

Examiners' Report
June 2014

GCSE Geography 5GB3H 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2014

Publications Code UG038960

All the material in this publication is copyright
© Pearson Education Ltd 2014

Introduction

This was a new examination, recognisably a development from its predecessor but different in a number of very important respects. The most significant difference was the absence of any pre-release booklet. There was also the significant implication of linearity in that it was fair to assume that candidates had covered the core topics on both Unit 1 and Unit 2; an assumption that could not be made when modularity was the norm. The booklet closely followed the models established in the sample assessment materials widely used by centres in preparation of their candidates. Centres had also paid close attention to the focus suggested by the specification itself, particularly some of the issues surrounding sustainability. There is, of course, a place for pre-release within an examination system and this is certainly not the place to review the arguments for and against this method, but there were some interesting consequences of the change to an unseen booklet. Many examiners commented on how much better focused answers to the analytical questions were, with much less rambling description and much more argument. In other words rhetorical skills appeared to be improved. Needless to say far fewer candidates had what often appeared to be pre-planned introductions to their final answers. With a mean mark which was scarcely different from 2013 but a higher standard deviation it might be tentatively suggested that the examination discriminated rather better than its predecessors. The skills that were at a particular premium and will remain at a premium in future years were the ability to deconstruct a question correctly focusing not just on the topic but also on the command words or phrase. With the material in the Resource Booklet common to all candidates it was how this information was used in answers that made the difference. Those who concentrated on the question asked and, in the case of the last three questions on the paper (which carried just over half of the total marks), 'took on' the question and established links between their broader knowledge and that aspect of Jamaican geography covered did very well indeed.

Question 1 (a)

Intended to be a relatively gentle opening to the paper this proved to be anything but and produced a rather disappointing mean score. The unexpected difficulty was a failure to address **physical** geography, a term that was obviously unknown to many. The general tactic was to ignore it and offer description of 'geography' in general. Many candidates did rather well despite this conflation of terms because they offered seven or eight legitimate points of which several were legitimately 'physical'. As a general point it is really important that candidates know the specification terminology because that is what is used in the questions.

Answer ALL questions.

Look carefully at the background information in the Resource Booklet and then answer questions 1 to 5 which follow.

1 Study Section 1 (pages 2 and 3) of the Resource Booklet and answer the following questions.

(a) Describe the physical geography of Jamaica. (4)

Jamaica is in the Caribbean sea. It's capital city is Kingston which is in an urban area. Most of Jamaica is 250-500 m above sea level but not such as Mt Morrot Bay. But more central parts are >1000 m above sea such as Christiansa. It has some reinforced in mostly near the sea ~~such as~~ e.g. close to Christiansa with a population of about 1 million.



ResultsPlus
Examiner Comments

Even full mark answers, such as this example, lacked an accurate reading of what constitutes physical geography.



ResultsPlus
Examiner Tip

It is a good habit to underline or highlight keywords in the question - in this case 'physical geography'.

Question 1 (b)

There were many very good answers to this question but also some curious errors. The death rate which is low by global standards was offered by many but is, of course, a function of Jamaica's young population rather than its life expectancy which was available to candidates. The unpredicted element in some of these answers was to interpret 'developing' as 'changing' so, for example, the growth of the GDP was taken as an indicator of its status as developing. Once again, the importance of introducing all the key terms on the specification to candidates is paramount.

There were very many examples of confusion on the part of candidates about the nature of development and this example did not score any marks.

(b) Give **two** pieces of evidence that suggest Jamaica is a developing country.

- (2)
- 1 It only has one ~~small~~ medium large city (Kingston).
 - 2 little road infrastructure over the whole island.



ResultsPlus Examiner Comments

It would be helpful for centres to draw up a list of key terms based on specification language.



ResultsPlus Examiner Tip

Try to recall the basic ideas and definitions that you have acquired from other Units - in this case the work that you did on development in Unit 2.

This response scored both marks.

(b) Give **two** pieces of evidence that suggest Jamaica is a developing country.

- (2)
- 1 There is a high birth rate
 - 2 there is also a high infant mortality rate.



ResultsPlus Examiner Comments

This candidate keeps it simple but accurate noting that birth rate is high as is infant mortality.

Question 1 (c)

This question stimulated some very thoughtful responses, generally stronger on causes than consequences. Success rather pivoted on the ability of candidates to recognise the meaning of migration and the majority of weaker answers were from those who, confusingly given the whole focus of the Resource Booklet, took this to be the arrival of graduates in Jamaica. Those who knew their emigration/immigration identified both the lack of range of employment and lower salaries than those available overseas and were able to draw sensible conclusions of how inhibiting this is for the economic development of the country as their major consequence.

This response did not score any marks.

(c) Outline **one** cause and **one** consequence of the emigration of university graduates.

(4)

Cause of emigration

City's e.g. Kingston attracts young graduates as they can find good jobs in city's they offer good paid skilled jobs that rural areas do not offer. This is a pull factor to urban areas.

Consequence of emigration

High rates of emigration could result in a youthful population, this ~~may~~ could put a strain on government facilities and could lead to unemployment if they're not enough jobs.



ResultsPlus
Examiner Comments

This was typical of those who simply confused their terminology so offered some good ideas but mistakenly in the context of emigration rather than immigration.



ResultsPlus
Examiner Tip

Try to revisit your answers at the end of the examination - 5 minutes spent reviewing earlier responses can often help identify errors.

Question 2 (a)

Once again a close reading of the Resource Booklet allied to a decent background rooted in Unit 2 almost always generated full marks. A lack of understanding about the nature of subsistence agriculture or, indeed, commercial agriculture left weaker candidates scratching around for other reasons. Those who did have the basic understanding needed to spell out why, for example, a decline in subsistence agriculture was significant rather than just noting the decline.

This response failed to score any marks.

2 Study Section 2 (pages 4 and 5) in the Resource Booklet and answer the following questions.

(a) Suggest **two** reasons why Jamaica has to import much of its food.

(4)

1 They need to import their food so that they will receive money and then they'll use it to pay the interest of a debt or for education or health health.

2 So that some people will still stay with a job since it's the 2nd worst unemployed country compared with 23 neighbouring countries in the Caribbean and Latin American



ResultsPlus
Examiner Comments

This is another example of confusion over basic terminology which might have been sorted out if the candidate had taken a moment to re-read this answer at the end of the examination.

This response scored maximum marks.

2 Study Section 2 (pages 4 and 5) in the Resource Booklet and answer the following questions.

(a) Suggest **two** reasons why Jamaica has to import much of its food.

(4)

1. Most wealthy land owners in Jamaica choose to export their food and they grow this food on the best land, so therefore when they export their goods, the country doesn't have as much food.

2. 80% of land is owned by subsistence farmers who grow food for themselves and their family, therefore there is not much land for the rest of the population.



ResultsPlus
Examiner Comments

The Resource Booklet will often contain vital information to help answer the earlier questions on the paper. This candidate makes a very good job of explaining the significance of both commercial and subsistence agriculture in Jamaica.

Question 2 (b)

There were a wide range of possible answers to this question but, as is almost always the case, the key was to spot the focus of the question which, in this case, was the impact on the people of Jamaica. Not all candidates identified this focus and talked about Jamaica in general including comments about the environment. More critically, too many left it to the examiner to work out what exactly the result was, leaving it at 'not enough money to spend on education' without spelling out how this impacted on people.

Question 2 (c)

On this paper, given a common access to resources it is critical that candidates read the questions very carefully. Of course that is always true but on resource based papers the relevant 'bits' of the Resource Booklet to look at are absolutely critical. This question illustrates that point because candidates are directed to 'Study Figures 2b and 2c...' and thus, unsurprisingly, should they only 'study' one of them it is likely to impact on their mark.

(c) Study Figures 2b and 2c in the Resource Booklet.

Compare the economic performance of Jamaica with its Latin American and Caribbean neighbours.

8/8
8/8

(4)

Latin America and the Caribbean's change in GDP per person has increased by about 115% from 1990 to 2013 whereas Jamaica has only increased by about 22%. Compared to 23 neighbouring countries in the Caribbean and Latin America the GDP of Jamaica is the eighth worst with US\$8315. Their percentage of population in poverty is the fourth worst with 43.1%. Their percentage of people unemployed is the second worst with 11.8% and their foreign debt as a % of annual GDP is the worst.



ResultsPlus
Examiner Comments

This is a strong response that covers both elements of the question and both resources and scores 4 marks.



ResultsPlus
Examiner Tip

If you can manipulate data by doing a small calculation that is often a very good way to access marks. Don't just use the figures offered but work something out, however simple.

Question 2 (d)

A curious although explicable effect of answering exam questions is the echo of a previous question still resonating when the next is tackled. That occurred here where many candidates interpreted 'pattern' as being changes over time. That is, of course, understandable given the wording of 2 (c) but not at all so when the instruction 'Study Figure 2d' is noted in the preamble to this question. So the poorest scores came from those who took a temporal approach whilst those who did attend to the focus of 2 (d) on the map varied greatly in their map skills. Explanation required some identification of pattern to become meaningful and many adopted a coast = richer whilst interior = poorer approach. This provided a launch pad for a wide range of possible explanations which, encouragingly, concentrated on job availability and relative levels of remuneration.

The following response did not score any marks.

continuing increase.
(d) Study Figure 2d.

Suggest reasons for the pattern of GDP per person.

(4)

The change in pattern of GDP per person is due to the job that they are in. People in the tourism area have a 10% GDP gross, people in the Bauxite industry also have a 10% GDP gross. But people who live elsewhere and that have some money from being overseas have a 15% GDP gross due to them not being receiving money from someone who works in Jamaica but overseas instead ^{where the income is higher.}

(Total for Question 2 = 16 marks)



ResultsPlus Examiner Comments

It was disappointing when candidates were able to offer reasons without, as in this example, offering any descriptive information of the pattern that they were supposed to be explaining. The 'easy' bit is the description of variation and yet unless this is covered the 'harder' part of offering reasons cannot reasonably be credited.



ResultsPlus Examiner Tip

Some questions require you to offer reasons for pattern or a trend - make sure that you describe that trend or pattern in your answer.

Question 3

Although the Resource Booklet gave some heavy hints and also a few more developed points that could be 'lifted' more or less completely in both this question and its parallel Question 4, stronger candidates saw the need to add their own knowledge. Elevation into Level 3 required an extension upon what was given to address the wider issue. For many this didn't amount to a great deal more than pointing out that people, either in cruise ships or just as tourists cause 'pollution'. At the top end much more was added with descriptions of possible eutrophication to mangrove removal and untreated sewage amongst the most popular 'extensions'. Some of this rested on material picked up in Unit 2 but also on inference of the likely absence of any waste water systems for squatter settlements shown in Figure 3c. Weaker attempts to extend answers focused almost exclusively on the impact on CO₂ production from air travel but also travel in general within Jamaica. This conflation of 'pollution' in general with greenhouse gases is very widespread and, of course, in this context rather misses the 'local' element of Jamaica's environment. More worthy, although still rather stretching the idea, were those who added a comment about how rising sea-levels might impact on beaches and coastal resorts.

No marks were awarded for the following response.

*3 Study Section 3 (pages 6 and 7) in the Resource Booklet and answer the following question.

Examine the impacts of Jamaica's tourist industry on the environment.

Over 3 million tourists mostly from the USA, visit each year although economic and political events can affect these numbers. 60% of tourists arrive by plane and stay at Montego Bay. 40% arrive by cruise ships and only stay for a day at the northern resorts. Very few tourists travel out at these resorts which show it's dangerous so people stay in hotels.

(Total for Question 3 = 6 marks)



ResultsPlus
Examiner Comments

This is an example of an answer where the candidate didn't recognise the need to address the 'environmental' impact of tourism.

This response scored maximum marks.

*3 Study Section 3 (pages 6 and 7) in the Resource Booklet and answer the following question.

Examine the impacts of Jamaica's tourist industry on the environment.

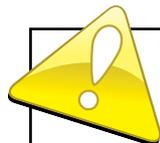
Figure 3a shows an all inclusive resort, ^{many of which are} ~~located along~~ ^{found} all along Jamaica's coastline. These resorts can damage the environment as large stretches of land must be destroyed to clear space for the resort, resulting in a reduction in biodiversity due to deforestation. Also, the building of the resort requires building materials to be transported to the site and waste to be transported away, resulting in increased CO₂ emissions from ~~the~~ large vehicles, which can lead to climate change. Resorts pumping ^{their} waste into the ocean ~~can~~ can also pollute the water and lead to siltation, preventing the growth of plants and intoxicating ocean animals, disturbing marine ecosystems. ~~As~~ This means that species living in the ecosystem become unbalanced in population and food web can be destroyed. Similarly, tourists doing activities in oceans, such as is visible in Figure 3a, (e.g. jetskiing and scuba diving) can trample ~~the~~ areas of marine ecosystems, leading to a reduction in biodiversity.



ResultsPlus

Examiner Comments

There are many full mark answers that were not as strong as this one. This candidate is able to make largely logical and thoughtful extensions to the information offered in the Resource Booklet.



ResultsPlus

Examiner Tip

Always try to add some of your own knowledge and understanding.

Question 4

As with Question 3, this question tested the candidates' ability to extend from what they were given in the Resource Booklet to make observations about the impact of the mining of bauxite and the processing of some of that bauxite into alumina. The photographs gave a clear indication of just how transforming these processes are for the landscape whilst the map and text offered information about how widespread these effects are on the island. Once again, less reflective candidates failed to extend beyond what they had been given and, depending on how articulately their responses were presented, generally produced Level 1 or low Level 2 answers. To extend beyond that plenty could be added about the impacts on the environment with leakages into the water table and water courses a popular route. Some were able to extend this noting that toxic chemicals would also reach the sea and impact on marine environments exacerbated by port activity in the locations identified on Figure 4b. These observations are credit-worthy in their own right, but would also provide a very decent platform for the last question on the paper.

*4 Study Section 4 (pages 8 and 9) in the Resource Booklet and answer the following question.

Examine the impacts of Jamaica's bauxite mining and processing industry on the environment.

Processing bauxite creates toxic waste that has to be stored in large ponds. To reach the ^{aluminium} ~~bauxite~~ rich ^{land} ~~land~~, vegetation has to be removed. ~~over~~ About 20% of Jamaica's land area could be mined for bauxite, but this would require removing large sections of rainforest and farm land. As well as there being a slight risk of damaging nearby towns. The industry employs about 4000 people but as demand falls, so does level of employment.



ResultsPlus Examiner Comments

This was a typical mid-Level response that isn't well focused on the environment and struggles to add anything beyond information offered in the Resource Booklet. It scored 3 marks.



ResultsPlus Examiner Tip

Try to add your own knowledge and understanding in these longer evaluative questions. Ask yourself questions about what might happen next - for example is the water is polluted, where will that polluted water go?

Question 5

As amply signposted in the sample assessment materials and well understood in most centres the last question was predictable in structure if not in focus. The title of the paper rather gives away that there will be a need to make geographical decisions and many candidates were well versed in the appropriate techniques. Option 1 was by far the most popular choice and there was plenty to say, so much so that a very large minority of candidates used extra space to do so. To effectively explain why a particular choice is 'the best available' obviously requires an assessment of the weaknesses of the other options and it was in this respect that differentiation between candidates occurred most sharply. There was a tendency to regard tourism as inherently 'cleaner' than bauxite and alumina mining and manufacturing and building, no doubt, on comments that they had already made in Questions 3 and 4 many candidates thus dismissed any development of bauxite as 'bad' so Options 2 and 3 were disposed of whilst Option 4 struck many as far too 'radical'. However what did, for some, go wrong in their thinking process is that once they embarked on an environmental focus they stuck with it making only marginal, and sometimes accidental comments about 'economic growth'. The strongest candidates also spotted the use of the phrase 'long-term' in the question and were able to make comments about the potential durability of the two dominant industries for which there were carefully placed clues in the Resource Booklet. Linkages drawn from the booklet were a good sign that candidates were employing their critical faculties. Given that 'Tourism employs up to 90 000 Jamaicans...' (Figure 3b text) ...who mainly live in rural communities close to the resorts' (see Figure 3c) it was disappointing that relatively few saw that these jobs are clearly not especially well rewarded given the living conditions shown in Figure 3c. Indeed it was a minority who spotted that the holidays on offer cost a years' income for average Jamaicans. One obvious instruction for candidates would be to reiterate that if it is in the booklet it has something to contribute, somewhere on the paper.

The following response scored 10 marks for the 'geography' and 2 marks for SPaG.

Spelling, punctuation and grammar will be assessed in your answer to this question.

*5 Study the four options shown below for Jamaica to develop its struggling economy.

Option 1: Encourage the rapid development of the tourist industry but discourage the bauxite industry

Option 2: Encourage the rapid development of the bauxite industry but discourage further tourist development

Option 3: Encourage the rapid development of both tourism and the bauxite industry

Option 4: Discourage the development of both tourist and bauxite industries and identify new ways of developing the economy

Select **one** option you think would be the best **long-term plan** to improve Jamaica's economic growth.

Explain why your selected option is the best available.

Use information from the Resource Booklet and your knowledge from Units 1 and 2 to support your answer.

(12)

Chosen option 1

I chose option 1 because the development of the tourism industry is less damaging to the planet compared to the Bauxite industry. ^{that means} ~~because~~ that less toxic waste will be dumped, ~~and~~ less pollution caused by mining and a lack of deforestation so that there is ^{enough} ~~enough~~ oxygen being produced and habitats don't lose their homes or lives. Also Bauxite is a finite resource and one day will run out which means a lot of natural

resources and money would have been wasted ~~and~~^{because} the production of it wasn't sustainable and won't be able to provide for future generations. But tourism on the other hand wouldn't 'run out', and will produce a sustainable income for future generations. Tourism also gives a lot of people (up to 90,000) jobs which means more people working in higher sector jobs which means an improved GDP for the population and the country. As people would be receiving higher wages it means that ~~p~~ less people will be in poverty and less people being unemployed. This means that people will be able to pay the taxes without getting into deep financial difficulty and help the country get out of debt. The ~~higher~~ more taxes being able to be paid also means that more money would be able to be spent on the country, e.g. healthcare and education, which would lead to a decrease in emigration, especially for university graduates because then more higher sector, qualified jobs will increase because of the increase of graduates which will also help the ~~country's~~ country's financial problems and making them more developed. Better healthcare means that the death rate will decrease and the life expectancy will increase. Also the more tourists coming to the country, the more money being spent on souvenirs and in local restaurants, which will help the country and people out of debt.

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

(Total for Question 5 = 15 marks)



ResultsPlus
Examiner Comments

This is a good example of a well-focused response that extends ideas and makes intelligent inferences about the options on offer. With some additional comments about 'long- term' this would have been a very strong answer indeed.



ResultsPlus
Examiner Tip

Remember to refer to all aspects of a question; even if you are not secure in your idea make sure every aspect of a question is covered.

Paper Summary

There are many ways of teaching Unit 3 but the most productive way of giving candidates confidence in a Unit that can appear a little frightening is to build decision making into their daily fare. The specification offers numerous opportunities for teachers to get candidates thoroughly acquainted with the controversy that surrounds the relationship between human actions, especially those linked with economic growth and the environment. With a past paper now at their disposal and, inevitably, a deeper understanding of how the examination plays out in the 'real world' one might expect a further strengthening of performance next year.

Based on their performance on the paper this year, candidates are advised to pay attention to the following:

- Read the questions very carefully and follow the instructions in the questions; if you are asked to study two figures make sure you refer to both of them in your answer.
- Revise specification terminology and make sure you know exactly what specific terms mean, for example be sure you know what constitutes 'physical' geography.
- On questions which assess SPaG try to take the time to re-read your answers and check for capital letters and spelling since marks can be lost on mistakes that could have been easily corrected.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE