

Examiners' Report

June 2014

GCSE Geography A 5GA3H 01

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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 are 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 paper was greater than in June 2013. The mean percentage mark for the paper was slightly lower than 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 (a) (i)

This was largely answered well by candidates with emphasis on the word 'extraction'. A minority of candidates lost the mark for just naming an activity that is categorised in this sector, for example 'farming' or 'mining'.

A small proportion of candidates confused the primary sector with the secondary sector.

SECTION A – THE HUMAN WORLD	
Answer ALL questions in this section.	
Topic 1 – Economic Change	
1 (a) (i) Define the term primary sector.	(1)
<i>Industries that extract raw materials such as mining and farming.</i>	



ResultsPlus Examiner Comments

This response scores 1 mark for the idea of 'extracting raw materials'.



ResultsPlus Examiner Tip

Know the differences between the primary, secondary and tertiary sectors.

Question 1 (a) (ii) - (iii)

On part (a)(ii) candidates generally scored 2 marks. A number of candidates mis-read the graph, for example quoting 680 000 or 300 000 as the top or the bottom of the range. A small proportion of candidates described the incorrect time period (e.g. between 1990 and 2010).

On part (a)(iii) some candidates only scored 1 mark due to a lack of development for the 2nd mark e.g. 'just ran out of resources', 'lack of raw materials', 'importing from overseas' without any attempt to develop the point.

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

Describe the change in primary sector employment between 1960 and 1990. (2)

Generally the number of people decreases from 690,000 to 360,000. It decreases quite rapidly until 1990 where it increases to 450,000 by 2010.

(iii) Suggest one reason for this change. (2)

Because it is cheaper to import from abroad from India for example, rather than producing the goods here leaving less jobs available in the primary sector.



ResultsPlus Examiner Comments

This response scores 1 mark for part (a)(ii) because the candidate has identified a general trend, but without correct supporting data. However, the response scores full marks on part (a)(iii) for the developed point about imports.

Question 1 (b)

Many candidates suggested more than enough information to gain the 2 available marks. Good references to the resource were seen, for example by stating road names and then extending this idea by talking about accessibility for customers and delivery vans.

A small proportion of candidates did make references to the proximity of Sheffield and the likelihood of a large customer-base there.

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

Suggest **one** reason for the location of the Meadowhall Centre.

(2)

It is very close to the railway running through Meadowhall, demonstrating a closeness to infrastructure, so it is more accessible by people and tourists.



ResultsPlus
Examiner Comments

This response scores 2 marks as it identifies the transport link (railway line) and develops this idea (i.e. makes the area accessible).

Question 1 (c)

The majority of candidates knew what de-industrialisation was, but many were unable to describe one benefit of this process.

A weakness amongst a number of the responses was the lack of a named rural area that had experienced de-industrialisation. If the candidate did not name an appropriate rural area their response was limited to a maximum of 1 mark.

Many of the candidates who achieved full marks did so by using The Eden Project in the rural area around St. Austell as their named example.

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

(2)

Named rural area

The Eden Project, ~~St Austell~~ Cornwall
The new ~~ind~~ tertiary industry is more environmentally friendly as it is run by mostly renewable energy, and it is more sustainable as there are many information board explaining sustainable development.



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Examiner Comments

This response scores 2 marks as the candidate has made a developed point about the area being more environmentally friendly and, crucially, has named a legitimate rural area which fits the description.



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Examiner Tip

Make a list of all the different case studies and examples that you have learnt about and match these up with different questions from past exam papers.

Question 1 (d)

The most common case study used by candidates was China, with many responses achieving Levels 2-3 as a result of good locational detail and some explanation which was supported by facts/figures.

Slovakia was a less popular case study, with responses focused on car manufacturing - but these answers often lacked specific details and often did not get into Level 3.

It was observed that the China case studies demonstrated a greater range of ideas, which helped many responses get into Level 3 - for example with specifics including urban migration rates, engineers being trained, 16/20 of the most polluted cities in the world, GDP rankings, death from industrial diseases and 40p per hour wages.

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

(6)

Chosen country China

From the growth of the secondary sector China has seen an unprecedented rise in their economy. In addition to this, China's literacy levels have increased hugely, rising to 90%. Also, with the cheap labour that is available in China comes businesses that see the opportunity to globalise.

However, there is some negative effects to this growth. The first and biggest problem being the environment. ~~The~~ Coal is still ~~one~~ the most popular source of energy in China and this is damaging the environment badly.

All of the growth that China has seen has led to them being able to improve infrastructure. This is things such as roads and building new factories for businesses.



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Examiner Comments

This is a good Level 2 response, scoring 4 marks.

The candidate has provided some partial explanation of the effects of the growth in the secondary sector, but this is only supported by weak locational detail.

A Level 3 answer would usually be less 'generic' and offer clearer, more in-depth explanation of the effects.

Question 2 (a) (i)

Candidates generally found this question quite challenging, with a large proportion unclear as to what urban sprawl is. Some candidates thought that this was people moving out of rural areas and into urban areas, or a high demand for housing in urban areas. Some candidates also confused the term with counter-urbanisation or thought it was the dispersion of people within an urban area. A common answer was 'the urban area expands' but the mention of into 'green belt', 'rural areas', 'countryside' etc. was missing.

Topic 2 – Settlement Change

2 (a) (i) Define the term **urban sprawl**.

(1)

where urban settlements e.g. towns, houses, cities, spread out without being stopped, moving over the greenbelt and agricultural land.



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Examiner Comments

1 mark for the correct definition of urban sprawl
- the response clearly identifies the greenbelt as an area which is being developed.

Question 2 (a) (ii)

The majority of candidates were able to score 1-2 marks on this question, often talking about rising demand for housing and affordability. Candidates often appeared to struggle to make a second, different point and if they did, to develop it for full marks. Divorce rates were often cited as a reason for the changes as was an ageing population with developments usually clearly linked to the 'why' these have both increased demand.

(ii) Study Figure 2 in the Resource Booklet.

Suggest **two** reasons for changes shown on Figure 2.

(4)

- 1 people are prepared to live in the countryside, therefore more affordable houses are built in rural areas.
- 2 people are starting to earn more money therefore they have more in their bank and can afford houses easily.



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Examiner Comments

The first part of the response does not score any marks, but the second part is a legitimate developed point about increased personal wealth and therefore scores 2 marks.

Question 2 (b)

This question was generally executed effectively with candidates grasping the disadvantages of building on brownfield sites. Most answers were related to the clean-up of the brownfield land and that they were 'expensive to clear'; candidates that developed this type of response often related it to the expensive nature of cleaning up toxic waste on the site.

Another popular answer was the idea that the deteriorated area may deter potential investment.

(b) Explain **one** disadvantage of redeveloping a brownfield site.

(2)

planning permission has to be given
by the local authorities meaning that
buildings cannot be built however
the owner wants it.



ResultsPlus Examiner Comments

This response scores 2 marks for the developed point about planning permission.



ResultsPlus Examiner Tip

Make sure that you know the advantages and disadvantages of developing greenfield and brownfield sites. You could also improve your responses by including details of an area that you have studied in class.

Question 2 (c)

This question is based upon a new section of content in the specification. A large number of candidates had a strong understanding of the term 'function' and proceeded to provide a good response which incorporated details from a legitimate example.

Some candidates ignored the 'UK' part of the question or mixed up 'function' with 'pattern' or 'land use' and therefore were less successful.

(c) For a named UK settlement, describe **one** way its functions have changed over time.

(2)

Named UK settlement

~~London~~ Luton
~~London used to be a major manuf.~~ Luton used to be a major supplier for hats. The town used to be a hub for straw hats and it was renowned for this. It now barely creates any hats and has moved onto the tertiary sector.



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Examiner Comments

This is a good example of a response scoring full marks. The candidate has stated a shift in function and added some local colour for the second mark. Also, the development fits the named example, accessing full marks.

Question 2 (d)

Many candidates appeared to find this question quite challenging, largely due to insufficient case study knowledge to apply to their generic ideas about counter-urbanisation.

The majority of candidates were able to describe what counter-urbanisation was and were able to explain a broad range of socio-economic changes. However, a small proportion incorrectly confused counter-urbanisation with the process of urbanisation and were therefore less successful.

*d) Explain how counter-urbanisation can lead to economic and social changes in rural communities.

Use one or more examples in your answer.

(6)

Counter-urbanisation is the movement of from urban areas to rural areas. The people most likely to move to rural areas from urban areas are retired old people who are looking for a quiet place to stay. This will create a more peaceful environment in that ~~area~~ community. People moving from urban to rural areas could be a good thing for their economy because they could set up a business and look for workers from the local community or only take produce from the local area.



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Examiner Comments

This response scores 3 marks (Level 2).

The candidate offers some partial explanation at the end of the piece about potential economic impacts, but without any supporting local detail - which would have possibly helped lift this response to the top of the band if accompanied by further partial explanation.

Question 3 (a) (i)

This question was generally done well, with the majority of candidates using an appropriate measurement for population density, which tended to be km^2 .

A small proportion of candidates failed to include the units for area, choosing just to write, 'the number of people in a place' or 'number of people in an area'.

Topic 3 – Population Change

3 (a) (i) Define the term **population density**.

(1)

This is the amount of people living in an area per km^2 .



ResultsPlus

Examiner Comments

This is a response scoring 1 mark as a correct unit measure of area has been provided by the candidate.

Question 3 (a) (ii)

This question was generally very well answered, with a large number of 4 mark answers. Those who failed to score full marks generally repeated points about isolation/lack of facilities. Answers which focused on the weather generally only scored 2-3 marks as the candidates wrote about 'rain' but failed to link this to the difficulty growing crops, instead mentioning that people 'would not want to live somewhere where it rained'.

Candidates were able to identify both human and physical factors from the resource, for example they could see that the area was isolated, so communication and transport links were minimal, with lack of facilities.

(ii) Study Figure 3a in the Resource Booklet.

Suggest **two** reasons for the low population density shown on Figure 3a.

(4)

- 1 it is a rural area which looks mountainous (right hand side of picture) meaning it is not very easily accessible
- 2 there are very few houses (six present in the picture) ~~there are no~~ and in the picture ~~the~~ businesses are not present so employment opportunities will be extremely low.



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Examiner Comments

This response scores full marks as there are two developed points to explain the low population density - one about mountains and accessibility and one about job opportunities and a lack of businesses.



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Examiner Tip

Be able to categorise 'human' and 'physical' factors that affect the population density of an area.

Question 3 (b)

Many candidates used inaccurate data that failed to fit into +/- 0.2 tolerances. A large proportion of candidates also focused on just one side of the pyramid without stating whether it was male or female they were referring to.

It was common for candidates to give more than one reason for the pyramid being a HIC; however, a number of candidates failed to include any data, but just made basic references to 'an ageing population' or 'low birth rates' without the supporting evidence of data from the resource; this therefore limited a response to 1 mark.

(b) 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 population of middle aged people / longer life expectancy.
40-44 there are 2.4 million males and 2.3 million females



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Examiner Comments

This response scores 2 marks - the candidate has given a legitimate reason (e.g. long life expectancy) and has supported this with valid data from the pyramid.

Question 3 (c)

This was a generally well answered question with many 2 mark responses. Many candidates focused on education costs and a lack of jobs/unemployment - with the best answers developing their explanation in terms of the resultant cost for the Government. However, many weaker answers just focused on the link between youthful populations and crime rates so scored poorly.

Few candidates developed the idea of a 'population explosion' in the future and the potential negative consequences of such an event.

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

(2)

There is a greater need for schools/teachers so can be very expensive.



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Examiner Comments

This is an example of a 1 mark, undeveloped answer. The point about more schools/teachers being needed is valid, but it is not clear for whom it would be 'very expensive'.

Question 3 (d)

The final question for this section was commonly answered using Singapore and the '3 or more' policy. However, many candidates failed to access Level 3 as their good case study detail was not explained fully and this therefore limited them to Level 2 marks. Many candidates could state that there were cash incentives, housing benefits etc. but were unable to link them to the command word in the question – *explain*.

There were a significant proportion of candidates who misunderstood the requirements of the question and incorrectly used China's '1 child policy' as a policy used to decrease (rather than *increase*) the birth rate in that country.

*(d) Explain how incentives and disincentives have been used in a named country to **increase** the birth rate.

(6)

Named country Singapore

In the mid 20th century Singapore's population was huge for a small country so ^{the} ~~they~~ ^{based government} ~~eventually~~ to tell ~~people~~ & began to tell its people to stop having lots of children. By the late 20th century however the plan had worked too well so the Singapore government started using money incentives to get couples to have more children each couple got \$3000 for 2 children and an extra \$6000 for their 3rd and ~~fourth~~ fourth. This money was used to help pay for childcare and education which were ~~also~~ very cheap for those with more than two children allowing them to spend the money on other luxuries. Couples with less children or none were given disincentives such as very expensive childcare or less desirable living conditions in order to urge them to have another child or two. allowing them to have more money like the people who had large families.

(Total for Question 3 = 15 marks)



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Examiner Comments

This is a good example of a response that has done enough to get into Level 3 (scoring 5 marks) but not enough for full marks.

The candidate has chosen a suitable case study (Singapore) and has offered a good range of detailed descriptions and explanation - meeting the requirement of Level 3. However, there is an imbalance between incentives and disincentives, which restricts the response from moving to the top of the band.

Question 4 (a) (i)

This question was generally answered really well, with most candidates correctly defining the term as, 'moving from country to country' or similar. The command word - define - was addressed directly by most candidates, with only a very small minority of candidates preferring to give an example of international migration rather than a definition.

A small minority of responses confused international migration with *internal* migration.

4 (a) (i) Define the term **international migration**.

(1)

People moving from one country to another country



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Examiner Comments

The term has been correctly defined for 1 mark.

Question 4 (a) (ii)

This was generally well answered, with many candidates actually including more than enough information to gain full marks. Clear references were made to Polish shops increasing the cultural diversity of the UK. Many made references to the large number of airports increasing the connectivity between the UK and Poland.

Many candidates clearly indicated that Polish workers might fill the lower paid/ skilled jobs within the UK and can contribute to the economy of the UK.

Weakest answers failed to use the resource, choosing to elaborate on the negatives of the Polish 'taking the jobs of the UK citizens'.

(ii) Study Figure 4a in the Resource Booklet.

Outline the positive impacts of population flow for the UK.

Use evidence from Figure 4a in your answer.

(3)

Polish shops open in the UK Figure 4a shows a Polish shop and says they are 'typical of many UK high streets'. This encourages diversity and culture.

There are now 10 airports in Poland serving the UK, so traveling between the two countries is easier. There are 22 in the UK.



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Examiner Comments

This is a good example of a response scoring full marks. This is an 'outline' question, so it is expected that two basic points will be made, with one offering some extension for the third mark. This response does just that - with a developed point about the Polish shops (2) and a second point about the airports (1).

Question 4 (b)

This was a very well answered question with the majority of candidates making good references to the use of the internet to book flights, to research places and to communicate with people back home. Several responses even mentioned the sending back of remittances to people/ family back home via internet banking.

Some candidates mentioned advances in air transport such as bigger planes and cheaper air travel which was also legitimate.

There were responses that clearly understood the '*what*' - i.e. that people would be able to keep in touch with family and friends back home but did not actually state the '*how*', therefore limiting the response to 1 mark.

(b) Suggest **one** way a development in communication networks has increased the rate of population movement.

(2)

Because you can find alot out about a place before you move there. You can also arrange accomedation and a job before you arrive so when you arrive everything is ready.



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Examiner Comments

This response scores 1 mark as the candidate has identified what can be done (research a place); however, there is no indication of how (i.e. using the internet) so the second mark is not awarded.



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Examiner Tip

For a '**suggest one way...**' question, try to include both the '*what*' and the '*how*' (cause and effect) to access both marks.

Question 4 (c)

On the whole, it was felt that candidates confused 'push' and 'pull' factors. The question asks for two push factors, however, many candidates discussed pull factors of the UK, rather than push factors from Romania. This resulted in fluctuating results. Candidates, who did understand the question, used the data appropriately and only a minority of candidates failed to expand upon the evidence from the figure.

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

Suggest **two push factors** for the type of population flow shown in Figure 4b.

Use evidence from Figure 4b in your answer.

1 Lower minimum wage in Poland, where families are ⁽⁴⁾ only earning £70 a week is topped in the UK where they can be earning £53 a week.

2 As both countries are part of the EU, travel between countries are easy and applying for a work permit is also easy in the UK.



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Examiner Comments

This response is awarded 2 marks for the developed point about a low minimum wage (in the first part of the answer).



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Examiner Tip

Be able to distinguish between 'push' and 'pull' factors.

Question 4 (d)

Candidates generally performed quite well on this question, with many using the EU as an example of relaxing national boundaries, having entry requirements/skills test (e.g. USA, Australia and the UK) and needing a VISA to enter the country. Where candidates lost marks, it was through not identifying a policy but rather writing about push and pull factors such as wanting a new job.

(d) Explain how government policies can affect the rate of population movement.

(4)

If countries are part of groups like the EU then it means the rate of population movement will increase as it is easier to travel to various countries. However if the ~~country~~ government introduces ~~regulations~~ ^{regulations} that have to be met then the rate will be less, for example in 2008 the UK introduced a point system where 75 points ~~was~~ ^{were} the pass mark for entering the country (if you earned £40,000 + = 40 points) so this limited population movement. If governments decide to build ^{physical} borders (e.g. between USA and Mexico) then the rate will decrease as it is much more difficult to enter the country.



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Examiner Comments

This response scores full marks as the candidate has offered a 'double-development' about the EU and a further point about border controls in the USA. Therefore, the route the candidate has taken to arrive at full marks is (1+1+1) +1.



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Examiner Tip

Use the mark scheme to familiarise yourself with the different routes to accessing full marks.

Question 4 (e)

Many responses fell into the Level 2 category by demonstrating a basic understanding of the push and pull factors involved in retirement migration; however, there was confusion amongst a number of candidates between the difference between push and pull factors. Also, some candidates appeared to struggle to provide detailed locational knowledge which prohibited them from moving into the top end of Level 3.

The main case studies used were North Norfolk and Spain. The majority of candidates gave a 'generalised' answer which could apply to any place and therefore reduced the amount of marks awarded.

* (e) Examine the push and pull factors that influence retirement migration to a named destination.

(6).

North
Named destination North Norfolk

People in the UK are ^{having their retirement} ~~retiring~~ to North Norfolk.

~~Push~~ Pull factors include the beautiful scenery and natural ~~beach~~ landscape. There is also a warm dry climate, where it only receives ~~35~~ 35mm of rain per year. Another pull factor is that there is a slower ^{pace} of life in North Norfolk. There are ^{also} lots of old people already in this area, so many people will ^{retire} go there ^{as well} again as so they can all live together and ^{talk} ~~learn~~ about ^{matter} things which ~~matter~~ to them, for example hip replacements.

Push factors are that house prices in other parts of the country are very expensive, about ~~£33500~~ £33500 where as it's only £20,000 in North Norfolk. There is also increased crimes in places such as London, and North Norfolk has less crime.

However, due to the large numbers of old people, crime levels can increase because ~~old~~ the young people don't have places to be (this is because community halls are often used for ~~flage~~ ^{yoga} and ~~to~~ ^{also} ~~open~~ ^{also}).

(Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 4 = 24 marks)

However, house prices tend to increase due to popular demand, often meaning that it's hard for young people to be able to afford a house locally.



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Examiner Comments

This is a good example of a response scoring 9 marks (6 marks for the 'geography' and 3 for SPaG).

The reason why this response is a top Level 3 is essentially due to the depth/range of explanation offered, which has been supported by good locational detail. There is also an 'examination' of both push and pull factors, with some reflection on the wider implications of some of these.



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Examiner Tip

Incorporate case study information (facts and figures) to enhance your description and explanations.

Question 5 (a) (i)

The range of responses was quite broad for this question, with many candidates simply repeating the word 'heritage' in their answer without actually defining the term.

Many candidates were also seen to make reference to heritage meaning going to places with a link to their family.

The best responses clearly showed that it was tourism to learn about the history of places and some candidates also offered examples (e.g. names of castles, battlefields etc.) after their clear definition.

5 (a) (i) Define the term **heritage tourism**.

(1)

where people visit heritage sites such as
castles, or historically significant places.



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Examiner Comments

This response gets 1 mark for a legitimate definition of 'heritage'.

Question 5 (a) (ii)

This question was generally very well answered by the majority of candidates. It was clear that candidates were able to focus on the resource, distinguish between 'human' and 'physical' factors and include references to the pier offering chances for entertainment, shopping, walks and so on amongst their responses.

Some candidates did not state that the 'for hire' was for the deckchairs but did state various legitimate alternatives for hire, such as boat hire.

Only a small minority of candidates failed to refer to 'human attractions' and wrote about the beach and sea.

(ii) Study Figure 5a in the Resource Booklet. *ventcheye.*

Outline the human attraction(s) shown on Figure 5a. (3)

The pier, providing entertainment, the deck chairs for hire which people can relax in, the ships which provide lines to other areas.



ResultsPlus Examiner Comments

This response scores 3 marks. These are for the developed point about the pier (1+1) plus a further point about the deckchairs (1).

Question 5 (b)

The answers to this question were mixed and some lacked development. Many candidates were able to suggest ways in which the environment was protected, but struggled to exemplify their points with case study detail or explanation.

Many responses focused on the education of tourists, the use of renewable energies and the recycling of water.

Where candidates picked up both marks, they tended to focus on recycling (with an example, e.g. grey water), generating power with the use of renewable energy like solar/wind power or reduced air pollution/emissions through using locally sourced products.

The most popular case study was 'Footsteps' in Gambia, although it was not a requirement to use a case study in this question.

Question 5 (c)

Candidates generally answered this question quite well. The majority of responses suggested a boost to the economy, quoting figures for development and more jobs created e.g. 5% rise or 81,000 jobs, for the development point. Where candidates lost marks (they were a minority) it was because they did not refer to evidence from the resource booklet.

Question 5 (d)

A large proportion of candidates appeared to find this question quite challenging, with many leaving it blank or just scoring 1 mark.

Candidates mentioning the EU tended to do reasonably well, often linking together ideas about the ease of travel between member countries and a common currency as a result of the border relaxation (for 3 marks).

Some responses mentioned visas and points systems, as well as countries like Russia and China who have recently relaxed their borders. Some candidates also talked about the stability of governments or how government investment in new attractions attracts tourists.

(d) Explain how political factors have caused a growth in tourism.

(4)

Relaxation of boundaries in countries ~~has~~ ^{has} made it easier for people to move from place to place. For example in the EU, a common currency is shared (the Euro). Also, a political move from communism to capitalism in some countries has allowed tourists to visit places that in the past were ~~out of~~ off limits. However, visas are still required in some countries such as Cuba and China.



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Examiner Comments

This response scores full marks because the candidate has included a 'double-development' (1+1+1) about the EU, plus a further generic point about political change for the fourth mark.

Question 5 (e)

A large number of candidates failed to focus on the two named stages of the Butler model, instead choosing to cover almost every stage, albeit in very limited depth and often without any accurate locational detail.

The most popular case study chosen by candidates was Blackpool, followed by Benidorm; however, much of the case study information was for a stage of the model that was not asked for, or incorrect information about the correct stage was given.

For those responses addressing the two correct stages, candidates generally produced a stronger account of the involvement stage, with details about the exploration stage being usually quite vague.

The strongest responses were able to explain how Blackpool had started as a fishing village with mostly natural features, attracting only the wealthiest visitors, and slowly began to develop with the improved rail links and holidays from work for the working class. They included specific dates, names of people involved in the development of the transport links and the first hotel/B&Bs. At the top of Level 3, there was also clear evidence of some 'examination' by the candidates.

*(e) Examine how **one** named EU resort has changed during the **exploration** and **involvement** stages of the Butler model of resort development.

(6)

Named EU resort Blackpool

Blackpool is in the south-west of England at the coast. In ~~19~~ 1735, rich people started exploring the area. They went to the beach and bathe in the sea. The first guest house was opened, but no other facilities. There were only physical and cultural attractions at this point with only few regular people visiting. ~~Following~~ ^{Following} in ~~the~~ 1860, Blackpool moved to the involvement stage, the first hotel was opened the Lane End's Hotel. The local people started getting more involved in the attractions for the tourists, however there were still mostly physical and cultural attractions. ~~De~~ A railway station was opened as well for transport. The change from exploration to involvement show that the resort will develop in touristic purposes next on the Butler model. (Total for spelling, punctuation and grammar = 4 marks)

(Total for Question 5 = 24 marks)



ResultsPlus

Examiner Comments

This response is typical of many - a secure Level 2 without the depth of explanation and/or supporting locational detail to help lift it into Level 3.

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(e), focusing on the **exploration and involvement** stages 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 Section B, the command word 'examine' has different demands to 'explain' and this is reflected in the descriptor for Level 3 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'. It is also useful to be able to draw upon 'mini case studies' to 'contrast/compliment' your main case study. Level 1 answers are often characterised by quite a generic response.
- When asked to 'define' a key term, focus on the **generic meaning** of the word rather than providing examples.
- 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 'explain **one...**' questions (e.g. Question 2(b) and 3(c) in Section A), make the initial point as succinctly as possible and then offer an extension through further detailed description, exemplification or explanation.
- On 'describe' questions, do not be tempted to offer an explanation as this not will 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>

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