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Examiners' Report January 2010

GCSE Geography 6GE01

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Geography A 6GE01 Global Challenges

General Comments

As might be expected, the third sitting of 6GE01 showed signs of centres and teachers bedding down more comfortably with the new Specification and its examination. There was far less evidence of candidates running out of time on account of writing too much in Section A.

Relatively fewer scripts were returned to Edexcel with extra sheets attached in support of Section A answers (a time-wasting practice which really is to be discouraged). For the most part, candidates provided concise answers to Section A and appropriate-length essays in Section B. The entry was for the most part comprised of Year 12 students taking an early entry – and who are to be commended for the significant step-up in learning from GCSE that they have completed in just months.

There was pleasing evidence of increased familiarity with the key terms and concepts of Unit 1. It is wide-ranging paper demanding considerable breadth of knowledge. The best-scoring candidates – and there were many – displayed no discernible knowledge gap and had clearly worked diligently throughout the whole first teaching term of their academic year before revising thoroughly for this paper. In contrast, those candidates who were under-prepared for the exam typically exhibited 'blind spots'. A number of these were often held in common:

- Adaptation (Q3) – large numbers (perhaps as many as one-third of the cohort) either omitted this question or misunderstood the word (and wrote about carbon-reducing mitigation efforts instead).
- OPEC (Q4) – many candidates lacked familiarity with this global grouping of nations and either omitted any mention to oil at all or erroneously described the OECD grouping.
- El Niño (Q7) – the fact that only just over a quarter of candidates attempted the usually-popular Q7 suggests widely held unease with the El Niño phenomenon; weaker answers typically exhibited fundamental insecurity with the concept.

Section A

Section A tests candidates on their breadth of knowledge across a wide range of human and physical 'global' themes. Generally, most candidates acquitted themselves extremely well in terms of demonstrating a wide knowledge base. Consequently, it was a pity that many still made elementary errors of question interpretation, notably the 'classic' pitfall of explaining when asked to describe.

Large numbers embellished their description of hurricane distribution (question 1b) with un-wanted explanatory details ("the hurricanes are found over areas of warm water"). Filling their answer space with extraneous facts, key aspects of the distribution were too often omitted by these candidates. Lack of precision was also manifest. Many described the hurricanes as near/around/by the equator. Sometimes this was enough to just warrant a basic mark; but in other cases, examiners could not justify awarding any credit at all. Year 12 candidates need to be consistently reminded of the importance of precision when responding to questions.

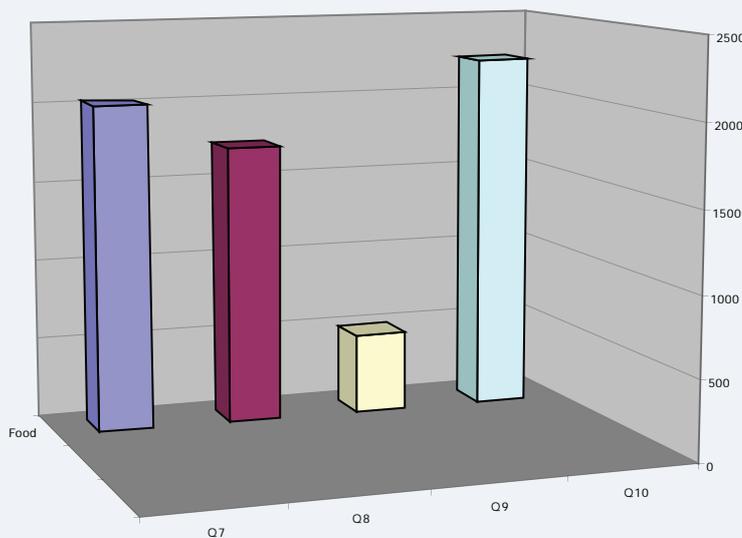
Another common weakness was the lack of details provided in answers other than those that related to compulsory case studies (where candidates were perhaps more likely to have been tested by teachers on specific recall of facts). In the context, a good exemplar for teachers to use in revision classes would be question 5 (c). This question asked for explanation of the role improved health and hygiene have played in increasing life expectancy in the UK. Almost all candidates' answers correctly asserted that health care has improved and vaccinations have been introduced. But fewer could provide supporting details which would have been point marked – such as improved screening for Breast Cancer, or the identification of measles as a reason for vaccination (examples of strong and weak answers to this question are provided below on page 9).

When completing homework, some of our own candidates enjoy showing us how much they know about a subject and will write far more than they have been asked to. Please remind them that a public examination is not the time to do this. Only a finite number of marks are available for each question. Candidates need to be continually reminded that they are not expected to fill all of the answer space provided – and they should certainly not need ever to exceed the space provided, unless their handwriting is unusually large.

Section B

For the first time, there was a relatively even spread of essay attempts in Section B (with the exception of Q9). Perhaps this reflects growing teacher confidence in delivering 'Going Global' - or even filtering down of comments made in recent examiner reports that the usually-popular question 7 is not always the most suitable question for certain types of learner to attempt (ie in some sessions it may be that a more conceptual or theoretical piece of writing is demanded, rather than an issues-led inquiry). However, the most likely explanation in this instance is likely to have been that fact that question 7 required firm knowledge and understanding of El Niño events; while questions 8 and 10 offered very student-friendly resources (notably Q10).

Popularity of essay questions marked online



There is some variety of styles adopted in the resources used to support Section B questions. While some resources contain substantial chunks of descriptive information other do not. Candidates need to be aware that the presence of material that can be copied out verbatim does not make a question 'easier'. Examiners will only ever reward a certain number of marks for a 're-write' no matter how elegant it appears. For a good level 2 or level 3 mark, examiners need to be convinced that candidates are using their own ideas in section (a) of the essay questions.

**ResultsPlus****Examiner Tip**

Commenting on the performance of weaker candidates, one experienced examiner noted that: "I had the impression that candidates understood more than they were able to clearly express. Many would benefit from teaching styles which had communication skills as one of the specific aims. For example, the use of systems diagrams, spider diagrams, flow charts, annotated diagrams. These would assist both clarity of analysis and expression, aid understanding and would be useful in planning or supporting an answer."

Comments on individual questions

Question 1

Most candidates had an understanding of the basic principles underpinning the distribution of this major hazard type (hurricanes). The key idea of warm oceans providing heat, moisture or energy was conveyed by the majority of responses to part (c); the best answers gave an additional detail, such as the heightened strength of the Coriolis effect away from the equator (although knowledge of this was not essential for full marks).

Part (b) was surprisingly poorly-completed by many, despite descriptive 'distribution' questions being something that many will have practised at previous Key Stages. Many candidates confused location (lists of place names) with more proper distribution (comments that provide a useful geographical / spatial overview such as "north and south of the equator but not actually on it"). This sometimes allowed them to gain a mark for noting the oceanic occurrence of hurricanes but nothing else. Very few remarked on the north / south divide in occurrence. Differences in intensity were also not often mentioned despite being clearly signposted by the resource.

Part (d) was generally well done. It is clear that candidates know their hazard hotspots! Many candidates gained marks through reference to the Philippines' vulnerability as a low-income country, showing that they clearly grasp the concept of disaster (and its human dimensions). Some mentioned secondary hazards, notably landslides or mudslides triggered by heavy rainfall or slope failure. Lack of precision sometimes cost them marks (eg stating that "the majority of the Philippines is lowland" rather than noting that "people live on the coast"). Better candidates avoided these problems and displayed better place knowledge (with frequent reference to Mt. Pinatubo or the Boxing Day Tsunami and Banda Ache).


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Examiner Comments

The first example scored full marks. It shows the candidate has a clear understanding of what is required by a question that asks for a global distribution to be described. The comments are properly geographical (in other words, they provide a clear summary statement of the broad spatial spread of this hazard across the globe). The second example managed to score a mark but not without also wasting a great deal of the candidate's time. Superfluous explanation and impacts need wading through by the examiner.

(b) Describe the global distribution of tropical cyclones.

(3)

Most of the tropical cyclones occur in the northern hemisphere of the world, however there are a few in the west of the southern hemisphere. Although, nearly all but a few exceptions occur within either the tropic of cancer or the tropic of capricorn. Lastly, there is one anomaly on the east coast of south america where there has been a category one tropical cyclone.

(b) Describe the global distribution of tropical cyclones.

(3)

Cyclones occur in ^{large} regions of where sea were hot and cold air are colliding leading to the creation of convection cells which later creates a strong storm. Cyclones hit areas such as Bangladesh (travel from sea) and hit it during the summer. Cyclones bring heavy rainfall and winds which can cause flooding and damage to houses and farmland (affecting economy).

Question 2

Most candidates gained two marks in part (a); the majority had the word “fluctuating” in their wordstore and deployed it well here; where marks were lost it was for blandly stating that CO₂ has simply “risen” recently (and not attempting to quantify this or at least add a qualifying adjective such as “steeply” or “dramatically”).

Good responses to part (c) provided two detailed or quantified comments as in the example shown below which received full marks.

(c) Describe **two** recent environmental changes that provide evidence for global warming.

(4)

1. The island of Tebu has completely disappeared, it is part of a group of islands near the Philippines, rising sea levels have led to this island disappearing (being submerged by water).
2. Greenland is losing more of its ice sheet at a loss of 2m per year, the amount of water it has put back into the sea is greater than the amount of water flowing down Mt Kilimanjaro's tributaries. An increase in global temperature (2°C).

Weaker answers frequently limited themselves to simple statements about (i) melting ice caps and (ii) sea level rise. In neither case was any idea of the scale of the change provided, nor were named locations suggested of places where these impacts might be seen or recorded.

Some candidates usefully referred to processes to help their answer, rather than providing extended description (either approach was deemed acceptable). Thus some answers commented that thermal expansion was a likely reason why sea-levels were rising, thereby providing us with deductive evidence of climate change.

In part (d), the better answers explicitly commented on the completely unprecedented recent rise in CO₂ levels. A causal link with the onset of industrialisation and fossil fuel use was then made (although a generally hazy concept of time was often seen, with many conflating humanity's first industrial revolution circa 1750 with the more recent rise of the BRICs post-1960s). Most candidates gained half marks for a generic account of people's fossil energy use, or the practice of deforestation. But fewer could directly answer the question that had been set.


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Examiner Comments

The first response gained half marks by describing human activities believed to cause climate change. The second answer scored full marks as it addresses the question more directly and indicates why scientists have been able to make a causal connection between human activity and climate change - by addressing the starting date for industrialisation.

(d) Explain why the majority of scientists believe humans are responsible for today's high level of CO₂.

(4)

The human ~~popul~~ population is developing. There is an increase in development and so an increase in deforestation. Technology is used more and the new technologies emit high levels of CO₂. Transport is more common and is used daily. ~~Nearly~~ Nearly all house holds have more than one car and this increases the human carbon footprint. People can travel abroad so cheaply, at even £29. Flying is a major source of CO₂ which increases the CO₂ levels.

(d) Explain why the majority of scientists believe humans are responsible for today's high level of CO₂.

(4)

Because the last 200 years has seen an a sharp rise in CO₂ emissions which directly correlates to the industrial revolution (started in UK) and the commence of the combustion of fossil fuels. These fuels are known for producing CO₂ when burnt and the world's increasing population and they increased use of these fuels for development (rapid in the case of China, India) would appear to be the most likely theory.

Question 3

Few candidates struggled with either part (a) or part (b). Part (c) was also generally well-attempted, though many answers were rather generic in approach. Most candidates managed to provide at least two ideas. Typical themes included cost, time 'NIMBYism' or government and business attitudes. The best answers provided specific examples or details (for instance, the governance problem associated with establishing non-controversial sites for wind turbines).

Following the incline of difficulty through the question, part (d) differentiated to a far greater degree, providing some notably polarised responses. A large minority simply did not understand the term 'adaptation'. This is surprising because 'What are the strategies for coping with climate change?' is a Unit 1 inquiry question and a major teaching strand. The important distinction between adaptation and mitigation underpins every government response or climate change policy of any note. Yet many candidates developed their (often well informed and detailed) answers solely around strategies for CO₂ reduction. Of those who answered correctly, most provided answers of good quality, with frequent references to named places or the specifics of mitigation strategies used. Some effective responses were centred around a single case study, often Tuvalu (whose environmental refugees are heading New Zealand, while local strategies to deal with ground water salinisation are also being implemented). Other good answers referred to greater use of GM crops, water conservation schemes, land use planning policies as well as flood or coastal defences.

Key term refresh

- **Adaptation** means dealing with the consequences of climate change, for instance by strengthening flood defences.
- **Mitigation** means slowing global warming by tackling the underlying problem of the build-up of greenhouse gases, for instance by switching to renewable energy sources.



ResultsPlus Examiner Comments

This answer scored full marks. The candidate clearly understands what 'adaptation' means and provides some excellent details.

(d) Using examples, explain how **adaptation** strategies can help people cope with the impacts of climate change.

(5)

~~stom~~ • Drought resistant crops - for example in Africa where there is a great problem of desertification - with rain there won't be the need for water to grow crops
 • Afforestation - increase amount of interception when there is a flood or landslide. I.e in Philippines.
 • sea defences - to protect property from being damaged
 • Adaptation is deluting the effects of climate change without trying to stop it from happening.

Question 4

4 (b) asked for two types of evidence for a two-speed world – inequality between nations and inequality amongst national populations were both shown in Figure 4. Identification of either of these was sufficient for two marks, providing data was used to support the answer.

Responses to part (c) were often rather vague, despite NICs (newly industrialised countries) being a key global grouping that candidates are expected to have learned a few facts about. There was a frequent lack of precision: for example, many candidates named a single country such as China, but did not recognise any broader incidence of rapid industrialisation (such as the Asian Tigers, or more recently the Brics). More fundamentally, the NICs' key global role was simply not understood. Some candidates' comprehension ended and began with the idea that these countries were now developing more rapidly or were becoming a global 'middle class'. Fewer explicitly understood the key role of NICs in generating enormous global flows of exported manufactured goods (and increasingly services).

In part (d), quite a number of candidates did not respond at all while a sizeable minority tried to answer without making any mention of oil at all, often mistakenly misidentifying "OPEC" as "OECD" (another grouping featured prominently in the Specification and that shares the same first letter). Of the remainder, many pleasingly gained full marks, citing control factors, high prices and rising demand for finite supplies as factors. The best answers explicitly addressed the idea of power or influence in a global context (as one might expect from good candidates sitting an examination that is testing them on themes relating to globalisation).



The example shown is a good illustration. It scored 4 marks. As well as clearly understanding the nature of OPEC the comment about 'holding all the cards' in relation to the UK/US nicely illustrates the global context for this 'powerful' grouping.

(d) Explain why the **OPEC nations** have become a wealthy and powerful global grouping.

(4)

OPEC nations are the oil producing and exporting countries. As oil is in huge global demand currently as supplies are falling, these nations can put the prices of barrels of oil up as they ~~to are basically~~ have no competition, and richer nations like the UK and USA are willing to pay up for a guaranteed supply to fuel their huge energy consumption. As a result, the OPEC nations wealth ~~ever~~ has soared, for example in Saudi Arabia and Dubai, and they hold all the cards of energy prices.

(Total for Question 4 = 10 marks)

Key term refresh

- **OPEC** Since the 1960s, many of the world's major oil producers have belonged to an organisation known as the **organisation of petroleum-exporting countries**. The **petrodollar** earnings of states like Saudi Arabia, make it one of the wealthiest countries in the world with a GDP of around \$350 billion in 2007.

Question 5

Most candidates gained several marks in parts (a) and (b) of this question. Where marks were lost it was often through failure to identify any human processes at work. Typically, weaker candidates asserted that young people live in cities as that is where jobs are found; and retired people live by the coast as it is calmer (sic.). They did not think to mention the migration flows that bring unusually high numbers of young workers to cities or that bring retirees to coastal areas.

The details were often weak too. Lower order functions such as “bars” were sometimes put forward as pull factors for major urban areas, or colloquial phrases such as “they go for the buzz” were employed. Some of the best answers, as with the previously mentioned OPEC question, were phrased in ways that demonstrated synoptic knowledge of the unit as whole. For instance, the most knowledgeable candidates sometimes pointed out that:

- Large urban areas can be global hubs where TNC HQs offer good careers
- Large urban areas in the UK have attracted A8 migrants since 2004

Part (d) related most specifically to the “Roots” sub-section of Unit 1 and asked candidates for reasons why life expectancy has risen in the UK on account of hygiene and health. As has already been explained above, the level of details provided tended to be the key differentiator here. Many of the facts suggested by the mark scheme are actually quite everyday things that school children can see in use every day – bacterial hand wipes, sewer systems, MMR vaccinations, etc.



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Examiner Tip

In human geography, candidates’ own “out of classroom” experiences can sometimes be just a credit-worthy as case study facts they about learn in the classroom. Get candidates to come up with a bullet-point list of facts about themselves – vaccinations they may have received, medicines they have taken, personal hygiene rules, etc. Show them how many of the points they make are actually featured in the mark scheme. This approach also works well with teaching of global flows – after all, candidates participate regularly in these flows (such as international Facebook use, travel and tourism, etc).

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Examiner Comments

This is a nice example where the candidate may well be drawing more on his or her own knowledge than on case study facts from text books. The key to exam success here is the details that are provided – which merit additional point marks.

(c) Explain how 20th Century improvements in **health** and **hygiene** have brought increased life expectancy to the UK.

(4)

The NHS has increased life expectancy as this is a 'free' (paid through taxes) opportunity for all people to go to - no matter how rich or poor you are - you can still go to the hospital. Adverts on T.V (govt initiative) have introduced people to how important it is to be hygienic 'coughs + sneezes spread diseases' and any where you go you will see such posters eg. public toilets. The ban of smoking in public areas has also encouraged people to quit smoking for good - which has also increased life expectancy in the UK.

(Total for Question 5 = 10 marks)

Question 6

There were many examples of candidates scoring full marks in part (b). The most common causes of fewer marks being attained were firstly a difficulty in identifying economic functions for Lagos and secondly using sensible criteria for judging building quality to be "good" in New York. Only a few struggled with identifying building height. Once again the best answers were those that drew widely on what had been learned for Unit 1 – and therefore saw New York not just as an "MEDC city" but as a global hub where TNC HQs could be found (whereas Lagos might sensibly be suggested to be a site for sweatshops, or informal sector activity).



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Examiner Comments

This scored all 6 marks. The comments provided for the first two sub-sections are adequate; the candidate also provides convincing details of the megacities' economic functions, which might have been learned either as part of their megacity studies or their work on global networks (megacities are often hub areas where TNC HQs or production lines are based).

	A - Lagos Developing world megacity	B - New York Developed world megacity
Average building height	<ul style="list-style-type: none"> • Few spaced out skyscrapers for businesses. • More two or three storey buildings, as little wealth to develop them. 	<ul style="list-style-type: none"> • Huge skyscrapers for businesses and a show of wealth, all close together
Quality of housing	<ul style="list-style-type: none"> • Varies – good for the rich, very poor for the poor, with some living in shanty towns on the edge of the city. 	<ul style="list-style-type: none"> • Very good due to it being a prosperous richer city with most residents having a large amount of disposable income.
Economic functions	<ul style="list-style-type: none"> • Poorer megacity. Many workers on low wages. • Mainly manufacturing and call centres. 	<ul style="list-style-type: none"> • Business hub, particularly finance • Tourism, especially shopping and sight seeing • Many films/photoshoots shot here. • Many TNCs have bases here • Lot of tertiary/quaternary sector

Part (c) answers were highly variable in quality (many candidates write their essay first, making this the last question they attempt, often with the clock ticking loudly as they write). The best answers showed clear understanding of sustainability (referencing the durability of the city for future generations' continued use and enjoyment) and also of megacities (thus the examples employed were appropriate, such as Mumbai). Weaker candidates produced generic accounts of the squalid growth of "third world cities", gaining perhaps 2 or 3 points for the recognition of a variety of slum conditions. Some good answers provided a brief low-income / high-income contrast, usually between Mumbai and Los Angeles.

Question 7

The lack of descriptive statements included in the resource provided candidates with marginally less opportunity to provide an "elegant re-write" than is sometimes the case with Section B questions. Enough clues were provided to allow access to level 2 using the resource alone – population growth was shown as well as a range of hazards facing named megacities. However, to access higher level 2 and level 3 marks, answers really needed to develop some additional themes, such as the reasons why hydro-meteorological hazards could be increasing in frequency and/or severity, or other aspects of city growth (such as greater urban expansion into unsafe coastal areas, rates of rural-urban migration and the resultant creation of increased vulnerability due to even higher numbers of people still, or growing assets at risk as well as people). The best answers developed some or all of these themes.

The main limiting factor for weaker candidates was an insufficiently rigorous analysis of the command words in the question. There were quite a number of informative answers which either dealt mainly with hazard mitigation; or failed to say much about the increase either of population or hazard frequency (which provided the focus for the question). Many went no further in their analysis of possible urban changes other than mentioning overcrowding.

In part (b), good answers displayed a sound grasp of both global warming and El Niño; moreover, they maintained a good focus on natural hazards. Answers that had potential but failed to fully deliver typically discussed impacts of the two phenomena (such as climate change causing biomes to shift or El Niño effecting fish stocks or temperatures) but did not explicitly mention many natural hazards (in particular, El Niño needed to be related to drought, bush fires, landslides etc.).

A few outstanding answers were able to link the two together and to suggest how global warming and El Niño events might interact to bring increased natural hazards

Key term refresh

- **El Niño** is as a sustained sea surface temperature anomaly across the central tropical Pacific Ocean. During an El Niño event, air pressure rises over the Indian Ocean, Indonesia, and Australia, and falls over Tahiti and the rest of the central and eastern Pacific Ocean. Trade winds in the south Pacific weaken or reverse direction. Warm air rises near Peru, bringing rain to coastal areas. El Niño events are associated with warm and very wet summers (December–February) along the coasts of northern Peru and Ecuador, with major flooding. El Niño events also result in drier conditions in parts of Southeast Asia and parts of Australia, increasing bush fires.

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Examiner Comments

The first example shows a typical level 2/3 response that has understanding of what El Niño is but fails to always make the connection with the "increasing natural hazards" that the question asks for (here we quickly drift away from bushfires into talk about fish stocks). In the second example, the links are far clearer; the extract is taken from a level 4 response that continues to write this precisely about hazards throughout.

El Niño years are becoming more frequent with global warming. Warmer water heads towards South America, in the Pacific Ocean, causing low pressures, wind and rainy weather conditions. Whereas in Australia/Indonesia they get droughts, which can lead to bushfires. It also affects the fish, as they can't get enough nutrients so have to migrate towards S. America, which reduces fish stocks in Indonesia, being their main industry leads to decline.

In a normal condition trade winds flow due to sea surface temps increasing which condense into Cumulus Nimbus clouds which drift westwards in the Pacific Ocean and bring precipitation which leads to flash floods e.g. Papua New Guinea where floods killed 6,400 people, this led to mud flows which covered an area of 4,000 km² however in the Eastern Pacific

Question 8

Part (a) triggered many rubric errors amongst weaker candidates. A large number were unselective in their approach to answering the question, and concentrated on how climate change might impact on humans, with a few physical impacts mentioned in passing. Such responses may have merited level 2, but only just. Some better answers managed to provide a tighter focus on the physical environments (and in some exceptional cases on physical systems) with thorough exemplification or expansion. Good answers employed ideas not found on the resource (there was no mention of coral bleaching provided, for example).

Many answers reached level 3 or even level 4 in part (b). Economic impacts in Africa is a compulsory case study and many candidates had clearly prepared for this. Agriculture typically featured, while the consequences of disease and malnutrition on the quality of the workforce and the push effects of the consequences on TNC location were often well considered. So too was the impact of climate change on tourism. Some also considered the problems resulting from climate change migration and the impact of the lack of the young, fit and ambitious on the economy. The very best answers avoided treating Africa as a homogenous place (or even “country” in some instances) and were sensitive to local vulnerability both in terms of physical geography and development levels (South Africa clearly having greater resources than many of its neighbours).



This is a good question to help candidates gauge what is required for a level 4 answer. While a level 2/3 response may list a number of general economic problems, level 4 should be well structured and thoughtfully exemplified. At the planning stage, encourage candidates not only to unpack the phrase “economic impacts” but to also ask why the phrase “African continent” was used in the essay title. The question-setters have deliberately chosen a particular scale here – the continent. Might they be hoping the better candidates have something to say about this (for instance, this is a very large scale to consider and there are sure to be local variations).

Question 9

In part (a), better answers mentioned other trade organisations as well, such as NAFTA, and could provide some specific economic or political facts about why trade bloc membership is beneficial, such as the increased economies of scales and absence of import duties that firms such as Unilever have enjoyed in the EU.

Part (b) answers sometimes suffered from imbalance in the rather generic approach taken. The best answers could explicitly relate particular types of transport to particular types of global networks flow (e.g. the vital role played by containerised shipping in allowing flows of Chinese manufactured goods to diffuse around the world). Very few attempted this and those that did rarely reached level 4 or displayed much curriculum knowledge of global networks or globalisation. This is one of the newest curriculum corners of the specification and the evidence suggests candidates and some centres are not entirely secure with it yet.

It was the least popular question on the paper by a considerable margin.

Key terms refresh

- **Interconnected world** World trade and migration flows have increased due to technology, market forces and political decisions by individual nations to open their borders.
- **Shrinking world** Thanks to technology, distant places start to feel closer and take less time to reach. This process is sometimes called 'time-space compression'.
- **Trade blocs** These are voluntary international organisations that exist for trading purposes, bringing greater economic strength and security to the nations that join. Free trade is encouraged by the removal of internal tariffs (the taxes that are paid when importing or exporting goods and services between countries).

Question 10

This popular question produced a pleasing number of level 3 answers in part (a). The resource was usually well used, though by its nature it required candidates to do more than just copy it out; additional analysis was required. Popular themes included:

- The idea that A8 migration had "used up" all the headroom for some of these occupations hence the toughening-up now underway.
- Specific needs still exist eg care home workers for a greying population (so there was potential intra-unit synopticity here).
- "Some not others" has a wide range of interpretations including consideration of English-language skills of migrants, valid (or not) grounds for asylum, historical (colonial) linkages and many more ideas besides.
- Many candidates were able to develop their answers in relation to the points system applying now to economic migrants.

Weaker answers concentrated solely on the unwillingness of the UK's population to tackle the "3D" jobs and the desire of UK employers for cheaper labour.

Many candidates attempting part (b) reached level 3 or higher. Most referred to ideas that included dependency ratios, population greying, healthcare, housing, economic activity and cultural ghettos. Some referred to the family fragmentation and the loss of a group vital to the voluntary sector for the source country. Some developed the idea of resource pressures for Spain, particularly in connection with water, and also environmental degradation along the 'costas'. The best answers were place-specific and offered detailed explanation of the impacts described.

Candidates who failed to progress beyond level 2 typically lacked depth and detail although they could describe (or at least assert) a small range of generic impacts for the UK and the Mediterranean (treated as a uniform and undifferentiated area). There was typically a great deal of confusion about the rights and responsibilities of both the elderly and the state in both locations – who was paying whose pension often remained unclear.



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Examiner Comments

The first example is from a level 2 response. Time is wasted describing reasons for movement and the consequences are weakly described (Spain will 'lose' land, space, culture). In contrast, the second extract shows an essay that finds its focus by the second sentence and is far more precise about the nature of the impacts. This essay goes on to name key locations and scored level 4 marks.

Moving to Spain is good for the country. ^{migrants} The country migrated to is the host country. Spain has many pull factors including climate, weather, culture and a view of the sea. Spain also has cheap medical care, these factors encourage people to move. Migration increases the link between the UK and Spain, it builds a good relationship. The increasing population increases Spain's economy and can help development.

But migration can cause problems for host countries. Spain may suffer quick rapid development, to cope with the increasing population, resulting in loss of the countryside. It will also lose land and space. Many retired couples may come to Spain but not mix with the locals, creating isolated dwellings of insensibility. They may also lose culture.

b) Many of the UK's retired population flee to the Mediterranean, particularly the Costa del Sol, in search for sun and a quiet life. However, this can have impacts for the host nation. Elderly people often require higher ~~higher~~ more healthcare, and this can put pressure on the health system in the host country. There are also social consequences. For example, not many British people can speak Spanish, and this has resulted in the development of 'retirement ghettos', where the British retirees only speak English to other British people. Environmental impacts include the use of land to build retirement villages and this can disrupt biodiversity. There is also more use of valuable resources such as water. However, ~~see~~ Spain as

Statistics

Overall Subject Grade Boundaries

Grade	A	B	C	D	E
Overall subject grade boundaries	63	58	53	48	43
Uniform Mark	96	84	72	60	48

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