

# Examiners' Report January 2013

## GCSE Geography 5GB2F 01

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January 2013

Publications Code UG034558

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## **Introduction**

This paper produced rather more focused answers than its predecessor. Centres are clearly getting used to the specification and the demands made upon their candidates. In particular, there were many good answers that recognised the issues and were able to describe or explain how these related to the topic. There were very few errors in terms of knowledge and understanding interpretation, which were both impressive, especially in Sections B and C.

The most obvious barriers to candidates achieving the desired grades were errors of question interpretation and irrelevance, especially when a case study was offered up whatever the question required.

## Question 1(a)(ii)

Most candidates gave a correct answer, usually around the topics of war or employment. Weather was a popular incorrect answer.

- (ii) Identify **one** reason why some people move to another country.

because the house prices are cheaper

(1)



**ResultsPlus**  
examiner comment

This was a typical response.

- (ii) Identify **one** reason why some people move to another country.

for better climate

(1)



**ResultsPlus**  
examiner comment

Better climate was fine.

## Question 1(b)

Many of the correct answers latched onto the idea of falling birth rate with very few problems. Social and economic causes were pleasingly frequent. There were many good and quite sophisticated answers to this, although some strayed into variation in population size thus missing the point of 'rate'.

(b) Suggest **two** reasons why many countries have experienced a fall in birth rate.

(2)

- 1 ~~increased economies so that many people are not born by accident~~  
an increase in STD's preventing birth being a possibility.
- 2 increased availability to contraception



**ResultsPlus**  
examiner comment

Contraception featured frequently, although there were many answers that rightly saw birth rates as being controlled by social and economic variables.

## Question 1(c)

The commonest error was to attribute such swinging powers to government over controlling the attractiveness or otherwise of a country as in 'the government increased wages'. Too many answers lapsed into a 'stop them all' at any costs demand rather than identifying actual methods.

(c) Describe **two** methods governments can use to change the numbers of migrants arriving in a country.

(2)

- 1 regulate the amount that are allowed into a country by putting a high price on migration forms.
- 2 give them an alternate option, i.e. to another country.



**ResultsPlus**  
examiner comment

A number of candidates rather over-estimated the power of governments to control matters beyond their borders or, as here, to express repatriation policies indistinctly.

(c) Describe **two** methods governments can use to change the numbers of migrants arriving in a country.

(2)

- 1 border forces
- 2 What employment sectors are available



**ResultsPlus**  
examiner comment

This answer gathered one mark for the idea of having 'border forces' but did not gain a mark for comment about employment sectors.

## Question 1(d)

This produced a varied response with several candidates hinting at some catastrophic results of not controlling population size. Very few saw this as a political issue with consequences for parties that did not at least pay lip service to the need to control numbers. The references to the need to fill jobs were far less frequent than the long list of supposed social consequences of not controlling migration.

(d) Outline **one** reason why some governments wish to control population size.

(2)

So places are not over ~~crowded~~  
crowded



**ResultsPlus**  
examiner comment

There was no extension here; the command word 'outline' suggests that more than a simple statement is needed.

(d) Outline **one** reason why some governments wish to control population size.

(2)

Because if the population gets too big, the country  
will use up resources quickly. So having a smaller  
population will allow countries to save resources and  
they will last a lot longer.



**ResultsPlus**  
examiner comment

By contrast, this response extends to develop a point.

## Question 2(b)(i)

In among the very many correct answers, confusion generally came from the word 'continent' or sloppiness in the use of 'America'.

(b) (i) Name a continent with a very high resource consumption per person.

(1)

A continent with very high resource <sup>consumption</sup> per person  
is ~~the~~ America (USA).



**ResultsPlus**  
examiner comment

It is a shame that the candidate did not read the question correctly.

## Question 2(b)(ii)

As with Q2(b)(i), problems arose with failure to read 'continent'.

(ii) Name a continent with a very low resource consumption per person.

A very low resource consumption per person is <sup>(1)</sup> ~~the~~  
China.



**ResultsPlus**  
examiner comment

The candidate has not read the question correctly.

## Question 2(c)

Most candidates understood this term and could provide an example. The mark scheme allowed for candidates attempting a definition of 'resource' but very few went down this route.

(c) What is meant by the term **non-renewable resources**?

(2)

Non-renewable resources means a ~~non~~ resource  
resource that can only be used once, for  
example coal and oil.



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examiner comment

This is a typical two-mark response.



**ResultsPlus**  
examiner tip

'What is meant by...' or 'Define the term..' questions are frequently two-mark questions. Think about how a second mark is to be achieved. In this case either defining the term 'resource' or offering an example were possible routes.

## Question 2(d)

Most found an appropriate example; China or India more often than any others.

(d) Identify a developing country with a rapidly rising demand for resources.

(1)

China.



**ResultsPlus**  
examiner comment

There were a very large number of responses like this, unsurprisingly.

## Question 2(e)

This was well answered by some candidates clearly linking the demand for a resource with a good example. Surprisingly few saw increasing demand in terms of increasing wealth; the commonest reason offered was increasing population. However quite a few quoted odd resources with no particular reason for increasing demand, eg 'food (resource) so people can have dinner.'

(e) Outline why the demand for **one** named resource is increasing.

(2)

Named resource ...oil.....

as other countrys develop the amount of people per car is  
decreasing and there is a need for fuel causing prices to rise  
and the demand for oil is climb.



**ResultsPlus**  
examiner comment

This is an unnecessarily complicated approach to expressing the idea of rising car ownership, but the idea is legitimate and linked.

### Question 3(a)(ii)

Most candidates used the map sensibly and offered a wide range of possibilities including, for many, the lack of obvious evidence of 'anything to do' by way of leisure and entertainment facilities.

(ii) Identify **one** disadvantage of living in an area such as that shown on Figure 3.

it is too spread out and it will <sup>(1)</sup>  
cause too much pollution.



**ResultsPlus**  
examiner comment

The use of English is a little clumsy but one of the basic problems of urban sprawl is correctly identified.

### Question 3(b)

There was a very varied quality of answers with some explicitly relating to pressures in the 'developing' world rather than the developed world. The recognition of pressure was also variable. Here again the command 'outline' was a prompt to offer a little more than just a simple statement, eg 'there are too many second home owners'.

(b) Outline **one** pressure faced by **rural** areas in developed countries.

(2)

People are moving from rural areas to urban areas for a better lifestyle and better opportunities.



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examiner comment

This recognises a legitimate pressure and extends to explain its provenance.



**ResultsPlus**  
examiner tip

Remember that 'outline' requires more than just a statement. Think about where the second mark is coming from.

### Question 3(c)

The mark scheme allowed for a very wide range of possible responses but centres need reminding that the topic is clearly flagged up in the specification as being related to recent urban change.

(c) Many inner city living spaces have changed in recent years (re-urbanisation).

Identify **two** changes that have attracted people back to inner city areas.

- (2)
- 1 more and more jobs are now available.
  - 2 more <sup>new</sup> buildings are in cities, so more people will want to go.



**ResultsPlus**  
examiner comment

This candidate did recognise the idea of change with 'more and more' and 'more new' suggesting some dynamic changes.

(c) Many inner city living spaces have changed in recent years (re-urbanisation). <sup>make a profit or to</sup>

Identify **two** changes that have attracted people back to inner city areas. <sup>might not be able to sell houses</sup>  
(2)

- 1 Here is a ~~at~~ lack of transport so have to drive
- 2 <sup>Local</sup> NO. SHOP might have to drive 15 mins to find nearest shop



**ResultsPlus**  
examiner comment

This response seemed to suggest negatives about urban living spaces or perhaps some push motives from rural areas. Either way, they do not work in the context of this question.

### Question 3(d)

This question was well answered by many candidates who could describe in some detail ways a city could become more sustainable. Public transport, bicycle schemes and solar/wind energy were popular options. However very many candidates took a very broad and essentially meaningless view of development, best translated as 'lasting a long time'.

(d) Describe **one** way in which a city may become more sustainable.

(2)

Cities may become more sustainable because they are using more and more resources that can be reused.



**ResultsPlus**  
examiner comment

It would have been sensible to add an example here.



**ResultsPlus**  
examiner tip

Remember that two-mark questions are likely to require two different points or ideas or, as here, an example.

(d) Describe **one** way in which a city may become more sustainable.

(2)

A city may become more sustainable because they don't use as much resources such as car fuel because it helps the environment to have less pollution.



**ResultsPlus**  
examiner comment

This answer does provide some extension.

### Question 4(a)(ii)

There were very many correct answers here but a significant minority of candidates were obviously ill-informed about informal urban employment. Some of the incorrect responses suggested quite a different view of informal.

- (ii) Street sellers are part of the informal urban economy.  
Give **one** other example of informal urban employment.

(1)

taxi driver



**ResultsPlus**  
examiner comment

Purists might suggest that taxi drivers have to be registered and most do not in fact belong to the informal economy. Here some candidates probably took 'informal' as an indication that one could choose one's own hours rather than any suggestion of illegality, but despite that it would have been a poor decision to de-bar this type of response.

### Question 4(b)

A large number of candidates clearly did not understand the term 'de-industrialisation' and thought that it meant land being used to grow food again. There was widespread confusion about primary, secondary and tertiary sectors too.

- (b) What is meant by the term **de-industrialisation**?

(2)

It means where a city, town or country  
is ~~losing~~ losing its economy.



**ResultsPlus**  
examiner comment

This candidate gets a mark for the idea of loss but there is not enough detail on exactly what is being lost.

## Question 4(c)

There were very many good responses with candidates identifying a plausible development of a brownfield site. The greatest weakness was a view that it meant a return to countryside. Case studies featured quite frequently.

(c) Outline **one** way in which a brownfield site can be regenerated (developed).

(2)

A brownfield site can be regenerated by the people that already live there treating it nice + not damage it, this will attract more people + will bring more money for development into area.



**ResultsPlus**  
examiner comment

This type of misunderstanding was pleasingly unusual. Terms are used in a such broad context as to become meaningless.



**ResultsPlus**  
examiner tip

Do not use words such as 'nice' unless you can say what makes things so.

(c) Outline **one** way in which a brownfield site can be regenerated (developed).

(2)

A brownfield site can be developed by knocking down buildings on the area and building new ones, this would attract people to live there.



**ResultsPlus**  
examiner comment

This is a well-focused response that puts brownfield development into the context of urban regeneration.

## Question 4(d)

The focus of answers should have been on 'rapidly growing cities' and the employment changes. Of course considerable latitude was allowed in the interpretation of these concepts, especially the latter, just so long as candidates had some sense of the environmental impacts that urban growth might cause. The greatest weakness was to present these as simple statements such as 'pollution...'. A little more detail was offered by some as in '... such as CO<sub>2</sub> from cars'.

(d) Describe **one** way in which employment change in a rapidly growing city has affected the environment.

(2)

Employment change in a rapidly growing city has affected the environment by most of the employment using technology which uses more energy. More of the employment is local which means <sup>more</sup> transport - cars mainly.



**ResultsPlus**  
examiner comment

The weakness here is the lack of any legitimate point about the environment. What goes before suggests an able candidate but they fail to make the easy point about, presumably, pollution from cars.



**ResultsPlus**  
examiner tip

Don't overlook the key words. Use a highlighter or underline them.

(d) Describe **one** way in which employment change in a rapidly growing city has affected the environment.

(2)

Employment change in a growing city eg. industrialisation means a city will affect the environment by releasing poisonous gases from factories, into

(Total for Question 4 = 8 marks)

the air and therefore polluting the city.

TOTAL FOR SECTION A = 32 MARKS



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examiner comment

This candidate makes the point for the second mark although the first point is not made in as sophisticated a way.

## Question 5(b)

It would have helped candidates if they had been clearer about what the useful concept of 'eco-footprint' entails, especially how 'people vary in their own eco-footprints' as the specification presents it. Far too many did not recognise this 'per capita' element seeing population size as the only real factor explaining cities' impact.

(b) Suggest **two** reasons why cities often have large eco-footprints.

(2)

1. ~~over~~ The country can be over populated.

2. or ~~the~~ the country can be running out of resources.



**ResultsPlus**  
examiner comment

This was a fairly common misreading of the question, sadly. In this case the lack of understanding is compounded by the answers, which do not link with eco-footprints.

(b) Suggest **two** reasons why cities often have large eco-footprints.

(2)

1. Because they are more industrialised than smaller towns.

2. Because they use more resources.



**ResultsPlus**  
examiner comment

The first point is legitimate.



**ResultsPlus**  
examiner tip

Be careful not to simply repeat the question in your answers. The second answer here is an example of this.

## Question 5(c)

There were many strong answers here; among the six-mark responses this was probably the best answered with some good examples that were well located and offered some local detail. London was popular with some excellent recall of the congestion charge, public transport and 'Boris bikes'. Many of the weaker responses lacked this detail and specific material, and were thus both very general and showed no real knowledge of any currently existing city. Some offered future projects or made simple statements such as 'the city is wasting less' without suggesting how exactly this might be achieved in practice.

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

(6)

Named city London

in London there are many ways the eco-footprint is reducing. For example, eco-busses run on fuel that doesn't pollute decreasing eco-footprint. they have also introduced a charge to drive in or through London lowering eco-footprint as it has encourage many people to use less polluting means of transport is a bike. increase insurance costs on cars means less polluting ones are cheaper to insure encouraging people to reduce their own eco-footprint by saving money.



**ResultsPlus**  
examiner comment

This answer makes two good points about transport. London is not conspicuous in the answer and more local detail would help lift it into Level 3. The other route would be to find another way of reducing consumption, preferably not drawn from transport changes.

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

(6)

Named city London

London has a lot of public transport  
and these days a lot of people use it.  
They have cut down on a number of  
factories.  
And they're trying to make it look like a  
good place for the London 2012  
olympics.



**ResultsPlus**  
examiner comment

This is a typical Level 1 response with limited depth or breadth.



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examiner tip

Be careful when using terms such as 'they' to be clear what you mean, eg 'They have cut down on the number of factories.' What does this mean?

## Question 6(b)

The emphasis on a 'developing country' was not seen by all, although credit was still given when the answer offered was appropriate, as of course many would be. It is worth reminding candidates that one-word answers are unlikely to identify an issue and that a full sentence would help show that the nature of the issues was understood. Hence 'population...' might well be an issue but that is only clarified when something is added such as '... growth especially close to large cities'.

(b) Identify **two** issues faced by a rural area in a developing country.

(2)

1 Land being used to put buildings on

2 Farmers going out of business



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examiner comment

Two issues are recognised here. They would, of course, be appropriate for rural areas in almost any part of the modern world.

## Question 6(c)

This was not a well-answered question with few candidates having any knowledge of sustainable management in a rural context. That was surprising given that this section of the specification very clearly directs centres to cover distinct and recognisable regions. The lack of locational focus was notable, but when candidates did have this knowledge they often scored heavily simply by identifying a couple of methods used with some local detail.

\* (c) For a named rural area, describe the methods used to manage it more sustainably. (6)

Named rural area Lake District

The lake district is managed sustainably because it is a national park. An area which is a national park, means that the area is used in a way which is safe and also doesn't damage the environment. People are only allowed to visit at certain times which means the area is not at risk of being run down or ruined. The wildlife is also monitored and looked after in a safe way. This means the

(Total for Question 6 = 9 marks)

area will be of use for much longer. **TOTAL FOR SECTION B = 9 MARKS**



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The methods used here are rather cursorily explored but they are there: 'National Park...' and 'monitoring...'. To get into Level 3 there needs to be a more explicit description of how this would be carried out and/or some more local detail.



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Use examples if you can. The question asks for a 'named rural area' and the mark scheme is bound to reward some local detail beyond simply naming the place.

\* (c) For a named rural area, describe the methods used to manage it more sustainably. (6)

Named rural area Swallowfield

Methods used to manage the rural environment are farm shops and local markets are introduced to make a profit within the community to keep demands up for crops and live stock. ~~the~~ Also meetings are held to make it clear to people how they want their environment to be. Also they set targets for improvement on the community so they are able to make profit.



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examiner comment

The question did not specify any scale, so local areas are clearly admissible. This, as with the previous example, would be stronger with some detail.

## Question 7(b)

A number of candidates failed to see 'parts of a country' and compared nations. The variations caused by physical geography were often boiled down to 'better resources' and several did not manage to find a second reason. Tautological reasons were quite common as in '... because they are wealthier'.

(b) Suggest **two** reasons why some parts of a country are richer than others.

(2)

1. Because the population isn't evenly distributed so more income goes into certain areas.
2. Some parts of country are easier for exporting goods.



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examiner comment

This answer used logic to get both marks. The first answer assumes that more people = more income, which is legitimate if not always the case, while the second is thoughtful.

## Question 7(c)

Good responses to this question used examples like Brazil (south-east/north-east) or India to highlight contrasts between the core and periphery. However, many responses appeared to have little understanding of the concepts at all. Several of these just ignored the terms and talked about either variations within cities (rarely identified) or rural poverty.

\*(c) For a named country, describe the differences between the urban cores and the rural periphery.

(6)

Named country

china

In china, the urban cores of the country have a immense population size and many people choose to live here in cramped conditions rather than living in a rural area of china. This is because the job opportunities are in the urban area of china and not the rural. This means that the rural area becomes more run down, and less people live and work here. Whereas the urban area is overcrowded with people living and working

(Total for Question 7 = 9 marks)



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examiner comment

This is a typical Level 2 response with a couple of legitimate generic comments placed in the context of a named country that is otherwise invisible in the answer. There are comments about living conditions and economic opportunities.

\* (c) For a named country, describe the differences between the urban cores and the rural periphery.

(6)

Named country India

In India there are two different sections of it one is a rich and ~~well paid~~ <sup>healthy</sup> side and the other is a poor and unhealthy side.

On the rich side they have good land to grow crops on and then sell to local people or even across the sea. As for on the poor side there is not much good land so they don't get good crops to sell of and make money to buy medicans for the ill.



**ResultsPlus**  
examiner comment

This Level 1 answer shows no appreciation of core/periphery ideas.



**ResultsPlus**  
examiner tip

It is always a good idea to use the key terms in the question in the answer. Here it would be appropriate to use 'urban core' and 'rural periphery'.

## Question 8(b)

The term 'outsourcing' is rooted in the specification and many candidates could identify two reasons why it was attractive to companies. There is considerable cynicism about the motives of corporations and companies, although one or two candidates saw the move as designed specifically to bring benefits to developing countries.

(b) Suggest **two** reasons why some companies outsource.

(2)

- 1 because it's cheap and doesn't cost as much as employing people in their own country.
- 2 they can charge extremely low costs and get high quality products.



**ResultsPlus**  
examiner comment

This is an unusual two-mark answer, but the second comment is legitimate in that outsourcing may very well be driven by a search for better quality production. There are many examples of this reason for global shift.

## Question 8(c)

This was well answered by a few candidates – a minority, who had good ‘fine-grained’ case study detail about one developing country and the operation of TNCs within it. Some took the approach of telling the tale of specific TNCs, but there were risks to this approach in that many seemed to misread the question and looked at it from the benefits/disadvantages to the TNC and not the developing country. Thus much of what they may have already written in Q8(b) was continued into Q8(c). It is worth reminding candidates that these questions are not necessarily thematic; in fact, most or not.

\*(c) Using examples, describe the advantages and disadvantages brought by Transnational Companies (TNCs) to developing countries.

(6)

firstly TNC's give people a stable income which will give them a reasonable quality of life. - Secondly many jobs will be created to boost developing economies. - Thirdly infrastructure will be developed. Some negatives are that workers might not get the money they deserve - company profits - secondly child labour could be a major problem, working conditions tend to be really bad decreasing the quality of life (ironically to one of the positives) Lastly long working hours.



**ResultsPlus**  
examiner comment

There is a range of ideas here with good focus on the developing countries rather than the TNCs. Some of the points are indistinct, eg ‘a stable income’ could be better expressed. The lack of examples and this fuzziness over one or two ideas prevents it from reaching six marks.



**ResultsPlus**  
examiner tip

We all know examples of large companies that operate overseas. Just adding an example here, as asked, would have generated a sixth mark.

## Summary

The key for success in this paper, its predecessors and future versions on this specification and on the modified version currently being taught to Year 10 can be summarised as follows:

- Know the command words: describe, outline, state, explain, compare and suggest.
- Practice responding to the command words in the context of the same material. For example, what is the difference between 'describe how employment...' and 'describe why employment...'?
- Know case studies with at least three key facts and figures on each of them. Numeric data will almost always elevate a response.
- Know the key terms; the specification is sprinkled with them. Candidates who were unaware of the meaning of 'population pyramid', 'green employment', 're-urbanisation', 'manufacturing employment' and 'eco-footprint' struggled on this paper.
- Look out for the pesky 'little' words such as 'differences', 'changing', 'more (important)'. These provide the focus for the questions.
- Understand the underpinning concept of 'sustainability' and some of its many versions, eg economic sustainability and environmental sustainability.

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