

# Examiners' Report

## June 2014

GCSE Geography B 5GB2F 01

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## **Introduction**

This paper forms part of the first 'linear' assessment series for the new 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 in fact the 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).

The size of the cohort sitting this paper was slightly larger than the June 2013 cohort. The mean percentage mark for the paper was slightly lower than the June 2013 series and the standard deviation (which provides an indication of the range of marks awarded to the cohort) was greater than the previous two exam series.

### **Question 1 (b)**

This question was generally well done. Candidates were usually able to provide at least one, if not two, ways that a government can try to control migration levels; common responses seen were about skills testing, visa requirements and setting limits/quotas on the numbers of immigrants allowed to enter a country.

- (b) State **two** ways a government can attempt to control the number of migrants arriving in the country.

(2)

- 1 They can do skill tests to see what the migrant will contribute to the economy.
- 2 They could also set a restriction on the number of migrants that can come to the country each year.



This response scores 2 marks for skills testing (1) and setting restrictions (1).

## Question 1 (c)

The quality of responses that this question generated varied widely.

The majority of candidates gained just 1 mark for identifying an overall increase in global population since 1800. Very few candidates gave data, and when they did this was usually the headline figure of 7 billion.

A substantial minority of candidates mentioned 'poorer countries' developing higher populations as compared with the developed world, but most of these candidates were unable to offer a clear explanation about why the population had increased. There were very few who commented that the population increases were beginning to slow. Many gave information about temporary decreases of population due to war, but very few acknowledged the resultant baby booms.

A number of candidates also incorrectly started to explain the *causes* of the population growth or to describe China's one-child policy - both without success.

(c) Describe the trends in global population growth since 1800.

(4)

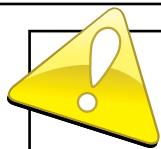
It increased quickly. However there was a time when the population decreased but it increased quickly again.



**ResultsPlus**

Examiner Comments

This response scores 1 mark for the idea of an increase. If the points about it decreasing/increasing were supported by data or dates, then further marks could have been awarded.



**ResultsPlus**

Examiner Tip

Use accurate population data to support your descriptions.

## Question 1 (d)

A small proportion of candidates did not focus on 'developing country' and instead considered a wide range of countries.

A large proportion of the candidates wrote about China's one child policy and the impact of this on the population. Some candidates gave explanatory points without description, for example stating 'the country has poor healthcare and cannot grow crops' without any comment about high death rates.

A large number of the candidates attempted to draw a structure; many were accurate but often the structures they drew were not indicative of a developing country. They often depicted a country with top heavy structures and low birth rates, contrasting with the candidates' descriptions of developing countries.

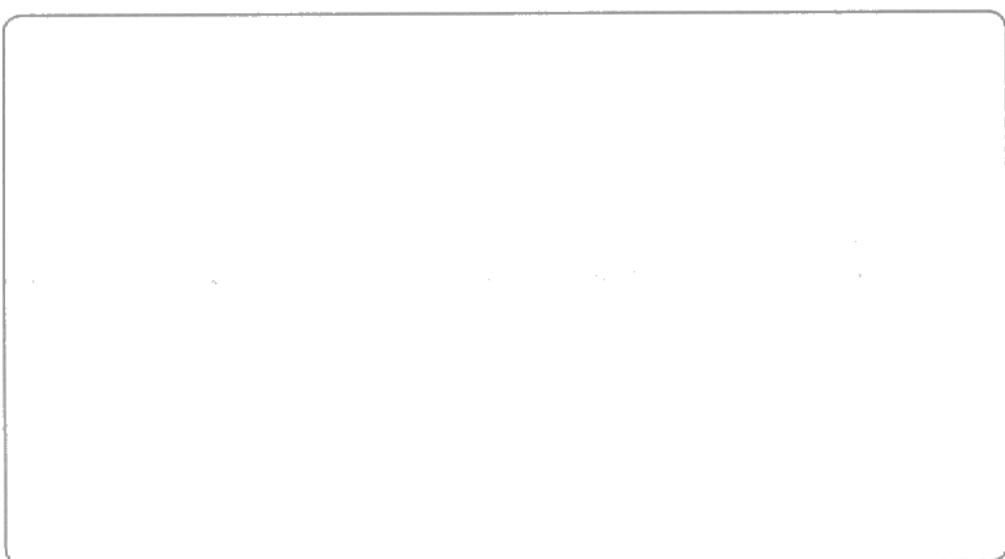
However, many candidates scored all 4 marks through being able to accurately draw and label a population pyramid for a developing country. These features were then accurately explained with legitimate reasons. Responses that scored 3 marks generally lacked the ability to develop the second reason, or had repeated what they had written earlier in their response. A small number of candidates had identified two features but did not attempt to explain them.

(d) For a named developing country, explain its population **structure**.

You may draw a diagram to help your answer.

(4)

Named developing country ..... Bangladesh .....



Their is a high level of people at a working age, such as 18, and also a high level of children, because of lack of money for birth control. Their is also a low number of old people because of diseases spreading.



### ResultsPlus Examiner Comments

This response has two developed points for 4 marks. The first one is about the high level of children and the second one is about the low number of old people.



### ResultsPlus Examiner Tip

Check that you know the difference between population *structure* and population *distribution*.

## Question 2 (b)

The majority of candidates cited rapid population growth as their first reason, scoring at least 1 mark on this question.

However, the second mark was harder to achieve with some candidates not attaining full marks as their answers were a re-wording of the first point made (e.g. 'longer life expectancy' or 'higher birth rates').

A great number of candidates focused on factors affecting reduced supply such as war, drought, natural disasters, poor soils, desertification, thus missing the point of the question; others considered wastage from developed countries (e.g. how much we throw away from our fridges and restaurants each week).

A relatively small number of candidates gained the second mark for stating increased wealth / development / countries becoming richer so people being able to consume / afford more food.

(b) State **two** reasons why global food demand has been growing.

(2)

1. Population has increased.

2. People need more food in developing countries in order to survive.



**ResultsPlus**  
Examiner Comments

This response is awarded 1 mark for 'population has increased'.

The second reason is not a legitimate one; therefore this response scores 1 mark in total.

## Question 2 (c)

Only a small proportion of candidates achieved full marks on this question.

The most successful candidates referred to farming technology (often for both examples) and linked this to an increase in food supply.

Less successful responses either referred to examples of technology without making any development as to how they might solve resource shortages, or, did not identify appropriate technologies.

- (c) Describe **two** ways in which new technologies might help solve resource shortages.

(4)

1. GM Crops - This helps grow crops bigger so there is a bigger ~~star~~ harvest so there is more food to go around.

2. Also new machinery like tractors ~~and~~ help solve resource shortages because they can grow more crops as it is ~~more~~ easier to grow more crops on a wider range of land as it takes less time than labour.



**ResultsPlus**

Examiner Comments

This is a good example of a response scoring full marks. The candidate has provided two developed points - the first one about GM crops and the second one about mechanisation.

## Question 2 (d)

The majority of candidates were able to correctly identify a non-renewable resource; the most common two being oil and coal. The majority of responses focused on changes in consumption due to wealth, identifying countries such as the USA or the UK as high users and a range of sub-Saharan countries as low users.

Many candidates referred to the use of cars and technology to support their initial point about variations in economic development. A number of candidates referred to population as a factor and also the use of renewable energy sources resulting in a lower consumption.

The best responses, scoring 3-4 marks, gave clear and well-developed points. Less successful candidates failed to develop points, e.g. referring to wealth as a factor but with no examples of countries or any explanation as to why.

- (d) For a named **non-renewable** resource, explain why consumption varies from place to place.

(4)

Named non-renewable resource

oil

Because countries like America have loads of oil for themselves but use every other countries. This varies consumption because not every country can afford to get it and are left with no oil at all. Or either has run out of it and can't get any at all.

(Total for Question 2 = 12 marks)



**ResultsPlus**

Examiner Comments

This response is typical of many seen - where 1 mark is awarded for the point about variations in wealth/economic development, but there is no further extension beyond this.

### **Question 3 (b)**

It was quite rare for a candidate to score more than 1 mark on this question, however many candidates were able to score 1 mark for making a basic point e.g. reducing trade barriers.

A large proportion of candidates confused *free* trade (which is promoted by the WTO) with *fair* trade (which is not) and consequently did not score many, if any, marks.

- (b) Outline **one** way the World Trade Organization (WTO) attempts to create a more globalised economy.

(2)

They attempt this by getting rid of tariffs of raw crops such as bananas in the Caribbean. They did this & they did this because that way it will encourage rich countries to trade more.



**ResultsPlus**

Examiner Comments

This is a good response that scores full marks for identifying the removal of tariffs for 1 mark and this is exemplified through reference to bananas in the Caribbean for the second mark.

### **Question 3 (c)**

This question was quite poorly done by a large number of candidates.

Many candidates gave *reasons* for the decline in primary employment or *reasons* for the growth in the secondary/tertiary/quaternary sectors.

Some candidates also incorrectly described the *consequences* of a decline in primary employment which did not gain credit.

More successful responses were able to quickly state the increase/decrease in primary, indicate a particular activity (most often, this was farming) and provide some specific information (e.g. dates/time periods for a specific country).

### **Question 3 (d)**

The idea of 'outsourcing' was a common feature of many good answers to this question. Candidates were often proficient in developing this basic idea, for example by explaining how factors such as lower wages are attractive to TNCs. Less common were ideas about the headquarters and main R&D centres being located in developed countries (and the reasons for this).

Specific case study information was variable, but Nike, McDonalds and Apple featured quite heavily and often with good results.

### **Question 4 (b)**

There was a broad range of responses here. Some candidates were able to address the question directly and state two generic features of a bottom-up development strategy, scoring full marks. However, there were a significant proportion of candidates who incorrectly interpreted the question and chose to state actual bottom-up schemes that they had studied.

(b) State **two** characteristics of bottom-up development strategies.

(2)

- 1 easy access to clean water for the poorer countries.
- 2 They are small scale management schemes.



This response scores 1 mark for the idea that bottom-up development strategies are 'small-scale'.

No marks are given for stating the aim of a particular project.

### **Question 4 (c)**

This question was answered badly by the majority of candidates, many of whom appeared unclear as to what Rostow's modernisation theory actually is.

Many of the candidates who did actually score on this question (albeit 1 mark) were able to convey the idea that the model is made up of a series of stages.

A number of other candidates confused this model with other models and theories that they may have covered, such as the Butler model of resort development or, more commonly, with Malthus.

### **Question 4 (d)**

Many candidates were able to score 1-2 marks on this question by providing quite a generic description of economic development which could be true for a number of sub-Saharan African countries (e.g. the decline in traditional farming practices and the growth in manufacturing and services).

Responses scoring 3-4 marks were less common and often included some excellent case study information to support the descriptions.

A large proportion of candidates also did not latch onto the word **economic** in the question and described different development projects (without any link to economic development).

### **Question 5 (a) (iii)**

This was not particularly well answered with many candidates identifying the distribution without explaining the reasons for it.

There were a significant number of responses that mentioned levels of development as a reason or that 'jobs are more highly paid down south' but with little or no exemplification. Instead, responses tended to be quite vague about an area being 'more developed' rather than anything more specifically related to IT/business.

## Question 5 (b)

Generally the answers to this question were done well, with most candidates scoring at least 1 mark. Some candidates mentioned the clearing of the site but often failed to add that this would be expensive and therefore did not gain credit.

Many correct responses achieved 1 mark for the cost of removing previous industry, but they often lacked any further development/exemplification of this point. Those that did gain the second mark got it from the cost to clean up a contaminated site.

A small proportion of candidates confused brownfield sites with greenfield sites.

(b) Describe **one** problem of developing a brownfield site.

(2)

One problem of developing on a brownfield site is that it costs a lot of money. It'll cost a lot of money to remove the old industry, remove old chemicals and to build on top of that, a new industry



**ResultsPlus**

Examiner Comments

This response scores 2 marks as it has developed the basic point (about it being expensive to clear the site) by explaining why (i.e. the presence of chemicals).

(b) Describe **one** problem of developing a brownfield site.

(2)

It may have an old building or structure in that you have to destroy or take down which could cost money.



**ResultsPlus**

Examiner Comments

This response only scored 1 mark as the basic point about it being expensive to clear the site was made, but it was not developed in any way.



**ResultsPlus**

Examiner Tip

For a 2 mark 'describe **one...**' style of question, make a succinct basic point and then add some further detail (explanation or facts/figures) to access the second mark.

### **Question 5 (c)**

Candidates often gave detailed answers but neglected to focus on the *structure* of the workforce and therefore answers discussed the idea of immigrants 'taking all of the jobs' and the idea of 'less people working because they are on benefits'. There were opportunities to display good geographical knowledge here but the majority of answers were not synoptic at all.

Only a small proportion of candidates were awarded full marks with the majority falling into the Level 2 mark range through demonstrating some knowledge of the sectorial changes and then giving some locational detail. Popular case studies were mining in Wales and the North East shipbuilding decline. Stronger responses explained the upcoming quaternary sector and its location around London and the M4 corridor.

Where candidates did pick up marks, they often identified the change from primary/secondary to tertiary/quaternary, linked to the idea of technology developing and people having more skills and demanding better pay. A handful of candidates linked changes to government policies and the Thatcher government, although explanation tended to be weak and not enough changes were identified overall.

Another common problem was for candidates to describe the stages of the Clark Fisher Model without specifically understanding how this applies to the UK over the last 50 years.

### **Question 6 (a) (iii)**

Candidates' responses gave a variety of correct reasons, with the most common route to 2 marks being along the lines of, 'people migrate to cities from rural areas (1) where there are jobs so they can find work (1)'.

Some responses correctly suggested that there is a 'high birth rate leading to population increase' and 'many migrants from abroad arrive in cities like London' - but these largely lacked development.

There were a number of candidates who misunderstood the demands of the question and just gave generic reasons for rapid population growth in LEDCs.

(iii) Suggest **one** reason why the population has grown rapidly in some areas shown on Figure 6.

(2)

because of Rural-urban migration where people from the countryside move into the city because there are more jobs.



**ResultsPlus**

Examiner Comments

This response scores 2 marks: one for the point about rural-urban migration and the second for the development - that the purpose of this is to find work.

## **Question 6 (b)**

This was generally quite a low scoring question with many responses being too vague to score even a mark with statements like 'build more houses' and 'get more jobs'.

Better responses described modernising and discussed changes to housing, e.g. new facades to look more attractive, a new indoor shopping mall.

The best answers were case study led and mainly referred to the London Docklands, Stratford or Liverpool.

These candidates had real examples which they could clearly visualise, describe and name, hence they scored 2 marks.

A small proportion of candidates rightly described 'adding new opportunities, for example, new tourist attractions like the London Eye' and some others included the idea of 'creating a new image, for example Liverpool city airport changed its name to attract new customers'.

## **Question 6 (c)**

The majority of candidates did not refer to a rural-development project, instead referring to general developments in jobs, housing and infrastructure. Of the candidates who did refer to a rural-development project, the Eden project was the most popular. Most candidates who used this as an example were able to say how this project affected the quality of life in rural areas.

Candidates who referred to suitable projects generally received 3-4 marks, as still the level of detail was not sufficient to gain Level 3 marks. There were a number of candidates who referred to an urban rather than a rural project, most commonly using the Olympic Park developments as their example. The majority of candidates received 1-2 marks on this question due to the lack of a suitable rural-development project.

A very small proportion of candidates used more than one project in their answer.

### **Question 7 (a) (iii)**

Many candidates performed very well on this question, scoring at least 1 mark. Most correct answers centred on the lack of sewerage systems leading to the spread of disease. Candidates appeared to be very aware of the safety/public health issues and seemed to be equipped to answer the question well, developing the initial problem that had been identified.

(iii) Outline **one** problem caused by the growth of slum housing.

(2)

It gets very overcrowded in slum housing meaning that it is very prone to spreading diseases.



**ResultsPlus**

Examiner Comments

This response scores 2 marks as 'overcrowding' is identified as a problem and 'the spread of disease' is linked to this for the second mark.

### **Question 7 (b)**

The majority of candidates confused the idea of **eco-footprint** with **carbon footprint** which resulted in very few appropriate responses to the question.

### **Question 7 (c)**

Where candidates correctly interpreted the question, their responses were sometimes limited by not explicitly linking the strategies to the **reduction of eco-footprints**. Many candidates explained strategies that involved reducing car usage but (as for Question 7(b)) confused eco-footprint with carbon footprint and therefore developments focused on strategies which reduce emissions rather than waste/consumption. Although highlighted in bold, a common error was to write about cities in the developing world and rural development projects.

More successful candidates were able to show understanding of recycling schemes as well as schemes such as BEDZED and then link it all together, meeting the requirements for Level 3 marks.

### **Question 8 (a) (iii)**

In this section, Question 8 proved significantly less popular with candidates than Question 7.

A large number of candidates were able to score 1 mark for stating an impact of rural isolation (e.g. a lack of services/internet connection or poor accessibility/distance to services), but few went beyond this with a legitimate extension for 2 marks.

### **Question 8 (b)**

The majority of responses demonstrated a basic understanding of Intermediate Technology for 1 mark, but this was often undeveloped for the second mark.

(b) Explain what is meant by **intermediate** technology.

(2)

Intermediate technology means that it is basic and nothing amazing e.g. computers, tv, laptops etc.



In this response the meaning of intermediate technology is basic and achieves 1 mark but there is no further explanation for the second mark.

### **Question 8 (c)**

This question relied on candidates understanding the concept of 'improving quality of life in rural areas' and it was clear that the majority of them could describe general schemes of how the quality of life could be improved, giving basic examples of schooling, medical care etc. However, those candidates who scored marks at Level 1 were only able to describe basic schemes and failed to explain the impact they would have.

Level 2 and 3 responses were able to identify the impact and explain **why** this is an impact, thereby developing the response; these candidates often understood that the lack of connectivity was responsible for a lack of development, especially improving the road and transport infrastructure, and a few candidates mentioned internet and computer connections. The lack of jobs was mentioned by many candidates as was the improvement in health care. Very few gave small loans as a remedy, but some intimated that poverty was a big problem for the rural settlements. Water management schemes were considered, as was fair-trade, but by only a small proportion of the cohort. Some candidates apportioned blame to depopulation and the lack of intermediate technology

Some of the more sophisticated responses included the use of vocabulary such as 'bottom-up development schemes' and were able to develop how this would have an impact in rural areas of LEDCs - with the best answers concerning water aid and Afridev hand pumps.

## Paper Summary

In order to improve their performance, candidates should:

- Read each question carefully and highlight the key geographical term(s) to help maintain the focus of their response (e.g. on Question 5(b), focusing on **environmental** impacts rather than **socio-economic** impacts).
- Understand the different demands of command words, particularly on questions that require extended writing.
- Incorporate case study information, for example specific facts and figures, if the question asks the candidate to name a particular area. This may help move a response further up a Level. Level 1 answers are often characterised by quite a generic response.
- When asked to 'describe a pattern/distribution' shown by a figure, try to use supporting data/the key to help strengthen the description.
- On Section C questions which are assessed using a levels mark scheme, remember to (i) keep the response focused on the question and (ii) address the command word, 'explain'.
- On 'suggest **one...**' questions (e.g. Questions 5(a)(iii) and 6(a)(iii) in Section B), make the initial point as succinctly as possible and then offer an extension through further description/exemplification or by providing some explanation.
- On 'describe' questions, do not be tempted to offer an explanation as this will not be rewarded. Instead, 'say what you see'.
- Use the Sample Assessment Materials to assess the new key ideas and detailed content that have been included in the revised specification.

## **Grade Boundaries**

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

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