

Examiners' Report  
June 2015

GCSE Geography B 5GB2F 01

## Edexcel and BTEC Qualifications

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

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## ResultsPlus

### Giving you insight to inform next steps

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

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

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

### Pearson: helping people progress, everywhere

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

June 2015

Publications Code UG041638

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

## **Introduction**

This paper forms part of the second 'linear' assessment series for the Pearson Edexcel GCSE in Geography B. This unit assesses core areas of human geography and includes a number of optional topics which are also examined. The assessment of spelling, punctuation and grammar (SPaG) remains, but the specification content and names of the individual topics does vary significantly when compared to the original specification (see Pearson's website for further details).

Candidates are required to answer all four questions from Section A (each worth 12 marks), one question from Section B (worth 15 marks, of which 3 marks are awarded for SPaG) and one question from Section C (again, worth 15 marks, incorporating 3 marks for SPaG).

The size of the cohort sitting this paper was similar to that of June 2014, as was the mean percentage mark for the paper; the standard deviation (which provides an indication of the range of marks awarded to the cohort) was also slightly higher than in June 2014 which indicates that the paper differentiated well, with a full range of marks achieved across the paper.

Those questions that demanded the application of knowledge and skills (AO2) and those marked using a levels-based mark scheme were particularly successful in discriminating between candidates of different abilities.

## Question 1 (b)

The most successful candidates were able to identify what the Demographic Transition Model was and what changes were taking place in stage 3, naming a fall in birth rates and a fall in death rates or including a comment on population growth. Some candidates were only able to name one of those marking points. The weakest responses made simple statements such as 'it has gone up' without any direct reference to population numbers.

There were a small number of blanks for this question where candidates had not attempted the question. A small proportion of candidates had not recognised the fact that this question was regarding population and chose to comment on changes in the Clark-Fisher model.

(b) State **two** changes which happen during Stage 3 of the demographic transition model.

(2)

1 Birth rates increase

2 Death rates decrease



**ResultsPlus**  
Examiner Comments

This response is awarded 1 mark for 'death rates decrease'. The candidate needed to state that birth rates decreased (rather than increased) for the second mark.

### Question 1 (c)

Many candidates scored all four marks through being able to accurately name features of the population structure of both MEDCs and LEDCs. These features were then accurately explained with legitimate reasons for the structure. Those responses that scored three marks lacked the ability to develop the second reason, or had repeated what they had written earlier in their response by commenting on a 'reverse' of the first. Many candidates identified two features with some attempt at explaining them but without direct reference to stages of development.

(c) Describe **two** ways in which the age structure may vary between countries at different levels of development.

(4)

1 An ageing population in an developed country like Japan. Because medical treatment is high.

2 A youthful population in a developing world like Mexico.



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks: the ageing / youthful comparison made (1) with development - idea about medical treatment is high (1).

## Question 1 (d)

The answers to this question were generally well done; many candidates knew what the question was asking and were able to produce some excellent answers. Those candidates who only achieved two marks gave answers which were characterised by 'lists' of benefits, rather than stating only two and then extending. Singapore was the most common answer. A notable number of candidates discussed high birth rates in Africa/India, misinterpreting the question, and again China's one-child policy came up many times.

(d) For a named country, explain how it is attempting to increase the birth rate.

Named country Singapore.....

(4)

Singapore try to increase their birth rate with pro-nationalist policies, like increasing maternity leave and pay for women. They also give out ~~the~~ baby bonuses such as free child care 6 days a week also free schooling and medical care. These are the reasons for Singapore to increase its birth rate.



**ResultsPlus**

**Examiner Comments**

This response scores full marks; the candidate has included details about how the named country has attempted to increase the birth rate - and supported this with some specific information about the case study.



**ResultsPlus**

**Examiner Tip**

If the question asks directly for a 'named country' - you will need to include some specifics (e.g. facts or data) about the study you have covered.

### Question 2 (a) (iii)

Many candidates gained credit on this question but only a relatively small proportion went on to attain full marks. The strongest responses were those that focused on environmental concerns and were able to gain a second mark for decreasing emission of greenhouse gases. Many candidates did give a valid point but were often unable to develop it or, even more disappointing, went on to give a second point for which they could not be given any credit.

(iii) Outline **one** reason for the increasing use of renewable resources.

(2)

It is ~~more~~ better for the environment as you can save more oil being burned and resources being used creating CO<sub>2</sub> going into the atmosphere causing global warming.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks: better for the environment (1) with a link to global warming (1).

## Question 2 (b)

A large proportion of candidates mentioned the use of recycling bins in their answers, but relatively few were able to pick up a second mark for development which was disappointing and suggested that some candidates do not know how to make the most of their knowledge and understanding of this subject in an exam. Some candidates did not directly address the question and gave answers which discussed the government melting down materials and making new items. Some candidates focused on burning waste to create new energy or using recycled products as packaging.

(b) Describe **two** ways in which governments manage resource consumption through recycling.

1 They have recycling bins outside <sup>(4)</sup> many houses which are used for people to put recyclables in there to recycle them

2 They make products ~~of~~ of recycled materials such as car wheels and can turn them in to things such as a pencil case.



**ResultsPlus**

**Examiner Comments**

This response scores 3 marks: use of recycling bins (1); make products from recycled materials (1) with exemplification (1).

## Question 2 (c)

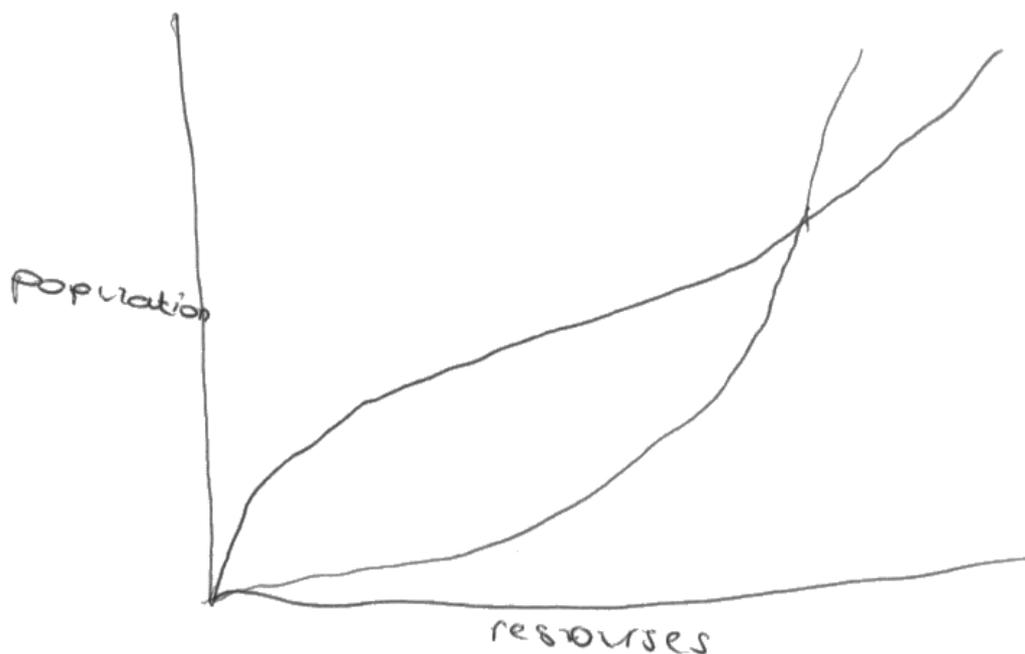
Many candidates included a diagram in their answers which was pleasing and the diagrams were quite original in some cases. Almost all of the information given in the diagrams was also given in the answer and it was unusual to give extra credit for a point only made in the diagram.

A number of candidates made good attempts at answering this question and many showed good understanding; a significant number went on to show more in-depth understanding. Candidates who managed to avoid bringing in Boserup did better as there was plenty of scope to get full marks by discussing Malthus and the relationship between population and food supply, particularly if the candidates went on to outline what would happen after the population first exceeded the food supply. There were candidates who confused Malthus and Boserup and there were also those who did not have any idea of Malthus and who only gave some vague response or, sometimes, no response at all.

(c) Describe the Malthusian theory about the relationship between population and resources (food supply).

You may use a diagram in your answer.

(4)



the malthusian theory is that as the population will keep increasing we will run out of resources like food and water. That we will not develop new ways of getting resources and we will all die as we will eventually run out of food supply as the population will be increasing. To prevent

food shortages the population would need to decrease, the population increasing and not enough food could lead to war, famine  
(Total for Question 2 = 12 marks)



**ResultsPlus**

**Examiner Comments**

This response scores 4 marks. Despite quite a weak attempt at a diagram, the text below is good, with the candidate picking up full marks: run out of resources (1) people will not develop new ways of getting resources (1), people will die (1) and so population decreases (1).



**ResultsPlus**

**Examiner Tip**

Incorporate simple sketches, maps and diagrams to support your answer.

### Question 3 (a) (iii)

This question was answered very well by most candidates. A large number of answers were awarded the full 2 marks, with the most common response including the term 'service', with examples of teachers and doctors frequently being used.

(iii) What is meant by the term **tertiary sector**?

(2)

This is the economic sector that provides a service to the people.  
For example, nursing is in the healthcare service, retail and  
tourism i.e. the Eden Project Cornwall.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks: provides a service (1) e.g. nursing (1).

### Question 3 (b)

The majority of candidates failed to demonstrate a secure understanding of the term *foreign direct investment*, often referring to international migration to the UK as a factor. Those who demonstrated a secure understanding of the question referred primarily to cheap labour costs in less developed countries. High scoring responses also referred to cheaper land costs and changes to political systems which enabled an increase in investment. The majority of candidates who identified suitable factors scored highly through good extension of key points.

*these jobs. →*  
(b) Outline **two** reasons why foreign direct investment has grown over the past 50 years. (4)

1 foreign direct investment has grown as more people ~~and~~ and companies want to have more profit so are investing in countries

2 There are a lot more TNC's than 50 years ago, TNC's invest in other countries mostly ~~ASDC~~ MEDCs ~~to for~~ in LEDCs they locate factories as it is cheaper



#### ResultsPlus Examiner Comments

This response scores 3 marks: in the first section there is 1 mark for the idea that companies want more profit; in the 2nd section, 2 marks are awarded for the developed point about TNCs investing in LEDCs.



#### ResultsPlus Examiner Tip

Make sure you are able to write a clear definition for each of the key geographical terms included in the 'detailed content' section of the specification.

### Question 3 (c)

The majority of candidates demonstrated a good understanding of the term globalisation, and were aware of a range of impacts as a result of this. A number of candidates failed to clearly identify specific groups, and their marks were therefore limited. Those who did identify relevant groups tended to refer to workers (often specifying women and children) and farmers. Farming was an area which was discussed successfully, and candidates often achieved two extension points as a result. Some responses were more general, and in some cases they referred to developed countries instead of developing countries.

(c) Describe the impact of globalisation on different groups of people in the developing world.

(4)

It has help the USA develop <sup>the</sup> inter~~na~~ Quaternary sector and also China. It has given developing countries jobs such as Brazil and Mexico. It has also improved Indias economy as secondary jobs such as call centres where moved to India giving people more jobs. However in countries where primary and secondary jobs aren't needed it puts people out of bussiness.

(Total for Question 3 = 12 marks)



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks for the developed point about 'jobs'. The term 'people' is generic and for 2+ marks, the candidate needs to address the 'different groups' aspect of the question more clearly.

## Question 4 (b)

This question was answered quite well with a large majority of candidates gaining credit. Often, a couple of relevant points were made, possibly with some reasonable extensions, but it was not often that a candidate managed to score full marks. Answers featuring a country's geographical location being land-locked, difficulties trading, lacking natural resources, suffering from extremes of climate, having a corrupt government or having a large debt were well represented. Some candidates mistakenly focused on the products of development and some answers contained reference to technology, health care, factories, low incomes and better farming - usually with little reward.

(b) Suggest **two** reasons for the large difference in development levels between countries.

(4)

- 1 The countries may have different resources to sell so for example if a country has oil then it can develop faster as the income of oil helps develop the country
- 2 The countries may have a different environment so <sup>crops</sup> plants and ~~over~~ animals that thrive can be sold for income to develop but if its a poor environment its difficult to grow crops



**ResultsPlus**  
Examiner Comments

This response scores 4 marks. The candidate has included a developed point about how countries with resources to sell (e.g. oil) can develop faster (1+1) and a developed point about the environment having an impact on development (1+1).

## Question 4 (c)

This question requires a reason why development varies from place to place within a country and the key for success here was a focus on the variations from place to place within a country; too often candidates either outlined a reason for variation between countries' level of development or just gave a vague response about why development might take place somewhere. It appeared that if the candidate had got the focus of the question correct then some credit was achieved. Indeed if some development was also included then full marks were frequently awarded. Some candidates outlined why a port may lead to a coastal region being developed, or why good beaches may lead to tourist development in one part of a country, or a natural resource / conditions suitable for the development of agriculture may lead to one part of a country being developed and others not.

(c) Outline **one** reason why the level of development varies from place to place in a country.

(2)

If one part is close to the sea it will be more developed due to ship ports this is because they can import and export materials. And a place in the centre of a country won't be as developed because it takes longer to travel to.



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks: idea of areas close to the sea being more developed (1) due to shipping / ports (1).



**ResultsPlus**

**Examiner Tip**

Read the question carefully! Many candidates incorrectly outlined why development varies *between* countries rather than *within* a country.

## Question 4 (d)

This question was often well done by the candidates; however, it was left blank by a significant minority of the candidates who perhaps were thrown by 'top down' or just did not have any case study knowledge. This was disappointing because those candidates who had carried case study and technical vocabulary knowledge with them into the exam frequently did well. The mark scheme helped in this as it did not just allow for two developed responses but had the flexibility for the candidate to give one extended point and another simple point. The most popular case study was the Three Gorges Dam, several others were well represented, and candidates were able to give good accounts of these.

(d) Explain the **positive** impacts of a named large top-down project in a developing country.

Named large top-down project 3 Gorges Dam

(4)

It is a large area where a river has had three huge dams built within in it. This is to give more jobs to workers and to help improve the area as producing efficient electricity and helps the country develop and improve their economy.



### ResultsPlus Examiner Comments

This response scores 3 marks: give more jobs (1) producing electricity (1) improves the economy (1).



### ResultsPlus Examiner Tip

Those candidates who had an understanding of vocabulary and had some case study knowledge did well on this question.

### Question 5 (a) (iii)

Many candidates gained one mark, with a small number gaining full marks. There were many 'generalised' answers, so instead of giving a definite answer such as car manufacturing, many answers just gave manufacturing as an answer. Generally, the understanding of declining industries was better answered than those industries that had expanded. Perhaps this is a result of the (incorrect) perception that in the UK we do not make anything anymore, but just import.

(iii) Identify a primary or secondary industry in which:

(2)

output has risen

farming

output has fallen

teaching



**ResultsPlus**  
Examiner Comments

This response scores 1 mark for 'farming'.

### Question 5 (b)

This question proved difficult for some candidates. Very few responses accurately developed the idea of an increased variety of industry, as a result of a poor understanding of the term. Many responses simply stated the sectors that make up an economy, such as 'there are jobs in primary, secondary and tertiary sectors', these responses gained little or no reward.

(b) What is meant by the term **economic diversification**?

(2)

This is when people ~~take~~ involve their business in more than one way of making money. For example, a farmer could sell ice cream or jam instead of farming ~~the~~ live stock or crops.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks as the candidate has successfully identified 'more than one way of making money' (1) with a legitimate example (1).

## Question 5 (c)

This question relied on candidates being able to understand the concept of 'deindustrialisation' and recognising that 'environment' was a key part of the question. This was the biggest challenge as many less successful candidates commented on the impact of industrialisation, and other candidates had recognised the term 'deindustrialisation' but had instead commented on the social / economic impacts, thus scoring no marks. Where candidates scored well, this was a consequence of being able to provide some detailed explanation, including comments such as 'derelict factories which are contaminated by heavy pollutants which will end up in local rivers/watercourses which has an impact on local wildlife'. Some of the best examples provided a clear locational commentary, such as the 'River Don' to contextualise the question. Few candidates managed to secure a Level 3 response.

\*(c) For a named urban area, explain the environmental impacts of de-industrialisation.

Named urban area Sheffield

(6)

Sheffield, during the 1960's and 1970's, was producing Europe's largest amount of ~~steel~~ steel, ~~and~~ and was renowned as 'Sheffield steel'. Many people had jobs in the manufacturing of steel, but lost them when the steel industry moved to other countries such as India and China. It was cheaper for the companies to just move production elsewhere and pay these new workers lower wages. The river Don was originally used as a sewage dump from the factories. Since the industry no longer exists here, the river Don has improved its condition significantly, and is now regarded as a grade three river. Salmon can thrive here, now.



**ResultsPlus**  
Examiner Comments

This response gets to top Level 2 in the final part of the answer; here, there is quite a detailed explanation about the River Don but two partial explanations are needed for Level 3 marks.

## Question 6 (b)

A large number of candidates demonstrated an insecure understanding of the term 'rural region' given the number of times that Liverpool, Manchester and London appeared in answers. Also there were quite a lot of candidates who did not know which regions were at a low or high level of deprivation with some of the most affluent areas of the UK put forward as areas of deprivation.

(b) Name a rural region in the UK with: (2)

a low level of deprivation  
highlands ~~East~~ East Anglia

a high level of deprivation  
highlands of Scotland



**ResultsPlus**  
Examiner Comments

This response gets 1 mark for Highlands of Scotland.

## Question 6 (c)

A majority of candidates gained some credit on this question, with a number demonstrating a secure knowledge of the key term and being able to say what urban regeneration involved. Some candidates did go on to develop their answers to get full marks either by giving an example, like the Olympic redevelopment which did figure quite often, or by developing the point by adding something like 'attracting new businesses/shops into the area'. Some candidates showed a good knowledge of redeveloping derelict areas or brownfield sites. Those candidates with little idea of the true meaning of the term floundered and made connections with urbanisation or demographic rates in urban areas for which there was no credit.

(c) What is meant by the term **urban regeneration**? (2)

Urban regeneration is improving a  
Urban area which has become  
derelict and making it a nice  
place again, e.g. Liverpool, Albert Dock.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks: improving an area (1) with a named example to support this idea (1).

## Question 6 (d)

Many candidates were able to gain credit on this question and most seemed to have a sound enough grasp of the terminology to put forward some reasonable point or points to gain credit. Those with just some knowledge of green belts and national parks were often able to progress easily into Level 2 and sometimes achieve top Level 2 marks. However, a significant proportion of candidates concentrated on the Eden project with a focus on rural economic development and conservation of exotic plant species and therefore did not gain credit. Some answers focused on urban development which also did not get any credit.

**\* (d) Explain how different strategies have been used to conserve valuable landscapes in rural regions of the UK.**

(6)  
There have been a wide range of techniques that have been used to protect valuable landscapes. For example in some rural areas like the Peak district national parks have been set up. This helps conserve the wildlife and landscape in the area because destructive practices like poaching and hunting have been banned. So it protects the wildlife and landscapes in the area. Furthermore in some parts of the UK like areas in Cornwall and Devon there are fines given out for things like littering. This helps conserve valuable landscapes such as coastline like the Looe's lake in Devon Cornwall because it won't be spoiled or polluted due to littering. Finally in areas of the UK like coast around the south east of England destructive fishing practices have been banned.



**ResultsPlus**

**Examiner Comments**

This response attains Level 2 (4 marks) but did not reach Level 3 because there are not two partial explanations here.

### Question 7 (a) (iii)

Many candidates were able to gain credit on this question usually referring to rural to urban migration and a push or pull factor responsible for this. Very few chose to give the 'higher rate of natural increase in urban areas' or a reason for it. Some were aware that the rate of natural increase was higher in urban areas but were unable to express this in terms that would gain credit and put things like, 'more women have been giving birth in recent years'. It was no problem for most candidates to give a credible push or pull factor, but a good number of candidates did just talk of people moving rather than them moving from rural to urban areas. Some candidates appeared to have misinterpreted the graph as they went on to outline an urban to rural shift of population and they gave reasons for this that were only applicable to some of the world's more developed countries. Some answers suggested that the candidates were not aware of what the changes shown were.

(iii) Suggest **one** reason for the changes shown in urban population.

(2)

More people are moving there as there are more jobs and it's where they think the better life-style is.



**ResultsPlus**  
Examiner Comments

This response scores 1 mark: the candidate has identified a pull factor (1); however, no second mark is awarded because it is not clear that people are moving from rural areas.

## Question 7 (b)

This question was not generally well answered with the term 'informal economy' not understood by a large number of the candidates.

Some candidates reached full marks with succinct responses, such as 'jobs with no contract like shoe shiners'; however, a large number of candidates were not familiar with the term and thought it might apply to jobs with no skill, no proper dress/uniform or just with low pay. Many did not have the idea that it applied to people creating employment for themselves and who were not employed by companies or by government or indeed, that there was nothing fixed about their work.

(b) What is meant by the term **informal economy**?

(2)

where people have jobs that aren't legal and people don't pay tax and don't develop as a community.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks: jobs that are not legal (1) and people do not pay tax (1).

## Question 7 (c)

Question 7 was the more popular choice compared with Question 8.

While there were candidates who were able to do enough to achieve Level 1, and maybe just get into Level 2, there were also a reasonable number at the top of Level 2 and progressing into Level 3 with some very good responses. Candidates that set out to explain and not just describe strategies did best and these were the candidates that were most skilled in exam technique. Some candidates were able to produce very good responses without using a named city as an example. They were able to focus on improvements such as health care, education and sanitation and relate this to an improving quality of life. Other candidates gave an example of improvements carried out by a named city authority or government to improve the quality of life and these answers were often particularly good. Curitiba was used by a number of candidates, but other cities such as Mumbai were also used. Some candidates confused developing and developed cities and so immediately limited the credit they could gain. Other candidates just appeared to want to get in something about Boris bikes and other transport improvements in London. Unfortunately some candidates confused the topic with life expectancy and their answers focused on diet, food production and better health care.

\* (c) Explain the strategies used to improve the quality of life in cities in the developing world.

(6)

Governments opening hospitals and health care centers so people are treating properly especially newborn babies and also people with HIV, or Aids.

Building schools for education as there will be more skilled people for the future and this could boost income.

~~So~~ good facilities like clean water as this will help ~~ped~~ prevent people from getting diseases from dirty water and spread of other diseases.

Better maternity care for women so Infant mortality rates are low and also less children dying and mothers.  
Increasing equality rights for women<sup>and men</sup> like voting, by having political parties and free votes for any governments.



**ResultsPlus**

**Examiner Comments**

This candidate has included a variety of descriptive points, covering a range (three) of strategies. There are also two partial explanations which lift the response into Level 3 - but there is no location, so it does not get into the top of the band.

### Question 8 (a) (iii)

The majority of candidates who attempted this question showed a good understanding of the figure and gave suitable reasons for the trend, including rural-urban migration, the main reason for which is the availability of jobs in urban areas. In some cases, candidates misinterpreted the trend shown in the figure.

(iii) Suggest **one** reason for the changes shown in the percentage of rural population.

(2)

People move to cities for better lifestyle and a higher wage.



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks: people moved to cities (1) for a better lifestyle (1).

### Question 8 (b)

This was generally answered well by candidates. On the whole, candidates demonstrated knowledge of what intermediate technology was, with common answers being: low cost, easy to maintain and simple idea. Many candidates were also able to give examples of hand pumps and pumpkin tanks.

(b) What is meant by the term **intermediate technology**?

(2)

that the technology can be easily repaired as it is not very complicated and parts can be found locally as well as being repaired locally.



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks: easily repaired (1) and parts can be found locally (1).

## Question 8 (c)

This question produced mixed responses from candidates, although the majority could offer at least one suitable example, even if it was generalised, in order to achieve a Level 1 mark. The best answers gave a range of specific examples, including fair trade schemes, water/food security schemes (e.g. play pumps and mushroom farming). There were a number of candidates who developed their answers to explain the improvement these had on quality of life; however, the majority of responses simply stated the scheme and failed to make the connection to reach Level 3. There were a small number of instances where candidates referred to schemes in urban areas.

\*(c) Explain the initiatives (methods) that have been used to improve the quality of life in rural areas in the developing world.

(6)

In Uganda, nurses on motorbikes travel to hard to access or even rural areas in order to educate people and to improve the quality of healthcare. The nurses provide mosquito nets that have been covered with insecticide to prevent the spread of diseases such as malaria. Injections can be given to prevent the spread of disease. Contraception is available to local citizens, this prevents the spread and reduces the amount of people with HIV, AIDS and other sexually transmitted infections as well as prevent unwanted pregnancies. ~~There are~~ Charities such as Oxfam and Unesco that have been formed by the European Union, raise money to provide for disadvantaged people in developing countries such as Africa. Oxfam allows people to donate money to improve the quality of life of someone with less opportunities than them. Alternative presents such as goats, cows and sheep provide a source of food for a family as well as the animal products being used for sale to supplement their income. Oxfam also allows people to pay for healthcare bills i.e. to support the life of a premature baby by paying for their neonatal care in an incubator.



**ResultsPlus**  
Examiner Comments

This candidate has written a good answer which has a range of developed points supported by appropriate exemplification - typical of a Level 3 response.

## Paper Summary

In order to improve their performance, candidates should:

- Practice describing and comparing patterns and distributions on a resource by using data to support ideas – this will help with multiple choice questions (e.g. Question 1(a)(i) and 1 (a)(ii)) and short response questions (e.g. Question 1(b)).
- Understand the demands of the command word, 'explain'; the levels mark scheme provides clarity on these differences – particularly important for the transition between Level 2 and Level 3.
- Bear in mind that case study material is occasionally required in questions other than the levels-marked ones. For example, Question 1(d) requires some information about how a named country is attempting to increase the birth rate.
- Practice the drawing and incorporation of simple sketch maps and diagrams to support an answer. In this paper, the more successful candidates were able to draw a diagram (line graph) to show the relationship between population and resources in Question 2(c).
- Read the question carefully: on questions requiring candidates to 'outline two reasons...' (e.g. Question 3(b)) or, 'outline one reason for..' (e.g. Question 4(c)), candidates must be able to make an initial point(s) and then develop it/them appropriately as suggested in the mark scheme.
- Be able to define all of the key geographical terminology in the detailed content; this could be done using exemplification of detailed description to access both marks when there is a 2 mark tariff.
- Use the Sample Assessment Materials (SAMs), June 2014 and June 2015 papers to assess the detailed content for each key idea that has been included in the re-accredited specification.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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



Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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