

Examiners' Report January 2013

GCSE Geography 5GB2H

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Introduction

Centres are now comfortable and confident with most aspects of this specification and this paper. There remain darker corners where candidates struggle with some of the terminology and produce answers that are not much more than reworked versions of the question, especially on topics 3, 7 and 8. However there is a good deal of very sound Geography on display with increasingly secure skills shown in responding to the (a) parts of questions. Most candidates are now comfortable with describing distributions and patterns, and while less secure in interpreting divided bar graphs and line graphs, they are making progress.

Understanding the way that mark schemes work is vital especially in distinguishing between the two-mark 'Outline one...' type question and the open-ended 'Describe...'. On the longer responses, careful deconstruction of the question is central to success. Candidates who just write about their 'case studies' without tailoring that knowledge to the question would not get beyond Level 2. Once again, it would help candidates to be acquainted with the mark schemes for these questions to help them better appreciate the concept of 'levels' marking. It seems odd to prepare candidates for an examination without telling them how they are to be examined.

Question 1(a)

As is generally the case with this type of 'pattern' question, there were two dominant approaches. Those who took something of a 'Cooks' tour' were rewarded for dutifully 'plodding' around the map quoting numbers as were those who recognised that a pattern is, in effect, the relationship between places. These candidates often manipulated the figures provided and, for example, saw a gain of 265,000 as opposed to losses of 236,000.

1 Study Figure 1.

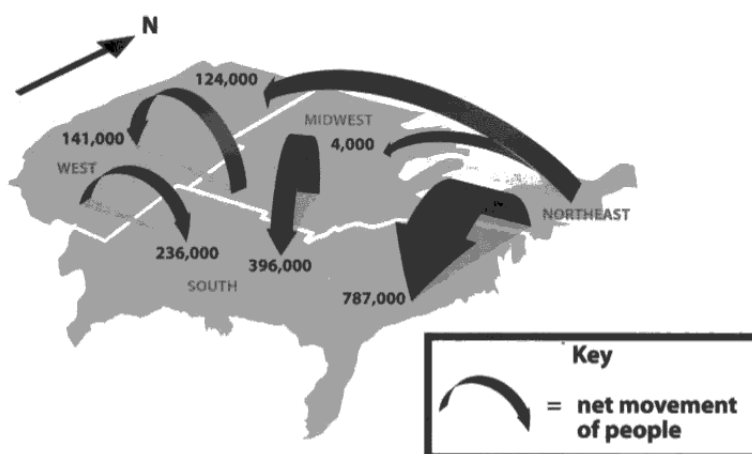


Figure 1 – Net regional migration in the USA, 2005–7

(a) Describe the pattern of net migration to and from the 'west' region.

(2)

More people are entering the west as 265'000 people have entered and only 236'000 have left. This means the population has increased.



ResultsPlus
examiner comment

This is a good answer with a clear view and manipulation of data.



ResultsPlus
examiner tip

Remember that this type of question is **never** going to ask for reasons. They are used to test the skill of describing different types of data.

Question 1(b)

The emboldening of 'want' was largely effective and we thus avoided answers about government policies. However, some were able to turn this knowledge to their advantage by surmising that because of various state benefits from paternity leave to 'free' apartments, motivation would shift towards larger families – not an unwarranted argument. What is most encouraging here is the number of candidates who now recognise that desire for larger numbers of children makes perfect economic sense in many circumstances. This is a far cry from the days when many saw 'better contraception' as the main method of delivering lower birth rates. There were many good answers.

(b) Outline **one** reason why, in some countries, parents **want** large families. *increase.*

(2)

If the infant mortality is low, so there is a chance of babies passing away not surviving then people would have more children so that they have surviving children. In wealthier countries, it may be because they spend more money off the government.



ResultsPlus
examiner comment

This is an unusual answer but has a point and an extension for both marks.



ResultsPlus
examiner tip

Remember to offer only one reason for the 'Outline one...' type questions.

Question 1(c)

It is clearly a truism to reiterate that it is important for candidates to know their geographical terminology not just for their answers but, of course, to aid their comprehension of questions. Those who understood the phrase 'population structure' had no difficulty at all with this straightforward question and offered 'a wider base' and a 'thinner top' with reasons drawn from variable birth, death and infant mortality rates. Those that did not often wrote strong responses to different questions, generally about the processes; the most popular being 'Explain why birth rates are higher in developing countries than in the developed world'.

- (c) Explain **two** differences between the population structures of very poor developing countries and rich developed countries.

You may draw a diagram to help your answer.

(4)

1. The population structure of very poor developing countries has high death rates and high birth rates this is due to lack of contraception and sanitation.

2. Whereas a developed country has a low death rate and not a very high birth rate because people can get treated when they are sick and contraception is available more. (Total for Question 1 = 8 marks)



ResultsPlus
examiner comment

These are explanations not descriptions.



ResultsPlus
examiner tip

Make sure that the command word in the question is understood.

Question 2(a)

There were many excellent answers to this question. In general, skills have improved sharply over the (short) lifetime of this specification and it was reflected here. Most candidates got the hang of the divided bar chart and spotted how significant the rise of Chinese demand has been. Strictly speaking, they did not really need to do this given the focus on 'global demand', but it was a legitimate point to make nonetheless. Many candidates started with an overview about 'it rising over time' followed by observing how the increase since the 1980s has been very rapid for a second mark.

2 Study Figure 2.

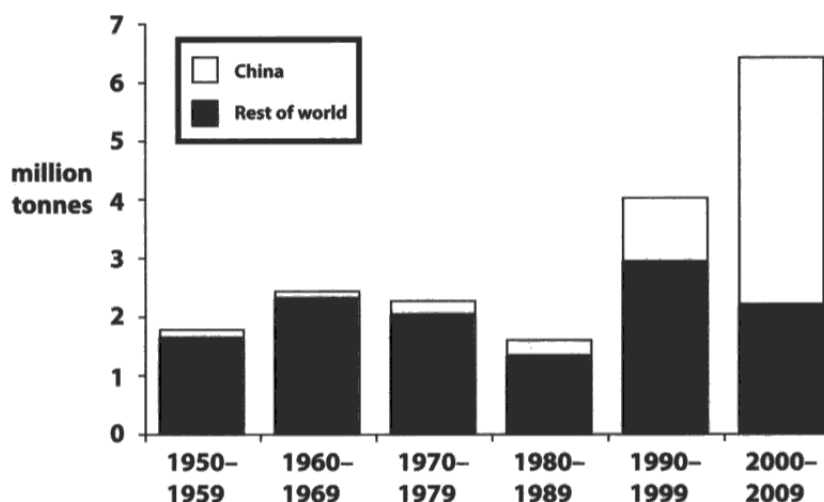


Figure 2 – Global demand for copper 1950–2009

(a) Describe the changes in global demand for copper.

(3)

The global demand for copper has decreased in 2000-2009 compared to 1950-1959. The demand in 1950-1959 was the highest for the rest of the world. China's demand for copper has increased dramatically in 2000-2009. 1980-1989 has the lowest use for global demand in copper.



ResultsPlus
examiner comment

This is a good answer that covers the points.



ResultsPlus
examiner tip

This type of divided bar chart needs care. A common error is to mismeasure the parts that make up the whole.

Question 2(b)

The key to success here was to unlock the term 'sustainability' and link it together with how the development of a renewable resource might relate to this. Those who found the route were able to make a connection between, eg the development of solar energy with the reduction in use of fossil fuels that in turn might help to reduce CO₂ emissions in attempts to grapple with climate change. Some candidates wrongly assumed that sustainability speaks for itself and missed the 'third' mark as a consequence.

(b) Describe how developing **renewable** resources might help achieve sustainability.

(3)

By developing Wind farms it means that we don't need to use as many fossil fuels (which can't be replaced) to produce energy. Since wind will never run out it's sustainable because it doesn't stop future generations from meeting their energy needs.



ResultsPlus
examiner comment

This candidate has a clear idea of what all the terms mean.



ResultsPlus
examiner tip

Try not to re-use the words in the question. If you need to show that you understand a term, try to describe it in different words.

Question 2(c)

This question, or something very similar, has been asked before. Centres are getting stronger in their delivery of the two competing population theories, but it is fair to remark that Malthus, with its emphasis on death and destruction, is better understood than the optimistic Boserupian position. Despite many good answers, the missing element for many remains that population pressure is a necessary precursor of human progress, ie the view that without it, we simply do not make technological breakthroughs, making population growth an essential element in human 'progress'.

(c) Outline **one** way that population growth might lead to **solutions** for resource shortages.

(2)

As the population grows more jobs are available in the tertiary and quaternary sector, therefore more solutions can be created. This was Boserup's theory and it has been proved correct as solutions such as GM crops have been created.

(Total for Question 2 = 8 marks)



ResultsPlus
examiner comment

This response is not quite right, but has a legitimate idea and a development.



ResultsPlus
examiner tip

It is really important to know the relevant theories. There are not many, but make sure you recognise Malthus and Boserup when they crop up in questions.

Question 3(a)(i)

Candidates' basic geographical knowledge is an important assumption when setting this type of 'skills question' and most showed themselves to be capable enough of finding the words to describe this cluster of 'easiest' cities in south-east England.

3 Study Figure 3.

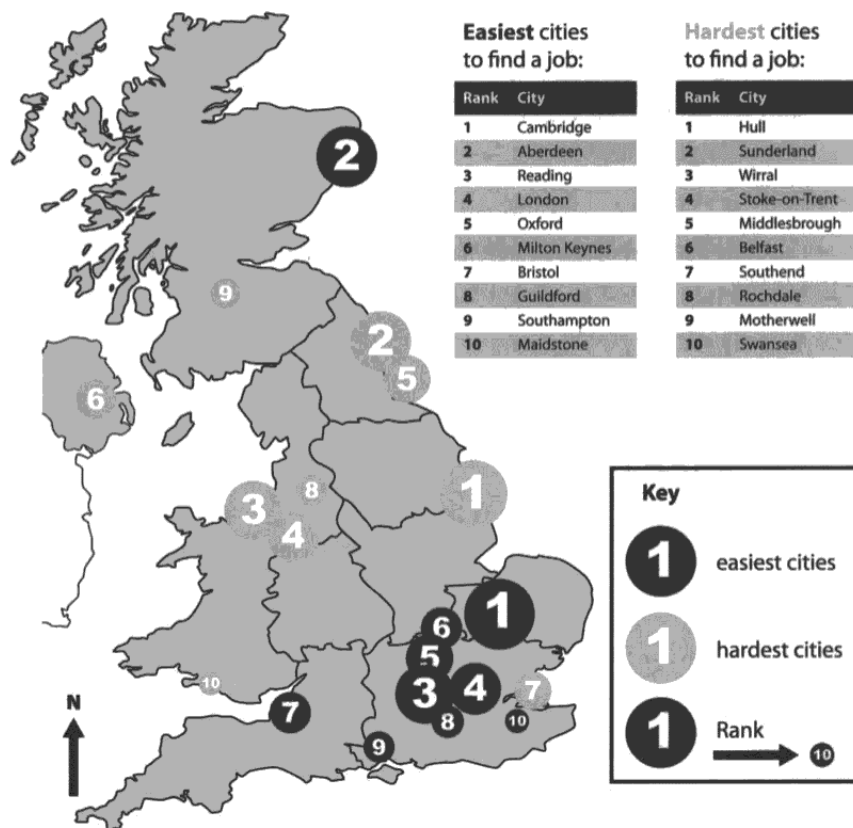


Figure 3 – The easiest and hardest UK cities in which to find jobs

(a) (i) Identify **one** feature of the distribution of 'easiest' cities.

(1)

There mostly on the south east of the UK



ResultsPlus
examiner comment

This is a typical correct response.



ResultsPlus
examiner tip

When you describe distributions, remember they are either even or uneven and that you'll get credit for that point.

Question 3(a)(ii)

This distribution is slightly harder to describe. Many opted for 'coastal' as the best generic descriptor, not unreasonably so. Others spotted the fact they were/are more dispersed than the 'easiest' cities and found the right words to convey that idea. Just a few struggled with the taxonomic jungle of 'British Isles', 'Britain' and 'United Kingdom', and a small number assumed that the UK and England are the same thing.

(ii) Identify **one** feature of the distribution of 'hardest' cities.

(1)
they are mainly near/around the
coasts, away from the Capital, London.



ResultsPlus
examiner comment

Both points made by this candidate are correct – fortunately.



ResultsPlus
examiner tip

Be careful not to include two ideas when asked for one as only the first will be accepted.

Question 3(b)

The vast majority of candidates were able to cover a legitimate 'action' and link it effectively with an increase in sustainability. Improving public transport was a popular option as was the installation of solar panels. Mistakes arose when shared common knowledge was assumed and details omitted as in 'do what they did in BedZED' type responses.

(b) Describe **one** way of making a more sustainable living space.

(2)

One way of making a sustainable living space is having ~~an~~ solar panels these are more sustainable because it uses sunlight, doesn't create CO₂ and generates electricity for the living space



ResultsPlus
examiner comment

This response offers solar panels and an idea of how these help sustainability.



ResultsPlus
examiner tip

Know your key terms. Sustainable is certainly one of them!

Question 3(c)

This is a very well-known 'case study' topic and was strongly answered. The focus of the question was on the choices that people make, which of course allowed positive factors as well as negative factors to be addressed. Strictly speaking, the improvements in communications and the transference of pensions are facilitating factors that don't impel people to retire overseas, but simply make it more practical to do so; nonetheless these were included on the mark scheme. The most obvious weakness was a tendency to use imprecise language such as 'seeking a better life' without identifying what would be better about it. Some might add that, in reality, this same error has been made some of migrants.

(c) Explain why some people choose to move abroad when they retire.

(4)

Some people chose to move abroad because it's a new start to life and they want to start fresh, or to move and live with their family. People also move abroad because the cost of living is cheaper than it is in the UK, so they won't be spending as much money. ~~Also~~ Also the medical care is also cheaper abroad so this will be saving the money. But sometimes people retire abroad because they want to settle down and have a quiet life in the sun.



ResultsPlus
examiner comment

This has a range of ideas – just enough for the four marks.



ResultsPlus
examiner tip

Do not rewrite the question. No marks are given for that! Just get on with the answer.

Question 4(a)

Describing a relationship between two sets of data is quite demanding so it was very encouraging to read so many strong responses here. Many saw that it was in general negative, although some, having spotted that the larger the informal economy the smaller the GDP, could not resist suggesting why this was likely to be the case, offering excellent answers to a quite different question. The habit of deconstructing questions using a highlighter or judicious underlining is obviously growing, which is commendable, but not all candidates take their own advice. Thus the heavy highlighting of 'Describe...' is followed by an answer that insists on explaining instead.

4 Study Figure 4.

| Country | Size of the informal economy (% share of the GDP) | GDP per person (in US dollars \$) | |
|-------------------------|--|--------------------------------------|---|
| Bolivia (South America) | 67.1 | 4604 | ✓ |
| Nigeria (Africa) | 57.9 | 2437 | ✗ |
| Zambia (Africa) | 48.9 | 1516 | ✗ |
| Russia (Europe) | 46.1 | 15612 | ✓ |
| Bulgaria (Europe) | 36.9 | 12934 | ✗ |
| South Africa (Africa) | 28.4 | 10518 | ✗ |
| Spain (Europe) | 22.6 | 29830 | ✓ |
| United Kingdom (Europe) | 12.6 | 35059 | ✓ |

Figure 4 – The size of the informal economy and Gross Domestic Product (GDP) per person for selected countries

(a) Describe the relationship between the size of the informal economy and GDP per person.

(3)

As a general pattern, the smaller the size of the informal economy, the larger the GDP per person (e.g. 67.1% in Bolivia with \$4604 per person, and 12.6% in UK with \$35059 per person.) However, some countries do not follow this pattern and so could be classed as anomalies. (e.g. Nigeria and Zambia).



ResultsPlus
examiner comment

Relationship – detail – anomaly for three marks.



ResultsPlus
examiner tip

You will always get a mark for data.

Question 4(b)

The intention of this question was for candidates to address the motivation behind a growth in 'green' employment and many offered the view that citizens were more concerned about the future or that governments saw it as a necessary obligation. Levels of sophistication varied in expressing this idea. A minority saw, less convincingly, 'green' employment as a necessary route to the replacement of traditional jobs. In other words, these would grow as other sectors declined.

(b) Outline **one** reason why 'green' employment may become more important in the future.

(2)

Green employment may become more important in the future because of the more demands in the industry which means it is more likely to become more important in the future.



ResultsPlus
examiner comment

This answer does not focus on anything that is really understandable – more important because it is more important!



ResultsPlus
examiner tip

Avoid making obvious statements such as 'it is green because it is not red' in explanations.

Question 4(c)

As with Q1(c), the key here was to correctly understand the key phrase in the question, specifically 'employment structure'. Most candidates could address employment in general but a smaller number saw this, correctly, as being about the categories that they had dutifully learnt. However, the most critical error in what proved to be quite a large number of disappointing answers was the tautology of so many candidates who 'explained' the growth of the secondary sector, or indeed the decline of the primary sector, in terms of 'development' as in 'because they are developing, manufacturing industry is growing'. This makes changing 'employment structures' more or less beyond human control and, as with the human ageing process, largely unavoidable – clearly untrue. The best route forward was to think in terms of either TNC activity or, as several did, how important governments had been in pushing through industrialisation programmes, as in China.

- (c) Explain **one** difference between the employment structures of an industrialising and a de-industrialising country.

(3)

Difference Industrialising countries contain many informal jobs compared to de-industrialising countries.

Industrialising Mexico has created thousands of informal jobs where taxes aren't getting paid.

De-industrialising countries contain many TNCs which begin to outsource in other countries which brings the country and companies large profits, increasing economic value.



ResultsPlus
examiner comment

The problem with this response is that it fails to identify the main focus. The phrase 'in other countries' epitomises this with its failure to identify 'industrialising countries'.



ResultsPlus
examiner tip

Make sure that you understand phrases such as 'employment structure'.

Question 5(a)(i)

The vast majority of candidates found something relevant to say about this 'pattern' with an impressive number going straight for the overview that 'it is very uneven'. However, the majority opted for the large clusters to the east and west of London as being the most conspicuous element of this distribution.

5 Study Figure 5.

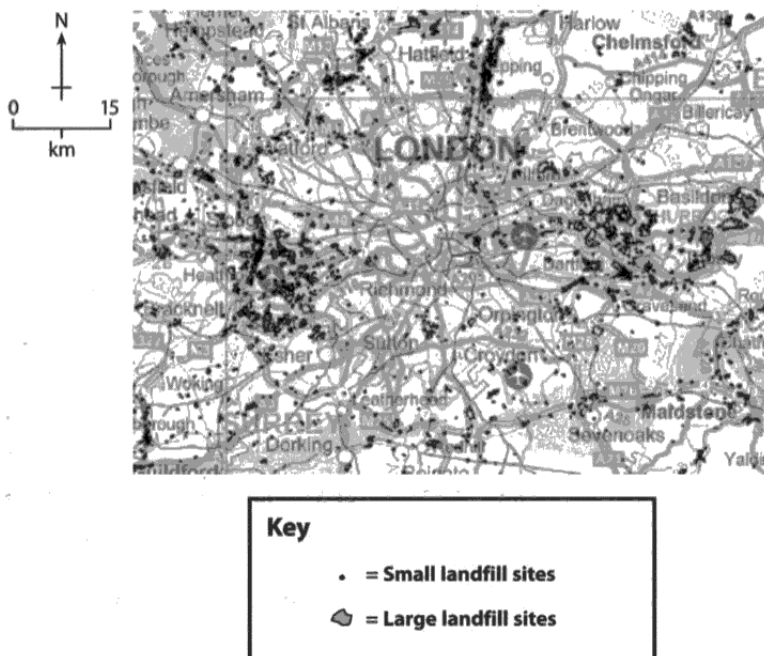


Figure 5 – Landfill sites in and around London

(a) (i) Identify one **main** feature of the pattern of landfill sites.

(1)

There are more large landfills around the outskirts of London towards the east and west regions.



ResultsPlus
examiner comment

This was the commonest response.



ResultsPlus
examiner tip

Patterns cannot be described by identifying one place.

Question 5(a)(ii)

This was well answered with many excellent references to legitimate geographical considerations involving distances, space, the malodorous nature of landfill and many other plausible reasons. The few errors that crept in were a tendency to reverse a simple idea (eg 'as in no space in the city itself' and 'a lot of space on the outskirts') or, for a few, a misunderstanding of the term 'landfill'.

(ii) Suggest **two** possible reasons for the pattern of landfill sites on Figure 5.

(2)

- 1 Cities like London dump all the waste in nearby cities as they cannot store in their boundaries.
- 2 large landfill sites are in the east Dagenham because there is a lot of wasted space / open space which is unused.



ResultsPlus
examiner comment

It would be very helpful if the terminology was better understood ('nearby cities?'). However the ideas are legitimate.



ResultsPlus
examiner tip

Do not give three reasons when two are asked for.

Question 5(b)

The key here was for candidates to explore both the variety of ways in which eco-footprints can be broken down, and to illustrate how the wealth of the developed world led to more waste and more consumption of larger amounts of 'virtual' land. Some took a different line that was ultimately self-limiting, ie the erroneous view that average footprint is higher in the developing world because these countries are industrialising fast which 'creates much pollution', whereas the developed world has cleaned up its environment so has a lower footprint. As with other topics, it would be really helpful if centres guided candidates through this topic paying due attention to the differences between general impacts on the environment, the absolute impact of a large population and average (per capita) patterns of consumption.

*(b) Explain the differences between the eco-footprints of people living in the developing world and those living in the developed world. *are closer together*

(6)

There may be a greater amount of eco-footprint of people living in the developed world due to them having more wealth so more people have cars which give off CO₂ which is bad for the environment and increases eco-footprint. *More food may also be transported in which would create larger amount of food miles which again generates eco-footprint however, in developing worlds people may not have access to cars or transport so they would have a lower eco-footprint and carbon-footprint. ~~Less developed~~ countries may also have to grow ^{their} food e.g. Bihar, India so there would be no food miles. May use more renewable resources *(Total for Question 5 = 9 marks)* e.g. Biogas so create more renewable way for giving them electricity. *There may also be a larger amount of waste e.g. 27 million tonnes of waste leaves London each year.



ResultsPlus
examiner comment

This strong response needs just a little more explanation for the sixth mark.



ResultsPlus
examiner tip

Concentrate on the words in the questions – in this case 'differences'.

Question 6(a)(i)

As with Q5(a)(i), the vast majority of candidates found something relevant to say about this 'pattern' with an impressive number going straight for the overview that 'it is very uneven'. The most common feature identified was the loss of population predicted for north-east Germany.

6 Study Figure 6.

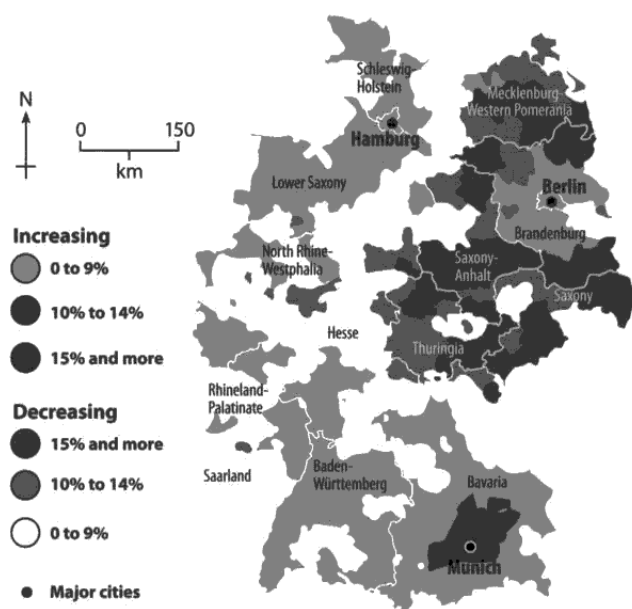


Figure 6 – Predicted population change (percentage) in Germany

(a) (i) Identify one **main** feature of the pattern of predicted population change.

(1)

largest predicted change is in Munich
eastern Germany.



ResultsPlus
examiner comment

... but who knows what the change actually is?



ResultsPlus
examiner tip

Be explicit – if in doubt, state the obvious.

Question 6(a)(ii)

Explanations were often a little disconnected with reality and did not focus so much on the movement of people but preferred to speculate on differences in more unlikely variables in the context of developed countries.

- (ii) Suggest **one** possible reason for the pattern of predicted population change on Figure 6.

(2)

People from rural areas are moving to more urban areas in order to find work in the city and to make more money.



ResultsPlus
examiner comment

This is a legitimate idea supported by a reason for both marks.



ResultsPlus
examiner tip

If the questions asks for a 'possible' reason, you are not expected to know anything about that the particular place on the resource.

Question 6(b)

This is a familiar and well-trodden case study for candidates and many had useful things to say about the issues that confront some rural areas. Thus the strongest element of many answers was the identification of the problem, but candidates were often less good at identifying an appropriate management strategy that would help address it. So rural depopulation was 'solved' by 'building more houses' or, rather better, traffic congestion in honeypot sites was 'solved' by more public transport, without any development on the theme. In terms of as accessing Level 3, the most pertinent obstacle was the lack of clarity over the link with sustainability. Of course that could be seen in any one of economic, social or environmental terms, and it was the latter category that tended to feature most.

*(b) For a named rural area, explain how it could be managed more sustainably in the future.

(6)

Named rural area Lake district

The Lake district could be managed more sustainably by only allowing people to buy second homes if they are to live in it over a certain period of time or rent it out. Which will stop local businesses going under. Another way is by ~~letting~~ local farms to diversify and offer other services such as quad biking, which will bring more money in during the summer months. One other thing is by stopping people and offering other paths through the lake district to stop path erosion.



ResultsPlus
examiner comment

This is a bit of a wish list without much idea about how it could be achieved.



ResultsPlus
examiner tip

Be sensitive to the idea that it is people who manage – planners and government officials.

Question 7(a)

This was quite a demanding skill for candidates who are not in the habit of comparing data sets and are inclined, even when asked to do so, to describe them as discrete entities. There were a number of excellent responses that saw the key changes in the relationship between environmental and economic concerns. Of course, some could not resist the temptation to explain the change.

(a) Compare the changes in the opinions shown.

(3)

From 1993 to 2000, a higher percentage of people thought that protecting the environment is more important than economic growth. In 2000, economic growth opinions rose from around 25% to 45% in 2003. This rose even higher and over took environmental protection in 2011 with 55% of people wanting to build the economy.



ResultsPlus
examiner comment

This is a strong answer that showed an appreciation of the relationship between the two opinions.



ResultsPlus
examiner tip

The keywords matter. 'Compare the changes...' is not the same as 'Describe both...'.

Question 7(b)

Once again this is familiar territory for candidates, so answers were often impressive in terms of facts and details about top-down development projects. Stronger candidates identified positive and negative elements. However, this was seen as enough for many candidates who rather left it to the reader to sort out 'why' top-down projects might result in a very variable pattern of impacts on different groups of people. For these, it was taken as self-evident that they did so rather than a consequence of the nature of the beast, so to speak. So there were many Level 2 answers that with just the slightest adjustment would have become Level 3.

*(b) Explain why top-down development projects can have both negative and positive impacts.

(6)

Top down development projects such as the Aswan dam in Egypt can have positive and negative effects. The positive effects of the dam were that it provided most of Egypt with water and electricity, as a renewable resource, which added to sustainability. Also the dam created Lake Nasser, which is now a thriving habitat for many forms of wildlife. The negatives of Top-down schemes like this, ^{include} that they are often costly. The dam left Egypt in over-\$11 billion of debt. It also forced many people, including the native tribes the Nubians off the land. Finally, the dam stopped the flow of silt through the river, and this was essential for ~~for~~ fertilising soil. Farmers now had to use costly, alternative artificial fertiliser, which would decrease their profits.

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

(Total for Question 7 = 12 marks)



ResultsPlus
examiner comment

This is a very competent response with a good range of ideas and sensible 'explanations'.



ResultsPlus
examiner tip

In a 'negative and positive' or any other 'yes and no' type question, try to achieve a balance.

Question 8(a)

As with Q7(a), this was quite a demanding skill for candidates who are not in the habit of comparing data sets and are inclined, even when asked to do so, to describe them as discrete entities. There were a number of excellent responses that saw the key differences between the two sets of cities, but a disappointing number really struggled to 'see' that there were more European cities than Asian represented and add some data and detail to that. A very substantial number ignored description altogether and went straight into irrelevant explanation.

8 Study Figure 8.

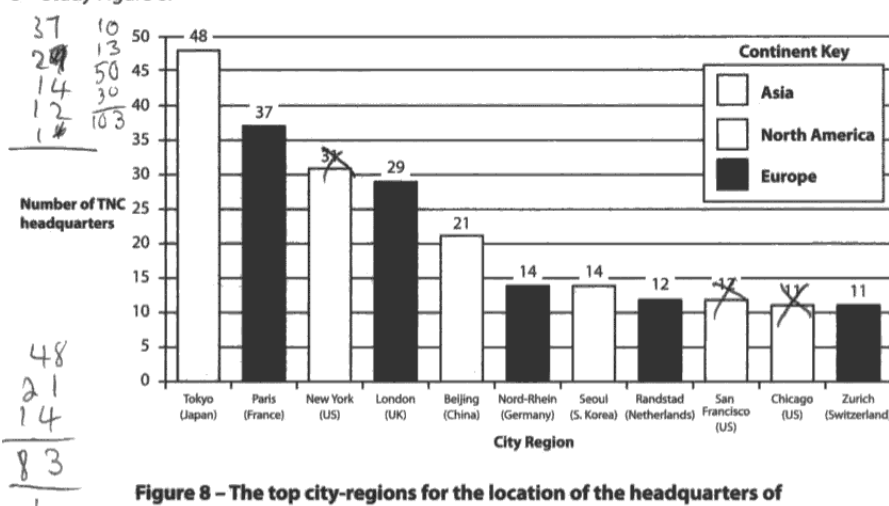


Figure 8 – The top city-regions for the location of the headquarters of large TNCs (Transnational Corporations)

(a) Compare the importance of **European** and **Asian** city-regions as locations for the headquarters of large TNCs.

(3)

European and Asian city-regions as locations for TNC ~~the~~ headquarters are important because 48 headquarters ~~are~~ are in Tokyo alone. ~~In the~~ In the whole of Asia there is 83 TNC headquarters. However in Europe there is 103 TNC headquarters, they are more spread out amongst different city-regions which is good because it means there is less competition in one place.



ResultsPlus
examiner comment

This is a good answer that manipulates the data effectively.



ResultsPlus
examiner tip

If you can manipulate the data, then have a go, taking one figure away from another or adding them together to create a 'new' figure.

Question 8(b)

The dominant interpretation of this question was to address, or rather describe, the rise of the secondary sector in the developing world and nothing much else. This was often quite well done with due attention paid to the role of TNCs and many candidates were able to go a little beyond a clichéd view. Those that did, added call centres, usually in India, as another growth area. However, it was disappointing that changes in the primary sector, especially agriculture, were very rarely addressed. As with Q7(b), the great weakness was a failure to address 'why' these changes might have occurred. As in other areas of the paper, changes are often seen as inevitable because that is 'just the way it is'; thus Stage 2 of a particular model (in this case Clark-Fisher) would inevitably be followed by Stage 3 without any action on the part of governments or people.

* (b) Using examples, explain why employment in developing countries has changed in recent years.

Mattel - so
call - cen
(6)

Employment in developing countries has changed in recent years due to outsourcing of TNCs. TNCs like Mattel have outsourced their factory work to ~~India~~ China, in order to take advantage of cheap labour. This has increased the amount of secondary work in developing countries, so many people have changed from primary agricultural work to secondary work in Mattel's factories. In India, employment has also changed due to outsourceings. TNCs like orange have outsourced their call centres to India's cities like Mumbai, in order to take advantage of slack pollution laws, this has increased the amount of tertiary work in India, which means that people are earning more money than they previously did on agricultural work.

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

(Total for Question 8 = 12 marks)



ResultsPlus
examiner comment

This is an excellent response with a wide range of ideas that are well supported. Reasons and consequences are tied together neatly.



ResultsPlus
examiner tip

Do not forget to get the focus right – in this case it is 'change'.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Understand the command words: describe, outline, state, explain, compare and suggest.
- Practice responding to the command words in the context of the same material. For example, what is the difference between 'explain the changing employment structure...' and describe the changing employment structure'?
- Know case studies with at least three key facts and figures on each of them. Numeric data will almost always elevate a response.
- Know the key terms; the specification is sprinkled with them. Candidates who were unaware of the meaning of population structure, 'green employment', de-industrialisation and eco-footprint struggled on this paper.
- Understand the underpinning concept of 'sustainability' and some of its many versions, eg economic sustainability and environmental sustainability.

Grade boundaries

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