



Examiners' Report

January 2011

GCSE Geography 5GB2H 01



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Introduction

This was the second sitting of this unit and it showed in that many more candidates, and centres, had established a clearly defined teaching programme that concentrated on issues and introduced case-studies as a support for that understanding rather than as an end in itself. Performance at the top end was excellent with many showing awareness and understanding that belies the idea that GCSEs have 'dumbed down'. Sustainability was handled quite subtly and the best students showed an appreciation of how categories might be seen as rough guidelines rather than straitjackets. Section B and C scores were better than last summer and showed improved focus on the command words; another feature of a second outing.

Question 1 (a) (i)

Almost all students found the correct response.

SECTION A – INTRODUCTION TO PEOPLE AND THE PLANET

Answer ALL questions in this section.

Topic 1: Population Dynamics

1 Study Figure 1.

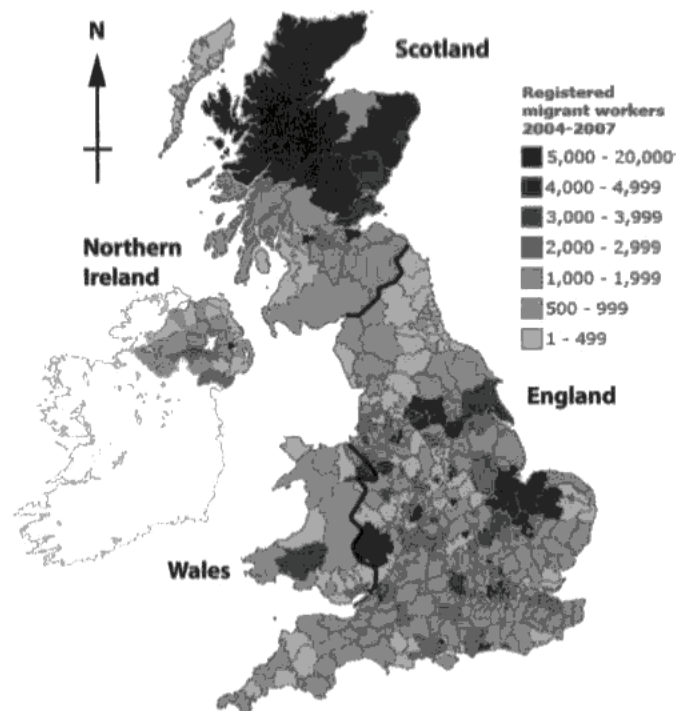


Figure 1 – Migrant workers in the UK, 2004–2007

- (a) (i) Which country in the United Kingdom had a large number of migrant workers in the north?

(1)

~~Scotland~~ England



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Examiner Comments

One of the very rare wrong responses.

Question 1 (a) (ii)

Most candidates gave a correct answer, usually around the topics of war or employment. Amongst very few wrong answers 'weather' was a popular choice.

(ii) Other than work, state **one** reason for migration.

(1)

to send money back to their families.

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Examiner Comments

Unusual but allowable.

Question 1 (b)

Many of the correct answers latched onto the idea of controlling growing population size and many candidates realised there were two marks here, following up their first mark with an appropriate reason, usually around the concept of protecting resources. There were a significant number of answers that reflected strongly authoritarian views about the benefits of migration turning their answers into critiques of multiculturalism. Some of these lost sight of 'some governments' and turned in into 'some newspapers'.

(b) Outline **one** reason why some governments want to control population size.

(2)

Because every child needs to go through school to be able to get a good job but there are limited schools and jobs so we need to provide for all the population.

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Examiner Comments

This answer grasps the key relationship.

Question 1 (c)

This question seemed to score reasonably well and the better candidates gained their marks early in the answer. There were few references to the actual terms pro and anti-natalist policies, but many candidates did know some of the ways in which China's one-child policy worked. Others had a decent understanding of Singapore's curious history of demographic policy and used it very well.

(c) Describe the methods governments can use to control population size.

(4)

China for example have used the one child policy. This helps control the population in China and they brought in ways in which to encourage it such as, if you stay with only one child that child will receive a better education and benefits. China also encouraged abortions.

(Total for Question 1 = 8 marks)



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Examiner Comments

All positives here. With single case-studies it might be worth looking for a range of ideas/policies.

Question 2 (a)

Most candidates scored full marks on this question, generally by using the term “more than”. A small number missed the point entirely and placed the emphasis on developing countries over consuming.

Topic 2: Consuming Resources

2 Study Figure 2.



(Source: www.cartoonstock.com)

Figure 2 – A cartoon about the divided world

(a) Outline **one** point made about resource consumption in the world.

(2)

Developed countries put so much pressure on Resources and their consumption is damaging the world whereas Developing countries do not have a low consumption ~~as~~ and don't contribute much to the slow destruction of the planet.



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Examiner Comments

This is a strong response which tackles at least one of the points made.

Question 2 (b)

The named resource was usually oil, although water was also used. A popular misconception was that demand was increasing due to the finite nature of the resource, but both marks were usually gained by linking “more people” to a greater use of oil consuming cars. Surprisingly few saw rising wealth as a cause of rising demand.

(b) Outline why the demand for **one** named resource is increasing.

(2)

Named resource

fossil fuels
More fossil fuels are wanted for as more energy is being used in houses, businesses. Increasing the demand.



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Examiner Comments

As with many there is no clear indication as why demand has risen.



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Examiner Tip

It is often useful to highlight key words in a question - in this case 'increasing'.

(b) Outline why the demand for **one** named resource is increasing.

(2)

Named resource

Oil
The demand for resources like oil is increasing, as the production of oil is lower than the consumption of it, therefore the demand for oil increases. When the demand for oil increases, its production increases further until eventually we reach Peak oil.

(c) Describe how technology might solve the problem of resource shortages



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Examiner Comments

This is typical of answers that try to explain rising demand in terms of falling supply.

Question 2 (c)

Few candidates seemed to do as well as they had done on Q1(c). There seemed to be fewer 4 mark awards. Most candidates knew about the use of renewable energy supplies. Fewer were able to name newer energy sources. Several candidates launched into an explanation of Boserup and did not get round to gathering many marks by identifying what technology could do until they had used half the space for the answer explaining why technology might arise as a consequence of population pressure.

(c) Describe how technology might solve the problem of resource shortages.

(4)

technology may solve the resource shortage through finding better and more efficient alternative fuels. Also it may help by finding a way to make renewable energy e.g. solar panels smaller and ~~easier~~ easier to use also a way of ~~generate~~ generating as much energy as non-renewable energy

(Total for Question 2 = 8 marks)



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Examiner Comments

This answer should have included a little more detail about the technology for 4 marks. The other route would have been to present a second method.

Question 3 (a)

Most candidates did well with many using the map constructively and quite thoughtfully. A number were under the impression that this was an inner city area but being able to list two of the labels on the map they usually gathered at least one mark.

Topic 3: Living Spaces

3 Study Figure 3.

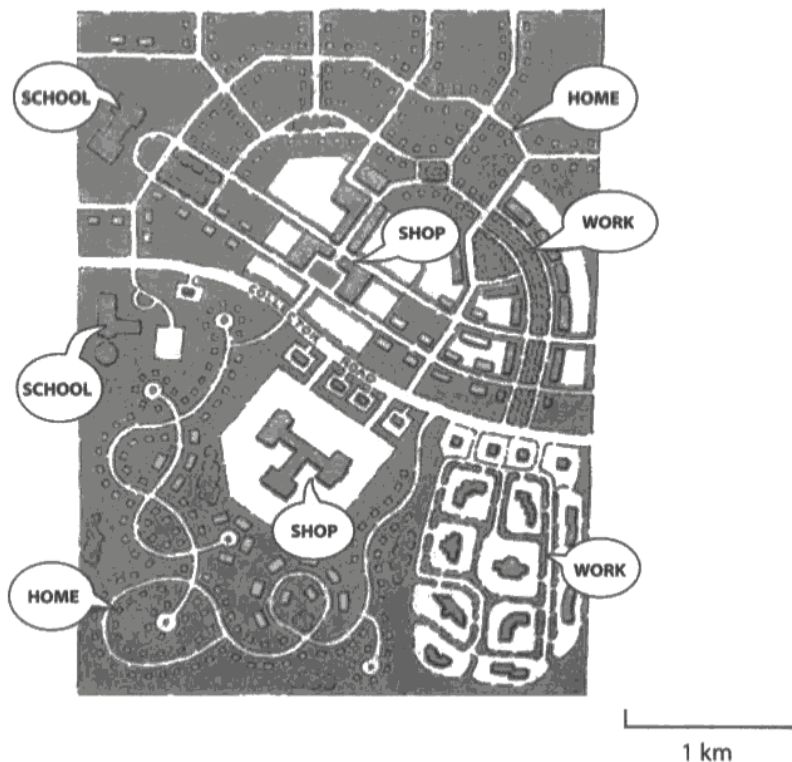


Figure 3 – Urban Sprawl

(a) Identify **two** features of this living space.

(2)

- 1 lots of work meaning large employment
- 2 ~~lots of shop / leisure facilities~~
large amounts of accommodation showing high population

(b) Describe **one** way in which a city may become more sustainable



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Examiner Comments

This student used the map intelligently.



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Examiner Tip

The (a) parts of these questions are clearly tied to the resource as in 'Study Figure 3...' thus the resource often holds the information sought.

Question 3 (b)

Many candidates were aware of the benefits of recycling and taking public transport in order to increase a city's sustainability. Although sustainability is often taken to be lasting into the future rather than balancing current needs with potential future demand many of them were able to expand their introductory point and gained the second mark for this. It does seem that candidates are becoming more thoughtful about looking for the routes by which a second mark can be achieved in these two mark questions.

(b) Describe **one** way in which a city may become more sustainable.

(2)

~~Cities such as London have introduced congestion charging, this deters people~~
~~both use~~ Recycle water to conserve ground water supplies



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Examiner Comments

This is a brief answer that identifies a method and explains through the use of 'conserve' some appreciation of sustainable.

Question 3 (c)

Whilst this question seemed to have many candidates scoring two and three marks, there were fewer 4 mark answers than we might have expected. The middling answers stuck around the topic of new jobs and connectivity, but few candidates realised the urban re-generation which is going on in many of our cities and the incentives City authorities are providing to revitalise their tax base. It seemed that some students were not quite as well prepared to explain why urban living spaces might be in great demand. It would very much help if specific places were mentioned here.

(c) Using examples, explain why some urban living spaces are in great demand.

(4)

Tokyo
In ~~Japan~~, living space is in great demand because of a lot of jobs are in the cities and people migrate from the countryside to seek these jobs. Also the nightlife will be good as it is a big built up city so the younger part of the population want to live here. In Tokyo they are having to build micro flats which cost around \$500 to rent a month for such a small space.

(Total for Question 3 = 8 marks)



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Examiner Comments

Although this student gets distracted by the methods of coping with rising demand it has some local knowledge, an idea of the demographics and a viable location.



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Examiner Tip

Don't repeat the question but do try to use a key term of two used in the question in your answer.

Question 4 (a)

This did not seem to score particularly well. The poorer candidates seemed to describe the activities in the picture, without getting to the nub of the answer. Informal was sometimes taken to mean 'relaxed' or 'chilled' or 'laid back' which led to some curious misconceptions.

Topic 4: Making a Living

4 Study Figure 4.



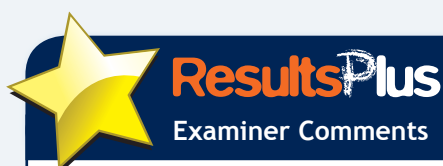
Figure 4 – Street sellers in Jakarta, Indonesia

(a) Street sellers are part of the informal urban economy.

Define the term **informal urban economy**.

(2)

~~is the~~ There are not proper business. It is markets which people sell food and goods to make a living and profit.



There is a hint here in that these are not seen 'as proper businesses' but it would have been useful to have known in what sense they are not proper for a second mark.

Question 4 (b)

This was attempted quite well, and even if candidates did not always describe a change in employment, they often associated cities in these situation with ones producing “more pollution”. It would have been very helpful to have a little more detail about either this pollution or indeed the nature of the employment change. The commonest view of this latter was simple growth in the number of jobs which we were comfortable with although not the original intention of the question.

(b) Describe **one** way in which employment change in a rapidly growing city has affected the environment.

(2)

Developing cities create alot of air pollution this is because they are now doing alot of manufacturing or secondary jobs, these jobs \$create abt of air pollution



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Examiner Comments

There is a link here to changing employment which was quite rare and an idea about its environmental impact, albeit a generic point.



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Examiner Tip

If you can offer examples then do so - in this case an example of the pollution would be appropriate.

Question 4 (c)

There were many candidates who were well versed in the use of terms primary, secondary etc,. There were some very well detailed answers, although there were relatively few references to the growing role of TNCs or the changing use of temporary and female labour. Some were keen to show off knowledge of the Clark-Fisher model without explicitly tying it to changes to development. These ‘..and then’ type answers sometimes failed to reach 4 marks as a result.

(c) Describe the changes in employment that take place as countries develop.

(4)

As a country develops it creates more jobs therefore increasing the amount of employees it needs so providing local people with better paid jobs. It also helps people in surrounding areas find work but it can also go the opposite direction and make people lose their jobs as companies start to employ people from

(Total for Question 4 = 8 marks)

* countries such as India because they will work for less money.

TOTAL FOR SECTION A = 32 MARKS



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Examiner Comments

This answer is so generalised a response that it could mean almost anything. The opening statement is clearly dependent on what stage of development a society is at and the assumption of growing employment suggest that societies in the early stages of economic change are societies without work. Then, typically, two alternative and contradictory scenarios are offered.



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Examiner Tip

Don't say one thing and then the opposite unless you can provide some evidence for such contradictions.

Question 5 (a)

Almost all candidates were able to read the data correctly. Only a few identified 'food' as the largest component.

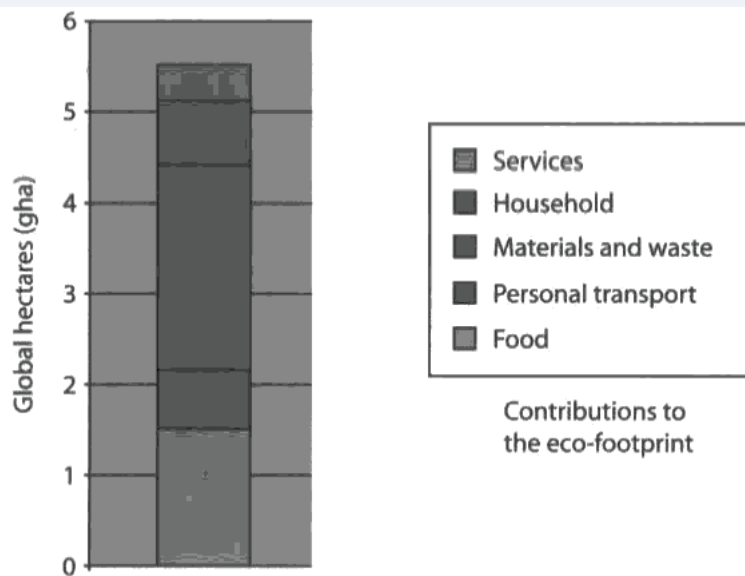


Figure 5 – The average eco-footprint of the residents of Bristol

(a) Identify the largest contribution to the eco-footprint of people living in Bristol.

(1)

materials and waste



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Examiner Comments

Most identified this correctly.

Question 5 (b)

Many candidates had learned this definition well and had no problem gaining both marks. The pitfall for those only gaining 1 mark tended to be a lack of reference to an “area of land” in their answer.

(b) Define the term **eco-footprint**.

(2)

eco Footprint is the amount of land needed to supply a number
of people with resources they need to live.



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Examiner Comments

A clearer idea of the 'land' component of the definition is here.



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Examiner Tip

Each topic has a few terms that you should be familiar with not just for questions that may ask you for a definition but to use elsewhere as well. This is one of those.

Question 5 (c)

There were a pleasing number of good answers to this question. It seemed that only the minority of candidates recognised the significance of “increasing wealth” in this answer. Some expressed it as a passing reference to “being able to afford more cars”. Many candidates spent their time explaining that the eco-footprint of a city was so large because it had so many people in it, and they had no trouble describing the ways in which cities’ use so many carbon-based products to maintain their citizens’ lifestyles.

* (c) Explain why the eco-footprints of the cities in the developed world are so large. (6)

A reason why these eco-footprints are so large is due to the high-maintenance lifestyle that people lead. In the cities, most people own cars, contributing to carbon dioxide being released, thus increasing an eco-footprint. Another reason is due to the absence of adequate recycling schemes, such as the one in Curitiba, Brazil, which encourages people to recycle by rewarding them. A final reason is that newer technologies, which require less of energy or produced everyday, are made for richer ones, so more houses and offices need to be built to support the amount of people.

(Total for Question 5 = 9 marks)



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Examiner Comments

There are two ideas here, both developed a little and with a counter example put in to illustrate a deficiency. A typical mid-level response.



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Examiner Tip

Think about how you would improve this answer. More detail on one of the ideas raised or another point about cities consumption would be the routes.

Question 6 (a)

This seemed to be the surprisingly challenging 2 mark questions. Some candidates did recognise the declining income received by many farmers, but far too few linked rural areas with agriculture. Despite the signpost on the page, there did not seem to be a clear recognition of what rural diversification was and less about how it could be used to generate wealth. For many rural areas are largely devoted to leisure activities and answers that started from the presumption that you needed to do more than just paintballing provided very narrow responses.

6 Study Figure 6.



Figure 6 – A logo for a rural diversification (change) website

(a) Outline **one** reason why some rural areas in the developed world need to diversify (change).

(2)

Some rural areas need to diversify to ~~attract~~ attract tourism to the area (this) meaning they may not be able to sustain on just the things they have so may need to build something new to keep money



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Examiner Comments

An idea here of the need to achieve sustainability in terms of keeping money flowing in and tourism seen as the best route. Doesn't see agricultural decline but does have idea of decline in general.

Question 6 (b)

This question was successfully answered by many candidates.

(b) Define the term **rural depopulation**.

(1)

rural depopulation is when people move from the countryside into cities (urban areas) causing the population to decrease



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Examiner Comments

An unusually full answer

Question 6 (c)

There were a good number of excellent answers to this question. The same case study of Malawi and fish farming kept appearing in these, but they were nonetheless a joy to see, especially when they managed to include what might be best described as 'fine grained' local detail. These candidates clearly understood what sustainability was and used their examples well. Whilst these examples were in the minority, there were a great number of three and four mark answers, where the candidates had an idea about sustainability, but where their examples were much more cursory e.g. using more public transport or doing something with second homes.

*(c) For a named rural area, explain how it could develop more sustainably in the future.

(6)

Named rural area Malawi

A rural area, such as Malawi could develop more sustainably, firstly by ^{using} fish farming. Fish farming is when the government lend money for ponds to be created, to keep certain fish in that eat waste, which helps to clear up the environment and they can be fed to rural families, as a good source of protein. As well as this, they could use irrigation to ~~use~~ ^{take} water from certain places and bring it to others. Finally, they could use GM crops which are sustainable and the government could make Malawi an exporting country, so they can sell food to other countries and help the economy grow.

(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS



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Examiner Comments

Of the many Malawi answers this is typical of a mid-level response. Level 3 answers had either more breadth or more detail on one of the projects.

*(c) For a named rural area, explain how it could develop more sustainably in the future.

(6)

Named rural area Malawi

Malawi could develop more sustainably as to provide ^{crops} ~~water~~ for the villages so people do not have to ^{work} ~~travel~~ as ^{hard} ~~far~~ they could use irrigation to irrigate the land so crops grow more easily. This will leave free time for people in Malawi to be educated. In addition, Malawi could use the idea of GM crops to create food for all the people so they may be able to eat and not live in such poverty. This will allow people to become healthier and not be prone to so many diseases and infections. Furthermore, people in Malawi may use mushroom farming, which was a sustainable development set up by the government to help farmers make money so they have more free time to earn extra income or be educated. Finally, the last policy set up by the government was fish farming in Malawi which is a sustainable idea for the farmers to generate a living and have enough time to help the family and area around them.

(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS



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Examiner Comments

This answer provides both more detail and a wider range of ideas too with good links to sustainability.

Question 7 (a)

This question usually gained at least one mark for the use of a correct compass direction. Fewer candidates recognised that there was a clustering of low-income States. It might be worth reminding students that in describing any distribution a statement about its relative even or uneven qualities would almost always gain one mark.



Figure 7 – Average household income in the USA, by state

(a) Describe the distribution of low income states in the USA.

(2)

Low income states in the USA are all distributed close together in the South East.



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Examiner Comments

There are two relevant points here.



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Examiner Tip

Remember that any comment on a distribution might helpfully begin with a comment as to whether it is even or, as in this case, uneven.

Question 7 (b)

This usually gained the candidates 1 mark. The most popular answers used birth and death rates, but quite a large number of candidates had been taught about, and remembered, the Human Development Index. Wrong answers were diverse but frequently used indicators such as population density.

(b) Other than income, identify **one** way of measuring differences in economic development.

(1)

Overseas distribution of products produced and sold.

*(c) For a named developing country, explain the differences between the urban cores



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Examiner Comments

An odd choice from amongst the many possible, and not clearly linked to development.

Question 7 (c)

This question scored quite well in Level 2, and candidates usually recognised the differences between these areas. Some though were confused with the urban-rural fringe instead of the rural periphery. Case studies, particularly within India, were quoted, and the structure of the answers was well set out. It was in the standard of explanation for these differences where candidates displayed significant weakness and the role of ports for trade and the role of governments hardly surfaced in answers. Thus description of differences was usually stronger than the harder task of explaining them. Very few recognised the depth or breadth of changes in the countryside in many if not all developing countries.

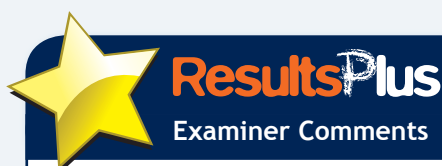
* (c) For a named developing country, explain the differences between the urban cores and the rural periphery.

(6)

Named developing country India.

Urban cores are formed when people move rural-urban migration occurs. The core is formed which is the centre of the town/city. The rural area left is called the periphery. This is left struggling as an even lower income is coming in. The people moving are usually the young and these are usually the ones bringing money in. Some people can work in the core and send ~~no~~ their wage home. This is called remittance payments which can be taxed.

(Total for Question 7 = 9 marks)



This struggles into the mid-level. There is an attempt to identify demographic differences and wealth variations but location is absent and core/periphery only shakily understood - 'centre of a town'. The remittance point is a brighter spot.

Question 8 (a)

Most candidates had no problem scoring 2 marks. The few that didn't were strangely reluctant to use data. Quoting data is almost always going to be credited in a mark scheme on these skills questions.

Figure 8 – Results of a survey in the USA about outsourcing

(a) Describe the results of the survey.

(2)

~~Most think it is bad~~ 68% of the responses think outsourcing is bad, 17% of responses think it is good and 15% think it has no effect on the economy. Most think it is bad.



ResultsPlus Examiner Comments

A typically thorough response that saves its list like qualities with the comparative point at the end.



ResultsPlus Examiner Tip

Take an overview if you can on these data reading questions. Use comparative language such as 'more' and 'less' as well as data.

Question 8 (b)

Generally well answered, with most of the responses being directed towards keeping labour costs down by paying workers in Developing Countries.

(b) Other than outsourcing, identify **one** method used by Transnational Companies (TNCs) to reduce costs.

(1)

They can spread the work over lots of different places.



ResultsPlus Examiner Comments

There were relatively few 'wrong' answers but this was one where the student doesn't indicate any link to cost reduction.

Question 8 (c)

This question was answered quite well by candidates. They were well versed in the negative influences of named TNCs, and it would appear that the exposure on TV of various CEOs, like Phil Knight of Nike, to their workers' plight has been remembered by candidates. Answers were even nuanced to the extent that the social values of workers in developing countries, which were being attacked by exposure to some of the worst aspects of Western values and manners, were commented on. What was missing from many, although not all answers, was a balanced approach to the introduction of TNCs into named developing countries. Those that did sometimes mentioned 'any job being better than none' arguments and even suggested a multiplier effect.

* (c) Using examples, explain why the impact of TNCs is not always positive.

(6)

TNCs are not always good because Nike is an American based company outsourced to China. This was bad because skilled American workers in America lost their jobs because the factories were shut down. Also ~~they~~ companies they take advantage of the land laws in developing countries because they are not as strict meaning more damage on the environment. workers are exploited because they work for less because the average wage is lower and they will work longer hours which is not good exploiting workers. A higher carbon footprint is caused because of the constant transportation of goods from China to America which is not sustainable.

(Total for Question 8 = 9 marks)

TOTAL FOR SECTION C = 9 MARKS

TOTAL FOR PAPER = 50 MARKS



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Examiner Comments

This warrants level 3 because it has a range of impacts in more than one location and in two different domains, economic and environmental. More detail of any one of these would get it the 6th mark.

*(c) Using examples, explain why the impact of TNCs is not always positive.

(6)

As the companies may fail in some countries but in others may have a positive impact and be very successful making the companies unstable. They also may not need/want the companies goods/stock that they offer and reduce profit made. Also more travelling as stock is flown in creating more ~~money~~ money paid out to export/import over seas.



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Examiner Comments

There is one idea at the end about potential costs to the environment; at least a hint of that.



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Examiner Tip

Be careful when using terms such as 'easy', 'bad' or in this case 'stable', that you indicate what they mean. It isn't obvious without some context.

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