

Examiners' Report
June 2016

GCSE Geography 5GB2F 01

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Introduction

This paper forms part of the third 'linear' assessment series for the 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 Edexcel'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). This year, questions 5 and 6 were equally popular with candidates, but in Section C, many more candidates answered Question 7 compared to Question 8.

The size of the cohort sitting this paper was larger than the previous two series; the mean percentage mark for the paper and the standard deviation score (which provides an indication of the range of marks awarded to the cohort) were similar to June 2015, which indicates that the paper differentiated well, with a full range of marks achieved across the paper. Once again, questions that required candidates to apply their knowledge and skills (AO2) were particularly successful in discriminating between candidates of different abilities.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. This exemplification will come mainly from questions which required more complex responses from candidates.

Question 1 (a)(iii)

Most candidates were able to identify that the introduction of healthcare and access to medicines would have an impact on death rates; some candidates then linked this to improved contraception and falling birth rates, which would not gain marks as it did not answer the question. Many candidates commented upon access to clean drinking water and improved sanitation causing death rates to fall. Responses which suggested a better quality of life or living conditions did not gain marks as this was too vague and could relate to a range of issues. Candidates needed to remember that the question asked about **stage 2** of the demographic transition model, and so responses which described developed countries (UK) did not gain marks. A number of candidates incorrectly gave reasons why birth rates would fall, again not answering the question.

This response scores both marks.

(iii) State **two** reasons why death rates are falling during Stage 2.

(2)

- 1 ~~The quality of life~~ Health care and doctors are increasing.
- 2 Quality of life like wages housing water has improved leading to less deaths



ResultsPlus
Examiner Comments

This response makes two valid reasons to explain why death rates fall during Stage 2.



ResultsPlus
Examiner Tip

Read the question carefully! A number of candidates incorrectly answered this question by writing about a different stage.

Question 1 (b)

Many candidates were able to either explicitly or implicitly make the point about a potentially large workforce and then often went on to expand this into the benefits for the economy through an expansion and/or an increase in tax for the government. A good number of candidates made the point that there would be more people to support their parents in old age but few developed this point well and often just restated what they had already put. Some candidates were able to gain credit for stating that there would be more jobs related to young people such as teaching but this was often left undeveloped. Some of the best answers were able to state the advantages for the government and families.

Occasionally, candidates made a legitimate developed point, but then went on to include points like the young are stronger, fitter, more educated and so on, which did not gain credit. Also other candidates referred to an increase in birth rates or decrease in death rates or similar which again were not credit worthy.

(b) Describe **two** advantages of a youthful population.

(4)

- 1 Provides lots of young people to work and pay taxes to the government
- 2 Not as much migration due to no lack of jobs ~~then~~ causing rural areas to produce more primary products



ResultsPlus Examiner Comments

The answer is awarded 1 mark for 'lots of people to work' and the second mark for 'paid taxes to the government'.

The second advantage given is not linked to a youthful population.

For 3–4 marks, the candidate needed to have developed at least one of the basic points mentioned above.

Question 1 (c)

The most common answers in this question referred to the use of a quotas, skills testing, and visas. Many candidates demonstrated a good understanding of how these worked, particularly the skills test where a significant number of candidates referred to Australia as an example. Whilst this demonstrated a good geographical understanding, many candidates failed to make the connection to how it worked to reduce immigration numbers. Other valid answers referred to better border controls and closed door policies.

There were a number of unsuccessful answers, where candidates failed to identify a suitable policy; a number referred to the one child policy, the use of open door policies, and in a number of cases making changes to the benefit system to put people off from coming.

(c) Describe the different policies that may be used to reduce immigration.

(4)

Being strict on borders only allowing people if they have a purpose there e.g. job, lots of money to invest, family. Having tests for people to see if they know any knowledge about the country they're entering in ~~to~~ e.g. UK do this & once you have to get a certain amount of points if not your not allowed in.



ResultsPlus Examiner Comments

This is a good response. The identification of border gets 1 mark, and this has been extended with the idea of a filter for a second mark. The third and fourth marks are awarded for the developed point about skills testing. NOTE: no marks are awarded for just naming a country.

Question 2 (b)

This question was generally very well answered by candidates, with many responses receiving the full 2 marks, often by naming coal and oil.

A small proportion of candidates only scored 1 mark because they gave the answers 'fossil fuels' and 'coal'.

(b) State **two** examples of non-renewable resources.

(2)

1. *oil*

2. *electricity*



ResultsPlus
Examiner Comments

This response scores 1 mark for 'oil'.

Question 2 (c)

A large number of candidates attained 2 marks, but further development was lacking in many cases; for example, when referring to the Malthusian theory, many candidates stated that resources would not meet population demand and also mentioned growth rates, but the fact that this would often lead to either conflict over food resources or famine was excluded. Many candidates mentioned that 'necessity is the mother of invention' in their answers, but failed to develop this point at times. The majority of candidates were able to match the theory to the correct person. The strongest answers referred to 'natural checks' and 'crisis points' – although this was quite uncommon.

(c) Describe **one** theory (Malthus or Boserup) about the relationship between population and resources.

(4)

Chosen theory ~~Boserup~~. malthus

malthus came up with his theory before the invention of fertilisers. The theory was as world population increased food supply will be too low for the world needs. So there would be famines. Basically making sure that the world population was always controlled by food produced. And when the population would decrease but then grow back and so on. But it would always be limited by food supply.



ResultsPlus

Examiner Comments

This is a good response; it is a 'describe' question that is point-marked as follows:

Idea of population increasing but food supply would be too low (1)

So there would be famine (1)

Population would decrease (1)

Idea that population is controlled by food supply (1)

Question 2 (d)

This question was generally answered fairly well by candidates who often referred to the changes from fossil fuels to renewables in their answers. Many mentioned recycling, but often there was little development, although the properties in which the candidates live would have a number of plastic bins made from non-renewable resources. Almost all candidates failed to mention grants for home improvements, loans for double glazing and so on.

Many candidates said the government could reduce consumption by raising the price, which is not strictly true, except in the odd answer, where the government can tax it to reduce consumption, such as fuel duty or VAT. There was a small minority that linked consumption to population numbers and some realised that the managing of birth rates, e.g. China, was one plausible solution.

The response below was awarded 3 marks.

(d) Explain how governments try to manage resource consumption.

(4)

The government tries to reduce the amount of petrol being used and pollution emitted by creating a 'congestion fee' this is where, in central London you have to pay a fee to use your car. This encourages the use of public transport or walking. This means that less fumes are emitted and that central London becomes less congested and smoggy.



ResultsPlus
Examiner Comments

This response is awarded marks for the 'double development' idea about encouraging public transport (by creating a congestion fee which in turn will reduce the amount of petrol needed).

The last two lines do not get credit because they are about pollution rather than consumption.

Question 3 (b)

Candidates were required to suggest one reason for the growth of trade and then expand upon their answer. Most candidates commented on the improvement of technology and transport. Some candidates commented on the increase of TNCs; however, many commented on the use of cheap labour by TNCs, which would not have gained full marks. There were a small number of candidates who suggested organisations such as the WTO in reducing the barriers to trade, which was a valid suggestion. Many candidates went wrong in giving reasons why trade exists in the first place 'some countries have resources other countries want so they trade' – this is a reason why trade exists in the first place not why it has grown. Many candidates suggested cheap labour or cheaper to make elsewhere as reasons again not gaining any marks. Candidates who were able to pinpoint a suggestion for the recent increase did well.

(b) Outline **one** reason for the growth of international trade?

(2)

~~A more~~ An increase in trade internationally is because shipping is now more globalised, and faster shipping routes mean trading can happen quicker and easier



ResultsPlus

Examiner Comments

This response scores 1 mark for faster shipping routes.

A second mark could have been awarded had the candidate explained why shipping routes are faster.

Question 3 (c)

Generally candidates did not score well on this question, and it was clear that many did not have a secure understanding of the IMF and their role in creating a globalised economy. Those who did score marks generally only gained 1/2, with the most common answers referring generally to promoting trade links, and the lending of money to developing countries. In order to gain more marks candidates needed to develop these points, e.g. by referring to the money coming from developed countries. Higher achieving answers regularly referred to Greece as an example of where this had happened. Very few candidates referred back to the idea of a globalised economy.

(c) Describe the role of the International Monetary Fund (IMF) in creating a more globalised economy.

(4)

The International Monetary Fund's role in making a more globalised economy, is to try and get more of the country's in the world to work together to stop harsh labour, as well as trying to get more economically developed countries to donate money to less economically developed countries, to help provide better working conditions and higher wages.



ResultsPlus Examiner Comments

The answer is awarded 1 mark mid-way through the answer, getting more economically developed countries to donate money.

The second mark comes in the final sentence, the idea about reducing poverty.



ResultsPlus Examiner Tip

This question was done quite badly by many candidates. Make sure that you are familiar with the role of the different organisations mentioned in the specification (e.g. the IMF, World Bank, TNCs and NGOs).

Question 3 (d)

The majority of responses correctly identified a TNC for their answer. This wasn't the case for all candidates however, with some referencing countries and organisations such as the World Bank or UN instead.

Where candidates had identified a suitable TNC, the most commonly chosen ones were Nike, Apple and Vans. The majority of candidates identified developing countries as the areas where manufacturing took place, and development here was good with many stating that this was due to low labour/manufacturing costs. Some candidates referred to specific countries, China, India and Bangladesh were some of the most used examples. A number of candidates identified that head offices (usually USA) and sales usually occurred in more developed countries, but only a small proportion of these could develop this to say why.

(d) For a named transnational corporation (TNC), explain how it operates in different parts of the world.

(4)

Named TNC Primark

Primark's main base of operations would be in a developed country like the UK ~~and~~ as it can earn them more money as they wouldn't have to spend as much on shipping. They also have factories and farms in ~~the~~ developing ~~the~~ countries such as Bangladesh as they have no minimum wage ^{and} they can work ~~got~~ longer hours so they can reduce the amount of money spent.



ResultsPlus Examiner Comments

This response gains 1 mark in the first line and then 3 marks for the double development about manufacturing in Bangladesh.



ResultsPlus Examiner Tip

Some questions ask you to name a specific example. Make sure that you have learnt your case studies and are able to apply your knowledge and understanding to questions like this one.

Question 4 (a)(iii)

This question was asking candidates to suggest how GDP per capita is calculated. The quality of answers was considerably varied. At the top end a very small proportion of candidates recognised that GDP measures the value of a country's output. Some referred to goods and services producing this value, but very few. Those gaining this mark did understand that it represented a measure of what a country earns without being specific on how this occurs. More encouragingly, there was a greater proportion of candidates who understood the phrase 'per capita' so stated that the value should be divided by the total population (or in less clear terms, such as 'divided by everyone in the country'). This is the more likely statement that enabled candidates to achieve 1 mark. A high proportion of candidates were too vague to gain a mark; there were many answers that recognised the 'economic' nature of the indicator but confused it with average wages for individuals. Most candidates did link GDP with development but there were some who did not know it was an economic measure. There were plenty of answers that suggested infant mortality or death rates. Some less successful answers failed to gain any marks, by just stating that it was measured in US\$.

(iii) Describe how GDP per capita is measured.

(2)

GDP per capita is the measure of how much money is earned per person in a country it is measured by the amount of goods sold each year.



ResultsPlus
Examiner Comments

This response is awarded 1 mark for 'it is measured by the amount of goods sold each year'.

Question 4 (b)

This question was generally well answered, with many candidates scoring 3 or 4 marks.

Most candidates were able to name an appropriate Sub-Saharan country. The responses were mainly non-generic, with some information relating to the named country. However, a few responses lacked details about the named country which made it difficult for the response to be awarded more than 2 marks as the response appeared generic.

There was often a lack of development of basic points. Candidates were able to provide a reason but did not develop their answer by describing how the factor is a barrier to further development.

In the more successful answers, the most developed point (1+1+1) was usually around the idea of the country being landlocked.

A few candidates appeared to have misread the question and their response focused on the solutions to development rather than the barriers.

(b) Describe the possible barriers to further development for **one** named developing country in Sub-Saharan Africa.

(4)

Named developing country Malawi

A barrier is that there are a lot of cases of HIV in Malawi. This means that a lot of people die prematurely and more money is needed to be spent on healthcare.

Malawi is also landlocked, so cannot receive trade by sea, through ports. As a result of this, they don't make as much money, which means they have less money to spend on helping the country to develop.



ResultsPlus
Examiner Comments

This is a good response.

The use of Malawi as an example is OK, despite not being an obvious example of a sub-Saharan country.

The answer includes a double development about HIV being a barrier for development = 3 marks.

The fourth mark comes mid-way down – Malawi is landlocked.

There are other legitimate ideas here but the response has already scored the maximum mark.

Question 4 (c)

This question was done reasonably well by most candidates, with many naming a valid case study of a top-down development project (most common were the Three Gorges Dam or the Sardar Sarovar Project). The command in the question was to identify the impact on different groups of people; often, candidates made a comment about the impact on people, but found it harder to identify different groups of people, thus limiting the marks awarded. There was much comment about the environmental impacts, with little commentary on impacts on people. A number of candidates confused this theory with bottom-up projects.

Question 5 (a)(iii)

Most candidates understood the idea that earnings tended to be higher in urban areas and that urban areas varied into pay rates. Most candidates chose London as the best example, whilst others chose Cambridge. Many candidates mentioned the fact that London had predominance in the country for highly skilled jobs and a few felt that some areas were lagging behind because of the prominence of primary/secondary positions. Some candidates realised that London also attracted large corporations and that there is a link between high pay and cost of living in the south-east. Few candidates took unemployment into consideration or linked rural areas with low rates of pay.

(iii) Suggest **one** reason for the differences in the average earnings shown on Figure 5.

(2)

As London is a major city with links all over the world. London has many offices which are very popular and require qualifications and skilled workers.



ResultsPlus
Examiner Comments

This response is awarded 1 mark for (any) one of the ideas, but a development of this idea is needed for the second mark, rather than a second idea (which is the case here).



ResultsPlus
Examiner Tip

On a 2-mark 'suggest one reason...' question, you just need to give one reason (for the first mark) and then extend this through further explanation or detailed description for the second mark.

Question 5 (b)

Most candidates were able to achieve 2 marks for their response, making references to skills and high pay. The majority of candidates were also able to give example jobs within the sector.

The weakest responses were limited to simple references such as 'high pay' or 'need the best qualifications'. Where candidates were awarded zero marks but had provided a response there were references to the primary sector, farming and factory work.

Candidates were not awarded 2 marks in cases where they had failed to provide sufficient definition and had simply provided a single characteristic of the quaternary sector. Some candidates successfully outlined a characteristic such as highly paid but then exemplified this with an activity not within the quaternary sector, such as a shop worker. There were also errors relating to providing services such as waiting staff and shop workers.

(b) Define the term **quaternary sector**.

(2)

This sector is the sector that does research and development to discover new things like medicine.



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Examiner Comments

The answer is awarded 1 mark for 'research and development' and the second mark for 'discover new things like medicine'.

Question 5 (c)

To a large extent, success here depended on candidates picking up on 'the environment' in the question. Those that did generally reached a high Level 2 with discussions related to a reduction in pollution, wildlife, unattractive buildings attracting vandalism and being eyesores. Links to a named urban area were rarely made in detail. The main issue was that candidates appeared to read the term 'de-industrialisation' and then proceeded to write about the loss of jobs, spiral of decline and other social and economic impacts.

*(c) For a named UK urban area, explain how de-industrialisation has led to both positive and negative impacts on the environment.

Chosen UK urban area North East Fort Dunlop

(6)

Fort Dunlop made tyres which are made of rubber which pollutes and a lot of pollution is released in the process. For The factory at Fort Dunlop has now been shut down. As a result of this, there are now brownfield sites which are polluted ground. This makes the ground less clean and therefore costs money for it to be cleared for use.



ResultsPlus Examiner Comments

The answer does enough to just get into Level 2 for the descriptive comment about polluted ground following the closure of a specific factory.

To move through Level 2 and into Level 3, we expect some explanation and greater variety of impacts included in the answer.

Question 6 (a)(iii)

This question was generally well answered, most common responses referring to rural-urban migration for better job opportunities or higher pay.

A minority of candidates quoted data from Figure 6 rather than giving reasons for change. A surprising number of candidates seemed to focus on 'around the coast'. Some seemed to confuse the question with Question 7(a)(iii) (about rapid urban growth in Lagos) answering with comments such as 'high birth rate due to lack of healthcare/contraception' in relation to the UK.

(iii) Suggest **one** reason for the differences in population change shown on Figure 6.

(2)

Some areas are more developed and have a better health and care service than others. This makes more increase in ~~the~~ South and East.



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Examiner Comments

The answer is awarded 1 mark for 'better health and care service'.

Question 6 (b)

A large number of candidates were awarded 1 mark for their response to this question. The most frequent reference was made to the purpose of green belt land, with only a small proportion of candidates referencing where this would be located. A very limited number of candidates made reference to a named example.

The best responses showed an understanding of greenbelt surrounding an urban area. Candidates then went on to make reference to urban sprawl and development restrictions. A limited number of candidates exemplified their response.

A large number of candidates made a single reference to urban sprawl with no development. There was confusion from some candidates surrounding green belt, greenfield sites and the rural-urban fringe. A number of candidates also inaccurately stated the location of green belt with references made to country borders. This was also evident in several responses linking green belt land to immigration control.

Candidates were not awarded 2 marks in cases where they gave one single characteristic of a green belt without exemplification or reference to urban sprawl, countryside maintenance or restriction.

(b) Define the term **green belt**.

An area of Land that Cannot be tampered with ⁽²⁾
Such as: being built on.



ResultsPlus
Examiner Comments

This response scores 1 mark for the idea of restricted development.

To move this response to 2 marks, a named green belt in the UK could have been given as an example.

Question 6 (c)

The question asks candidates to comment on social and economic impacts, yet many candidates focused on environmental implications. The term 'economic' seemed to trigger candidates to discuss availability of jobs in the area, specifically – likely job shortages due to increasing population. A high proportion of candidates mentioned immigration in their answer. Many candidates were able to identify an increase in house prices and overcrowding, but often with limited development of their point, which led to many mid-Level 2 answers. Some less successful candidates confused rising demand for housing with developing countries and discussed squatter settlements/ shanty towns.

* (c) For a named UK urban area, explain the social and economic impacts of a rising demand for housing.

Chosen UK urban area ~~London~~ Newham.

(6)

In Newham there has been a gentrification from when one person moved to the area. This has caused a rising demand for housing as there isn't many houses in the area. Also this has enabled people to buy the houses for a cheaper price and some are more expensive. Building more houses can affect the green belt as houses shouldn't be built on it to not reduce green areas. If houses are built on the green belts then the area will be over populated and less people the earth can be affected. Green spaces and fields are needed for nature and to live a cleaner and healthier life. On the other hand if houses are not built then there will be people living on the streets with nowhere to live. The earth needs green spaces for humans to get breath and have less pollution on it to avoid global warming.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 6 = 15 marks)



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Examiner Comments

This response reaches the top of Level 1 because there are two basic ideas here – of a population and living on the street. To move into Level 2, some partial explanation of one of these ideas would be required.

Question 7 (a)(iii)

Many candidates understood the question and were able to gain some credit. A good number of candidates were able to describe rural to urban migration, although some lost credit by just referring to migration, and were able to add a valid rural push or urban pull factor; these answers tended to make up a good proportion of the full mark answers. However, candidates did use high birth rates and some did go on to successfully develop and likewise with the candidates who gave the basic point of contraception not being available. However, with the latter many candidates did not develop the point. There were a few candidates who felt that international migration was a significant factor and others who felt tourism, its development or lack of development, was significant.

(iii) Suggest **one** reason for the rapid population growth of developing world cities such as Lagos.

(2)

One reason for the rapid growth is people living in rural areas move to the bigger cities for jobs so they can feed their family



ResultsPlus
Examiner Comments

The answer is awarded 1 mark for 'movement to cities' and the second mark for developing this point (... for jobs).

Question 7 (b)

Generally speaking, candidates were able to identify ways in which NGOs had improved the quality of life of residents. Most candidates were able to identify that NGOs were non-governmental, and described the work of charity organisations. Many used WaterAid as an example, but few were able to relate the project to a specific city. Many candidates' responses were relevant to both rural and urban areas and so were required to link the project back to urban areas.

A significant number of candidates suggested 'provide jobs' as an answer which did not gain marks. Many candidates also lost marks as they had failed to extend their response with exemplifications or a description as to how this would improve people's quality of life.

(b) Outline **one** way a Non-Governmental Organisation (NGO) has improved the quality of life for people in a city in the developing world.

(2)

They have installed public toilets so that ~~people~~ less disease spreads. This will reduce the amount of people who ~~die~~ suffer from disease as ~~the~~ the toilets will make things cleaner.



ResultsPlus
Examiner Comments

This response scores full marks for the developed point about installing public toilets.

Question 7 (c)

It was pleasing to see that many answers referred to a specific city in the developed world, although a number of candidates gave, as examples, cities from the developing world, which restricted their marks. Many candidates used London as an example, but by no means all with a variety of UK and American cities being quoted. The better answers included some relevant description, or tried to give an explanation as to why the basic point being made, such as the introduction of Boris Bikes, hybrid buses and cars, biofuels, congestion charges, emission zones, etc. would make the transport more sustainable.

The ability to make a reasoned explanation was key in lifting an answer into Level 3; candidates doing this often referred back to sustainability in all parts of the answer such as, 'hybrid buses save on the use of diesel which means less oil is needed which means oil will last longer making the buses more sustainable'. This is better than 'hybrid cars use a mixture of petrol and electric which is better and more sustainable to the environment'. Also comparing sustainability would have been good, there are some measures that enable renewables to be used less quickly and emissions to be reduced whilst other measures remove the need for the use of renewables completely and don't produce any emissions. Locational detail beyond stating which city was being used as an example was unusual.

* (c) For a named city in the developed world, explain how its transport could be made more sustainable.

Named city London

(6)

Londons transport could be made much more sustainable and it is improving. One example of this is boris bikes. Many boris ~~to~~ bikes ~~also~~ have been provided in over 400 locations around London. Four new cycle routes have been provided. This would reduce carbon emissions released into the atmosphere as less people would use cars. Another way is congestion charges. There would be charges for cars in congestion and this would reduce the number of people travelling in cars and this has seen a 4% increase in people using the bus, this also reduces traffic. Finally, another way Londons transport could be sustainable is introducing more hybrid buses that are quieter, cleaner and fuel efficient so the atmosphere is not damaged. Electric cars could also be

introduced, this overall makes transport more sustainable and decreases harm to the environment and atmosphere as less gases are released.



ResultsPlus

Examiner Comments

This is a strong answer that clearly describes what strategies could be used.

This response gets to the top of Level 3 because it explains how these strategies lead to greater sustainability.

Question 8 (a)(iii)

Most candidates' responses showed clear understanding that increasing rural isolation has led to the closure of local services. Many responses also showed an appreciation of this being linked to there being 'not many people' in the rural areas, but only some candidates' responses made it clear that services had closed due to there being less custom or that consequently services were no longer economically viable, in order to raise this point to gain a second mark. Only a small proportion of candidates offered two separate impacts, instead of one as the question asked, and some candidates correctly linked the closure of services to job losses. Almost all candidates were familiar with the terminology of the question such as 'rural', 'isolation', and 'services', with only very occasional errors in the interpretation of the question or command word.

(iii) Outline **one** impact of increasing rural isolation on local services.

(2)

local services lose out on economic increase, and
struggle to stay open, leaving less money into the local
economy



ResultsPlus
Examiner Comments

This response scores 2 marks, the first one for 'struggle to stay open' and the second mark for the development of this point: 'leaving less money in the local economy'.

Question 8 (b)

The majority of candidates scored 1 mark on this response for correctly identifying a way in which farms can diversify e.g. paintballing or petting zoos. Candidates often missed the extension point about diversification generating additional income or similar.

Question 8 (c)

Many candidates' responses to the question relating to how fair-trade schemes can benefit rural areas in the developing world were too generic to access the higher levels of this extended question. Although almost all candidates' responses identified rural areas 'making more money' and most went on to describe how the farmers themselves benefitted from this; only a few candidates then went on to explore further benefits to farmers through improved working conditions and workers' rights. At the higher levels of the candidates' responses although some candidates did identify a specific fair-trade scheme in their response, this tended to be at a simplistic level (i.e. 'e.g. cocoa farmers'), rather than using details from the fair trade scheme to support the depth of their response throughout. The command word 'explain' was followed well in candidates' responses at all levels, and at all levels of response genuine empathy for the rights of farmers in developing countries was shown. Candidates also showed a sound understanding of the need for a fair-trade movement. Nearly all candidates were familiar with such terms as 'fair-trade', 'rural', and 'developing world'. However the knowledge and understanding of the fair trade scheme itself frequently lacked depth or substance.

*(c) Explain how fair-trade schemes can benefit rural areas in the developing world.

(6)

fair-trade schemes can benefit rural areas in many ways, they help them earn more money because most of the profit from fairtrade products go back to the country that made the ingredients for example coca beans. They also have charity days and they get schools involved to help raise money. People are also sent over to the countries that are appart of the fair-Trade

scheme and help build things, for example schools or libraries with the money that was raised with from the charities.



ResultsPlus

Examiner Comments

The answer gets to the top of Level 2 as the candidate provided a partial explanation – profit going back into the country.

For a Level 3 mark, the candidate would have had to increase the range of benefits that fair trade schemes could bring to rural areas in the developing world – possibly through the use of case study information.

Paper Summary

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

- Practice describing patterns and features on a resource by using data (where appropriate) to support ideas – this will help with multiple choice questions and short-response questions found at the beginning of each question. If the resource is a graph (such as the pie chart in Question 2), use data, or the manipulation of data (e.g. 'it has doubled...') to reinforce the idea of change over time/space.
- Understand the demands of the command word – 'outline' (e.g. in Question 3(b)); there is 1 mark for a basic point and the second mark, for further development, can come from either explanation or detailed description.
- The use of place-specific information is often required, and the lack of this in a response may restrict the number of marks awarded; for example, in Question 3(d), a maximum of 2 marks are available for a generic answer.
- Use the Sample Assessment Materials (SAMs) and past papers to assess the detailed content for each key idea that has been included in the re-accredited specification.
- On extended writing questions that use a levels-based mark scheme, be aware of the demands for Level 3 – that the ability to develop an explanation is more important than the recall of facts and figures about a specific case study.

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



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