

Examiners' Report

June 2013

GCSE Geography B 5GB3H 01

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Introduction

This was a generally trouble-free paper in the narrow sense that questions performed as they were intended and candidates' responses suggested that there were relatively few misunderstandings. Many centres prepare candidates very carefully and intensively for a unit that has, in its brief life, become quite familiar. Expectations of the topic of the final questions are well signposted by the pre-release booklet but final performance is driven by how well the focus of the question is addressed and, of course, the focus is not known. Thus discrimination is achieved not so much by the detail and data offered by candidates but by how they use that information to address questions that have a 'twist' which weaker candidates fail to 'see'. Indeed, elsewhere on the paper much depends on the correct reading of questions but also translating the marks awarded, the tariff, into a well-structured answer with points made and supported by detail and data. Many questions require two basic statements to be made with some extension of both with detail or a deeper explanation. Stronger candidates have no trouble sorting out what is needed although they can stray away from command words keen to show explanation when only description is required. In some cases that can be costly, not so much because of 'loss of marks' – that cannot happen – but because in a paper which requires careful time management it can be costly in terms of giving the candidate enough time to answer Questions 3(a) and 3(b) with due attention. That is especially true of Question 3(b) given that only this question carries the SPaG marks and these can make a substantial difference.

Question 1 (a)

This readily accessible question posed few problems for candidates just so long as they understood the word 'location'. The vast majority were untroubled and found a good deal to say, often making substantially more than the three necessary points.

This response scored full marks.

(a) Study Figure 1.

Describe the location of Uganda.

(3)

Uganda is the continent of Africa, located in eastern central-east of Africa. It is a landlocked country, which bears borders with Sudan to its north, Democratic Republic of the Congo to its west, Tanzania to its south and Kenya to its west. The Equator runs through the south of Uganda.



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Examiner Comments

This is a typically full answer with at least four rewardable points. It was awarded the maximum of 3 marks.

Question 1 (b)

This question produced a rather more confused set of responses. Many were well focused on the idea that there was plenty of data available to suggest that Uganda was poor. However, simple statements of data do not speak for themselves.

It is important that information lifted from the resource is contextualised. This was easily and quickly done 'high birth-rate of 47.5' for instance. A sizeable number of candidates listed facts without this qualifying comment so were not credited with a mark. Lengthy explanations of trade were largely irrelevant as most developed countries also import more than they export; the UK is an obvious example. Confusion over death rate is something that could have been discussed in the preparation phase in the classroom, as of course Uganda's death rate is not particularly high given its youthful population.

This is a 3 mark answer.

(b) Study Page 5 in the Resource Booklet.

Outline the evidence which suggests that Uganda is one of the world's poorest countries.

(3)

It has a very low HDI of 0.45, also the life expectancy is very low of 52.2 for men and 54.3 for women; due to it being an LDC. Also the Fertility rate is 6.7 which is high in poor countries there is no contraception. The highest employment section is agriculture which is primary. The GDP per capita is around \$1300 this is very low.



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Examiner Comments

Data doesn't speak for itself in this question and this answer recognises this by putting the data into context using relative language. It does however slip into explanation which is unnecessary.



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Examiner Tip

Don't explain data unless asked to do so.

Question 1 (c) (i)

The 'missing' word in the question for less able candidates was 'changes'. So whilst most candidates could adequately describe the growth in population between 1960 and 2010 with many adding a good deal of manipulated mathematical detail to describe that growth, only the stronger candidates saw that the rate of growth had, in fact, accelerated. There are few better examples on the paper of the need to read every word of the question and not translate it into a different question.

This response scored both marks.

(c) Study Page 6 of the Resource Booklet.

(i) Study Figure 4.

Describe the changes in Uganda's population growth between 1960 and 2010.

(2)

since 1960 Uganda's population has increased by 26.7 million, being 6.8 million in 1960 to 33.5 in 2010.
Uganda has seen a recent surge in population with a 10 million increase since 2000 compared to 2.8 million increase in the same ~~time~~ amount of time from 1960-1970.



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Examiner Comments

1 mark was awarded for 'increased', the second mark was awarded for 'recent surge' which spots the change in the rate of increase.

This answer was awarded 1 mark.

(c) Study Page 6 of the Resource Booklet.

(i) Study Figure 4.

Describe the changes in Uganda's population growth between 1960 and 2010.

(2)

between 1960 and 2010 Uganda's population has grown from 6.8 million to 33.5 million at a rate of 1.8 million people per year.



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Examiner Comments

This response misses the idea of 'changes' which is the critical word in this question thus it gives a perfectly accurate 'overview' but no more.



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Examiner Tip

Underline or highlight key words in a question - in this case 'changes'.

Question 1 (c) (ii)

This question again produced long answers, some of which were overlong with too much detail. To score 4 marks two simple descriptions of the pyramid shape followed by a comment were all that was needed. Thus 4 marks could be scored by saying 'a wide base because of high birth rate' and a 'narrow top because of a low life expectancy'. Many candidates wrote longer answers than were required with unnecessary explanations of why these things occurred.

This response was awarded 2 marks.

(ii) Study Figure 5.

Outline the ways in which Uganda's age-sex structure is typical of many developing countries.

(4)

Most developing countries age -Sex Structure is bottom heavy , like Uganda . The Majority of the population are young & the life expectancy is not very high - nearly few live to be 50+. The Majority of the population in Uganda are under the age of 24 .
34.



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Examiner Comments

This answer only offers one idea which is developed through an explanation. Thus it picks up 1 mark for bottom heavy/majority of population and 1 mark for process (low life expectation). The rest of the points are just repetitive.



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Examiner Tip

If a question, such as this one, uses a plural as in 'ways' then try to cover more than one idea.

Question 1 (d)

The best answers tackled the varied nature of the information about HIV infection on the graph. Thus an overall trend (more women), plus a comment comparing the cohorts supported by % differences, and a comparison with the national average were perhaps the easiest way to score 4 marks. Lengthy descriptions of cohort differences did not usually go above 2 marks. A sizable number compared cohorts with no mention of % scores, and failed to go on to say that 2% more women in the 30-34 age group were infected (ie they did not manipulate the data either). However there were very many strong answers that made two coherent points with a little development on each.

This response only scored 1 mark.

(d) Study Figure 6 on Page 7 of the Resource Booklet.

Compare the rates of HIV infection for men and women.

(4)

The amount of women with HIV is much higher than men up until around Ages 35 and higher. This is because women marry very early and leave school to raise a family at the age of 14 so this likely makes them more likely to get HIV because young men stay in education and go and get labour jobs and get a family later.



ResultsPlus Examiner Comments

This answer typifies the issue of straying into explanation which is here flagged up by 'This is because...'. The candidate misunderstood the command word 'compare'.



ResultsPlus Examiner Tip

Make sure you do what the command word asks you to do, in this case 'Compare the rates...'. This does not require you to explain the differences in HIV infection.

Question 2 (a)

Almost all candidates managed 1 mark but the second mark proved more elusive.

Very few answers were developed beyond the basic idea of subsistence farming to explore source of labour or use of technology. The awarding of the second mark usually depended on the extent to which production of an occasional surplus was discussed.

Both marks were awarded for this response.

SECTION B – UNDERSTANDING THE ISSUES IN RURAL UGANDA

- 2 (a) Define the term **subsistence farming**.

(2)

Subsistence Farming is when a farmer (farmers) make only enough produce to eat and use and therefore have none to sell or make a profit from.



ResultsPlus

Examiner Comments

1 mark awarded for 'only enough produce to eat' and second mark for 'none to sell' so 2 marks in total.



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Examiner Tip

If there are 2 marks available then it is wise to extend beyond a basic statement.

Question 2 (b)

Despite some very impressive answers at the top end the general performance was a little disappointing. The issue was connecting general issues of poverty with the cycle of poverty. Some candidates clearly did not understand the term 'rural isolation'. Although some were able to state that having a long distance to travel meant that crops would be damaged on the journey so incomes would be reduced, fewer went on to articulate how this impacted on improving farming and increasing production. This is a challenge to centres to help candidates both discuss these type of cycles in their own words, and also to investigate the impact of changing one of the factors or introducing a new one.

This response was awarded 1 mark.

(b) Study Figure 12 on Page 11 of the Resource Booklet.

Outline the impact of rural isolation on the cycle of poverty for smallholders.

(3)

If farmers start off with no money to pay for the seeds they need for their crops, it means they have no way of selling their crops, because they have none to sell, if they having nothing to sell then they can't collect money to provide for their families and get more seeds to create more crops. This leaves them with no crops or money and so they just go round in a circle.



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Examiner Comments

This answer failed to identify the point of the question so it has some sensible comment about the cycle of poverty but the 'impact of rural isolation' is ignored. Just 1 mark was awarded.



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Examiner Tip

Remember to focus on all parts of a question and don't turn a question into something altogether different.

Question 2 (c)

There is a very much better understanding of the relationship between population and economic output than was once the case. Many candidates were able to explain the benefit of large families in this type of rural environment. Most started with 'Children can work on the farm' and went on to extend it in various ways, most by 'increasing productivity' or 'more crops can be grown'. A few wrote about children doing other tasks to release adults, or to fill in when fathers went to market.

This answer gained both marks.

(c) Explain **one** benefit for a rural family of having a large number of children. (2)

A large number of children would be beneficial as there would be more people to work on the farm to increase productivity.



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Examiner Comments

This is a typical full mark response with 1 mark for 'working on farm' and 1 mark for 'increase productivity'.

This answer gained 1 mark.

(c) Explain **one** benefit for a rural family of having a large number of children.

There are more workers for the land to help grow and farm crops.



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Examiner Comments

In this case there is 1 mark for 'more workers' but no second mark for growing crops. If 'more' had been inserted before crops then the second mark could have been awarded.

Question 2 (d)

Gender inequalities produced some excellent responses which may or may not have been stimulated by a certain commitment to the issue involved. Most achieved Level 2 marks as they went beyond simply restating the material on page 14, and were able to reshape it into how inequalities resulted in a lack of opportunities, even if they didn't articulate it as such. Many were more comfortable in detailing the inequalities (less education/early childbearing/no land) than in discussing how this led to a lack of opportunities. Many answers were closely based on page 14 but better answers used material from other parts of the Resource Booklet to support and develop their arguments.

This response scored 4 marks.

*(d) Study Page 14 in the Resource Booklet.

Explain how the opportunities for women in rural Uganda are reduced as a result of gender inequalities.

(6)

Most girls have left education by the age of 16, with classes of 1 girl and 10 boys, this emphasises gender inequalities as women are home doing the manual labour. Women not being in education increase birth rates and which increases maternal and infant mortality due to malnourishment.

~~Men are more dominant~~ Men are more dominant owning land and women being taken and families given a dowry.



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Examiner Comments

This begins with a well-developed point linking education to birth rates and infant mortality but, like the last point about men owning land, this answer doesn't quite get to Level 3 because it fails to explicitly address opportunities - thus it is at the top of Level 2 (4 marks).



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Examiner Tip

For 6 mark 'levels marked' questions, try to make at least three different points that focus on the keywords in the question.

This response scored 6 marks.

*(d) Study Page 14 in the Resource Booklet.

Explain how the opportunities for women in rural Uganda are reduced as a result of gender inequalities.

(6)

Opportunities are reduced due to from birth there are already more boys than girls and when learning new skills at school the ratio is 1:10 (ie 1 girl for every 10 boys) at the age of 16, therefore when they are trying to get new jobs the men will get them as there are more. Also by tradition women are rarely owners of land, as land is passed to a son on his father's death, therefore never going to a daughter unless in the absence of a son. Therefore not getting a farmer's job or opportunities to earn money in this way. Also due to the women carrying the children an women spends 20-30 years raising a young child therefore not getting education and skills to work to a like doctors and nurses however men get this earn a living and to get opportunities such as new jobs.



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Examiner Comments

This is a very strong response which goes way beyond what you will usually see for Level 3, three opportunities are identified, through schooling, land ownership and raising children; each one is projected forward to show its impact on women's opportunities.



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Examiner Tip

A range of points with links to the title are the key to Level 3 responses.

Question 2 (e)

This 'levels marked' question produced a variable but generally quite positive response. Aimed at A grade candidates it was pleasing to note that most candidates were able to find something to say, many offered enough to get into the Level 2 mark band. 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. The observations about economic impacts were generally more thoughtful and less affected by clichés and preconceptions.

This response scored 6 marks.

- *(e) Explain the potential impacts on the population and economy of rural Uganda if all girls were to be educated to age 16 or older.

(6)

If all girls were to be educated to age 16 or older it would enable them to be given the skills to have a well paid job outside of agriculture. This in effect would increase their wealth meaning they would become more career minded and not need as many children in order to survive. By getting a better job the GPP of uganda would increase and more money would be brought into the country. Answer on this infant mortality rates for the children of degree-educated women are almost as low as on those in MEDC's. Due to earning more more would be able to afford medical help to cure them; which would decrease disease and lengthen the countries life expectancy. also people would have access to contraception to decrease the birth rate.



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Examiner Comments

This is a good example of a top Level 3 answer with two well-developed points; it looks beyond the rural economy to wider Ugandan issues.

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 they deconstructed the question on the day. The focus, obviously enough, was on the environment and people of Kabujogera which of course placed an expectation that both parts would be covered. What wasn't going to be as well-rewarded were general statements about Uganda which could be applied to anywhere in the country, rural or urban, or statements which were neither specifically environmental nor related to the many economic issues facing the inhabitants of the village.

Some candidates managed to write about both of these, and others to discuss both strengths and weaknesses of their option. Fewer commented on why other options were rejected. A sizeable percentage selected Option 5 as it was easier to write about both people and environment than say Option 3. These two Options were the most popular choices. Most answers achieved Level 2, and a large number scored full marks as there were so many different ways that this could be achieved.

This answer scored 5 marks.

I chose option 3: Build rural health clinics as it will not damage the environment on a large scale and there would be no need for deforestation. Option 3 also benefits the people of Kabujogera as build health clinics nearby will help improve the only millennium goal which is going backwards which is stopping Hiv/Aids from spreading. It will also decrease infant mortality rate as mothers will be closer to health care closer in pregnancy. These health clinics will help provide jobs for the people of Kabujogera. More women will be able to become nurses and this will help to achieve gender equality as more women will be working. The other options are large scale such as building a road or piped water. Which needs a lot of work which will damage the environment.



This response attempts to cover both people and the environment as well as addressing broad issues such as HIV, gender equality and the MDGs. It focuses on both the village and Uganda more broadly and sees weaknesses in other options as well as identifying strengths. It is a Level 3 answer.

This answer scored 3 marks.

By building rural health clinics within a 30 minute walk from rural areas; will benefit the environment as people wouldn't be polluting when traveling out of towns to health clinics.

Building health clinics within a 30 minute walk from rural areas will benefit the people of Kabyjogera as it increases the chance of survival when in a medical emergency.

It will also give the people access to contraception ~~as~~ and this will help the people to control their family size.

Infant and mother mortality will be decreased ~~is~~ due to health care on the clinics, and the clinic will also increase the overall health in the people of Kabyjogera with good diets for them.



This answer makes general references to environment and people without any reference to specific evidence, except for the benefit in medical emergencies. Thus it is a low Level 2 answer (3 marks).



Keep an eye on the key focus of a question - in this case the environment and people. Both need dealing with in the answer.

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 if they were going to address the relative aspect of the title but 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.

Some ignored the MDG's altogether and wrote another version of Question 3(a) evaluating the options, which restricted marks. Others wrote about the MDG's as a general set of aims rather than articulating clearly how a particular option would help.

There were an encouragingly large number of Level 3 responses with some excellent linkages made and in a few, very interesting, cases scepticism was expressed 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 scored 11 marks overall.

Some of the options, I believe will help Uganda meet more of the UN Millennium Development Goals than other options. I believe option 1 would be the least helpful as it would not really help people. The people in the peripheral regions do not have cars and they would still have to travel for hours to get to hospitals. This time could be the difference between a life and a death whereas Option 3 would help reduce the mortality rate - medicine would be available closer to home. It would also help number 6 of the goals as it would reduce the amount of people suffering with HIV and AIDS. I believe option 4 could also be quite helpful as it would also help the 6th goal - it would reduce the risk of diseases by giving ~~clean~~ clean water. Figure 19 shows an image of a pit latrine which can provide illness' like malaria due to the unclean water. This would be improved using option 4 - braiding.

clean water - improving sanitation. Option 2 would help the people of Kabuyone to achieve goal number 1 as they would be able to manage ~~the~~ ^{their} farming and income much easier. ^{everyone}

Option 5 would help with goal 8 however it is not helping anything in Uganda.
This is why option 3 is in my mind the best.

(Total for spelling, punctuation and grammar = 4 marks)



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Examiner Comments

This is a very well-organised answer which fits Level 3 criteria, matching specific projects against particular MDGs. It is good on geographical terminology, eg peripheral regions, and can see the debate about how some projects are more useful than others in addressing the MDGs. SPaG: the answer was well-structured and generally accurate although it was not particularly strong on punctuation = 3 marks. 11 marks were awarded in total.

Paper Summary

This is the last sitting of the unit in this particular format. Future papers will have no pre-release booklet and will consequently be less ‘weighty’ with resources. 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 candidates 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.

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