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Examiners' Report

June 2011

GCSE Geography 5GB2F 01

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June 2011

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Introduction

In general the paper worked well but there were problems revealed in the type of coverage in centres and the importance of making sure that candidates understand the terminology used. Not simply because they might be asked to define terms, but because they need to understand questions. This explains the much lower mean this time around.

Specific examples are:

3 (b) Rural idyll – only understood by about 15% of candidates

4 (c) Rural diversification – only understood by about 20% of candidates

4 (d) Deindustrialisation – only understood by the C grade candidates

5 (c) Eco-footprint – only understood by the best C grade candidates

8 (b) 'New economy' – only understood by about 15% of candidates

Many of the 2 mark questions expected candidates to add some detail to a basic point with the command 'Outline....'.

Located knowledge was generally disappointing and often revealed as such on Section B and C longer responses.

Simple misreading was a feature of too many, like the choice of London as the named rural area in a **developing** country (6c).

Question 1(a)(ii)

China was the almost universal choice.

(ii) Name a country that has an **anti-natal** policy.

(1)

china



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Examiner Comments

This is an example of the usual answer.

Question 1(b)

This was generally answered quite well by most candidates. A lot of them focused on the issue of improving healthcare and achieving better living conditions. Some candidates confused reasons for having an ageing population with reasons for a high birth rate, eg lack of contraception. Some also confused it with why women have children later, eg the want for a career, rather than fewer children. Candidates should be reminded in preparation for this examination that giving three or even four reasons when explicitly asked for two is not necessary.

(b) Give **two** reasons why a country may have an ageing population.

(2)

1 Due to an increase in health care.

2 Because people might migrate to a country due to a pull factor and others might do the same which will cause the population to rise.

(c) Outline either one social or one economic issue resulting from an ageing



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Examiner Comments

The second answer is not clear - People migrating would not affect ageing unless of course they are elderly people.

Question 1(c)

This provided some disappointing responses with a lack of development of the basic idea, which was the main problem. As with so many of these 2 mark questions that asked candidates to 'Outline one...or 'Describe one...' the mark scheme expected a basic point that was developed in some way. As many ignored this emboldened one and offered two basic reasons, too many scored only 1, failing to expand on their original idea. Some candidates thought of the elderly putting pressure on healthcare; therefore, the young could not use it, rather than linking that to increase taxes/economic strain on the country. The stronger candidates recognised impact on taxes to provide pensions. There were very few who offered a 'social' issue.

(c) Outline either **one** social or **one** economic issue resulting from an ageing population.

(2)

more jobs are created in care homes,
meaning more people in the employment
~~sector~~ Tax rise. Because of the health centres
being used/needed more.



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Examiner Comments

This is fine - a basic idea - 'tax rise' - with the reason for that as an extension of that idea.

(c) Outline either **one** social or **one** economic issue resulting from an ageing population.

(2)

one economic issue resulting from an ageing
population is that people will get too old to
work therefore industries will ~~collapse~~ collapse
and no money will be made for that country



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Examiner Comments

Lack of a labour force is the key idea here - modern Japan comes to mind. A range of features presented, but the answer could have been improved with reference to 'nearshore', 'background', etc - which would provide more structure to the answer.



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Examiner Tip

There is no need to rewrite the question. Your quality of written communication is tested elsewhere on the paper, but on these shorter questions you should concentrate on the answer.

(c) Outline either **one** social or **one** economic issue resulting from an ageing population.

(2)

Too many people are giving birth
making ~~the~~ the population grow
whereas there are less people
over 60 dying.



ResultsPlus Examiner Comments

This is a misread - the candidate seems in a bit of a muddle about size of population and its age structure.



ResultsPlus Examiner Tip

Be careful to underline or highlight key words.

Question 1(d)

Few candidates related this issue to areas where agriculture is the driving economic activity and labour might be needed. There were several answers focusing on pro and anti-natalist policies, and the idea that there was a lack of available contraception proved a very popular for 1 mark. Several candidates recognised the influence of religion in contributing to high birth rates, but did not go on to complete their idea for the second mark. The commonest answer was absence of contraception suggesting that old ideas die hard.

(d) Explain **one** reason why some countries have a high birth rate.

(2)

People want more babies, not any sexual
contraception devices like condoms to stop people getting
pregnant. Lots of people want to start having babies at
the same time.



ResultsPlus Examiner Comments

Either of these could have been developed but they were not - why no contraception (traditional values, religion, poverty)? Why do women want more babies (economic need)?



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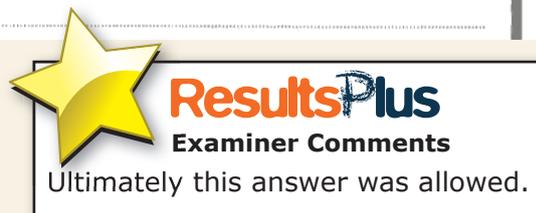
This is an 'Explain one...' question, so offering two different reasons is not going to help at all.

Question 2(b)(i)

The vast majority had no difficulty with this question, being oil and coal the main choices. Some candidates failed to score with extraordinary choices; grass was one of the most perplexing.

(b) (i) Name **one** non-renewable resource. (1)

fossil fuels



Question 2(b)(ii)

This question was generally answered well although a number struggled to offer more than one reason offering up a repetition of the first; usually another way of saying 'wealthy'. Candidates focused mainly on wealth and increased numbers of cars in MEDCs. Some focused on the ability to buy resources also.

(ii) Give **two** reasons why resource consumption is high in developed countries. (2)

1. If the population is high more resources are needed for the people.

2. more workers may have been brought on by new companies. They may also need the resources.



(ii) Give **two** reasons why resource consumption is high in developed countries.

(2)

- 1 in Medcs like america they have alot of 'electronical' devices so they are in high demand of energy
- 2 they are always a growing country so they need ever more to ~~progr~~ develop again.



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Examiner Comments

The first idea is correct.



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Examiner Tip

If you are struggling to find a second answer try to offer something completely different - the same idea repeated will never earn a second mark.

Question 2(c)

There was a very wide range of performance on this question. Those candidates that earned none generally repeated the question in statement form. Those that gained 1 mark could name either a renewable or non-renewable resource and some gained some credit in stating things such as 'oil could be replaced by coal/wood' without adding any detail of why or how this would be achieved. Many candidates gained 2 marks, however, and mainly focused on either energy or cars/transport. A common mistake was some candidates referred to 'electricity' as a resource that could be replaced by 'solar power' rather than identifying the fossil fuels that are used to produce electricity.

(c) Outline **one** way in which a non-renewable resource can be replaced by renewable resources.

(2)

electricity can be powered in many ways instead of using oils to produce electricity, you could use wind turbines which also help produce electricity.



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Examiner Comments

This is a simple response and to the point. A basic idea extended through examples.

Question 2(d)

This section of the specification mentions both Malthus and Boserup by name and this question was expected to stimulate a 'Boserupian' response. Sadly, this was rare and the question produced quite a few rather indifferent responses the commonest of which was to suggest that this was 'good for the economy' in some unspecified way. The most common idea expressed before that was basically more people meant more jobs. Thus they did not gain both marks. A few candidates began their answer with the observation that a country needs more workers to fill vacant positions and fewer related it to a need to have younger people to replace an ageing population.

(d) Explain **one** reason why population growth might be a good thing for a country.

(2)

Because it allows people to fill up needed jobs. This would help because having a wider range of jobs would help that country develop further.



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Examiner Comments

The mark scheme allowed the basic idea that more work might be good for the economy, but very few were able to identify a situation in which this might arise - this candidate talks about 'fill(ing) up needed jobs'.

(d) Explain **one** reason why population growth might be a good thing for a country.

(2)

Population growth is a good thing for many countries. For example, in agraria the bigger their family the bigger the chance is that one will become wealthy and will be able to look after their parents.



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Examiner Comments

This answer misses the focus of the question. The candidate would need to explain why this collective effect might be good for a country rather than addressing it at a family level.



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Examiner Tip

Be sure about the 'focus' of a question. It is easy to miss this when under pressure, but read to through completely.

Question 3(b)

There were a number of places on this paper when terms used in the specification were embedded in questions or, as in this case, provided the focus of the question. Most candidates understood that rural=countryside, but a very small minority had any idea at all what an 'idyll' might be. Many candidates simply took it as an unusual spelling of 'ideal' and proceeded accordingly. These candidates stated that the countryside was peaceful/tranquil/beautiful. An alarming number simply left the question unanswered.

(b) What is meant by the term **rural idyll**?

(2)

The term rural idyll means a countryside life style where there is quiet and ^{it is} peaceful, there is not much urbanisation and it is a ideal place to live there are places to go for walks on the hilly planes and it is peaceful.



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Examiner Comments

This is a typical answer in which idyll is translated as ideal. This answer is certainly worth a mark but it misses the point about the perception of rural areas.



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Examiner Tip

There are a few key terms to learn which you may not be familiar with. This 'technical' language, as in any subject, is important.

(b) What is meant by the term **rural idyll**?

(2)

Rural idyll means that in rural places there are quite alot of land.



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Examiner Comments

This response is incorrect.



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Examiner Tip

Never leave empty spaces - in this case the 'guess' is not correct but you know for sure that no response means no mark(s). If in doubt, guess.

Question 3(c)

Despite the problems with the term idyll, there were many good answers. They mainly focused on the idea of the countryside being remote/long distances to services/lack of jobs/lack of entertainment, etc. Candidates focused on the problems of living in the countryside. There was a lot of repetition like "far away for shops", "far away from hospitals", etc, and some focused on "far away for family/friends". It should be added that very few mentioned how the 'dream' or idyll' was unlikely to be realised.

(c) Give **two** reasons why some people do not find rural life to be idyllic. (2)

- 1 because there isn't a variety of shops.
- 2 because there isn't many people there so it might get boring.

(d) Explain why some people move to a different living space when they retire



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Examiner Comments

There are two contrasting answers in this response, awarded 2 marks.

(c) Give **two** reasons why some people do not find rural life to be idyllic. (2)

- 1 rural life means noisy places.
- 2 rural life means no peace and quite.



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Examiner Comments

Allowing for a wide variety of 'rural' places this is an odd selection, and was not rewarded. The probable explanation is a misread of 'rural' for 'urban'.

Question 3(d)

This was a high scoring question. Once again, lack of obedience to the command word was unhelpful to the few who insisted on offering a detailed description of a retirement 'case-study', usually Spain. Another weakness was the use of terms that mean very little without development such as 'better lifestyle'. If they had developed with an illustration then this would be worth 2 marks.

(d) Explain why some people move to a different living space when they retire. (3)

Some people may move to a different living space when they retire because they either want a change of scenery and to get away from the city or ~~maybe~~ maybe treat themselves by moving to a holiday location and live the rest of their life relaxing or they just move to a location which appeals to them

(Total for Question 3 = 8 marks)



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Examiner Comments

A long answer but only one idea repeated. The mark is for 'change of scenery' idea.



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Examiner Tip

Look at the number of marks for the question. If it is a 3 mark question, such as this one, full marks can be gained by either offering three basic ideas or perhaps two basic points, one of which is extended with more detail, with an example.

(d) Explain why some people move to a different living space when they retire. (3)

Some people move to a different living space because of climate - perhaps they like a different climate/weather. Also because perhaps the houses are cheaper. Another reason might be because it's more peaceful.



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Examiner Comments

'Climate', 'cheap houses' and 'more peaceful' are 3 basic points, so this response was awarded 3 marks.

Question 4(b)

This was generally answered well with lots of focus on factories moving abroad for cheap labour and/or mechanisation of production. Too many candidates listed reasons rather than 'Outline one' as instructed and thus scored only 1 mark. Some took the opportunity to blame in-migration for factory closure and loss of jobs, which is an extreme position even for the most fervent opponents of immigration, and received no credit.

(b) Outline **one** reason why the number of jobs in manufacturing has fallen in some countries.

(2)

In some countries the number of jobs in manufacturing has fallen due to de-industrialisation because of more technology ~~and~~ which help to do the job and the more taxes and better payed jobs for people to work.



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Examiner Comments

This is a good answer but although it does receive both marks, the candidate throws more than one idea at the title when asked for one reason. Fortunately, there is extension as well making this a 3 out of 2 type response.

(b) Outline **one** reason why the number of jobs in manufacturing has fallen in some countries.

(2)

It has fallen because many business's are going because they haven't got the money to pay their employees.



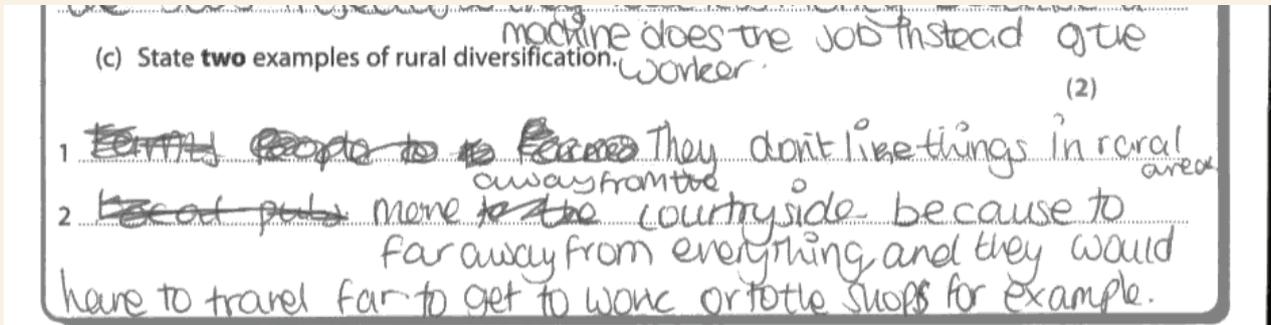
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Examiner Comments

To gain any credit from this response we would need to know why this has happened.

Question 4(c)

As with 'rural idyll', this question provoked a very wide range of answers from candidates who clearly had never heard the term before or at least had taken no notice of it. There were too many blank answers, whilst others listed countries or places. The minority who knew the term, however, tended to do very well with farmers markets and holiday homes, generally being the most common responses.



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Examiner Comments

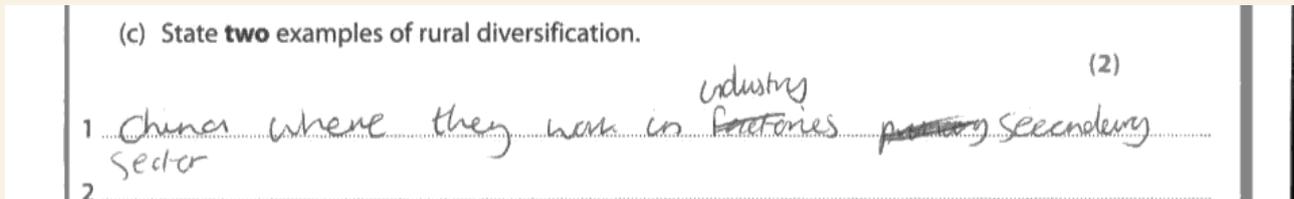
This candidate did not know the term (rural) diversification.



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Examiner Tip

Look at the command word. In this question it is 'state', but the candidate 'explains'.



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Examiner Comments

Although this is not 'usual', we did permit this sort of response given that China's rural regions have indeed become more diversified because of growing industrialisation.



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Examiner Tip

If you are not sure about an answer, just take a moment, think carefully about it and always try to answer.

Question 4(d)

References to impacts on the environment are not unusual in this specification. For some the term can be made to fit anything so some candidates tended to focus on the social impacts of deindustrialisation – unemployment, etc, rather than the environmental impact. It would be refreshing if candidates could be helped to unravel what is 'pollution', for too many is about as much detail as they can offer. What this pollution actually consists of and what damage it does to the environment insofar as impacts on ecosystems is only comfortably dealt with by the strongest candidates. There is no real reason why this should be so – when 90% of candidates saw that abandoned sites might 'cause' pollution, only 10% were able to develop this by adding something like 'toxic chemicals might get into groundwater' and then 'poison birds and animals'.

(d) Describe the negative impacts of de-industrialisation on the environment.

(3)

Like in Detroit USA all the buildings have been left to rot away but they don't they just become derelict land and also like in the Ruhr-area Germany the rest industrial buildings and waste were left behind and they got into rivers where it killed fish.



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Examiner Comments

There is one basic point about industrial waste extended by the example/development of dead fish. Another basic idea would have raised it to 3/3.

(d) Describe the negative impacts of de-industrialisation on the environment.

(3)

The environment will face a rapid decline in resources needed manufacturing factories will release a vast amount of CO₂ emissions into the atmosphere. This is damaging because global warming will increase, as for the countries carbon footprint plants + wildlife may not survive from poisonous gases that are emitted.



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Examiner Comments

There is some merit towards the end, but the context is not correct, because all this 'death and destruction' is coming about due to industrialisation and not deindustrialisation.



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Examiner Tip

Make sure you keep the focus clear. Spot the key words in the question.

Question 5(b)

Most candidates scored 1 mark on this question. Many focused on pollution, although once again it was generally left at that; just 'pollution' without any location or detail added. A number of candidates looked at the idea of urban sprawl and loss of Greenfield sites/animal habitats, etc. Many candidates also thought about litter and the increased demand for resources. Some failed to gain any marks as, once again they focused on social impacts like overcrowding, competition for jobs... rather than the environmental impact.

(b) Outline **two** negative impacts of urban growth on the environment.

(2)

- 1 Because they build on green field areas, they replace the trees with houses which pollute the environment.
- 2 They would put roads around that area ^{so} ~~and~~ the transport would pollute.



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Examiner Comments

This is really one idea extended, so it is worth only 1 mark.



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Examiner Tip

If asked for two reasons, try to make sure that they are really distinctive.

(b) Outline **two** negative impacts of urban growth on the environment.

(2)

- 1 One negative impact of urban growth on the environment is air pollution from the burning of fossil fuels.
- 2 Another negative impact of urban growth on the environment is ~~the~~ litter because this can cause animals to die.



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Examiner Comments

Both of these answers are legitimate and quite well focused on the question.

Question 5(c)

It would very much help candidates if they were made familiar with the mark schemes for these levels marked questions. To reach the top level they do need to structure their answers; some use bullet points for no obvious reason when continuous prose with sentences following one another in a coherent argument is far more effective. It would also help a great deal if they played close attention to all the words used in the question rather than simply map the question into their memory using a few key words and then write all they know about the topic thus missing the focus. Most candidates who attempted this question managed to get into level 2. Numerous candidates could mention various schemes; however, too many were generalised like buying energy saving light bulbs without identifying how the 'city' planners/governance might help achieve this. Many candidates mentioned the 'Boris bikes' in London or similar schemes in Barcelona, and many mentioned Bedzed in London. York also often came up and Curitiba in Brazil. What often held candidates back from reaching level 3 was either the range of methods chosen, or a failure to make any explicit link to the reduction of eco-footprints in cities. Hence it is worth reminding candidates that using the terms in the question in their answer will help them focus.

*(c) For a named city, describe how it is reducing its eco-footprint. (6)

Named city CRAWLEY

we should cut down by using busses or walking this is better for the environment and doesn't give out flammable gases. Recycling is a good thing in CRAWLEY as everyone works together to put rubbish out. CRAWLEY has organised recycling bins for people to help recycle there rubbish.



ResultsPlus Examiner Comments

Very little of this response is about what the authorities have done. Much of the rest is about individual actions. This is a level 1 response.



ResultsPlus Examiner Tip

Little words matter.

*(c) For a named city, describe how it is reducing its eco-footprint.

(6)

Named city York

York is reducing its eco-footprint by doing lots of things. They are trying to encouraging people to walk and cycle to work and school. Also encouraging people to use the public transport. So it would reduce the amounts of ^{cars} on the roads. York has also insured a junk buster system, this means that you can stop all the junk mail being sent to your houses. So it doesn't waste paper. They are trying to use less of there non-renewable resources and encouraging people to use renewable resources.



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Examiner Comments

This is more focused than the previous example covering exhortation to walk or cycle, although we are not told how this is done and encouragement to recycle with some detail about the system. This was a top level 2 answer.



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Examiner Tip

Try to offer at least three different ideas/methods/processes on these 6 mark questions. Add local detail if you can, which makes the answer specific to your chosen case-study or example.

Question 6(b)

Most candidates scored at least 1 mark on this question. The majority legitimately focused on rising house prices and the issues of trying to buy a first home when most have been bought as second homes. Beyond that the impact on local services was much less commonly offered and students struggled to find a legitimate second impact. Too many turned to spurious 'increases in crime' or even, rather plaintively examined the impact on individuals who owned the properties as in 'you never get to go anywhere else on holiday'.

(b) Outline **two** negative impacts of rising numbers of second homes.

(2)

- 1 They are more second home being bought for holiday purpose and only used once a season
- 2 there more holiday home in locating the less people earn from it like local shop because then a lot many people



ResultsPlus Examiner Comments

The first comment has no especially negative connotations until one gets to the (valid) second part. Only 1 mark was awarded because there is only one idea, albeit expressed at some length.



ResultsPlus Examiner Tip

If asked for two, then you must give two if you want both marks.

(b) Outline **two** negative impacts of rising numbers of second homes.

(2)

- 1 they're only there in holiday seasons
- 2 It makes houses in the surrounding area more expensive.



ResultsPlus Examiner Comments

The first answer does not identify why this is 'negative' - 'So what' would be the rather abrupt question to ask the candidate if the process was interactive. The second answer is fine.

Question 6c

It would very much help candidates if they were made familiar with the mark schemes for these levels marked questions. To reach the top level they do need to structure their answers; some use bullet points for no obvious reason when continuous prose with sentences following one another in a coherent argument is far more effective. It would also help a great deal if they played close attention to all the words used in the question rather than simply map the question into their memory using a few key words and then write all they know about the topic thus missing the focus.

This was nowhere more evident on the paper than in the answers to this question in which too many missed 'rural area' and an even larger number missed 'developing world'. Given that the topic is 'Changing countryside', it was alarming to come across the small but significant number who offered 'London', or some other city, as their chosen 'named rural area (in the developing world)'. For those who did write about rural areas in MEDCs, such as Scotland or the Lake District, examiners did seek out any points which could be rewarded because they were plausibly problems in more appropriate locations for this question. However, many responses were good and could describe in detail the issues for rural areas in specific LEDC location, frequently based on good case-study knowledge and often identifying poverty, lack of water, poor health care as dominant issues. Others were rather brief in their descriptions and some focused on issues that were generic and poorly located.

* (c) For a named rural area in the **developing world**, describe the challenges that it faces. (6)

Named rural area Malawi

The challenge that Malawi faces is that to develop they need a small term loan. People in Malawi mostly make money out fruit and coco beans, production. One challenge of that is they do not get paid well for it so they can't develop quickly.



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Examiner Comments

The 'challenge' is the limited agricultural base but that is not stated here. There are a couple of disconnected 'facts' offered 'they need small term loans' (sic) 'one challenge is that they don't get paid well'. This is a level 1 response.

*(c) For a named rural area in the **developing world**, describe the challenges that it faces.

(6)

Named rural area Malawi

There are many diseases in a poor area such as Malawi. HIV/AIDS are a big problem. Citizens don't know much about these disease as they may be illiterate. An example of how it can be passed around is where women (mostly widows) may steal from local farm yards to feed their children. These women may get raped then become HIV positive, getting the disease from the security guards. There is also a possibility of them getting killed leaving the children as orphans. Another reason for them to steal could be when they need wood. This is a very lucrative products in poor places as it gives people money.

(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS

- food
- theft
- wood
- rape
- poor
- disease
HIV/AIDS

'premium' prices



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Examiner Comments

This is a level 3 response because of the depth of the idea about HIV/AIDS, but for 6 it needed another disconnected idea.



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Examiner Tip

Try to offer a range of ideas if you can. Three would be the right sort of target for these 6-mark responses.

Question 7(b)

Most candidates managed to score at least 1 mark on this question. Many focused on the number of jobs/people in urban areas hence the increased income. Other mentioned the idea of limited jobs and money in rural areas, as well as the high percentage of retirees in rural areas. There was a lot of repetition, which held candidates back, and some just wrote 'better jobs in the city' which limited their score.

(b) Suggest **two** reasons why urban incomes are often higher than rural incomes.

(2)

- 1 Cause rural incomes are so much less, ~~is~~
- 2 urban incomes are dear for people that want to ~~pay/get~~ pay more and get less



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Examiner Comments

This is a bit of a muddle with no focus on the question.



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Examiner Tip

Try to spell out clearly. The examiners are only reading what you are writing, so it is important your message is clear.

(b) Suggest **two** reasons why urban incomes are often higher than rural incomes.

(2)

- 1 there are better paid jobs in urban areas as there are jobs like bankers a lawyers.
- 2 rural jobs are lower as they consist of jobs like farmers ~~and~~ which are not ~~so~~ highly paid like the urban jobs



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Examiner Comments

This is really one idea - reversed in the 'second'.



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Examiner Tip

Be careful not to simply answer by turning a question around. In this case 'Better paid jobs in urban areas ...like bankers' is certainly worth a mark - adding 'lower paid jobs in rural areas...' is just the same idea turned around. Remember that you cannot get development marks on these 'Suggest two' type questions.

Question 7(c)

Although this is a specification in which the knowledge and understanding of issues is at the core of teaching, there is clearly a need for good located knowledge to illustrate those issues. These 6 mark questions will frequently expect candidates to offer up that located 'case-study' knowledge and a lack of precision is likely to hold candidates back.

The mark scheme will not promote candidates into level 3 simply because of good located knowledge (it needs to be applied to the question), nor hold them down into level 1 if they offer no supportive evidence. However, understanding the way in which specific issues impact in specific places is the best medium of learning and will help candidates climb up through the levels on these critical questions, which between them carry 12/50 marks.

There was a range of answers for this question. Those who answered correctly generally scored level 2 and they tended to focus on what a 'bottom-up' scheme is. Many chose bio-gas in India or micro-hydro dams in Peru. The candidates who scored level 3 could describe well what impact the scheme had, what the scheme was and, for top marks, also the advantages/disadvantages of the scheme. Some candidates did not score on this question as they focused on 'top-down' schemes like the San-Antonio dam/Three Gorges Dam, etc. Some candidates also had no idea what a 'bottom-up' scheme was and therefore made a guess.

***(c) For a **named** example, describe the main features of a 'bottom-up' development project.** (6)

Named example Installation of water pumps

The main feature in the bottom up development is that the people that are going to use it like the locals decide what is best for them to have and the government install it for them ~~for~~ the government has not alot of say in bottom up development like it does in top down.



ResultsPlus Examiner Comments

The main 'feature' in this response is that locals control it'. Little else is added. This is a level 1 response.



ResultsPlus Examiner Tip

Think how you could improve answers such as this one. More detail of the scheme - what it does for local people and what disadvantages there are? Any and all of these would push the mark up.

*(c) For a **named** example, describe the main features of a 'bottom-up' development project.

(6)

Named example MICRO - HYDRO DEVELOPMENT IN PURI

~~As an~~ ~~USE~~ Most people in the area are poor, so charities have helped ~~to~~ build micro-hydro systems where ~~a~~ ~~str~~ a section of a stream is diverted to turn a turbine to ~~let~~ ~~the~~ make electricity. Local people ~~are benefited~~ benefit because they can learn new skills, health services are improved as electricity ~~is~~ helps to store ~~the~~ ~~elec~~ medicines, ^{and} there is ~~are~~ electricity for schools. ~~Economic benefits are~~ ~~is~~ ~~are~~ things ~~such as~~ ~~more~~ ~~no~~ It also helps the environment as non-renewable fuels are not needed to power the electricity, ~~is~~ ~~economies~~ ~~this~~ ~~is~~ There is

Some ~~is~~ disadvantages

(Total for Question 7 = 9 marks)

For social features as the local people are very poor, this means that it will cost them money as the electricity they use is ~~metered~~ ~~metered~~ ~~metered~~ metered. The ~~environment~~ equipment ruins to scenery ~~and~~ ~~the~~ as well.



ResultsPlus

Examiner Comments

There are five advantages here and a couple of disadvantages which are specifically related to this scheme. The answer is well structured with a flow of ideas leading one from the other. A very good level 3 response - weaker answers than this got 6/6.

Question 8(b)

These questions posed a challenge. Many candidates just did not know what the 'new economy' was. This was especially disappointing because this topic is optional and built around changes in employment with the term 'new economy' specifically used in the books and support material as well as in the specification itself. A large number of candidates mentioned unemployment levels and being on benefits, which might have been acceptable if placed in the correct context. Those who did have an idea focused on the rise of tertiary/quaternary sectors of employment and machines/technology playing a major part whilst others recognised changes in the developing world. A few might have returned to this question having written about their TNC case-study in (c) having put two and two together.

(b) Describe **two** changes in employment associated with the 'new economy'. (2)

1. employment associated changes would be for them to use more transport taking up more oil
2. The company would grow later on.



ResultsPlus Examiner Comments

This response was not awarded any marks, as it seems like if the candidate did not come across the term before or had forgotten it.



ResultsPlus Examiner Tip

There are key terms to learn. This topic revolves around changes in work so it is central to know what the 'new economy' generally includes.

(b) Describe **two** changes in employment associated with the 'new economy'. (2)

1. Gender equality - men and women are allowed to work in the same posts, i.e. Principals or Doctors/scientists.
2. More highly skilled jobs - Tertiary and Quaternary such as teachers, scientists, IT technicians and Media.



ResultsPlus Examiner Comments

One of the sadly rare full mark answers. In fact, this candidate adds an extension point to the basics (unnecessary in this case). Growth of gender equality - 1 mark: Rise of quaternary sector - 1 mark.



ResultsPlus Examiner Tip

Do not write more than you need to, as you may find yourself short of time if you do.

Question 8(c)

These 6 mark questions will frequently expect candidates to offer up that located 'case-study' knowledge and a lack of precision is likely to hold candidates back.

This question had a range of answers, but very few achieved level 3 largely because they could not offer more than one aspect of the global operation. Unsurprisingly most candidates chose Nike or Coca Cola and focused on the allegedly bad working conditions in developing countries. A few candidates could explain the idea of different stages of production taking place in certain different countries and the fact that the HQ/shops to sell products tended to be in the developed world. There were strong answers with research and development added to HQ operations and production with appropriate locations but they were not common as expected on these questions that are targeted at the best candidates.

* (c) For a named Transnational Company (TNC), describe the main features of its global operation.

(6)

Named TNC

~~Nike~~ Coca cola

They aim to sell to every country in the world here there for making more money which means they can expand even more. Also they sell a lot of ~~stuff~~ products and they have little branches and they sponsor things to get their name out also people get paid more or because



ResultsPlus

Examiner Comments

It reaches level 2 with the idea of money making more money - constant expansion and lots of branches.

* (c) For a named Transnational Company (TNC), describe the main features of its global operation.

(6)

Named TNC

~~Apple~~ DELL

DELL ^{computer} is a world wide known ~~can~~ company which exports ~~cars~~ ^{computers} to other parts of the world. It normally has the base operation - main company in a specific country and hands over parts of projects to 3rd party companies to save labour costs and time. I.e. Taiwan

makes the hard disk software where as Singapore makes the memory compartment and the design is made in another country for the laptop/ computer. Together the pieces are shipped to another country to put together.



ResultsPlus
Examiner Comments

There is some very good detail in this response about production. It is a pity that other branches of the global operation are not addressed. In this case, either HQ location or R&D would have added the 'extra' mark to a top level answer.

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