

Examiners' Report  
June 2014

GCSE Geography 5GB2H 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 greater than in June 2013. 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 (a)

The majority of candidates found this to be a straight forward question. It was answered well with candidates understanding the difference between immigration and emigration. Many candidates gained 2 marks by giving two separate points and most gave an overview as one of their points. The reasons that candidates lost marks included: not giving two different points, failing to get a second mark by not giving data to back up their first point and not comparing the two lines (i.e. saying "Immigration has fluctuated" and nothing more). Some candidates included similarities as well as differences.

(a) Study Figure 1.

Outline **two** differences between migration to and from Australia.

(2)

1. Immigration, on average is always double or tripple that of emigration.
2. In 1998, as immigration decreased, emigration increased. From 2005 immigration increase is greater than emigration's increase



**ResultsPlus**  
Examiner Comments

This response scores 2 marks as it has two separate points - one 'overview' point and one comparing a specific time period.



**ResultsPlus**  
Examiner Tip

To access both marks on this question, **two** separate points were needed - i.e. a response cannot score 2 marks for using data to support one difference.

## Question 1 (b)

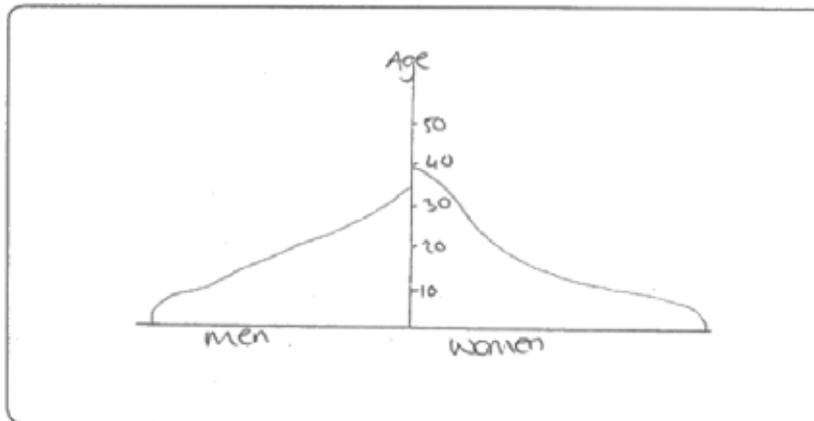
This question is about population **structure** rather than population **growth** - some candidates confused these two terms. Many candidates answered this well - especially if they understood a case study - scoring at least 2 marks. However, some candidates lost marks if they mirrored reasons such as high infant mortality and high death rate. The word 'cohort' was rarely used and a number of responses were very vague explanations involving infant mortality and maternal mortality rates. Some candidates gained marks by explaining the lack of males in certain cohorts as a consequence of war or migration. It was common to refer to low numbers reaching older age groups due to illness/lack of health care, but it was rare that these basic reasons were linked to other factors such as poverty, political instability and lack of social welfare. Many candidates did understand that high infant mortality would be the explanation of high birth rates and that there might be a need for children in the work force; some candidates also referred to cultural/religious factors that may have had an impact on population structure.

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

You may draw a diagram to help your answer.

(4)

Named developing country Uganda



Uganda in Africa has a very youthful population this is because the birth rate is very high. Only 8% of couples use contraception because it is expensive. There are not many elderly as many people die young due to disease such as HIV/Aids.



**ResultsPlus**

**Examiner Comments**

This response scores 4 marks as there are two developed points - one about a large 'youthful' population and one about the small proportion of elderly.



**ResultsPlus**

**Examiner Tip**

Make sure you are able to sketch a simple population pyramid for a particular country.

### Question 1 (c)

The majority of candidates understood this question and were able to access Level 2 marks by referring to **two** reasons, often with some reasonable exemplification to enhance the description/explanation.

Some less successful candidates failed to address the command word 'explain' - for example by identifying an unforeseen event (such as a meteor strike, global pandemic or the introduction of new pro- or ante-natal policies) but failing to explain the link of such events to a shift in global population trends. Some weaker answers also focused on changes in migration patterns which does not necessarily have an impact on overall global population totals.

More successful Level 2 and 3 candidates were able to explain why rates of development are difficult to predict and the knock-on impacts, such as more educated women in the work force with a consequent drop in fertility.

### Question 2 (a)

This question was generally done well by candidates, with a large proportion scoring 2 marks by stating which country recycled most/least and giving data. Some responses were limited to 1 mark by not comparing countries and just making a statement about how much recycling a certain country did (e.g. Portugal recycles 3%).

Some less successful candidates did not answer the question directly, choosing to give an overview of other waste disposal methods, ignoring data or inaccurately reading the graph/data. Some candidates also misinterpreted the command word and chose to explain how different levels of development may influence the amount of recycling.

(a) Study Figure 2.

Describe the variations in the percentage of waste that is recycled in different countries. (2)

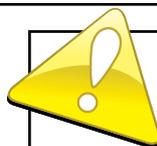
Netherlands recycle the most whereas Portugal recycle hardly any.

Incineration is the least popular method amongst everyone, Greece put over 75% in landfill sites.



#### ResultsPlus Examiner Comments

This response scores 1 mark for 'Netherlands recycles the most'. The response does not make it explicit that Portugal recycles the least. Reference to other methods of waste disposal is irrelevant.



#### ResultsPlus Examiner Tip

Use data in your answer to support descriptions.

## Question 2 (b)

Many candidates gained marks when explaining variations in consumption as a consequence of different levels of development/industrialisation, with ideas about 'car ownership' adding further exemplification. A notable number of candidates wrote 'fossil fuels' or a renewable energy resource as an example of a named non-renewable resource, limiting their response to 2 marks.

A smaller proportion of responses used cost and geographical location /distance from markets or a declining resource base as reasons for variations in consumption.

It was possible on this question to score 3 marks through a 'double-development' (which many did for ideas surrounding **wealth**), but a second point is therefore needed to access full marks.

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

(4)

Named non-renewable resource Oil

The consumption of oil varies from place to place depending upon the types of transport used. For example a country with a lot of cars and other vehicles will consume much more oil than a country with few cars. This usually depends upon the size of the countries population and GDP. Also the richer a country, the more oil it will be able to afford, therefore developed countries use much more oil than developing ones.



### ResultsPlus Examiner Comments

This response scores 3 marks because there are two legitimate points about population size (1) and GDP/wealth (1), with some extension about the 'wealth' point in relation to car ownership being higher in more developed countries. A valid non-renewable resource (oil) has been named which means that this response can move beyond the 2 mark threshold.



### ResultsPlus Examiner Tip

Check that you know what the difference is between the terms 'non-renewable' and 'renewable'.

## Question 2 (c)

The majority of candidates achieved at least Level 1 by mentioning wind/solar power, with many moving into Level 2 with at least one of these examples being developed.

There were a number of good responses about biogas/hydrogen or GM crops with candidates providing detailed responses and clarity about what is actually meant by 'new technologies'. Other good answers explained limitations, even of HEP, and pointed out that resources are needed to manufacture the technology, that electric cars did after all require electricity and there were safety issues with hydrogen technology.

A large proportion of candidates did not focus their response on the question, choosing to discuss the implication of pollution or the reasons **why** renewable resources might become more prominent in the future. Some candidates were also confused about the 'hydrogen economy', with some responses talking about water as a fuel because it is made from hydrogen. Some other candidates failed to discuss a range of renewable resources and technologies and only a very few discussed the disadvantages.

(c) Explain how the development of **renewable** resources and new technologies might resolve resource shortages.

(6)

The development of renewable resources such as wind power will help to resolve resource shortages as it will reduce the dependence on fossil fuels for electricity production. Fossil fuels are a non-renewable resource therefore they will eventually run out and by building large offshore wind farms in the UK this the shortages can be stopped as fossil fuel consumption will be lower.

The development of new technology for transport using renewable resources can also help to resolve shortages. One example is the use of electric cars which is good as these are much more efficient than any other type. However, the electricity needed to power them is often produced from fossil fuels therefore consumption may still remain high.



**ResultsPlus**  
Examiner Comments

This is a good example of a response scoring Level 3, 5 marks.

The response refers to several ways of developing renewable resources/new technology (e.g. wind power and electric cars), but the final three lines, which offer some evaluation, lift this answer into Level 3.

The response does not score full marks because of the limited range of renewable resources covered - greater breadth would help this response move to the top of Level 3.

### Question 3 (a)

This question was generally done well with the majority of candidates being able to score 2 marks by identifying the overall trend (i.e. international trade went up between 2005 and 2013) and a more specific change, such as the dip in 2009 or the relatively uniform increase between 2005 and 2008.

Some candidates only scored 1 mark for describing the graph going up between 2005 and 2008 and again between 2009 and 2013 without either an overview or the use of supporting data (US\$ trillion).

(a) Study Figure 3.

Describe the changes in international trade between 2005 and 2013.

(2)

~~over~~ Overall the amount of international trade has increased steadily until 2009 when there was a drop in international trade.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks because the candidate has identified the overall trend (1) and then given some further detail about a specific change in 2009 (1).

### Question 3 (b)

Most answers addressed the command word 'explain' and displayed some good geographical vocabulary (e.g. *primary*, *tertiary* and *outsourcing*). The most commonly chosen TNC was Nike, but responses using case studies for BT, Toyota and Apple also provided some really good responses; on the other hand, those candidates using Tesco or McDonalds appeared to do less well.

Reference was frequently made to the HQ and manufacturing in a LEDC. Candidates choosing McDonalds often gained fewer marks as many focused more on the success of the company rather than where/why it operated.

The majority of candidates were able to discuss cheap labour in LEDCs and R & D in MEDCs where headquarters are located. Some candidates often missed the 4<sup>th</sup> mark by failing to go into depth about what activities the TNCs carried out in MEDCs therefore failing to really embrace how TNC's operate globally.

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

(4)

Named TNC BT.

BT outsources many of its call centres to India. BT does this because wages are cheaper and in Bangalore where they base the call centres, the taxes are very low. BT also helps to develop Bangalore as a city as they build hi tech buildings to host the call centres and they build rehoming and universities to educate the people who will go out and work in the call centres. BT outsources to India a developing country specifically as they can pay workers 20% of what they would pay in the U.K and the workers can work longer hours.



**ResultsPlus**

**Examiner Comments**

This response scores 3 marks in the first three lines with a basic point about outsourcing with a double development.

The response only refers to one part of the world so can achieve a maximum of 3 marks - another part of the operation (e.g. having the HQ in a developed country) is needed for full marks.

### Question 3 (c)

Only a small proportion of candidates accessed the top of Level 2 and beyond, with many not attempting a response. Candidates often could not identify global institutions, with some only discussing TNCs. Some candidates appeared to create their own acronyms, although sometimes it was clear they had simply got actual acronyms incorrect (such as WTO being WTC). There were many responses with incorrect information about institutions.

However, there were some excellent answers which referred to WTO, IMF and the World Bank giving appropriate actions of each. Although many candidates did not link to *how* the policies delivered a more globalised world so did not reach Level 3. The role of the UN was often misunderstood. Examples including the banana trade and the bail out of Greece were common. Candidates used terms such as *tariffs* and *FDI* frequently but often with little in-depth understanding of them.

(c) Examine the role of global institutions in creating a more globalised economy. (6)

Transnational cooperation try and diversify their product range and are positioned worldwide. With the help of the <sup>World</sup> International Trade Organisation and World Bank - which promotes worldwide peace, they can transcend barriers and form links to new economies abroad. They are also offered incentives such as foreign currency to increase the chances of that transnational cooperation from coming and exploiting resources. The World Trade Organisation transacts and reduces barriers of trade between countries so that people can do things such as people can form networks - spider webs linking countries together. Players such as these enable transnational cooperation to proceed and send the price of stock abroad in (flows) and form crucial connections between ~~countries~~ countries. These factors all create a more globalised economy.



#### ResultsPlus Examiner Comments

This response is Level 3 and scores 5 marks.

The candidate refers to two policies and includes some explanation, sufficient to get into Level 2. The clear understanding of what is meant by 'role' and how this creates a more globalised economy gets the response into Level 3.

This response requires a greater range of examples (with supporting detailed description) for full marks.



#### ResultsPlus Examiner Tip

Know what the demands of the command word are. Here, the command word is 'examine' - therefore some assessment/evaluation would usually be seen in the best answers.

(c) Examine the role of global institutions in creating a more globalised economy.

(6)

Global institutions such as the World Bank helps to create a more globalized economy because the World Bank gives loans to developing countries to give them the funds to globalize by having things such as the internet which therefore gives increased trade to the country because people can find out over the internet what ~~countries~~ developing countries like Ethiopia are selling.

Other institutions like the World Monetary Fund are similar to the World Bank in that they give ~~and~~ money aid to countries in need to help them to develop and therefore globalize, for example if the children have access to a better education.

The UN is an institution which promotes peace, therefore countries spend more money on globalising their economy and creating jobs rather than paying for weapons in a war.



**ResultsPlus**  
Examiner Comments

This is a Level 2 response scoring 3 marks.

It scores 3 marks as there is a weak link made between global institutions and a more globalised economy. Some details are given about these institutions, but these are poorly developed. A clearer link is expected for top Level 2 marks.

## Question 4 (a)

This question was generally well done, with the majority of candidates scoring 1 mark or more.

Many candidates were able to access both marks by identifying a general pattern of Least Developed Countries being between the tropics (1 mark) and identifying Africa as the continent with the bulk of these countries (1 mark).

Most candidates went down the route of saying where Least Developed Countries are found, but it is perfectly acceptable to also describe where they are not found (e.g. 'none in Europe' is OK for 1 mark).

(a) Study Figure 4.

Describe the distribution of the Least Developed Countries.

(2)

Least developed countries are mostly lie and the equator inbetween  
the tropic of cancer and tropic of capricorn, but <sup>a few</sup> ~~some~~ are  
distributed ~~in the~~ ~~at the~~ ~~to~~ above tropic of cancer



**ResultsPlus**  
Examiner Comments

This response scores 1 mark for the overview that many Least Developed Countries are found between the tropics.

(a) Study Figure 4.

Describe the distribution of the Least Developed Countries.

(2)

Least developed countries are found along the  
equator, between Tropic of cancer and Tropic of  
Capricorn. Many developing countries are in Africa,  
not spread out - same area.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks as the candidate has both an overview of the distribution (1) and detail about Africa having the most (1).

## Question 4 (b)

Many candidates struggled to directly meet the demands of the question and there were also quite a number of blank responses. Some candidates used case studies from the wrong area (e.g. Bangladesh, India and most commonly Egypt). Also, a large number of candidates were able to recall lots of facts about Sub-Saharan Africa, but failed to link this information to the question or started to offer explanation when the command word was 'describe'. Also, some answers focused too generally on development rather than *economic* development. Few candidates described the shift from being reliant on agriculture/primary activities to a more manufacturing or service-based economy.

Candidates who did perform well on this question used Rwanda and/or Malawi as their examples; these stronger answers included specifics about a country in the answer and details about products traded e.g. coffee and hindrances to economic development e.g. war. Also, some responses cited China as a new trading relation and the consequences of this were described.

(b) For a named developing country in Sub-Saharan Africa, describe its recent economic development.

(4)

Named country Malawi

In Malawi, Infrastructure has been improved ever so slightly through pipe handling wider, some road networks and stronger buildings. Also Healthcare has also improved slightly by reducing the amount of people who get infected with HIV/Aids which was previously on 45%. Also the export of raw coffee beans to other countries has slightly influenced its economic development by bringing in financial profit for the government and people.



**ResultsPlus**

**Examiner Comments**

This is a common type of response seen - scoring 2 marks.

The candidate describes the exportation of coffee beans bringing financial benefits to the country. The point about HIV/AIDs however is not linked to **economic** development.

## Question 4 (c)

Overall, this question was done poorly by many candidates, with many **describing** differences *between* countries rather than **explaining** the differences *within* them. A lot of candidates who correctly addressed 'within a country' went on to describe rather than explain. A minority of candidates who attempted to use the UK as an example often struggled to give appropriate factors affecting development. Stronger responses saw that 'core and periphery' was the root of the question and used legitimate examples from India (namely Bihar and Maharashtra) and less commonly, Brazil. In these responses, candidates explained about industrial sectors differing between core and periphery, formal and informal economies and gave detailed examples of industries in the core regions such as Bollywood. These candidates often recognised the significance of access to trade, employment structure and migration.

(c) Explain why levels of development vary within a country. → Brazil, Periphery <sup>Manaus</sup> &  
Core <sup>Rio de Janeiro</sup> (6)

Levels of development vary within Brazil due to many reasons. The periphery region of Brazil includes places such as Manaus. This area has a lower development rate (i.e. lower Human Development Index) than the core region. This is due to its location. The periphery region is predominantly found in the North West of Brazil around the Amazon rainforest. This area is less developed due to lack of accessibility due to lack of transport links. This prevents trade and consequently means the money isn't available for development. The core region on the other hand, which includes places like Rio de Janeiro is more developed. This is because it is located on the South East of Brazil on the coast. This allows for increased tourism due to people wanting a hot beach break (hot due to proximity to the equator). Also due to greater trade links from having ports in the ocean, allowing trade links with other countries.

(Total for Question 4 = 12 marks)

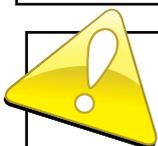


**ResultsPlus**

**Examiner Comments**

This is a good example of a response getting into Level 3 and scoring 5 marks.

The candidate describes at least two factors that affect levels of development *within* Brazil and includes some clear explanation in the middle part of the response. There is also some local colour to support the explanation which provides a strong sense of 'place'.



**ResultsPlus**

**Examiner Tip**

Level 3 answers are often characterised by having good local detail to support description/explanation.

### Question 5 (a) (i)

Many candidates used the map to help them correctly give one area of above national average employment in IT as well as a contrasting area of lower than national average. However, only a small proportion of candidates were able to give any form of more detailed locational information, London being the main choice of a specific location to back up a region that they had identified.

(a) Study Figure 5.

(i) Describe the distribution of jobs in Information Technology.

(2)

Most jobs in Information Technology are located in London and the South East of the United Kingdom. Also there are very few in the North of England and in Scotland.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks as the candidate has identified an area with a high distribution and an area with a significantly low distribution.

### Question 5 (a) (ii)

This question was generally not well done as many candidates failed to develop their initial point sufficiently or gave two basic points. Lots of responses referred to areas as being more developed or having a higher population which was the reason for an increased number of IT jobs.

Stronger responses saw candidates correctly identifying the presence of business, universities and other factors such as good infrastructure. Coherent well-structured answers were rare and many candidates gave basic or unclear answers when extending their answer.

(ii) Outline **one** reason why some regions have more IT jobs than others.

(2)

The South has more IT jobs as there is better infrastructure to the rest of Europe and the rest of the UK with international airports and railway lines like Eurostar. This attracts investors as well as highly skilled quaternary workers who may have to commute a long way to work.



**ResultsPlus**  
Examiner Comments

This response scores 2 marks as the candidate has made the initial point about 'better infrastructure' (1) and offered some development about transport links/accessibility (1).

## Question 5 (b)

Many candidates struggled to maintain the appropriate focus - the question is about **environmental** impacts, but many tended to examine the socio-economic impacts of de-industrialisation and economic diversification. In addition, there were many candidates whose focus was on the process rather than the impacts - candidates spent too long discussing *why* de-industrialisation occurred and not the *effects* of it. The best examples seen were Glasgow, Sheffield, Leeds, Liverpool, Salford Quays and London Docklands.

Stronger responses demonstrated a clear understanding of the requirements of the question and as such were able to get to Level 3 (though the majority of the candidates provided Level 2 answers).

\* (b) For a named urban area, examine the environmental impacts of de-industrialisation and economic diversification. (8)

Named urban area ~~London~~ Longbridge, Birmingham

De-industrialisation has left many brownfield sites scattered around the area; a scar on the British landscape. Not only has it actually made the area of Longbridge an unattractive sight, it has reduced the number of jobs available in the area because many would have used to work in these factories but have now been left unemployed. This means that the secondary sector has greatly decreased and so many had to look to other forms of work, namely in the tertiary sector. The de-industrialised area, not only looking unattractive, causes most companies to not want to build there because of how much effort would have to be put into clearing it up. This means that companies look to build elsewhere, ruining the environment elsewhere. Many are made poor because they do not have jobs. Fortunately, Longbridge (near Birmingham) has been built on, removing the scar on the land as well as providing a large number of jobs, mostly in construction. This provides workers with money so they are not as poor.



**ResultsPlus**

**Examiner Comments**

This response scores 6 marks in total: 3 out of 6 for the 'geography' and a further 3 marks for SPaG.

The candidate only covers one **environmental** impact (in limited detail) about scarring the landscape. To access top of the band marks, a second impact needs to be addressed.

## Question 6 (a) (i)

Many candidates were able to identify patterns of population change with supporting data, but a number of candidates were let down by unclear locational information; for example, they were unsure of the division of England, Scotland and Wales as component parts of the UK and often referred to the 'South' or the 'North West' without then qualifying that by saying the North West of Scotland for example. This sometimes made it difficult to match their supporting data with the region they were trying to identify.

(a) Study Figure 6.

(i) Describe the pattern of population change.

(2)

The overall pattern is in the south of England and North Scotland. It has changed by over 0.1% to 20% in some places. The Capital, London's population has changed dramatically, in some places by more than 20%.



### ResultsPlus Examiner Comments

This response scores 2 marks (for the last sentence). The data validates the first part of the sentence (because there isn't a minus 20%), inferring a large population increase.



### ResultsPlus Examiner Tip

Practice using past exam papers so that you are confident when tackling different types of figure.

## Question 6 (a) (ii)

The majority of candidates were able to cite people emigrating from rural areas to find work for 2 marks.

Few candidates offered other reasons such as lack of affordable accommodation or age imbalance.

(ii) Outline **one** reason why the population of some rural areas has declined.

(2)

Lack of jobs is a reason for people to move out of rural areas and into cities because there are more opportunities.



**ResultsPlus**  
Examiner Comments

2 marks here - people are moving from rural areas to cities (1) for jobs (1).

## Question 6 (b)

Many candidates had a clear understanding of the expectations of this question and were able to write responses that met the Level 2 and Level 3 requirements; consequently, many candidates performed very well resulting in a large number of Level 3 responses. Candidates showed evident understanding of the range of features and factors that have accounted for the contrasting population changes in the UK. One of the most important reasons that was recognised by candidates for the contrasting population changes is the decline of many of the industrial cities, particularly Liverpool. Also highly recognised drivers of the differential population changes were urban regeneration and migration.

\*(b) Examine why urban areas in the UK have had such contrasting population changes in the past 50 years.

(8)

Urban areas in the UK have had contrasting population <sup>changes</sup>. In places such as ~~the~~ Glasgow the population has increased due to ~~the~~ re-generation <sup>of the area</sup>. They have encouraged people back by destroying the old highrise flats and building the Gorbals, in addition they've created 4,000 riverside apartments. They now have a population of 210,000 thousand. whereas urban areas such as Liverpool have declined as when the docks closed ~~due~~ due to containerisation the place ~~declined~~ declined and became highly deprived. But, unlike Glasgow they haven't been re-generated. Glasgow has 3 million visitors a year and has the 2nd largest Shopping Street (Bucanan Street) in the UK.

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

(Total for Question 6 = 15 marks)

TOTAL FOR SECTION B = 15 MARKS

\* and attracted younger people by making it a 24 hour city.



**ResultsPlus**

**Examiner Comments**

This is a 'solid' Level 2 response, scoring 5 marks for the 'geography' and 2 marks for SPaG.

The candidate has identified two causes, an impact and given specific data; however, this response does not go beyond Level 2 as it is weak on processes, with 'regeneration' the only one mentioned.



**ResultsPlus**

**Examiner Tip**

Keep your response focused on the question - for this one; the focus is **population change**, *within* and *between* UK urban areas.

### **Question 7 (a) (i)**

Many candidates answered this question well but a proportion appeared to find the resource difficult to interpret; one common error was for a candidate to read the pie chart for Nigeria as being the Central African Republic. Locational knowledge was sometimes weak in that some responses included references to the 'West' of Africa but chose examples of countries from the eastern side to back up their answers.

(a) Study Figure 7.

(i) Describe the general distribution of slum housing in Africa. (2)

A majority of slum housing is in  
centres of Africa and places like  
Egypt and Morocco have a very low  
percentage of slum housing.



**ResultsPlus**

**Examiner Comments**

This response scores 2 marks as the candidate has identified the central areas of Africa (1) plus detail - Egypt (1) in the description.

## Question 7 (a) (ii)

This question was generally answered quite poorly by many candidates - quite a few scoring 0 or 1 mark and very few scoring full marks.

A large proportion of candidates gave a brief 'more developed' as their answer and didn't extend beyond that. Some candidates did go beyond that and included reasons such as lack of inward investment or Government policy (or lack of it). Very few candidates had ideas about varying rural push factors, with many actually describing the poor living conditions for slum dwellers.

(ii) Suggest **one** reason why the percentage of the urban population living in slum housing varies across Africa. (2)

Morocco ~~and~~ <sup>has an</sup> important trade route across the Mediterranean sea and Egypt has the River Nile. This reduces the costs of imports and exports which increases business which means more jobs so more people can afford proper housing.



**ResultsPlus**  
Examiner Comments

This candidate has identified trade opportunities (1) and offered some development through the idea of jobs / wealth (1) so is awarded 2 marks in total.

## Question 7 (b)

The focus of this question is **economic activities** of megacities and many responses correctly identified the different employment structures in developed and developing worlds; however, many candidates struggled to develop any further points. A significant proportion of responses described the conditions within a megacity, especially in the developing world (slum conditions etc.), but failed to link this to economic output/activity. Only a small proportion of candidates reached Level 3 and these responses were characterised by having very good locational detail and a strong understanding/focus on the question.

\* (b) Contrast the economic activities of megacities in the developed and developing worlds. (8)

The economic activities of megacities in MEDC's usually centers around a financial sector in the center. People who do not work in this sector usually work in tertiary or quaternary jobs such as teaching or medicine. The majority of people in MEDC's will work in a sector which is recognised and taxed by the law. L.E.D.C.'s on the other hand ~~only~~ will have people living in slums (for example Dharavi in Mumbai) in places with poor sanitation and <sup>access</sup> ~~needs~~ to drinking water. Also these slums are illegal and are built without permission from the government, this means that many of the people live there work in the informal sector where they are not taxed by <sup>government</sup> ~~government~~. People in L.E.D.C.'s will also rely on the secondary sector (manufacturing) for work.



**ResultsPlus**

**Examiner Comments**

This is a Level 2 response, scoring 4 marks for the 'geography' and 2 further marks for SPaG.

Two differences have been identified (a requirement of Level 2). Places have been named but there is little supporting detail. The candidate had made an attempt to contrast economic activity.

### Question 8 (a) (i)

Many candidates did well on this question, correctly identifying areas of greater or less access to high-speed broadband for farmers. Some candidates read the resource incorrectly and referred to the percentage of farmers or farmers' level of wealth. Locational knowledge was fair but some candidates took the southern border of the USA to be completely consisting of coastline rather than a border with Mexico.

(a) Study Figure 8.

(i) Describe the pattern of farmers' access to high-speed broadband connectivity.

(2)

Broadband Connectivity can be seen nationwide especially in the west and west coast. However, there appears to be a lacking when referring to Eastern United States in between the west and east coast.



**ResultsPlus**

**Examiner Comments**

This response scores 1 mark for the East/West comparison. However, the 'coastal' point is not clear enough for the second mark.

### Question 8 (a) (ii)

This question was generally quite poorly done by the majority of candidates. Many answers were vague and uncertain and only a minority of candidates correctly identified reasons such as lack of infrastructure and lack of inward investment. Few candidates identified a low population density or poor transport access as a reason for rural isolation and those who did, often were unable to expand upon the initial point.

(ii) Suggest **one** reason why rural isolation varies from place to place.

(2)

Different rural areas have different levels of accessibility, whether it be by transport on road or over the internet.



**ResultsPlus**

**Examiner Comments**

This response scores 1 mark for the idea of accessibility. However, there is no reason given why some rural areas have a better level of accessibility than others.

## Question 8 (b)

A large proportion of responses were rather descriptive accounts of bottom-up schemes and to a lesser extent, top-down schemes, with little application to address the 'contrasting roles' thrust of the question. A named charity vs the government was as far as most candidates went, but without much examination of their roles. There were only a small range of case studies - Malawi was one of the most common, but the majority of candidates who chose this case study were unable to provide much evidence of understanding beyond the basics of the project.

Many candidates failed to use two groups with a contrast in their approach / methods. As a result, few candidates accessed Level 3, but a number of candidates accessed Level 2 by describing in detail the actions or methods used by at least two groups (albeit without much 'contrast').

**\* (b) Contrast the role of different groups in development projects in the rural areas of developing countries.** (8)

In Ethiopia there is a project called 'Millennium Villages' which helps to improve the access to clean water, education for young children, agricultural problems and health problems. Millennium Villages help to make sand dams so there is access to clean water for the people who live in an urban area, therefore they can water their crops in order to grow food to eat but also to sell to make an income. Sand dams are also built in Kenya to help with providing clean access to water and also the local community have the responsibility of looking after it themselves. There is also a project called 'Nurses on Motorbikes' which help different people in developing areas such as Ethiopia to help with healthcare but because of the motorbike they can travel to rural areas to ensure they help everybody. In each village involved there is a hut made for the nurse to live in. Because of this project people have become more aware of contraception and curing diseases, which limits the death rate in developing countries.



**ResultsPlus**

**Examiner Comments**

This is a good example of a 5 mark Level 2 response (+2 marks for SPaG).

Various projects have been described in detail by this candidate, but no groups have been mentioned.

The 'role/purpose' of the development projects has been identified, but contrasts are weak.

## 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, 'contrast' (which requires more than just 'explanation').
- On 'outline **one...**' questions (e.g. Questions 5(a)(ii) and 6(a)(ii) 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 not will 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:

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

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