

Examiners' Report
June 2013

GCSE Geography B 5GB3F 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 or 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.



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. 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.

June 2013

Publications Code UG036034

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

Examinations, such as this one, based on a pre-released Resource Booklet pose very different challenges to candidates than the more conventional papers. Given that candidates know the topic and, in some areas the focus too, the most significant element in discriminating across the range of candidates is how they interpret questions and how efficient they are in presenting the right evidence in the right places. This involves spotting the keywords in questions that moves them beyond the 'write all you know about rural isolation' approach to applying concepts rather than simply reciting unmediated knowledge lifted from the booklet. The questions were frequently structured as either two mark 'Outline one..' or four mark 'Suggest two...'. Better candidates had been trained to recognise that to provide a 'second' mark required some evidence from the booklet or an extended idea with which to support a basic 'one mark' answer. Similarly on the extended writing questions, especially for Questions 3(a) and 3(b), the stronger candidates saw the need to think beyond the sometimes accurate but self-limiting exercise of 'lifting' passages from the Resource Booklet by making linkages and qualifying their statements.

Overall performance was very similar to last summer. There were relatively few obvious signs of time constraints. Question 3(b) often went into 'overspill', sometimes very productively.

Question 1 (a) (i)

As hoped, the vast majority of candidates found this opening question accessible. There was no consistency in the errors of the very few candidates who did not.

This response failed to score any marks.

Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A – GETTING TO KNOW UGANDA

1 Use Section A in the Resource Booklet to answer this question.

(a) Look at Figure 1 in the Resource Booklet.

Use Map 1 below to identify:

(2)

(i) the line of latitude A

The dotted line.



Question 1 (a) (ii)

There were almost no errors on this question.

This response was not awarded any marks.

(ii) lake B.

South of Kampala



Map 1



ResultsPlus
Examiner Comments

This was also a very unusual error.

Question 1 (c)

There were many correct answers but significant numbers did struggle here. The commonest error was to include the low birth rate and/or low fertility rate as an indicator of limited economic development. The omission of 'high' rate of natural increase suggested that some candidates simply didn't understand the term given that the information that was available to them showed clearly a 'typical' pyramid for a country with very low levels of development.

No marks were awarded for this response.

(c) Look at the information on Page 5 of the Resource Booklet.

Which **three** of the following statements about Uganda make it typical of many developing countries?

Place a cross next to the **three** correct statements.

(3)

- A Its HDI figure is high
- B Its birth rate is low
- C Its rate of natural population increase is high
- D Its fertility rate is low
- E Its GDP is low
- F Many of its exports are cash crops



ResultsPlus
Examiner Comments

This answer was typical of those that had a very hazy idea about how population dynamics relate to development.

Question 1 (d)

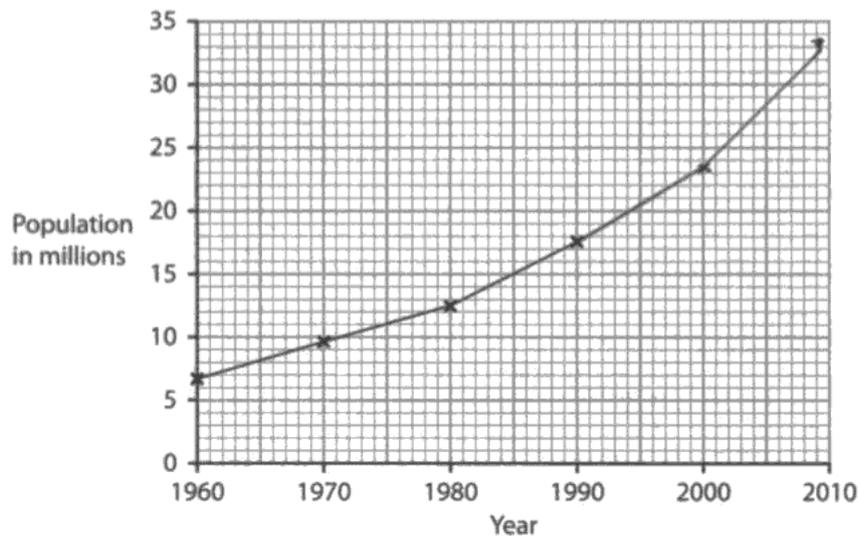
This was accurately completed by the vast majority. The commonest reason for loss of marks was the simple omission of the question altogether.

No marks were awarded here.

(d) Look at Figure 4 on page 6 of the Resource Booklet.

Complete Graph 1 below for the years 2000 and 2010.

(2)



Graph 1



ResultsPlus
Examiner Comments

This is an unusual, incorrect answer. The line does not reach the 2010 axis so (0), second point wrong as well (0) so total = 0 marks.

Question 1 (e)

Most candidates managed to find two features without difficulty. The commonest reason for loss of marks was when candidates offered possible reasons why such a structure might develop. In other words they *explained* rather than described. These answers were not always accurate, as in 'low death rate', but even when they were, as with 'high infant mortality', they clearly did not address the identification of 'features' of the 'age-sex structure'.

This response scored both marks.

(e) Look at Figure 5 on page 6 of the Resource Booklet.
Identify **two** features of this age-sex structure. (2)

- 1 It is pyramid shaped, smaller at top bigger on bottom
- 2 The highest age group is 0-4 year olds.



ResultsPlus Examiner Comments

Pyramid is OK for 1 mark, age group identification is similar to that point but does not identify cohort so another mark, thus total = 2 marks. There are in fact four answers here. In this case it is not an issue given that all are correct. However, if the first answer had been incorrect examiners cannot substitute a second correct answer.



ResultsPlus Examiner Tip

Make sure you deconstruct questions so that you know what is required. If asked for two features then just offer two!

Question 1 (f)

This was successfully answered by most. When candidates did drop a mark it was because they didn't add any detail or data from the considerable amount that was available to them. The very few who failed to score any marks did so because they made a statement that, without any additional data, was wrong - thus 'men are more likely to be infected than women' is wrong but if '..in older age groups' had been added then it would be a full mark answer.

This example scored both marks.

(f) Look at Figure 6 on page 7 of the Resource Booklet.

Outline **one** difference between the percentages of men and women in Uganda who are infected with HIV.

(2)

Women are more affected than men
until they get to ~~their~~ 50 years old then
more men are infected because a lot of
women would ~~or~~ already died.



ResultsPlus
Examiner Comments

The explanation is redundant but two points are made - more young women - more older men.
So 1+1 = 2 marks.



ResultsPlus
Examiner Tip

Read the command word - don't
'explain' unless you are asked to do so.

This response was awarded 1 mark.

(f) Look at Figure 6 on page 7 of the Resource Booklet.

Outline **one** difference between the percentages of men and women in Uganda who are infected with HIV.

(2)

~~Less women aged 50+ have HIV than at younger~~
ages. Less men have HIV this may be because
boys normally go to school and are taught about HIV
where women are not.



ResultsPlus

Examiner Comments

This candidate gets the general idea of gender difference (1) but then strays into explanation.



ResultsPlus

Examiner Tip

Don't explain unless asked to do so!

Question 1 (g)

There was a lot that could be offered here but answers were a little disappointing. The most obvious error was to start from the proposition that the population would fall which can only be credited if candidates had added either a time frame for this eventuality or qualified it by suggesting that the rate of growth would slow down. The best answers found sensible things to say about rising numbers of orphans or a comment about the age structure of the population by speculating on the most likely group to be infected using Figure 6.

This is an example of a typical weak response - we did not allow population decline unless a distant time scale was offered.

(g) Suggest **two** possible effects on the population of Uganda if the rate of HIV infection continues to **increase**.

- 1 The percentage of infection to more people will increase. The more the increase of people with HIV, the population number will decrease. (4)
- 2 Death rate will increase. Also there is chance of the parents passing down the infection to their new born.



ResultsPlus Examiner Comments

Note that the first sentence is the question so no marks were awarded for the first part of the answer. The second part - 'death rate will increase' - is worth a mark (1) but what follows is not an extension of that point. In other words the candidate is having a third go at the answer. It is correct but cannot be credited. Consequently a total of 1 mark was awarded.

If the candidate had written nothing under point 1 then we would allow what would have become their second 'effect'. The question asked for two ideas with two marks attached to each so the answer needs one basic point and an extension for each.



ResultsPlus Examiner Tip

Think about the meaning of questions - this should have made you think about slowing down growth and decline - two very different ideas!

This response scored 3 out of the 4 marks available.

(g) Suggest **two** possible effects on the population of Uganda if the rate of HIV infection continues to **increase**.

(4)

1 More people will die from STDS and the population would decrease.

2 If it increases more money may be put into research meaning they may find a way of preventing HIV spreading.



ResultsPlus

Examiner Comments

Death rates go up is worth 1 mark.

For the second effect, 1 mark for money invested into research and the second mark for the development of the idea linking it to population 'preventing HIV spreading'.

Total = 3 marks.

Question 2 (b)

This proved to be a good example of a question which produced significant numbers of answers that simply stated that 'the roads are bad' without reflecting that maybe some extension of that was needed for a second mark. That generally came in the form of some commentary about the distance from Ibanda or a reference to the absence of tarmac.

This is a 2 mark response.

(b) Look at Figures 8 and 9 in the Resource Booklet.

Outline **one** way in which villages such as Kabujogera are very isolated. (2)

There are no tarmached roads which means it is increasly hard for vehicles such as buses, ~~because it is hard for it is also hard for the people~~ because there is no direct route.



ResultsPlus Examiner Comments

The basic idea of roads problem (1) with a weak extension - 'hard' is not helpful but the idea of difficulty for buses is just about enough for the second mark (1) so total = 2 marks.

If the answer had ended with 'it is increasingly hard' it would not have received credit because of the vagueness of the term 'hard'.

Candidates would be well advised to focus their answers clearly on the question asked.



ResultsPlus Examiner Tip

With a 2 mark question, such as this one, the answer requires a basic point and an extension through more detail or a deeper explanation.

Question 2 (c)

Once again there was a significant minority who didn't see the need to be explicit about how their basic point, usually 'too many mouths to feed' could be a disadvantage. Those who did spell it out didn't have far to travel intellectually when adding that this could cause food shortages and disease.

This response scored both marks.

(c) Outline **one** way in which having a large family can be a disadvantage in rural Uganda. (2)

In Uganda there are far too many people farming which means less space for farmers to grow crops. Large families don't survive because there is not enough crops to feed them all.



ResultsPlus

Examiner Comments

This answer gives the idea of not enough land (for 1 mark) so consequentially not enough food is produced (for the second mark). Total = 2 marks.



ResultsPlus

Examiner Tip

Take care with the wording of questions - this one was 'disadvantages'.

Question 2 (d)

The vast majority of candidates managed to find two correct points here but the third was often very elusive. Some answers highlighted the importance of question interpretation on this paper - in particular the absence of any explicit reference to the (emboldened) cycle of poverty was slightly surprising. Candidates needed to draw the correct inference that low output and thus low income would lead to insufficient funds for investment in new seeds and/or technologies, rather than leaving it at 'low income' as many did with the cycle of poverty either not mentioned at all or simply stated as 'low income leads to them staying in the cycle of poverty'. So, ultimately, many candidates answered the slightly different question: 'Outline the impact of the size of smallholdings on the income of farmers'.

The following response was not awarded any marks.

(d) Look at Pages 10 and 11 in the Resource Booklet.

Outline the impact of the size of smallholdings on the **cycle of poverty** in rural Uganda.

(3)

They are very far out from the village so it's hard to get resources and not many people live there and the only reason they live there is because they can't afford to live in the towns.



ResultsPlus Examiner Comments

This was a very unusual response which was unrelated to the question and made no rewardable points. To gain ANY credit there should be some link with the cycle of poverty.



ResultsPlus Examiner Tip

Take care to review your answers, if you can, just to check that you have answered the question.

This answer scored 2 marks.

(d) Look at Pages 10 and 11 in the Resource Booklet.

Outline the impact of the size of smallholdings on the **cycle of poverty** in rural Uganda.

(3)

Most farms in Uganda average around one hectare, which means they are stuck in the cycle of poverty. This means few surplus and cash crops will be made to sell, the income will remain low and the income they do get is spent on medical bills and education.



ResultsPlus
Examiner Comments

This is a strong response with linked ideas from initial land-holding size (1) to consequences of that for production (1) to impact on disposable income. However, it does not get to the point about how to escape the cycle of poverty. Total = 2 marks.



ResultsPlus
Examiner Tip

Focus on the key part of the question and make links where you can.

Question 2 (e)

This was well-answered by the vast majority of candidates. However, a few candidates enthusiastically added several more pieces of evidence to the two required which raises an important point that candidates really do need reminding about. This is that if candidates offer more than the two pieces of 'evidence' required it could prove costly if either of the first two offered were to be wrong. Examiners will take the first two answers offered, candidates cannot write as many answers as they can in the hope that one or two of them might be correct.

This response scored both marks.

(e) Look at page 14 in the Resource Booklet.

Identify **two** pieces of evidence to show that women have fewer opportunities than men in rural Uganda.

1 Women rarely own land, as land is passed to a son on his father's death. (2)

2 ~~unmarried~~ Having no land of their own, unmarried women or widows have little choice but to sell their labour



ResultsPlus Examiner Comments

Both these statements were 'lifted' out of the Resource Booklet (the penultimate and last bullet point in the top section). Although the second answer is an extension of the first it is a legitimate inequality 'lack of choice' thus it scored 2 marks.



ResultsPlus Examiner Tip

When you use resources, try to use your own words when conveying the idea they suggest rather than simply copying them out.

Question 2 (f)

As with Question 2(d) most candidates had no difficulty at all finding two sensible reasons to help construct their answer; in this case why deforestation was taking place, but critically, this was not the question. The missed word was 'increasing' which was only addressed by a small minority. These candidates spotted that population increase meant more cooking and more firewood sales.

This response was awarded full marks.

(f) Look at pages 18 and 19 in the Resource Booklet. *Sell their labour.*

Explain why deforestation is becoming an increasing problem in Kabujogera. (3)

Deforestation is becoming an increasing problem Kabujogera as more and more trees are being cut down in order to keep for domestic cooking by families or to be sold. Uganda has an increasing ^{POPULATION} ~~birth rate~~ therefore more individuals means more demand for domestic appliances like wood. Overall, the deforestation is ~~to~~ threatening the biodiversity + long term effects.



ResultsPlus Examiner Comments

The answer gives the basic cause of population growth (1), cooking (1), being sold (1) and biodiversity (1) so a 4 out of 3 answer.

Total = 3 marks.



ResultsPlus Examiner Tip

Use a highlighter or simply underline key words in questions that give 'focus' to the general topic under discussion - in this case population **growth**.

Question 2 (g)

The first 'levels marked' question on the paper produced a variable but generally quite positive response. Aimed at C grade candidates it was pleasing to see that the less able could find something to say, so many candidates offered enough to get into Level 2 in the mark scheme. However, it should be added that the commonest reason offered for a fall in fertility was based more on the PSHE experience of UK candidates rather than the reality. Whilst an understanding of the mechanics of birth control is not without significance it has long been known that if the 'need' for children reduces then fertility rate falls. Family size does not correlate very well with availability of birth control whereas it correlates very strongly indeed with levels of female education.

This response was awarded 5 marks.

*(g) Look at page 14 in the Resource Booklet.

Explain how Uganda's **fertility rate** and **population growth** might change if all girls were to be educated to the age of 16 or older.

(6)

Fertility rate

The fertility rate may drop as women will know more about contraception also women may delay getting married to focus on their career, now that they have qualifications

Population growth

May fall because there are less births due to the potential fall in fertility rate however with knowledge of contraception, ~~HIV~~ the % of HIV in the population may fall meaning less death, so population size may stay the same (natural balance)

(Total for Question 2 = 19 marks)



ResultsPlus

Examiner Comments

There are two ideas about fertility rate, one is partially developed, there are good links to population growth and the answer has a thoughtful qualification involving HIV so Level 3 marks were awarded.

Note - A little data would be one way of elevating this response to 6 marks.



ResultsPlus

Examiner Tip

If there is available data then always use it - it will often be rewarded.

Question 3 (a)

The format of this section of the paper is well-known and clearly flagged up in the resource booklet. Many centres carefully prepare candidates to answer a 'which option is best' question. But of course the 'focus' of the question is unknown until they open the question paper and the variability of responses to the actual question is best explained by how efficiently candidates deconstructed the question on the day. The focus, obviously enough, was on the benefits to the village which of course could be interpreted as both the people and the environment of that community. What wasn't going to be as clearly targeted were general statements about Uganda which could be applied to anywhere in the country, rural or urban.

This is an example of a response that scored full marks.

SECTION C – LOOKING TO THE FUTURE

Spelling, punctuation and grammar will be assessed in *(b).

- 3 Look at Options 1 to 5 on page 21 of the Resource Booklet. These are about how Uganda could spend its future income from oil.

*(a) Select the Option that you think would be best for Kabujogera.

Option: 2

Explain the benefits that you think this option would bring for Kabujogera.

I believe option 2 would be the best for Kabujogera as it makes the best use of features already existing within Uganda because we already know much of Uganda's land is fertile soil and will directly affect 87% of Uganda's population those that live in rural areas. We all ready know the vast improvement the existing farm service can make to farmers with each farmer ~~visiting~~ visited increasing crop production by 27% in one year and this resulted in a 41% income increase if we could visit every farmer that could mean a 41% increase in income for 87% of the population and with increased food surplus people will stop being malnourished and start to become healthy reducing

the risk of medical bills this leaves room to pay for things like education and additional inputs for the farm such as fertilizers also with the extra crops could be exported increasing regards trade income also with ~~was~~ all the new money generated things like Taxes could be used to reinvest and fund the other 4 options as well



ResultsPlus

Examiner Comments

This shows an excellent range of ideas with several extensions beyond simple statements making connections between issues so Level 3 marks were awarded.

Please note that this is an exceptionally good answer that is a very strong 6/6. There were many less good answers that also received 6 marks.



ResultsPlus

Examiner Tip

If you can offer three or four clear points in these longer answers with some detail you should access the top level of marks.

Question 3 (b)

Candidates had a good deal of material to cover here with the options and the goals providing a 5x8 matrix. Of course they needed to focus on some rather than others and there were two important pieces of scaffolding that they could use to take them beyond any pre-prepared answers. The first was to recognise that some of the MDG's had already been achieved and thus could safely be 'ignored' in their answers. The second was to recognise that 'fitting' the options to the MDGs required a flexibility of thinking. There were an encouragingly large number of Level 3 responses with some excellent linkages made and in a few, very interesting, cases scepticism about Uganda's chances of using its oil money for anything much else than lining the pockets of a ruling elite. Of course candidates have all they 'need' in the resource booklet but this type of intelligent observation based, no doubt, on thoughtful teaching was very pleasing.

This response achieved 8 marks overall.

*(b) Now look at all five Options on Page 21 of the Resource Booklet.

Explain how these Options could help Uganda to meet the UN Millennium Development Goals (Page 20).

(9)

If the government developed the road systems it means that health services could get into rural areas meaning more people could learn about HIV and AIDS and help prevent them spreading. If the government set up a national farming advisory service more farmers will be able to have benefits of new technology. It also means farmers have a higher income which they can spend on health or education.

If the government built rural health clinics it would help reduce child mortality rates. It would also improve health in mothers and help fight diseases.

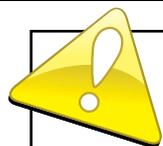
If the government provided safe water it would stop the spread of water born diseases which would in turn improve the health in mothers.

If the government develop rural electricity people would be able to work at night meaning increased income it would also mean new technologies which need electricity could be brought to farmers in rural areas.



ResultsPlus Examiner Comments

At first reading there is no obvious sign that the candidate can see the MDG's but close reading shows that they have used the descriptors of these goals rather than numbers. They have made a couple of useful linkages as in water borne diseases and maternal health. So Level 2 marks were awarded (6). SPaG = 2 marks. Total = 8 marks.



ResultsPlus Examiner Tip

Make sure that you use the terms in the title at least once - in this case the MDGs.

Paper Summary

This is the final examination on this paper in this format. Future versions will have fewer resources and no pre-release booklet.

However, despite these significant changes the basic 'message' remains the same. This paper tests the ability of candidates to draw geographical conclusions and to 'argue' a case about the best solution to real world problems. Success is built upon the degree to which they can make relevant causal connections and draw reasonable conclusions from the material laid out in front of them. It also helps them greatly if they have a critical view of how the world operates and see that different interest groups may have quite different objectives and quite different levels of access to power. This year's candidates varied enormously in their appreciation of just what issues face the inhabitants of a remote rural village such as Kabujogera, with some seeing all things as solvable with just a little more effort on behalf of the inhabitants whilst others had a much more sophisticated understanding of the constraints of abject poverty.

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 Edinburgh Gate, Harlow, Essex CM20 2JE