefits to the local community).

Question 5 (d)

This question was answered quite well by a number of candidates. There was an emphasis on the EU opening its borders, government putting money into tourist destinations, advertising and the ending of civil wars which led to people feeling safer. A few candidates answered this question by focusing on how policies/factors led to easier migration due to a relaxation of borders. Overall, candidates demonstrated a good knowledge of the political factors that had been put in place; however, there was a lack of knowledge on government policies aside from very brief descriptions about giving money / investing in the development of tourist destinations.

***(d) Examine how political factors and government policies have caused a growth in tourism.**

(6)

political factors would have caused a growth in tourism in places such as (~~Egypt~~) Egypt and Gambia by there being new laws and facilities set in place to ensure the comfort of the tourists. Government policies also encourage the safety of the tourists by including more police forces around the area to keep the violence levels diminished. The political factors have also provided more secure forms of hospitality in the developed and constructed buildings to where the tourists may participate in staying at. The policies have brought the ~~re~~ tourists to develop in number from the new attractions and infrastructure that have been set in place to keep the area more hygienic and manageable.



ResultsPlus Examiner Comments

This response reaches Level 2 and scores 3 marks: the candidate offers a partial explanation about encouraging safety, linked to a legitimate country. To move to the top of the band and into Level 3, the answer needs to have at least another partial explanation (depth) and ideally a wider range of factors/policies (breadth).



ResultsPlus Examiner Tip

The command word 'examine' requires a different type of response to one that has 'explain' as its command word - familiarise yourself with the level descriptors in the mark scheme.

Paper Summary

In order to improve their performance, candidates are advised to:

- Practice describing patterns and distributions shown by a graph or a map by using comparative language and data to support ideas – this will help with 3-mark 'describe' questions (e.g. Questions 1(a)(i), 3(a)(i) and 4(a)(i)).
- Understand the differences in the demand of the command word for extended writing questions: in Section A it is 'explain', whereas in Section B it is 'examine'; the levels mark scheme provides clarity on these differences – particularly important for the transition between Level 2 and Level 3.
- Note that case study material is occasionally required in questions other than the levels-marked ones. For example, Question 1(b) requires some information about one effect of growth in the secondary sector in a named country, LIC or MIC.
- Read the question carefully: on questions requiring candidates to 'explain one possible reason...' (e.g. Question 1(c)) or 'describe one incentive used...' (e.g. Question 3(c)), candidates must be able to make an initial point and then develop it appropriately as suggested in the mark scheme.
- 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(d)), 'depopulation' (Question 2(c)) and 'eco-tourist' (Question 5(c)(ii)) were not fully understood by a number of candidates.
- Use the Sample Assessment Materials (SAMs) and the June 2014 and June 2015 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:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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