

Examiners' Report

June 2014

GCSE Geography A 5GA3F 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.



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 2014

Publications Code UG038936

All the material in this publication is copyright
© Pearson Education Ltd 2014

Introduction

This paper forms part of the first 'linear' assessment series for the new 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 does vary significantly when compared to the original specification (see Edexcel's website for further details).

Candidates were required to answer all four questions from Section A (each worth 15 marks) and one question from Section B (worth 24 marks, incorporating 4 marks for SPaG).

The size of the cohort sitting this examination was greater than in June 2013. The mean percentage mark for the paper was similar to that of the June 2013 series and the standard deviation (which provides an indication of the range of marks awarded to the cohort) was greater than the previous two exam series.

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 (b) (ii)

This question was generally well answered, with most candidates able to identify at least two creditable reasons for the location of the centre by commenting on the motorway and train station. Often candidates wrote both these statements as one point, with another valid point for the 2nd part of the question.

Some candidates missed out on marks as they only mentioned the railway line (rather than identifying the train station), which was not enough for credit; other candidates gave inappropriate reasons for the location of the centre (such as 'it is in the centre of town so will get lots of customers') which shows a lack of understanding of the geographical concept of an out-of-town shopping centre.

(ii) Study Figure 1b in the Resource Booklet.

State **two** reasons for the location of the Meadowhall Centre.

(2)

- 1 near a main road, such as the M1 for easy access.
- 2 near a train station for easy access to the nearby ~~8~~ city which is Sheffield only ~~2 km away~~.



ResultsPlus

Examiner Comments

This response correctly states the motorway (1) and the train station (1) as two reasons for the location of Meadowhall - scoring 2 marks in total.

Question 1 (c)

Many candidates attained 1 mark on this question for a general comment about a benefit of de-industrialisation such as less pollution. A named rural area was often omitted or was quite vague (e.g. South Wales) with no added detail that might indicate place knowledge. It was also relatively common for candidates to name an urban area.

When an appropriate rural area was given, many candidates scored full marks - responses using the Eden Project as a rural area were generally the best.

(c) For a named **rural** area, describe **one** benefit of de-industrialisation.

(2)

Named rural area Austria

The Eden Project - This place was once a
mine & created lots of noise pollution & other
pollution. It is now a tourist attraction
to do with nature & plants.



ResultsPlus

Examiner Comments

This is a good example of a 2 mark response where the candidate has developed a point which fits the named rural area.

Question 1 (d)

The majority of candidates used China as their example of a LIC or a MIC. Candidates often wrote about the **causes** of the growth in China's secondary sector, rather than the **effects**. A minority of candidates incorrectly explained that the effect of the growth was that China is too poor to be able to manufacture things and/or many people have lost their jobs.

Cairo was a less common choice, with weaker candidates getting Level 1 marks as they wrote about the effects of *urban growth* rather than the *growth of the secondary sector*.

Some candidates also wrote about why a particular country was an LIC rather than answering the question directly.

When a candidate did understand the question - that it was about effects rather than causes - they tended to score well, with comments on low pay and poor conditions being the most common ideas that were explained.

- (d) Explain the **negative** effects of the growth of the secondary sector in **either** a Low Income Country (LIC) **or** a Middle Income Country (MIC).

(4)

Chosen country

China

There has been unprecedented growth in the Chinese economy over the past 20 years. There has been very little social infrastructure. There have been more schools since 1980, which has resulted in ~~the~~ more educated workers. Migrant labourers are forced to work for long hours under hazardous condition for low wages. Rapid industrialisation has had a major impact nationally, globally and locally. It's 95% of energy produced comes from coal. It's among 10 of 20 of the most polluted countries and over 3 million are affected.



ResultsPlus

Examiner Comments

This response scores 4 marks as the candidate has used locational detail to help support the explanations about the effects of the growth of China's secondary sector.



ResultsPlus

Examiner Tip

Read the question carefully and establish whether it is asking you to explain the **causes** or **effects** of a particular process.

Question 2 (b)

A small proportion of candidates wrote about *advantages* rather than *disadvantages* of redeveloping a brownfield site, but the majority of candidates understood the concept of a brownfield site.

Most candidates focused on the land needing to be cleared which was expensive and a few referred to the surrounding area or restrictions on design/space and safety. Some candidates incorrectly thought a disadvantage was that the land was infertile and therefore no good for farming. Another limitation was for a candidate to simply state 'it's expensive' with no further development, expansion or second point.

(b) State **two** disadvantages of redeveloping a brownfield site.

(2)

1. Cost a lot of money
2. It takes Longer to ~~Kace~~ Knock down and build.



The first part does not make it clear what's expensive and therefore does not gain credit. The second part is fine for 1 mark in total.

Question 2 (c)

In general, this question was not answered well by the majority of candidates. A large proportion of candidates wrote about **land use** change rather than **function** change, or settlement shape. Many other candidates only stated the original function (e.g. 'fishing town') but did not say what the new function was, i.e. they did not address the *change* part of the question. It was quite uncommon for answers to be supported with local colour which meant that many responses were limited to 1 mark.

Question 2 (d)

Many candidates confused counter-urbanisation with the processes of rural-urban migration. Those candidates that did manage to focus their answer upon counter-urbanisation often failed to support their comments with any specific locational detail which therefore limited the response to 3 marks.

(d) Explain how counter-urbanisation can lead to changes in rural communities.

Use one or more examples in your answer.

(4)

As people are moving into rural areas but still live in cities they buy shopping elsewhere, so they're not supporting local shops. It can lead to villages becoming ghost towns, as people are working during the day. Newcomers might not carry on the tradition of going to church. Country houses are becoming more expensive. But ~~etc~~ Little barns are being turned into plush houses.



ResultsPlus

Examiner Comments

This is an example of a response scoring 3 marks which was quite a common occurrence. The candidate has understood what counter-urbanisation is and has provided some quite good developed points about the potential changes. However, there is no supporting locational detail from an example of an area, which restricts the response to 3 marks.

Question 3 (c)

Many candidates answered this question well using population terminology; some responses lacked any evidence from Figure 3b in their answer and therefore could not receive the full 2 marks. Most candidates had a clear understanding of the population pyramid and were able to give reasons why it was the pyramid of a HIC. Many candidates were able to identify one basic reason e.g. bulge in centre of pyramid, or an ageing population but overall, only a small percentage of candidates included legitimate data from the resource.

A small proportion of candidates gave a reason for the shape of the pyramid (such as better health care helps extend life expectancy) rather than using data.

A common error was for candidates to refer to only one side of the pyramid without stating male or female which may have restricted the marks available.

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

Suggest **one** reason why this population pyramid is for a High Income Country (HIC) such as France.

Use data from Figure 3b to support your answer.

(2)

Because there is a high life expectancy with people living over 100 - this is due to good medicine and a better lifestyle.



This response scores 1 mark for the basic reason, but does not progress beyond this - i.e. no 'data' mark.



Always use data when instructed in the question - this is because at least 1 mark in the mark scheme is reserved for the use of data.

Question 3 (d)

The majority of candidates were able to state one negative consequence, such as a strain on housing or education. Responses scoring 2 marks also included possible negative consequences such as a potential lack of jobs in the future as a result of a rapid population growth amongst the working population. A number of candidates also successfully developed their initial point by making a reference to how the economy would suffer either by a shortage in the workforce or by a lack of people paying taxes and contributing to economic society.

Some candidates inappropriately made reference to the impacts that would come from an ageing population or the positive impacts of a youthful population.

(d) State **two** negative consequences of a youthful population.

(2)

1. More schools need to be built.

2. Younger people don't pay taxes, less money going to government.



ResultsPlus
Examiner Comments

Two valid points - one in each section - for 2 marks.

Question 3 (e)

Most candidates picked Singapore as their named country and were able to identify the '3 or more policy'. A high percentage of candidates' responses included specific and exact monetary amounts used for cash incentives and went into detail about these. Knowledge of other incentives was satisfactory as a whole and responses showed a good breadth of knowledge about a variety of other incentives.

Not many other countries were mentioned; a few candidates mentioned Japan, Vietnam and Russia.

Nearly all candidates had at least a basic grasp of the question, with more advanced answers - including a wide range of incentives that have been used - explained by those at the top end.

- (e) Explain how **incentives** have been used in a named country trying to **increase** its birth rate.

(4)

Named country Singapore

Singapore have a policy called 'three or more'. This policy was put in place to increase the birth rate, so they had many incentives to try and encourage people to have more children. For example, if a couple were to have 1-2 children, they would receive \$3000 for each child, and if they had 3-4 they would receive \$6000 for each of 3rd and 4th child. This was used so people would have more children due to it benefiting them financially to pay for the child and himself. Also, they received \$95 for a maid, so that their house ~~home~~ and cleanliness would be done whilst the parents can go to work. Also, fathers receive 3 months paternity leave, to support the mother/carer in looking after the children.



ResultsPlus

Examiner Comments

This response scores 4 marks. The candidate, using Singapore as their case study, has successfully offered a detailed range of incentives - and supported this through some excellent locational detail appropriate for the case study used.

Question 4 (b) (i)

This question was generally not very well answered, with many candidates unable to identify appropriate impacts of the population flow shown in the resource booklet.

However, some candidates were able to identify the greater variety of food or cultural diversity as an impact, but were not able to expand on this impact appropriately for additional credit. Very few responses made the most of the resource, with a large proportion of candidates ignoring the airports and the greater service offered by them.

(b) (i) Study Figure 4a in the Resource Booklet.

Describe **one** positive impact of the population flow shown on Figure 4a.

(2)

One impact is that Britain is now becoming a multicultural society and we respect other cultures.



ResultsPlus

Examiner Comments

This is a good example of a fairly common 1 mark response. One positive impact has been identified (i.e. idea of growing cultural diversity) but this has not been developed - which it could have been by acknowledging the resource (more Polish shops on the high street).



ResultsPlus

Examiner Tip

Try to make the most out of the figures in the resource booklet to accompany your own prior knowledge and understanding.

Question 4 (c)

Many candidates made reference to the growth of the internet and how it has made it easier to keep in contact with family/ friends in another country. Some responses gave examples of communication networks such as Skype, Facebook and other social networking sites. A small proportion of candidates made a legitimate reference to the rate of population movement in terms of the ease of transport due to increased improvements to airports, rail links and so on.

A small minority of candidates appeared to misunderstand the demands of the question and discussed how people can work from home.

Question 4 (d) (ii)

Overall, candidates made a good attempt at this question, often scoring at least 2 marks and often full marks; however, a significant number of candidates just wrote about UK pull factors and resultantly scored zero.

A relatively small proportion of candidates failed to read and/or understand the question properly and did not include data. Other candidates who did not score well often did not highlight **push** factors very well.

- (ii) Suggest **two** push factors for the type of population flow in Figure 4b.

Use evidence from Figure 4b in your answer.

(4)

1. You gain more money by moving to different countries for example in Romania you get £70 per household however in England you get £543 per household.
2. You are better off moving to the EU because you get free access into the EU which overall gains more money.



ResultsPlus

Examiner Comments

This response scores 2 marks for the developed point about wages in the first part of the answer; the second part is about pull factors and therefore does not gain any additional credit.



ResultsPlus

Examiner Tip

Make sure that you know the difference between 'push' and 'pull' factors within the context of migration.

Question 4 (e)

On the whole, this question was reasonably well tackled by candidates.

Many candidates mentioned EU membership and the relaxing of borders. A small proportion of responses mentioned quotas or skills testing. Candidates who did not score on this question often described China's one child policy or did not understand what a specific 'government policy' was.

- (e) Describe **one** government policy that has affected the rate of population movement.

(2)

They have to have a visa if they are working
but not if they come for a holiday.



1 mark here for the identification of 'visas' - but there is no development of the response for the second mark.

Question 4 (f)

The majority of candidates picked Spain as the case study and a very large proportion of these cited the climate as the main pull factor. Overall, there was a good grasp amongst candidates about the reasons why people would like to retire to a particular destination; for example, the fact that English culture has been 'exported' to a particular overseas area. Many other reasons were identified and many of those candidates who picked Spain or North Norfolk as their case study scored well.

Candidates who picked other destinations seemed to struggle to find many pull factors for their case study; they showed a generic knowledge of retirement pull factors, but not the extra detail that often would help move an answer to the top of a mark band.

- *(f) Explain the **pull** factors that influence retirement migration to a named destination.

(6)

Named destination ... **Spain**

The pull factors that influence retirement migration to Spain are that good climate weather as it's warm all the time. Also, the elderly people do not need to be surrounded by the workforce as they want to take a break and feel free. Also, they want to be in a more quiet and attractive place. Also, the elderly have more leisure time so they can play golf or any other sport they enjoy. Spain also provides the elderly with better care homes where they can relax and stay but the elderly have disposable incomes so they have a lot of money to spend - a



ResultsPlus

Examiner Comments

This response scores Level 2, 4 marks (plus 2 marks for SPaG).

The candidate has identified some (generic) pull factors that are true for Spain and has offered some partial explanation which is not supported by locational detail - which would be expected for Level 3 marks.

Question 5 (b)

Many candidates were able to highlight the human attraction as the pier, but a large proportion of these failed to fully expand on their answer, for example by mentioning what they could do there such as walking along the pier to enjoy the view and so on.

A small minority of candidates incorrectly made reference to physical factors (such as the beach or the sea) instead.

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

Describe **one** human attraction shown on Figure 5a.

(2)

The Brighton Pier



1 mark is awarded for 'pier' but there is no development of this for the second mark.

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

Describe **one** human attraction shown on Figure 5a.

(2)

Brighton's pier is a human tourist attraction as it has different things to entertain and draw tourists attention. The pier has amusement rides for the younger people, suvarnter shops and a number of restraints



This is a good example of how the initial point has been developed for the second mark.

Question 5 (d)

Most candidates demonstrated their knowledge of what eco-tourism is, but it was not what the question was asking. Candidates' knowledge of how eco-tourism can specifically protect the environment was generally quite weak and it appeared that many candidates failed to grasp the focus of this question.

There were many generic points mentioning recycling/pollution/litter - which gained credit - but these points often lacked any extension for the second mark.

(d) Suggest **one** way eco-tourism can protect the environment.

(2)

Eco-tourism can help protect the environment because they only allow a certain amount of people to visit the sight a year which means resources will not be overused and destroyed.



ResultsPlus

Examiner Comments

This candidate does expand upon the initial point about limiting tourist numbers by explaining how this can be beneficial for the environment. Therefore, this response scores 2 marks.

Question 5 (e) (ii)

A large majority of candidates were able to identify positive economic impacts; however a number of answers did not include any evidence from Figure 5b and were therefore limited to a maximum of 2 marks.

Jobs and income generated for the area were frequently suggested by candidates, but only a few advanced their answers into the multiplier effect, for example by commenting upon the growth of taxi firms and local shops getting more business.

Question 5 (f)

A small proportion of candidates had difficulty demonstrating a coherent understanding of how a political factor can influence tourism and mistook *tourism* for *migration/population movement*.

Good answers usually commented upon the relaxation of borders - in particular within the EU, stable government, (minimum) wages and (statutory) holidays. There were only very few candidates who mentioned the advantages of a common currency or the influence of governments on exchange rates. Even fewer candidates referred to the influence of the World Bank or IMF.

Weaker answers focused on generic reasons why tourism had grown, tending to focus on the socio-economic rather than the political reasons.

(f) Suggest how **one** political factor has caused a growth in tourism.

(2)

One political factor has caused a growth in tourism is disposable income more old people go on holidays as they retire.



ResultsPlus

Examiner Comments

No marks were awarded for this response as the candidate identified an economic rather than a political reason.

(f) Suggest how **one** political factor has caused a growth in tourism.

(2)

The EU allows free movement of people. This means that people in the UK, or any other EU country are able to travel within the EU easily with no barriers. This has encouraged tourism ~~both~~ and caused a growth. Furthermore, the collapse of the Soviet Union meant that tourism could start to grow, and people ~~wanted~~ had a increased choice of places to visit.



2 marks here for the developed point about the EU.

Question 5 (g)

There were some good, Level 3, answers to this question, but the majority of candidates struggled to progress beyond Level 2.

Many candidates appeared very unclear about when or what the involvement stage of the Butler model is. Despite using a legitimate case study, such as Blackpool, very few got into Level 3 due to (i) vague answers (ii) factually incorrect locational detail or, most commonly, (iii) the desire to address every stage of the Butler model albeit in very little depth. Many responses described how tourist numbers increased and attractions were built, but with no further development.

However, some candidates did get to Level 3 and these responses often had accurate dates, specific names of people and places and a strong sense of action (e.g. extending the railway network) and effects (making it more accessible and facilitating a growth in tourist numbers).

Some candidates selected Benidorm as their case study, but these responses were generally not as proficient as those from candidates choosing Blackpool.

Paper Summary

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

- Read each question carefully and highlight the key geographical term(s) to help maintain the focus of your response (e.g. on Question 5(g), focusing on the **involvement** stage of the Butler model, rather than looking at every stage of a resort's development).
- Understand the different demands of command words, particularly on questions that require extended writing. For example, in this revised specification, the command word 'explain' appears for all level-marked responses and this is reflected in the descriptors in the mark scheme.
- Incorporate case study information, for example specific facts and figures, if the question asks you to 'use examples in your answer' (e.g. Question 2(d)). It is also useful to be able to draw upon 'mini case studies' to 'contrast/compliment' your main case study. Level 1, and to a certain extent Level 2, answers are often characterised by quite a generic response.
- On questions that require extended writing, remember to keep the response focused on the question and look for words in bold to provide an indication of the thrust of the question.
- On 'describe **one...**' questions (e.g. Questions 1(c) and 2(c) in Section A), make the initial point as succinctly as possible and then offer an extension through further detailed description or contextual exemplification.
- On 'describe' questions, do not be tempted to offer an explanation as this will not be rewarded. Instead, 'say what you see'.
- Use the new sets of Sample Assessment Materials to assess the new key ideas and detailed content that have been included in the revised 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 Edinburgh Gate, Harlow, Essex CM20 2JE

