

# Examiners' Report

## June 2012

### GCE Geography 6GE01 01

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## Introduction

This paper contained some questions drawn from the specification that weaker candidates struggled with, for example: El Nino; climate change uncertainty, natural climate change; risk; global consumption. However, there were excellent answers from some candidates who impressed the examiners with the breadth and depth of their knowledge.

Fewer candidates appear to run out of time with each consecutive examination session and most scripts included a decent attempt at an essay question.

The most popular essay question, by some margin, was Question 7. Globalisation (Question 9) is usually very popular, but the emphasis on trade blocs may have acted as a deterrent on this occasion.

Most candidates managed to use data from the figure effectively in part (a) of their essay question, as they are required to do.

There was good use of topical news stories in some cases - with many references to the 'Arab Spring' in particular. Interestingly, very few candidates had anything contemporary to say about Europe (in the Mediterranean question, for instance). While it is not a requirement to showcase current affairs, examiners do like to see an awareness of major current geographical issues, such as the crisis impacting on southern Europe's economies.

At the bottom end of the cohort, there was a worrying increase in the number of scripts in which seemingly no effort was being made by the candidate to actually pass the exam - instead, silly cartoons or nonsense had been written.

### Question 1 (a) (i-ii)

Very few candidates realised this was a simple test of applying the disaster risk equation. Other good ideas were also credited by the mark scheme, such as links with ENSO.

(ii) Explain your answer to (i).

(2)

- It had the greatest shortage on record between 2002 and 2010.

- It is densely populated, so there is a risk of a hazard turning into a disaster. Because it's densely populated, more people will want to use the water for different purposes and it is more likely to be a drought.



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Examiner Comments

This is an answer that conveys clear understanding of the disaster risk equation.

## Question 1 (b)

Candidates had a poor understanding of El Niño and good answers were rare. There was clear evidence that students had been taught this but many candidates found it difficult to explain the El Niño phenomenon and did not score well on this question, raising questions of how much the actual concept is understood at the point of delivery. It suggests that centres need to better prepare candidates on this complicated topic, as a lot of confusion was evident. The majority were unable to sequence the El Niño cycle, and provided a string of statements about trade winds, pressure, 'sloshing' water and rainfall with limited coherence. Some candidates confused east and west in the Pacific and wind direction was not described correctly in some cases.

Even when El Niño was understood, there was sometimes a failure to make links with, or restrict the answer to, an explanation of drought. Many candidates scored 2 of the available 5 marks for a 'reversal' idea and definition of 'drought' (but little else).

A minority of answers were, pleasingly, very good. There were some very accurate explanations of the El Niño process, the best often being accompanied by diagrams.

(b) Explain how El Niño cycles can lead to drought. (5)

(occurs every 7-10 years)

The El Niño Southern Oscillation associates itself with changes in oceanic & atmospheric conditions in the Pacific. During an El Niño year the water circulation cell reverses and trade winds that would have blown east to west reverse and blow towards the Eastern Pacific (South America). This leads to very dry conditions in Australia & South East Asia. With little rainfall drought occurs.

Diagram illustrating the El Niño cycle:

- During an El Niño year, the trade winds reverse direction, blowing from South America towards Australia.
- This causes warm water to accumulate off the coast of South America, suppressing the cold ocean current.
- Simultaneously, high pressure builds up over Australia, leading to drought conditions.



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Examiner Comments

A nice (and rare) example of a candidate who used a diagram to support their answer (many mark scheme points are covered).

### **Question 2 (a) (i)**

Answers to this question were very poor on the whole. Few candidates seemed to bother to think about what the question - 'what is the long-term climatic effect of the changes shown?' - actually meant (clearly, the figure shows regular cycles of orbital change and the answer should relate to this). Enormous numbers wrote 'global warming.'

### **Question 2 (b)**

Generally, there was good understanding of how natural changes in the Earth's climate are caused by solar output and volcanic eruptions. However, it is important that candidates look at the allocation of marks and tighten up on their use of terminology to ensure they access all of the marks.

Most scored at least 1 mark by linking increasing solar output to warmer weather. Surprisingly many did not know what sunspots are and their effect.

More candidates fell down on the second half of the question, assuming volcanic eruptions lead to global warming, or volcanic dust somehow increases the planet's temperature. There were a lot of confused answers. The knowledge of key terms here was often not good at the weaker end of the cohort (e.g. 'rocks are thrown up when volcanoes explode').

On the whole though, this was a very accessible and straight forward question that was generally answered well. At the top end, there were excellent facts offered about sunspots/solar flares together with reference to specific eruptions.

## Question 2 (c)

Clues about what to write here were 'greenhouse gas' (suggesting a range of gases) and 'enhanced' (ideally, we would want to see data that shows what the natural GHG ppm concentration ought to be). Instead, too many candidates adopted an 'all I know about globalisation' approach which is unlikely to score highly in a 'world at risk' question testing knowledge of the first half of the unit specification.

Almost all candidates were aware that burning fossil fuels increased CO<sub>2</sub> in the atmosphere, however, too many answers stopped here (albeit with a great deal of additional description of 'planes, trains and automobiles'). Significant numbers were able to talk about methane (normally referring to agriculture but occasionally landfill as well). CFCs in aerosols and NO<sub>x</sub> were also described by a minority.

On this occasion, relatively few candidates erroneously made links with ozone depletion (an entirely separate issue) and very few commented on the relative strength of different GHG. Deforestation was another popular theme (although the loss of a carbon sink was explicitly mentioned by only a few).

(c) Explain how human activity has led to enhanced greenhouse gas emissions.

(5)

The burning of fossil fuels by humans has increased the amount of water vapour and CO<sub>2</sub> in the atmosphere. Also the farming of rice crops in wetland in places such as Bangladesh has caused more methane being produced contributing to more greenhouse gas emissions as the population of these countries grow. MNCs developing such as China and India open big industrial power stations which release great amounts of CO<sub>2</sub> leading to enhanced greenhouse gas emissions. For example in India they expect greenhouse gas emissions to increase 70% by 2020.



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**Examiner Comments**

This is a concise, idea-rich answer that scored plenty of point marks.

### Question 3 (a) (i)

Many errors were made by candidates answering this question. A majority assumed they needed to identify the greatest range rather than the highest maximum.

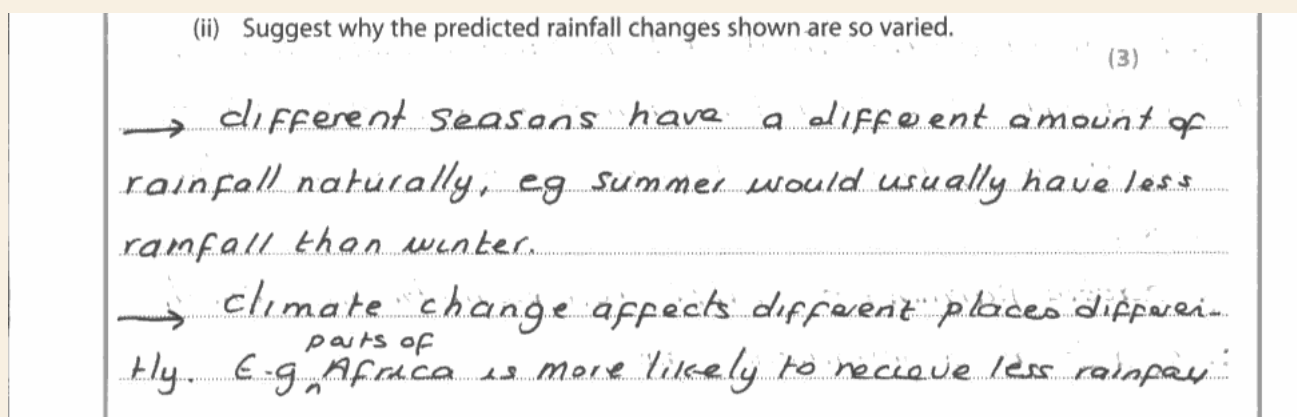
### Question 3 (a) (ii)

There was little rigour on display here. Few candidates seemed to see that 'climate change' is not the same as 'global warming'. One would expect an A-level geography cohort to be able to make more basic statements about general uncertainties over heat, evaporation and condensation (especially given the major debate over rainfall projections for the Sahel in Africa, a compulsory case study), but this was not the case.

This question was instead poorly done on the whole with many candidates not focusing on the reasons why the predicted rainfall changes were so varied. Instead they merely described the variations or became preoccupied with seasonality rather than the bigger issues.

A great many candidates asserted that predictions simply can't be trusted, rather than interrogating the uncertainty of existing IPCC science. There was little specific mention of the ITCZ or other more technical hydrological ideas.

The better responses – relatively few in number – considered the uncertainties of climate change with policy and behaviour leading to the different scenarios. A very small number did refer to the IPCC range of scenarios.



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Examiner Comments

This was a fairly typical response from candidates possessing no real understanding of the big issues for climate change projection-making.



(ii) Suggest why the predicted rainfall changes shown are so varied.

(3)

One reason is that other factors also play a part such as the Inter-Tropical Convergence Zone which is also partly responsible for rainfall and it is hard to take into account. Also, it is hard to predict climate change as ~~future~~ future mitigation schemes are unforeseeable. As well as this ~~positive~~ feedback systems may speed up or decrease the impact of climate change.



**ResultsPlus**  
Examiner Comments

This is an example of a good answer that examiners would hope to see at AS-level.

### Question 3 (a) (iii)

This question was generally answered well.

Most answers were based around agriculture – a standard response being that climate change will reduce yield/crops so Africans will have less money. This was described with various degrees of accuracy/precision and some were able to exemplify e.g. flowers in Kenya, cocoa in Ghana. The best answers picked up on 'across Africa' and dealt with the costs of both drought and flood in different locations.

Positive and negative impacts were often used as a way of structuring the better answers or else a wider range of costs / sectors of industry were mentioned. The economic impact of disease was described by a few – malaria in almost all cases (used either as 'sick people cannot work' or 'greater health costs'). A very small number referred to storms/floods and possible economic impacts on coastal cities (Lagos).

Weaker candidates lacked an economic focus and strayed into environmental impacts. Their answers included impacts such as 'the crops fail' or 'crops flood' or 'livestock die', which was not enough to score marks. Weaker candidates must be reminded of the breadth of economic activities in Africa's NICs (north African states and South Africa), such as tourism, call centres and manufacturing plants.

(iii) Suggest possible economic impacts across Africa of the changes shown.

(4)

In Africa 70% of the population are subsistence farmers, a reduction in rainfall will mean ~~that~~ failure of crops and farmers may not produce greater yield of crops ~~and~~ meaning a drop in income. A temperature rise will cause diseases like malaria to increase and this will mean more money must be spent on disease aid programmes. The temperature rise will cause widespread famine and the government will appeal to economic help and the country is already in a state of unpayable debts.



**ResultsPlus**

**Examiner Comments**

This is a broad answer, with some creditable details, which is well-focused on economic costs.

(iii) Suggest possible economic impacts across Africa of the changes shown.

(4)

The amount of rain will become too unreliable and farmers cannot predict seasonal changes as often. Chances of Drought will increase in seasons such as Summer and Autumn. This will mean farming will become too hard and farmers will migrate to the coastal areas to take up fishing. This can cause overcrowding and a strain on ~~shared~~ resources which in turn will mean people will end up living in slum conditions.



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Examiner Comments

This is a very generalised account of farming and slums, with no actual links made to economics.

### Question 3 (b)

Most candidates seemed to understand what was meant by 'food insecurity', but the global scale of the question proved difficult for many. Almost all candidates wrote about global warming rather than the fuller range of risks associated with climate change, such as changes in hurricane frequency and intensity.

The better candidates, however, tackled this well and could even make links between affected areas of agriculture and the failure of global food supply chains, they were able to describe a range of risks including desertification and storm surges. Some answers looked usefully at the Arctic or chose strong supporting examples from their Africa case study. The candidates who did tackle this question well generally used a range of good examples to strengthen their ideas and consequently gained additional point marks.

(b) Explain how increasing climate risk contributes to rising food insecurity at a global scale.

(5)

A decrease in rainfall in areas like North Africa will erode soil, decreasing crop supply. An increase in deaths in livestock due to dehydration, shown by droughts in Summer of 2011 in Sub-Saharan. Temperatures in the Arctic are rising twice as fast than around the world. This reduces sea ice, increasing sea levels which will drain lakes & affect fish supply such as lake trout. Animals dependent on sea ice such as caribou & polar bears will decrease, reducing protein supply for Indigenous people such as Inuits.

(Total for Question 3 = 13 marks)



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Examiner Comments

This is a very well-written account with a range of ideas and evidence.

## Question 4 (b)

This was a relatively straight-forward question that many candidates scored 2 or 3 marks on. Candidates generally recognised the profit motivation for sourcing raw materials from the cheapest / most accessible locations (usually linked to cheap labour or perhaps lack of tariffs in trade blocs). The best answers commented on the 'wide variety' aspect, for instance, in relation to seasonal foods sourced by TNC supermarkets and food chains.

Few candidates had much of an idea of global networks and supply chains for assembly industries. Instead they tended to list locational factors and thus implied the need for a range of places.

Weaker candidates merely asserted that TNCs operated in many places 'because it is cheaper' without explaining what exactly made it cheaper (e.g. details of cheap labour, use of financial incentives in EPZs etc).

(b) Why do many TNCs source what they need from a wide range of places?

(4)

The USA has 139 of the world's TNCs they outsource staff in NIC (newly industrialised countries) like BT who's headquarters are in the UK but NIC countries like China & India has large populations where labour is cheaper. They source their materials like coffee from Africa where the climate is more suitable for growing & that there are trade blocs like NAFTA so source from Mexico so tariffs and export taxes are reduced.



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Examiner Comments

This is by no means 'perfect' ('from Africa') but is nonetheless a strong answer that merits 4 marks for the range of ideas and examples.

## Question 4 (c)

The majority used the term 'glocalisation' to gain a mark (a few candidates even used the term 'hybridised' and explained its meaning!). This appears to be a well-understood and liked topic which the full range of candidates relate to easily. Most responses focused on religion and culture with exemplification of TESCO wet market and fast food (McDonald's meeting the needs of Halal or vegetarian customers). Other exemplification included Disney, Marvel and film characters. The profit motive was frequently explained and better answers also referred to the growing affluence of emerging markets in NICs.

Weaker responses tended to be overly anecdotal or lacked accuracy (there were many errors in the religious references, typically Muslims requiring Kosher food).

## Question 5 (b)

In part 1, the best answers considered population size, affluence and political freedoms / safety as possible push factors. Many candidates could recognise the proximity of Morocco and some developed the idea of stronger post-colonial links for some countries triggering excessive migration. Some candidates successfully applied their 'geography in the news' knowledge of recent conflict and politics in north Africa.

In part 2, most candidates identified illegal entry as the key reason and some picked up on the Egypt 'anomaly' shown. Many considered the ability of border controls / technology to record movement and the relative efficiency of north African and EU border staff.

Weaker candidates referred to the 'size of the arrows' rather than using the figures. It was a shame that more students did not use the scale provided to make estimates of specific distances (a geographical capability that was sorely lacking).

Too many candidates wrote about 'boarder controls' and the spelling of immigration and emigration is still poor. Candidates should also have looked closely at the number of marks available, in order to provide three points for each part of the question.

(b) Suggest why:

(6)

1 the migration flows vary in size

Different North African countries have different conditions: poverty and civil war in Algeria might be stronger 'push' factors than the relative affluence and stability of Egypt in 2008. Some governments might make more efforts to stop emigrants leaving. Some African and European countries are closer to each other.

2 the recorded out-migration and in-migration numbers differ.

Not all migrants will leave their countries legally. European countries have more efficient ways of counting people arriving. Some migrants die on the journey across the Mediterranean.



**ResultsPlus**  
Examiner Comments

This is an example of a high-scoring answer with a range of sensible suggestions.



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Examiner Tip

It is surprising the candidate did not write more in part 2. After all, there are 3 marks available for each part. Always check the available marks and calculate how many points you need to make!

## Question 5 (c)

The responses to this question were, on the whole, disappointing, especially when one considers the fact that it is a compulsory case study. The information candidates presented frequently lacked detail and was often very generic. Many answers were superficial and unsubstantiated, for example referring to 'the weather', 'the lifestyle' / 'lower cost of living' / 'relaxing', rather than providing specific evidence. Many candidates made inferences as to why this area was attracting migrants but too many focused on the push factors for other places.

The standard acceptable response involved a warmer (not 'better') climate with links made to retired people exiting the UK. A few were able to suggest that visa-free travel and ease-of-travel were factors while others referred to specific savings (e.g. housing costs in Spain).

Some candidates commented well on English ethnic enclaves or Catalan culture. A few excellent up-to-date answers adopted an evaluative style, recognising that the 'pulls' are now less pronounced due to the Eurozone crisis.

(c) Explain why Europe's Mediterranean coastline attracts migrants from **within** the EU.

(5)

The lifestyle that Mediterranean people have attracts people to the coast. The climate would also attract people from within the EU. Also if people have been on holiday to somewhere Mediterranean like Spain then it may make them want to move there.



**ResultsPlus**  
Examiner Comments

This is a poor answer, full of half-finished thoughts. (What does 'the climate' mean? Or 'the lifestyle'?)



beauty cheap cost like minded cheap flights no language  
(c) Explain why Europe's Mediterranean coastline attracts migrants from **within** the EU. (5)

and Germans  
Retired people from Britain are attracted by the hot, less harsh  
climate - which is 10°C hotter than the UK's climate. Also, the  
landscape is very picturesque. The cost of living is cheaper -  
most people go to the Costa del Sol in Spain where there  
are ~~750 000~~ <sup>750 000</sup> Brits living permanently. Cheap short haul  
flights with companies such as Easyjet and Ryanair  
mean that it is easily accessible. Properties are cheaper and  
the retired people can live in communities of like-minded  
people where they don't even have to learn the language  
because so many English people live there - in San Fulgencio  
(in Spanish). 80% of the population is non-Spanish.  
(Total for Question 5 = 12 marks)



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Examiner Comments

In comparison with the previous response, this is far better.  
A range of supporting data is used - as one would hope to  
see, for a compulsory case study.

### Question 6 (a)

This was mostly answered well and the majority of candidates could state two coherent concerns (though single words such as 'eyesore' were not credited - for whom, one might want to be told?).

### Question 6 (b)

Recycling was the response of almost all of the candidates with a very small number using incineration. Most were able to find two ways in which concerns were reduced - reduced fossil fuel / resource use typically, with disease or methane release additionally mentioned by some. Very many suggested 'less landfill' as the benefit, which was not credit-worthy within the context of the question as a whole.

A minority of candidates described their strategy (different coloured bags for plastics and tin, for instance) and did not sufficiently explain how it reduced environmental concerns. Others wrote at length about recycling strategies in Mumbai or Curitiba but without answering the question.

Geographical terminology could have been better used and there were some very vague statements about landfill 'harming' animals.



## Question 6 (c)

Answers to this question were polarised. Good candidates grasped that economic globalisation goes hand in hand with consumption for two reasons. Firstly, supply chains drive down prices for consumers, boosting sales, profits, feeding back into innovation (quaternary sector) and even more consumption. Secondly, as wages rise (in 'the Fordist periphery', as some very well-taught candidates noted), new markets emerge (this is a vitally important idea to carry over from Unit 1 to Unit 3 in relation to sustainability concerns across a range of issues).

Many candidates referred to a 'throwaway society' and constant upgrading of electrical items. Some mentioned how increased consumption of fossil fuels occurred as a result of increased transportation. Some identified price and increased wealth but often in relatively vague terms.

In weaker answers, many candidates translated 'consumption' to refer to more food being eaten and in some it was often difficult to identify the link between globalisation and increased consumption.

(c) Explain how globalisation has led to increasing levels of consumption around the world.

(5)

Globalisation has allowed the trade between countries and removal of borders. This allows different foods or products to be available everywhere (such as coffee imported from Ghana). This allows the public to consume a wider variety as well as higher volume of goods. Manufacturing of goods from TNC's using overseas workforces (such as Nike's factories in Vietnam) allow cheaper production costs therefore allowing the product to be cheaper. This enables more people to be able to purchase the product. The use of internet allows the sale of goods from foreign countries, therefore increasing consumption.



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Examiner Comments

This is a good answer that really gets to the point.

## Question 7

This was the most popular essay question. **Part (a)** was very accessible with candidates being able to identify different factors causing different outcomes for various earthquakes. However, candidates needed to go beyond the simplistic 'LEDC/MEDC' contrast to access the top level and often they did not do this. The question interpretation was thus more along the lines of why some areas were more vulnerable than others.

Non-wealth-related but hugely important ideas such as population density, depth of focus and time of day were also mentioned by some, although very few were able to apply these reasons with any precision, remaining generalised and relatively simple. Prediction and evacuation were often mentioned, presumably in relation to volcanoes (as earthquake prediction science is not good enough, though many do not appear to realise this).

The table was referred to by almost all candidates, which is important for Level 3 marks to be attained.

Some candidates drew on their own case study knowledge (most compared Haiti with Chile but reference to Bam and LA added breadth). The disaster risk equation was used in approximately 40% of answers.

Overall, candidates should be reminded to use a wide range of examples of their own, plus the figure in the examination booklet to help boost their marks.

### Part (b)

The majority of candidates described the hazard risks with better answers getting onto the explanations – the term 'hotspot' was used well generally. There was detailed knowledge shown of the subduction zone, the development of hurricanes and the factors involved, the human aspects, deforestation, and over population of the coastal zones.

The best answers gave very specific details of the hazard risks particular to the Philippines. For example, the explosivity of the andesitic volcanoes, the details of the sea surface temperatures and coriolis force leading to the formation of typhoons. They also made good use of over-arching case studies such as the Guinsaugon landslide to illustrate the multiple hazard nature of the country (this case study is a useful one to demonstrate how the combined meteorological and tectonic hazards in the Philippines can be so deadly).

Weaker candidates sometimes took the 'all I know about the Philippines' approach rather than focusing on physical aspects. Weaker answers were often list-like and lacked explanatory depth.

A photograph of a handwritten student answer on lined paper. The text is written in cursive and discusses the relationship between wealth, economic status, and the damage caused by earthquakes. It states that the strongest earthquakes aren't always the most costly, but the main reasons are related to the wealth and economic status of the country. It concludes that more economically developed countries (MEDCs) suffer the least amount of damage, even if the magnitude of the earthquake is high.

a) There could be many reasons as to why the strongest earthquakes aren't always the most costly, but the main reasons are probably to do with the wealth and economic status of the country in which they occur. In general, it is the more economically developed countries (MEDC's) that suffer the least amount of damage, even if the magnitude of the earthquake is high. The

less economically developed countries (LEDCs) are the ones that usually suffer the most damage.

For example, when looking at Figure 7, Haiti, by far is the most costly earthquake recorded, with around 230,000 lives lost even though it is not the strongest earthquake recorded, with a magnitude of just 7 on the Moment Magnitude Scale (MMS). This is because Haiti is an LEDC, with less well built buildings and infrastructure that could collapse at the smallest shake. If



### ResultsPlus Examiner Comments

Answers to part (a) essays that are more like a good Section A response (lots of different points made) are more likely to score highly. Although this response scored well in the end, just look at how few ideas appear on the first page - basically it takes an entire page to tell us that LEDCs have poor buildings because they are poor (which is in any case an over-generalisation).

Additional<sup>y</sup> The impact of other <sup>secondary</sup> hazards can also be a feature. For example the Sichuan earthquake in 2008, caused several landslides. This secondary hazard led to a higher social cost, than expected. Furthermore geographical location of the hazard is also important. Some earthquakes are very strong, but are not near urban areas, so therefore their effects are minimal. Yet again, that is why the strongest earthquakes are not always the most costly.

On the other hand, it can be argued that generally the greater the earthquake the greater the cost. As regular earthquakes, that achieve between 1-3 on the Richter scale, pose hardly any threat to anybody. Nevertheless the disaster equation's <sup>aspects</sup> are usually accountable for and concluding that was why not all strong earthquakes have the highest cost.



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Examiner Comments

In comparison, this response offered a range of shorter ideas and didn't get bogged down in 'LEDC vs MEDC'. This script scored 25/25 overall in Section B.

## Question 8

### Part (a)

The best candidates used the source to help structure their work, generally around countries' levels of development (and references to Kyoto and more recent climate change talks were made by some). Those who identified NICs and MEDCs were able to go further linking impact and resilience to the attitudes. The standard response was based on 'MEDCs are not going to be affected and have the resources to cope whilst NICs need to develop but will be impacted and do not have resources to cope'. The quality of responses reflected the wider awareness of the candidates of the highly topical global context of climate change governance.

Weaker candidates merely described the figures in the table but did not attempt to explain them. Candidates should be encouraged to look for a pattern and also to look for the clues that appear in the figure (for example, these countries were clearly grouped as MEDCs/BRICs and that was where the main differences lay).

### Part (b)

Most candidates were able to explain how and why the impacts of global warming are unfair, focusing on the 'losers' in the 'LEDCs' and 'winners' in the 'MEDCs' (again, a default setting of only two global groups appeared in many answers, despite part (a) clearly flagging up NICs, or BRICs as they are sometimes referred to). The best answers referred to specifics about the impacts in different parts of the globe such as Tuvalu, Kiribati, Arctic, Sahel region and Bangladesh (for example, by providing specifics about Arctic ecosystems or the influence of thermal expansion on low-lying areas such as the Maldives).

Weaker candidates were less able to explain well why the impacts were uneven in a specific geographical sense and wrote generally about rises in sea level and increased weather hazard frequencies. They were less likely to explore patterns between the polluters and those most affected by climate change in order to explain why the impacts are unfair / unjust. Indeed, many did not, explicitly enough or at all, cover both aspects ('uneven' and 'unfair') of this question. This meant that their answers were not comprehensive enough and it was difficult to award the higher levels.

to increase as the sahel region becomes more Arid. Also, as Africa has an inadequate healthcare service due to lack of trained professionals and lack of investment, this scenario will become worse as water and vector borne diseases such as malaria increase due to a warmer climate. The health system already 80% relies on plant remedies as they are cheaper than mass produced drugs; however, these plants may become extinct due to unprecedented climate change effects. All these factors are hard to deal with in



an MEDC; therefore, there is huge injustice as Africa is already in poverty due to the 3<sup>rd</sup> world debt making it impossible for them to invest in mitigation strategies.

Also, the Arctic is suffering unfairly as sea ice is melting, by 2030 there is predicted to be none left and already 40% of the permafrost has melted. This will effect hunting and fishing for the indigenous people and lead to exploitation of oil reserves. The effects evident in the Arctic are disproportional to the amount of human activity that causes climate change in the Arctic.

Even though some developing countries such as China and Brazil (part of BRIC) have suffered effects of global warming they have the



**ResultsPlus**

**Examiner Comments**

This is a great answer with a very strong focus on 'uneven and unfair'. It was good to see NICs ('BRIC') as well as MEDCs in this answer. There is good use of case study evidence too.

## Question 9

### Part (a)

This was the best answered of the part (a) questions. Many candidates used the resource well and were able to refer to their own examples of internal or international migration easily. A few ventured to other cities as comparative case studies (Mumbai / London / Mexico City). Links with TNCs were made well and specific examples cited from candidates' own knowledge (such as Apple).

In weaker responses, almost all candidates could define megacities but many struggled to identify a decent range of pull factors to megacities that could be linked with globalisation. Most described rural to urban movement as a product of 'better' jobs but the link to globalisation was not always very clear.

### Part (b)

The best answers were a pleasure to read. They showed some understanding of how comparative advantages can be exploited within a free trade model thus driving global trade (albeit on a continental scale within trade blocs). Others appreciated that the growth of TNCs, such as Unilever, is fostered by trade bloc formation. Some even took an evaluative approach (where the trade bloc 'contribution' was expressed as hindering, and not just helping, globalisation - as some external countries can't gain access to trade bloc markets).

In many essays, the role of technology was well explained (sometimes chronologically) but trade blocs were more commonly misunderstood. For example, OPEC was often included (which is most definitely not a trade bloc) and many just wrote about the free movement of people (where the EU is the exception, not the rule) rather than taxes / tariffs / quotas.

Technology content usually focused on internet applications with some developing this to include transport and containerisation, which was good to see.

In weaker answers, the command 'explain how' was not addressed and there was little use of case studies / exemplification, other than 'the internet', to support answers.

Trade Blocs are groups of countries who sign agreements on how goods should be traded between their nations. For example the EU is a Trade Bloc this involves nations like the UK, Germany, France, Italy and others. Trade Blocs have made it easier for businesses to sell their products in other nations. The companies such as Tesco have found it easier to trade in other EU nations e.g. Poland. This is one way in which



**ResultsPlus**  
Examiner Comments

This response shows very superficial knowledge of trade blocs and how they drive globalisation.



technology advancement. Trade blocs also have a large part to play in a rapidly globalising world. For example the NAFTA (North American free trade agreement) reduces tariffs and taxes on trade between Canada, Mexico and the USA. This allows trade to flow freely between countries. These trade blocs also encourage the movement of TNCs which set up in trade blocs for increased profit on trade. For countries in trade blocs it allows them to gain comparative advantages so they can specialise in one particular sector of industry eg Mexico in the NAFTA trade bloc has specialised in manufacturing everyday household items which has increased its overall profit gained from trading. This can increase the wealth of a country and encourage it to trade more with other countries for things it is not so good at manufacturing which increases the amount of global networks a country makes and ~~increases~~ contributes to globalisation. This profit therefore means the country can move out of one category eg LDC and into a NIC country eg India which now makes use of advanced technology and telecommunications to trade with other nations. ~~The wealth~~



### ResultsPlus Examiner Comments

In contrast, this response shows a much more mature grasp of the topic and the conceptual links with globalisation.

## **Question 10**

### **Part (a)**

Commonly, responses dealt with the arrival and impacts of young adults from Polish backgrounds. Many candidates seemed to focus on either the structure or characteristics therefore making it difficult to award the higher marks. Some struggled to use the numbers in the table. Many responses lacked coherence and structure, and use of the figure was either very partial or entirely over-whelming!

Weaker candidates sometimes seemed confused by the resource (confusing babies born of mothers from overseas with actual overseas births).

Better answers referred to how these changes might shape the country in the future and made good use of concepts like the dependency ratio.

### **Part (b)**

Most responses could describe a chronology of migration to the UK since 1945. Those candidates who had prepared for this question generally did well. At the higher end, there tended to be evidence of a plan, and if timing was an issue this often proved to be helpful in raising the final mark. Some Level 4 candidates described where communities had developed in the UK and a few showed excellent knowledge. Some referred to both voluntary and forced migration.

Many candidates reaching half marks typically did no more than list different groups and the weakest answers lacked any real evidence / information ('workers came from the colonies') or tended instead to only consider the most recent EU immigration wave with a big focus on Poland. A few did focus on out-migration rather than in-migration so scored poorly overall.

## Paper Summary

This will be an interesting paper for centres to review using ResultsPlus. There were some glaring weaknesses in candidates' ability to deal with certain topics, and teachers may wish to see if their own cohort struggled with any Section A questions. Of particular note were:

Question 1(b) - El Nino and droughts

Question 2(b) - widespread misconceptions about the role large volcanic eruptions have played in 'global dimming'

Question 2(c) - some candidates persist in dragging ozone depletion, very wrongly, into an account of GHG emissions

Question 3(a)(ii) - very little proper knowledge of the precipitation projections of the IPCC

Question 3(b) - candidate insecurity with the topic of food insecurity

Question 5(c) - poor delivery of push and pull factors, with weak evidence

Question 6(c) - lack of familiarity with consumption, a key concept for globalisation studies

Question 9(b) - superficial knowledge of how trade bloc rules stimulate the growth of TNCs and global trade.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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