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Examiners' Report June 2010

GCSE Geography 5GB2H

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Introduction

This is an issues based specification and allows candidates 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 their appropriate context in the examination. It was clear that, on this paper, many centres had responded very positively to this shift of emphasis and there were many excellent scripts including a number that scored 50/50. These candidates blended a keen 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 candidates 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 candidates 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 candidates with the (a) parts relatively accessible to all, and thus delivering high mean scores, followed by progressively more demanding (b) and (c) parts. This was carried through all sections of the paper, although in Sections B and C the 'incline' begins from a slightly 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 a 'levels' mark scheme.

Question 1(a) (i)

This question was answered successfully by the vast majority of candidates.

Question 1(a) (ii)

This was generally answered correctly but a few ignored the word 'shape' in the question and wrote instead about the processes that might have led to a pyramid of this shape such as 'high birth rate' or 'high death rate'.

Question 1(b)

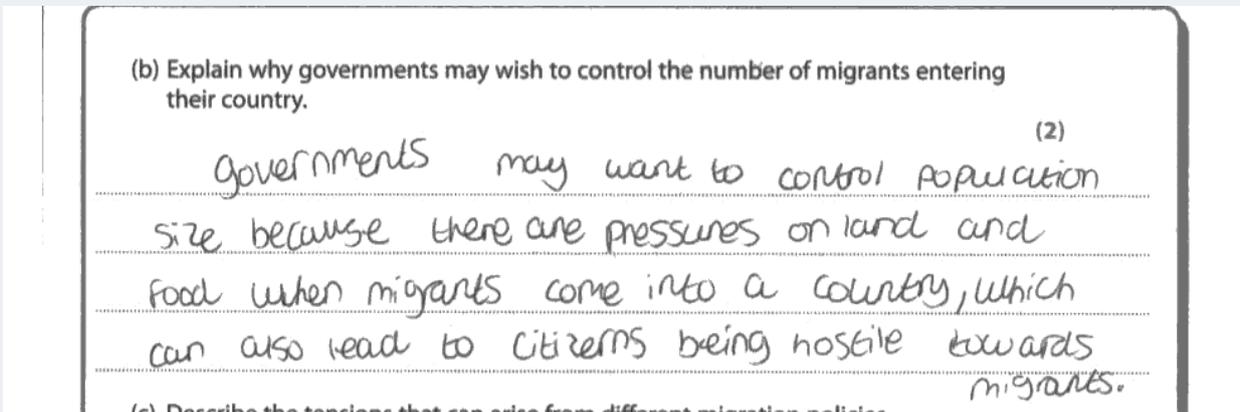
There were many good answers to this question but, too often, the focus was not on governments but on a general view of why too many immigrants might cause problems. Very few saw any positives and too many talked in generalities about 'too many people' without specifying why this was problematic.



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Examiner Comments

This candidate has clearly identified two possible reasons and the hostility that might result



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Examiner Tip

Look out the key words - in this case '..may wish to control..'

Question 1(c)

There were two words here which needed attention - 'tensions' and 'different'. The latter was frequently ignored but most saw tensions as 'issues' and in most cases responded well.


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Examiner Comments

In this response neither 'tensions' nor 'different' appear either explicitly or implicitly. Instead the candidate focuses only on 'migration policies'.

(c) Describe the tensions that can arise from different migration policies.

migrants.

(4)

In the USA there is a migration point based system where highly skilled workers are number one and musicians are number 5, the USA wants highly skilled workers for the small businesses there, whereas in the UK we need immigrants to do the unskilled jobs as not enough of the population in the UK do those jobs. So the USA wants skills as it already has many people whereas UK wants unskilled to do the jobs nobody really wants to do.

(Total for Question 1 = 8 marks)


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Examiner Tip

Don't answer questions in a reactive manner seeing one or two words, in this case 'migration policies', without reading the rest.

Question 2(a) (i)

Almost all candidates answered this question correctly.

Question 2(a) (ii)

This question produced a small number of incorrect responses from candidates who read it is 'non-renewables' or didn't understand the concept at all.

Question 2(b)

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.



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Examiner Comments

This is a strong response with a focus on population growth rates and the impact on resources that grow more slowly. A number of candidates spoke almost exclusively about the size of a population rather than its growth rate.

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

(2)

Malthus believed that population grew geometrically and food resources grew arithmetically, this would eventually lead to famine and wars over food as the pressure on food resources increase as the population goes up leading to the point where the food resources can't cope with the demand.



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Examiner Tip

There isn't always a 'right' answer. Know the key ideas on this topic. Is a rapidly growing population good or bad for humanity?

Question 2(c)

As with 2 (b) too many answers were unable to identify Boserup's ideas but this was by no means universal with some excellent answers.

(c) Explain why **Boserup** suggests that population growth might be a good thing. (4)

Boserup believed that as population grew, the amount of food grew too. As the population increases, people develop new technology to increase the amount of food like GM crops. So as the population grows, we discover new ways to make food levels increase as well this is a good thing as it shows that there will not be wars over food as there is always a way to make more.

(Total for Question 2 = 8 marks)



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Examiner Comments

The only idea missing here is that population growth may actually stimulate technical adaptations as resource frontiers are reached and shortages appear inevitable.



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Examiner Tip

Use all the space available

Question 3(a) (i)

There were some curious errors on this question. The figures were not difficult but obviously a small but alarming minority did not believe that the United States was in North America. Others nominated Australia as a North American country - this did not appear to be well correlated with performance on other parts of the paper.

Question 3(a) (ii)

As with the previous question some odd errors emerged. A number of candidates answered Spain thus discounting Ireland as a European country.

Question 3(b)

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.



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Examiner Comments

This answer outlines rather than explains two impacts of growing urban demand. If either 'large amount of money' or 'environment' had been developed further a second mark would have been awarded

(b) Explain **one** pressure resulting from a rising demand for urban living spaces.

(2)

More resource's need to be gained to build the living spaces
and this require's a large amount of money and will
also harm the environment



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Examiner Tip

Don't ignore the instructions to offer a given number of ideas or examples; in this case 'one'.

Question 3(c)

A few candidates took this question to mean advantages or disadvantages for the country rather than the individuals concerned but a larger number failed to develop ideas that they appeared to understand quite well.



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Examiner Comments

This is a typical response with several ideas included that needed just a little more development. '...about the community' means little as it is presented and it is not clear why '...an ageing population' is a disadvantage, and, if so, to whom.

(c) Using examples, explain the attractions and disadvantages of migration when people retire.

(4)

Spain is a good example of a place where the older people migrate to. There are many reason why they do this, it ^{might be} ~~is~~ because of the sun and weather and could also be about the community. However the disadvantages are that there will not be many popular attractions in the ~~area~~ and there will be an ageing population in that area. In Spain most ~~peo~~ ^{older} people live on the coast line. (Total for Question 3 = 8 marks)



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Examiner Tip

Avoid phrases that could mean almost anything. What about 'the community'?

Question 4(a)

Almost all candidates found two reasons for this being a cartoon about tertiary employment. Some tried to do this through the absence of evidence for alternatives such as 'this isn't a mine' which seemed unnecessarily cumbersome. There remain too many candidates who are under the impression that tertiary employment is generally more attractive and better paid than the other types available.

Question 4(b)

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'.



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Examiner Comments

This candidate takes the hint and offers two reasons for rising fuel consumption and identifies carbon emissions as a consequence.

(b) Describe **one** impact of industry on the environment in a rapidly growing city. be foreign
(2)

There is a lot more pollutants and carbon dioxide being given off to provide the fuel for the industries. As the industries grow they use more fuel releasing more emissions. They ~~need~~ have a higher consumption as more people are coming to the city and using ~~the~~ the fuel.



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Examiner Tip

If describing an impact or a process add as much detail as you can.

Question 4(c)

With any new specification there is a need to refresh the lexicon used in the classroom and this section of the specification has several relatively new 'concepts' and definitions embedded within it. One such is the idea of 'green' employment. For some centres the best way of presenting this, and other ideas, was to deliver a couple of small case studies to candidates to illustrate the changes.



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Examiner Comments

This candidate outlines how eco-friendly buildings can reduce resource consumption. It is a shame that the link to employment is not made more explicit for the 4th mark.

(c) Using examples, explain the potential for growth of the 'green' employment sector. (4)

In dunroop, there was a factory in the 1870's which was popular but in 1980 it closed down, it remained empty until 2002 when planning permission was granted to change it into an eco-friendly community, this building would then be reducing the amount of electricity wasted. Also in ~~Southampton~~ ^{Germany} they have developed eco friendly buildings from brown field sites which are better to work (Total for Question 4 = 8 marks)

as they release less pollutants, recycle and reduce the use of electricity. This is the growth of the green employment sector as people in tertiary and quaternary sectors can work in green buildings.

TOTAL FOR SECTION A = 32 MARKS



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Examiner Tip

Make sure that your answer addresses the key idea within the question clearly.

Question 5(a)

Amidst the largely positive responses there were some odd tautological answers to this question which were frequently drawn directly from the resource.

(a) Identify **one** piece of evidence suggesting that the eco-footprint of house C is large. (1)

The fact that it is in a developed country.



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Examiner Comments

This candidate simply restates the latter part of the descriptor in the box on Figure 5 as though it is self-evident that a house in 'a developed country' will have a high eco-footprint.

Question 5(b)

This produced many very full answers some of which went well beyond an 'outline'. The idea that answers should relate to government action rather than individual decisions was lost on some but most had good focus and clear ideas.

(b) Outline **two** ways in which local governments can help reduce the use of cars in cities. (2)

1 In London the government have a congestion charging scheme, so you have to pay to get in the city. This reduces use of cars as it is quite expensive.

2 There are pedestrian only zones in cities, so people will have to walk on foot in some places instead of using a car.

* (c) Using examples, explain how the growth of green consumerism can help reduce



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Examiner Comments

This was untypically long and spelt out both the policies and their impact very clearly.



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Examiner Tip

Focus on the question throughout your answer.

Question 5(c)

There was a marked distinction between candidates who had two or three well revised examples in the form of 'mini' case-studies here, and those who attempted to offer generic responses. Generally the former were much more impressive than the latter. These 6 mark questions were intended to allow stronger candidates to show off their understanding and their knowledge and, in this case, achieved that aim.



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Examiner Comments

This was typical of a strong candidate in command of the idea of green consumerism and with a well remembered case study to reinforce their answer. The focus on reducing eco-footprints is clear throughout.

*(c) Using examples, explain how the growth of green consumerism can help reduce eco-footprints.

(6)

Green consumerism is eco-friendly. It consists of things like buying the right amount of food you need, not unneeded food from local farmers markets, saving energy by closing curtains, getting double glazed windows ect. One example is Copenhagen. This city enforced a new scheme which was to ride a bike to most places eg: work, school, ^{approximately} 56% of Copenhagen uses a bike regularly to get to and from places, which reduces air pollution, traffic and congestion. ~~56%~~ (Total for Question 5 = 9 marks)

~~approx~~ Approximately 56% of Copenhagen recycles, which was another scheme introduced by the government. This saves space and does not fill up landfill sites with pointless waste. People were also encouraged to buy food from the local farmers market instead of buying food which would



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Examiner Tip

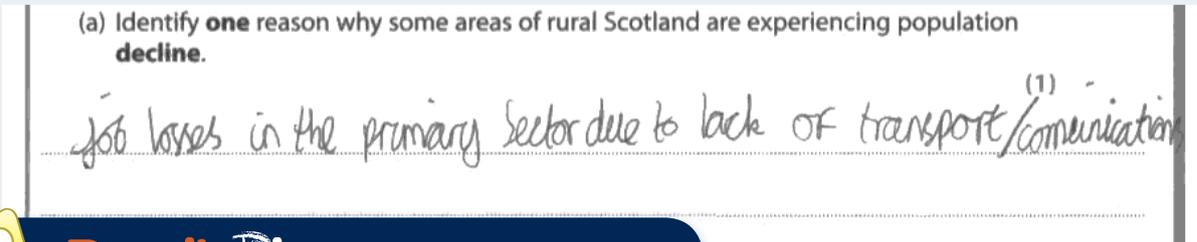
This question is about the reduction in eco-footprints and not simply a descriptive list of the action that people can take. Highlight the key phrases in the question and quickly read your answers through if you can.

Question 6(a)

Happily most candidates that missed the 'continuing job losses' saw that inaccessibility would ultimately lead to out-migration.



This candidate offers two answers, both of which are correct.



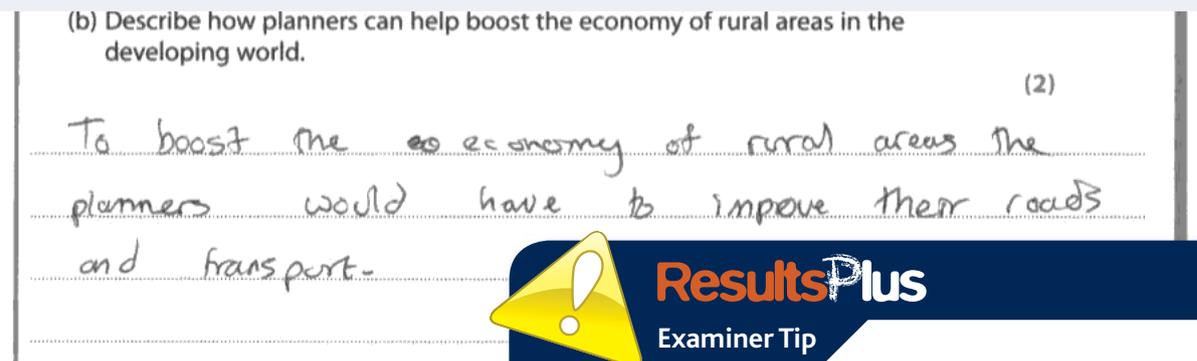
Be cautious about throwing too many answers at questions that ask you to select one 'reason' or example.

Question 6(b)

This produced a large number of answers that failed to develop a simple idea and thus stalled on 1/2. In order to help candidates think about rural poverty the question asked about 'developing' countries but in truth any legitimate planning idea was credited.



This was typical in that the idea of 'improving the roads' is legitimate but some link to 'boosting the economy' would have earned the second mark. 'Making markets more accessible' would have achieved this.



Don't rewrite the question in your answer - it wastes time.

Question 6(c)

Once again the question was firmly rooted in the specification and those centres who had carefully prepared candidates for questions involving the relationship between urban and rural populations and processes did well.



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Examiner Comments

This is a full response but too narrowly drawn for the top level. Even on this one theme more marks would have been awarded if the candidate had been more explicit about why 'rural communities cannot cope' and why services reduce when incomers arrive!

* (c) Using examples, explain why some rural areas are under pressure from urban populations.

(6)

Recently in developed countries, counterurbanisation has occurred as there are now more telecommuters, these are people who can work from home due to improved communications (for example the internet). These people are attracted to rural areas as they offer cheap, spacious housing, nice scenery and peace and quiet. However, many rural areas cannot cope with this increase of population as they had seen a drop in services and businesses from rural-urban migration in the past. Therefore some rural areas cannot provide these telecommuters with all the resources they need.

(Total for Question 6 = 9 marks)

TOTAL FOR SECTION B = 9 MARKS



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Examiner Tip

Try to offer at least two contrasting ideas when answering these 6 mark questions.

Question 7(a)

This was successfully answered by the majority of candidates. Many were very negative about these schemes



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Examiner Comments

This was unusually 'upbeat' but got the mark for the recognition that governments are at the heart of such projects.

Figure 7 – The Three Gorges Dam on the Yangtze River, China; a top-down development project

(a) Identify **one** characteristic of top-down development projects.

It is decided by the government and (1)
is generally good for core regions.

Question 7(b)

The question called for 'two different groups of people' and this proved to be challenging for the minority who instead outlined in some detail how local communities suffered as a consequence of top-down development. No specific information about the Three Gorges was expected although it was clear that many had looked at this scheme in some detail.



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Examiner Comments

This answer is a full response with several ideas about two different schemes. It is certainly enough to be awarded both marks but it isn't explicit about the different groups. It made more sense to take the 1. and 2. in the answer booklet as two different groups of people and not two different projects.

(b) Describe the **impact** of top-down development projects on **two** different groups of people.

Better infrastructure (2)
1. The san antonio / dam in Brazil impacted core (1) regions but did not help peripheral regions as their resources were eaten away
2. The three gorges dam in china has impacted people by providing more jobs but did not take into account of the local people's decision.

*(c) Using examples, compare the success of bottom-up and top-down development projects.



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Examiner Tip

Try to present your answers as clearly as possible.

Question 7(c)

The best answers presented two contrasting schemes and had positives and negatives to say about both. Locational detail was rewarded and, above all, helped candidates to focus on the issue raised in the question. Few had much to say that was negative about bottom-up schemes although some commented that by definition they were often small scale and thus could not address national or even regional problems.



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Examiner Comments

This is a generic response with very little locational detail other than 'in Africa' and a reference to the Three Gorges. But the candidate does have some awareness of the pros and cons of these schemes and with just a little more local detail or a qualification it would have been a Level 3 response.

* (c) Using examples, compare the success of bottom-up and top-down development projects.

(6)

bottom up is the governments asking civilians in a town what they want.

Top down is the governments ~~choose~~ choosing what they think the people need.

bottom up is good as it's asking the people what they feeling need e.g in africa they ask for somewhere they can use there can dig for power. It help the people in the town but doesn't help a large mass of people.

Top down is good as it makes a difference to alot more people. e.g three gorges dam provides power

(Total for Question 7 = 9 marks)

to nearby have a million helping alot more people. the disadvantage is its noisy and kills alot of fish.

Both the schemes are good but can also have some faults but both change people's lives for the better.



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Examiner Tip

When you conclude an answer try not to repeat yourself but try to qualify your key conclusion. Use 'Therefore...' and 'However...' if you can.

Question 8(a)

The use of 'such as this one' liberated candidates from any special knowledge of export processing zones and most concentrated legitimately on their coastal locations.



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Examiner Comments

This was a typical response

(a) Identify **one** reason why Transnational Companies (TNCs) are attracted to locations such as this one.

(1)

easy delivery of items and other things by boats



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Examiner Tip

'Identify' is a command word that does not require a long explanation

Question 8(b)

There was some confusion about the focus of this question with some talking about the benefits to the corporations rather than the countries and rather too many saw TNCs as benign benefactors which was frequently stated in terms of 'bringing wealth' without explicitly identifying how they did this. The command word was 'Describe and not 'State..' or 'Identify..'

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Examiner Comments

The idea of job creation is fine as is the second comment which does, in this case, qualify for the second mark because of the idea of boosting the economy through the inward investment.

(b) Describe **two** advantages that INCs bring to developing countries.

(2)

1 More work for the people living there

2 Will boost the economy because of the increase of wealth put into the country.

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Examiner Tip

Once again take care with the command words.

Question 8(c)

As in other areas of this report the importance of familiarising candidates with the vocabulary of the specification was highlighted by this question. Those who knew what the 'new economy' entailed could produce effective responses whilst those who had no knowledge of the term floundered. There were some candidates who missed 'developed' at the end of the question.



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Examiner Comments

This candidate clearly knows at least something about the 'new economy' and focuses on homeworking. They do broaden this issue to look at the impact on demographics and distribution but would have been helped into Level 3 if at least one other aspect of the 'new economy' had been touched on, however fleetingly.

*(c) Using examples, explain how the 'new economy' is affecting developed countries.

(6)

The new economy means that people in developed countries can work from home. This means that ~~people~~ ^{women} could have more children as they can balance their work and hence life. ~~people could buy~~ More people are now living in the countryside instead of having second homes there as they can work anywhere due to broadband and ~~the~~ the internet. This could decrease the ~~pop~~ urban population and with less commuters roads ~~are~~ are less congested decreasing ^{air} pollution. People in developed countries could become more isolated and workers less motivated. This could decrease companies' efficiency causing ~~a~~ a loss of jobs.

(Total for Question 8 = 9 marks)

TOTAL FOR SECTION C = 9 MARKS
TOTAL FOR PAPER = 50 MARKS



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Examiner Tip

Try to address at least two issues or processes in questions that ask you to look at impacts or effects.

- Successful candidates understood the issues
- Successful candidates followed the command words
- Successful candidates had useful examples to illustrate their understanding
- Successful candidates saw the significance of the keywords

Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	50	43	38	33	29	26	24			0
Uniform mark scale boundary	100	90	80	70	60	50	45			0

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