

# ResultsPlus

## Examiners' Report June 2010

### GCSE Geography 5GB2F

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June 2010

Publications Code UG023983

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## Introduction

This is an issues based specification and allows students to show off their understanding of those issues rather than having to learn a large number of 'case-studies' which need to be placed in the appropriate context in the examination. It was clear that many centres had responded very positively to this shift of emphasis on this paper and there were many excellent scripts including a number right at the top of the mark range. These students blended a good understanding of the topics covered and an ability to respond positively to the requirements of each question interpreting the command words correctly and spotting the keywords. A number of students answered all four questions in Section B but rubric errors were rare given that this was the first 'outing' of this specification. There were very few signs of rushed work and the vast majority finished the paper. However it is worth reminding students that they cannot lose marks and, as a result, leaving questions unanswered makes little sense. An intelligent guess is certainly better than nothing.

The paper was designed to present an 'incline of difficulty' to students with the (a) parts relatively accessible to all, and thus delivering high mean scores, followed by progressively more demanding (b) and (c) and (d) parts. The (d) part of Questions 1-4 was a 'cross-over question' that featured as the (b) part of the Higher Tier paper allowing a proper comparison of student performance. In Sections B and C, the 'incline' begins from a little higher point and culminates with the most demanding questions on the paper with the highest tariff (6 marks) in which the QWC (Quality of Written Communication) was also part of the mark scheme. This proved to be an efficient method of discriminating between candidates.

## Comments on Individual Questions

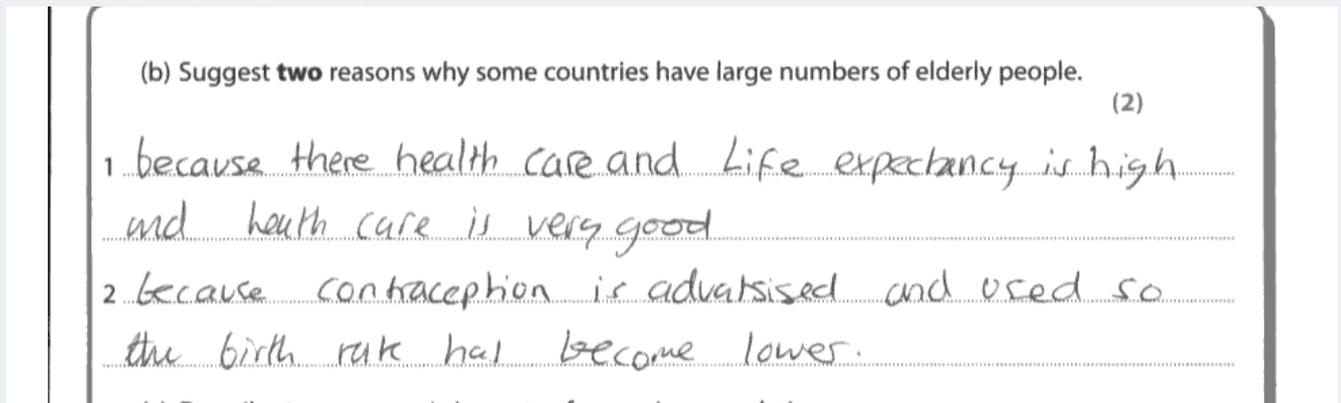
This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates.

### Question 1(a) (ii)

The vast majority recognised the correct cohort.

### Question 1(b)

There were a number who stated the obvious variation on 'there are few young people' but the most significant error was a tendency to repeat themes about medicine and health care thus only identifying one cause.



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Examiner Comments

This answer identifies two reasons and explains them well. In the first part it is health care rather than life expectancy that is rewarded and the second idea shows a quite sophisticated understanding of demographics.



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Examiner Tip

Best to keep to one reason in each sub-section.

### Question 1(c)

As with most examination questions the candidates who use a highlighter and note the key focus of the question do well. What was missed by some here was 'economic'.

(c) Describe **two** economic impacts of an ageing population. (2)

- 1 The younger generation need to work to support them.
- 2 No babys are being born.



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Examiner Comments

The second idea is not economic, although it would certainly have an economic impact eventually, and was not credited.



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Examiner Tip

Read every word in a question. Don't miss the focus.

**Question 1(d)**

There were many good answers to this question but, too often, the focus was not on governments but on a general view of why too many immigrants might cause problems. Very few saw any positives and too many talked in generalities about 'too many people' without specifying why this was problematic.

(d) Explain why governments may wish to control the number of migrants entering their country. (2)

Governments may control the number of migrants entering their country so the country doesn't get over populated ~~and~~ so there isn't too many unemployed people as <sup>the</sup> country may get over populated.

(Total for Question 1 = 8 marks)



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Examiner Comments

There were two ideas here; overpopulation and the more specific focus on unemployment.



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Examiner Tip

Always try to offer more than one idea when 'explaining why' unless the question asks you for one reason only.

### Question 2(a) (ii)

Most understood the meaning of 'renewable' and knew an example either on the resource or from their own knowledge.

### Question 2(b)

The need to identify a named resource was intended to help students to focus. Most chose oil and had at least one sensible reason for a fall in consumption. Those who chose otherwise often struggled to find a second reason.

(b) Suggest **two** reasons why the **consumption** of a named resource might fall in the future.

(2)

Named resource *Oil*.....

- 1 Because it is not a natural resource which means when it runs out there will not be able to come back.
- 2 It is used alot around the world so it is more likely to run out in years to come.



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Examiner Comments

This was a response that identified both supply and demand and expressed them clearly. The student's confusion over 'natural' resources is unhelpful but the point about supply is still valid.

### Question 2(c)

The question was intended to stimulate responses involving poverty and lack of development but students were often very imaginative in finding alternatives that often had some legitimacy.

(c) Suggest **two** reasons why resource consumption is low in some countries. (2)

1 No resource going to and from  
the country

2 dont have any resources.



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Examiner Comments

This answer is clear enough about a lack of available resources which in some cases is a legitimate explanation even if unusual in a globalised world. However the first response is not meaningful.



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Examiner Tip

Make sure that you understand the key terms - in this case 'resource'.

### Question 2(d)

Both Malthus and Boserup are specifically mentioned in the specification so it was a little disappointing to see a few blank responses here. However centres who had covered the topic had generally done it very well indeed.

(d) Describe **Malthus's** theory about population growth and resources.

(2)

Malthus's said that life would go on but there would be natural checks e.g. plague and then everything would be ok for a bit and then it would happen again and this would keep going on throughout life



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Examiner Comments

This answer does not recognise that population growth is the Malthusian prime cause of the catastrophes that the student has described.



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Examiner Tip

Make sure that the key ideas are thoroughly revised

### Question 3(a) (i)

There were a remarkable number of errors on this question that reflected an uncertainty over which countries were in Europe.

### Question 3(b)

The question was firmly rooted in the specification and was generally very well answered although some used terminology that didn't really clarify what they meant - a 'better' life was a common example.

(b) Suggest **two** reasons why some people choose to move overseas when they retire.

(2)

- 1 so they can relax. /  
Better Standard of Living.
- 2 It is cheaper.



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Examiner Comments

This is three answers in reality but the second of the first is legitimate. The first 'so they can relax' is an example of the sort of imprecision that was quite widespread.



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Examiner Tip

Be careful to follow the instructions in a question about the right number of responses.

### Question 3(c)

There were a number of definitions needed on this paper and this one, central to this topic, was one of them. It produced a very eclectic set of responses with some curious distortions amongst them.

(c) Define the term **sustainable city**.

(2)

A city with a good amount of reasource and they are not worried about running out of reasources.



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Examiner Comments

This was a typical one mark response. The second mark could have come through either some detail of how these resources are maintained or a reference to the 'future' needs.

**Question 3(d)**

The question was firmly rooted in the specification and was generally quite well answered although some were guilty of missing the need to 'explain' with many simple statements about a pressure lacking any development. Others didn't address the results but concentrated on the reasons for rising demand

(d) Explain **one** pressure resulting from rising demand for urban living spaces. (2)

more people want move to urban areas because more jobs, good health care and better schools also there is better transport so it is easy to go places



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Examiner Comments

Sadly quite a few students muddled up causes and consequences and wrote intelligent answers to a different question.



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Examiner Tip

Think carefully about your answer and try to re-read the question when you finish writing your answer or at the end of the examination.

### Question 4(a) (ii)

This was a gentle introduction to the topic and the vast majority found an appropriate reason.

### Question 4(b)

This produced a mixed response with the vast majority overlooking the phrase 'economic growth' in the question. The best answers suggested that problems in the countryside in developing countries might lead to urban growth.

Economic changes in agriculture were seen as important to some students but many others were vague about the forces involved.

(b) Identify **two** ways in which economic change can lead to urban growth.

(2)

1. People hate living in countryside, so they move to the city.
2. People hate their jobs, so they move to the city hoping for a better job.



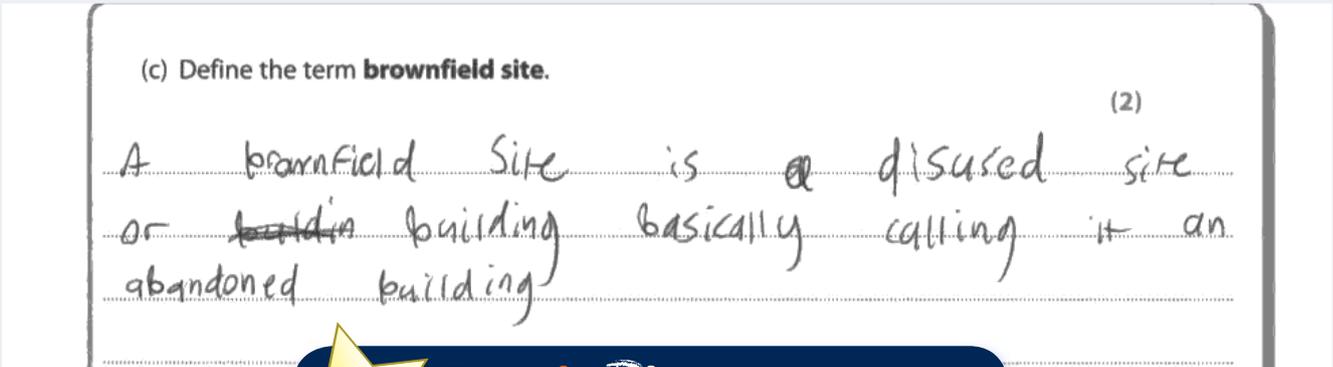
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Examiner Comments

The use of 'hate' is unhelpful here but there is enough in the second response to identify an economic motive contrasting the quality of jobs in rural and urban areas.

**Question 4(c)**

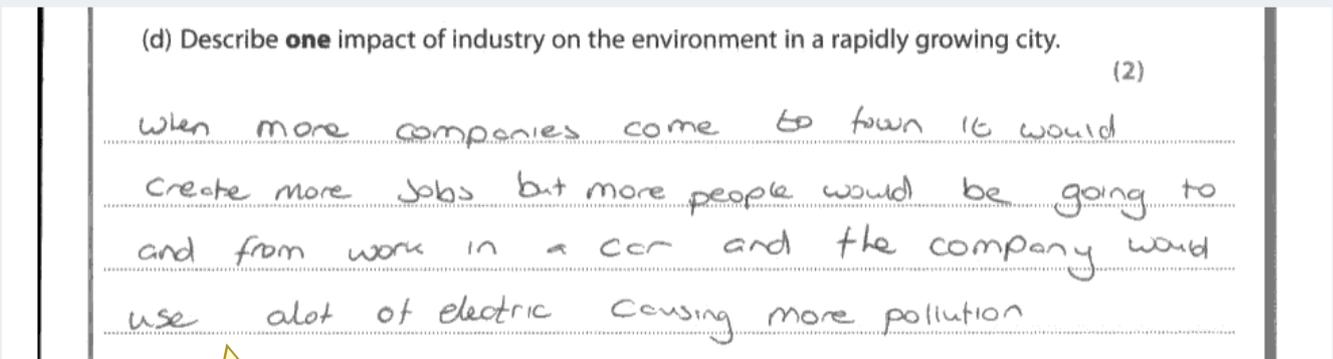
This was another definition and much better understood than the equivalent question on Topic 3.



This was a typical 'one' mark response with the idea of dereliction but no idea of availability for development.

**Question 4d**

This produced a mixed response with the vast majority overlooking the hint about 'rapidly growing' in the question. The best answers suggested that problems would result and identified the nature of this 'pollution'. For some it was 'environment' that was the overlooked word and they consequentially wrote about impacts on people which was not, of course, admissible.



This is a typical 1 mark response with the reasons for 'pollution' identified but no detail of the nature of that pollution added. All it needs is something like 'carbon dioxide' or 'nitrous oxide' or even something else like 'toxic waste' and 'landfill'.



Try to be explicit especially about words such as 'pollution'.

### Question 5(a)

The vast majority of students found the right answer to this.

### Question 5(b)

The main difficulty with this question is that many students saw eco-footprints as a cumulative piece of data thus larger places had larger footprints. The idea that they reflected per capita consumption patterns did not emerge strongly.

(b) Suggest **two** reasons why urban areas have large eco-footprints.

(2)

- 1 There are quite a lot of people living and most will own a car. They use their car and so this cause an eco-footprint.
- 2 There will be a high impact in urban areas as they need resources like food, water, etc... This causes an increase of eco-footprints.



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Examiner Comments

This student indicates that they have a grasp about consumption patterns and although the 'quite a lot of people' phrase is troublesome they recover to talk about car ownership. The second comment shows a decent understanding of the need for urban areas to import resources.



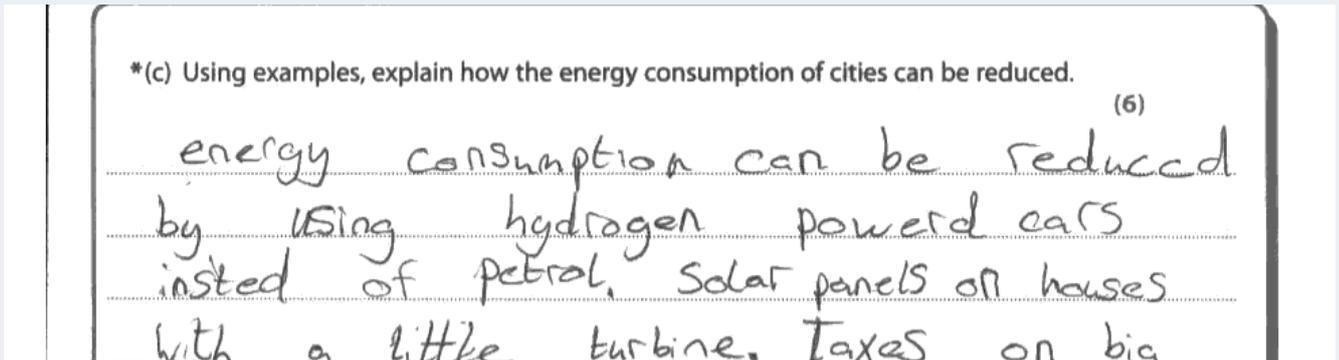
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Examiner Tip

It is important that the concepts are thoroughly understood - eco-footprints are obviously one of these.

**Question 5(c)**

This produced a number of very good answers but detail was sometimes rather loosely expressed. Most concentrated on transport issues.



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Examiner Comments

This answer is good but could very easily be stronger. A little more on the possible strategies would help or more detail about how the policies would impact on energy consumption directly.

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Examiner Tip

Try to offer contrasting examples when you can. In this case it is all about transport.

**Question 6(a)**

This was successfully answered by the vast majority although a number saw climate as an 'economic' reason.

### Question 6(b)

There were many issues about this question that depressed student scores. Some were unable to map in 'developing' into their responses whilst others were unclear about the impact of isolation or indeed the meaning of 'isolation'. Answers were quite disappointing.

(b) Some rural areas in **developing** countries have become depopulated.

Describe how isolation has led to people moving away from rural areas. (2)

*families*  
because ~~they~~ <sup>families</sup> may want to have a better future for their children so they can get better education and jobs. People might want to socialise more and do different things.



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Examiner Comments

This is a legitimate answer to how people react to isolation but explains 'pull' factors rather than identifying the 'push' elements of rural poverty or lack of opportunities.



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Examiner Tip

Make sure that causes and consequences are distinguished.

**Question 6(c)**

The question was clearly rooted in the specification and worded in a way to allow students to access the question. In general there was a decent focus but a lack of range in the 'initiatives' offered. A number missed the focus on 'local'.

**\* (c) Using examples, describe how local initiatives (projects) have tried to boost the economy of rural areas. (6)**

The 'snowy mountain' Scheme is used in Australia for irrigation, this is so the farmers can spray irrigation ~~and~~ the crops. If they did not have lakes and reservoirs of water they could not sustain the country' due to lack of food.



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Examiner Comments

This student had a number of ideas about the Snowy Mountain Scheme probably picked up from working on the DME. Unfortunately this is better classified as a 'top-down' project and thus limited the mark.



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Examiner Tip

Be careful about the categories and scale on this part of the specification and, indeed, elsewhere.

**Question 7(a)**

Some chose to offer specific examples of top-down projects but the question clearly asks for an 'approach'. Most students understood this.

**Question 7(b)**

Many students found this reasonably accessible and were more than happy to offer criticisms of top-down projects.

(b) Suggest **two** reasons why top-down projects, such as the Three Gorges Dam, have been criticised.

(2)

- 1 because the country that has the top-down development will go in ~~debt~~ debt.
- 2 because millions of people will have to move out of their homes so they could build the dam.

(c) Using a named example explain the impact of one 'top-down' project on



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Examiner Comments

There are two specific ideas here - debt and the forced migration of local people. It is obviously applied to the Three Gorges Dam but there was no need to do so and most did not.



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Examiner Tip

The 'such as' part of a question allows you to choose any project or similar case-study. There is no expectation that you have studied any one particular case study.

**Question 7(c)**

The key to this was to recognise the need to address 'different groups of people' meaningfully rather than simply listing all the bad things that top-down projects may lead to. In some cases, there was a very basic misunderstanding of what top-down projects might be.

**\* (c) Using a named example, explain the impact of one 'top-down' project on different groups of people. (6)**

Named example india- dama

India has built a dam in india of course and that has forced local people out of their homes this is a top down development because the government didn't get a say in the matter, although this will be more sustainable and people will get the hydro electricity they will have to find a new home and start again.



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Examiner Comments

This is a fair example of a Level 2 response with unconvincing locational detail but some grasp of the debate. The unfortunate confusion about the role of government keeps it at the bottom of that level.



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Examiner Tip

Try to remember a few names and one or two 'facts' about your illustrative case-studies.

### Question 8(a)

Most students were able to offer Transnational Corporation or something close to that.

### Question 8(b)

The obvious reasons here are cheap labour and the ability to export and import but students were quite inventive and the list of plausible responses was long. Unfortunately a number decided to write about the value of inward investment to the countries concerned as opposed to the companies.

(b) Suggest **two** reasons why zones, such as these, might be attractive to foreign manufacturing firms.

- (2)
1. easier to bring exports into china.
  2. cheaper to bring export out of china.



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Examiner Comments

This type of response was quite common and showed a limited range of ideas using one concept in two different ways which does not amount to two different reasons. Such a response would have been permitted if a little detail had been added - perhaps the ability to import raw materials and/or parts and the ability to export finished products.



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Examiner Tip

If in doubt try to offer contrasting reasons.

### Question 8(c)

The changes of employment in developing countries is a clearly recognisable part of the specification. This question was often answered very poorly indeed with a few generalisations about changes in developing countries as equally visible as those students who had little idea about what 'changing employment' might mean. Some took this to mean job changes at a personal level, which was credited if sensible observations were made about job security, employment law and some of the many other issues that such a reading might provoke.

\* (c) Using examples, explain the benefits and problems of changing employment in developing countries.

(6)

An example is Nike. They moved over to Vietnam as it's cheaper over here to make. A benefit for ~~the~~ developing countries is that it will give more jobs for people and so increases the economy. Also this will give them a ~~a~~ slightly better of quality of life than before so childrens can go school to learn. A problem with this, is that they use young children, like 5 year olds to do these jobs. ~~They~~ <sup>They</sup> have to work in poor conditions in little rooms to produce things. This increase sweat shops. The wage is very low but work at high hours, towards 12 hours a day and receive 50p a week! The healthcare conditions on ~~the~~ health & safety is poor as the ~~machines~~ machines are very dangerous and the worker often lose a finger or so. There are sick pays or holidays.



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Examiner Comments

This was one of the stronger responses based on a 'case-study' approach that allowed the student to address at least some of the possible issues arising from the transformation of employment in many developing countries.



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Examiner Tip

When questions ask for two different aspects (benefits and problems in this case) try to balance answers with at least one point on each side of the argument.

- Students who understood the processes and the issues did well
- Students who followed the command words did well
- Students who took note of keywords in questions did well
- Students who were aware of recent changes in the world did well

## Grade Boundaries

Grade	Max. Mark	C	D	G	E	F	U
Raw mark boundary	50	30	25	20	15	10	0
Uniform mark scale boundary	69	60	50	40	30	20	0

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Order Code UG023983 June 2010

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