Examiners' Report

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GCE Geography 6GE01 01

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Introduction

This year's paper provided a wide range of opportunities for candidates to show their knowledge and understanding across the specification. Most completed the whole paper though there were some gaps in Question 5 and Question 6, possibly linked to over long answers to earlier 4 and 5 mark questions. Essay questions again varied in length and structure. Strongest candidates overall not only wrote effective essays but were able to gain marks from the shorter items, showing an ability to write succinct and well-focused answers targeted to the questions set.

The globalisation questions in Question 4 were a challenge to many, as answers were often over generalised for both parts (b) and (c). Knowledge of reasons for drought and earthquakes in California were required for Question 1 and though many candidates could score at least 1-2 marks, relatively few gained full marks on these questions. One mark dropped on a few of these short questions can lead to a grade dropped overall.

There were a couple of questions where a minority of candidates misread the question, for example Question 3(b), where comments on farming were specifically excluded (having already been the focus of the earlier parts of the question) and in Question 6(a)(iii) where buying locally was excluded.

The most popular question was Question 7, followed by Questions 8 and 10 with very few candidates tackling Question 9. This resulted in a very wide range in the standard of answers to Question 7, both for part (a) and part (b).

Question 1 (a) (i) and (ii)

Candidates needed to make links to expensive buildings, infrastructure or property for the mark for high financial losses rather than just stating that this was a wealthy area, or that there were lots of buildings/ businesses. As the question asked about Californian towns, comments about losses to agriculture were not valid. Most candidates gained the mark for why few deaths occurred, giving a range of reasons around the ideas of preparation, warnings, and evacuation plans.

This response to (a)(ii) was awarded 2 marks.

(ii) Suggest why Californian towns may experience:

(2)

high financial losses from wildfires

Because it is an MEDC so people's investments i.e houses are worth high amounts of money.

very few deaths from wildfires

Because they have the technology to track them so people can be evacuated

ResultsPlus
Examiner Comments

One mark awarded for linking MEDC and high cost investments (houses), and one for technology allowing tracking of fires.

ResultsPlus
Examiner Tip

Read the stem of the question carefully. Here Californian TOWNS were identified, excluding reasons linked to agriculture and remote locations.

Question 1 (a) (iii)

Drought needs to be taught as prolonged variation from the normal pattern, so stating that this is a dry area did not score marks. La Nina and associated explanations about high pressure, sinking air, limited evaporation and lack of precipitation quickly accumulated marks. Many candidates mentioned dry winds from Arizona (Santa Ana) but few discussed blocking anticyclones. A surprisingly high number stated that 'California is near the equator' in their answers.

This response was awarded 3 marks.

(iii) Outline the **physical** reasons why drought is a frequent occurrence in California.

(3)

California experiences drought as it is prone to La Nina events every 3-7 years. Also, in California, there is a shortage of summer rainfall. California experiences dry winds, especially in the Santa Ana area, increasing drought risk as water evaporates quicker.

Question 1 (b)

The topic of this question has been addressed before in different ways and most candidates were able to state that this was a conservative plate boundary. Many could name the plates but very few discussed the different speeds at which they move. Further comments were needed to address the reasons for earthquakes, so explanations of movement should have been to the fore. The term 'friction' is not helpful, but pressure and locking, followed by release, and jerking forward scored marks. Few addressed the frequency of earthquakes ('often experienced'), and stating data about single earthquakes such as Northridge did not score marks.

This response was awarded full marks.

(b) Explain why earthquakes are often experienced in coastal areas of California.

(4)

California lies on a conservative plate boundary which is constantly building up pressure and then jerking past each other when this pressure gets too much and has to be released, causing an earthquake. Also, where the plates have been put under this pressure, a fault line has formed along the coastal areas of California such as San fransisco Bay. A fault line experiences regular earthquakes and the San Andreas fault line provides California with approximately 2-3 earthquakes a year, reaching around 5.5+ on the richter scale.

ResultsPlus
Examiner Comments

Marks were scored for identifying the conservative boundary, for the idea of pressure building and being released, for the fault line along coastal areas, and finally for the frequency comment and detail.

ResultsPlus
Examiner Tip

Ensure you read the question carefully and address each part of it. Here many candidates missed the 'often experienced' part of the question, and failed to score 4 marks.

Question 2 (a) (i)

Reading data from the graph was straightforward for many candidates but some were clearly out of their depth. Use of maths skills in geography will be an essential part of future examinations and in class we should be helping our candidates build their confidence with this type of question.

Question 2 (a) (ii)

This question again proved challenging for some candidates. This type of graph is frequently used by scientists, government bodies and the media to argue for or against climate change so candidates should be familiar with the dilemmas it raises. Many candidates used the idea of fluctuation to answer the first part of this question incorrectly, and then struggled to write anything for the latter part. Many candidates simply wrote 'in Year X it was A, and then in Year Y it was B', which alone was not sufficient.

Having identified the pattern as fluctuating, it was easiest to go on to say that therefore climate was not changing, as June rainfall has shown a similar uneven pattern for the last 100 years. A few were able to use the data to demonstrate that the levels were almost always within the 40-90mm range. In the first part, best answers identified the overall upward trend, and supported this with reference to recent high figures.

Candidates seemed to do best when they used their completed table, **as well as** Figure 2, as the question instructed.

This response was awarded full marks.

(ii) Suggest how the data shown in Figure 2 and your completed table, can be used to:

(4)

support the view that the UK's rainfall is changing

Over the last 30 years, rainfall totals are gradually increasing as you can see, in 1980 it was 124 mm and in 2007 it was 138mm and in 2012 it was 144mm. Rainfall levels have increased the most since 1990 to 2012.

reject the view that the UK's rainfall is changing

There are large fluctuations in rainfall across the century so it is hard to tell if they are really changing. For example there a peak of about 120 mm in 1910 and by 1960 it's only around 105 mm, then it starts to rise again since in the 1970s.

ResultsPlus
Examiner Comments

This candidate has identified the overall slight increase in totals, and supported this with reference to data.

They also recognise that totals fluctuate, and this is supported by appropriately chosen data.

ResultsPlus
Examiner Tip

If you are not a confident mathematician you can still answer these questions accurately! Think carefully about what you have been asked to do and read the titles on each axis. Use a ruler to read off the values and check you get the numbers the right way round. Dates almost always go along the x axis. The best thing to do is to practise these skills in class. Then work out how people might use the data to support their point of view.

Question 2 (a) (iii)

The correct answers (Floods and Landslides, or similar) were identified by most candidates but quite a few selected Storms as a hazard caused by rainfall.

Question 2 (b)

This question was straightforward for most candidates, with ash/dust from volcanoes or asteroids and radiation changes linked to sunspots being the most popular answers. El Nino cycles were also acceptable, but Milankovich variations were not, as they are not short-term. Whether this was a misreading of the question or a poor understanding of the time scales is hard to say, but the specification clearly indicates what is expected. Answers which included both volcanoes and asteroids as separate points were not allowed as the reasons were so similar. A few responses included albedo or permafrost melting comments, and these were not acceptable as they are feedbacks, not causes in themselves.

This response scored 2 marks for each cause.

(b) Explain two **natural** causes of short-term climate change.

(4)

1 Sunspot activity can produce variation in climate over a cycle of 11 years, more sunspots means increased solar output and vice versa. Times of high sunspot activity can increase global temperatures over 11 years.

2 Volcanic eruptions can temporarily change climate due to the ash cloud blocking out solar radiation from the sun, causing a slight cooling of the Earths temperature.

ResultsPlus
Examiner Comments

The candidate has chosen appropriate natural causes which occur over the short term. In each case, they have explained how climate is affected and given sufficient detail.

ResultsPlus
Examiner Tip

Note that it is not the volcanic eruption that affects climate, rather the emissions of ash and dust that block radiation.

Question 3 (a) (ii)

This question required candidates to apply knowledge of the impacts of climate change on farming in Africa, specifically asking for adaptations to changing rainfall patterns and rising temperatures. A wide range of ideas were suggested, and some candidates clearly had a good knowledge of the use of bunds, berkhads, and other water management methods. Other candidates relied on ideas gleaned from the resource, including altering types of farming, or they devised ideas based on the timing of sowing or harvesting. A number of candidates identified how irrigation or GM crops could help, but some used drought resistant crops in both sections. Another approach was to suggest alternatives, including diversifying into tourism or leaving farming and migrating.

In this response 2 marks were awarded for each part - total of 4 for (a)(ii).

(ii) Climate change scientists predict that southern Africa may experience changing annual rainfall and rising temperatures in the future.

Suggest how southern Africa's farmers might adapt to:

(4)

changing annual rainfall

If the rainfall is set to decline, farmers may adopt intermediate technologies such as Zai farming, building rock belts and diquettes in an attempt to not let any rain water go to waste – it will be used on the crops.

rising temperatures

If the temperature is set to increase, farmers may need to purchase drought – resistent seeds from organisations and diversify their crops so that they are reliant on just one type of crop.

ResultsPlus
Examiner Comments

Marks are awarded for identifying an appropriate technique to save water when rainfall reduces, and for giving details about it. For the second part of the question, two brief points about using drought resistant seeds and diversifying crops are credited. Note that although reduced water availability might be linked to rising temperatures, different strategies must be identified. Marks are never awarded for making the same point twice in the same question.

ResultsPlus
Examiner Tip

If you do not know what Zai planting pits are, then look them up!

Question 3 (b)

This is a familiar topic on which questions have been asked in varying ways in previous examination series; nevertheless it discriminated well with a wide range of scores. Best answers used range as well as depth with two or three key impacts which could then be explained and developed to show knowledge and understanding. Impacts on urban areas, water provision and health were the most common themes. More often, several impacts were listed or simple statements made which only scored 1-2 marks. Tourism was frequently mentioned but often wasn't developed into a detailed answer.

Full marks were given for this answer.

(b) Other than the consequences for farming, describe some possible economic impacts of global warming on African countries.

(5)

One economic impact is increased pressure on health services as a result of an increase in vector-borne diseases. The Stern Review predicts a 2°c temperature rise would lead to 40million more cases of malaria meaning governments are under increased financial pressure to provide treatment. Another economic impact could be loss of investment in a country sparked by conflict over increasingly scarce water between countries, as seen in ~~Sudan~~ Darfur, Sudan. Another economic impact could be loss of tourism as a result of heightened conflicts, decline in services as well as ~~the~~ a result of ecological impacts eg. by 2030 Cameroon is predicted to lose 30% of animal species eg. African chimpanze.

ResultsPlus
Examiner Comments

Marks were given for vector-borne diseases (malaria) linked to a 2°C rise in temperature resulting in increased cases and financial costs. Water shortages and conflict are likely to reduce investment, and as well as income from tourism. This is supported by a detail about Cameroon.

ResultsPlus
Examiner Tip

This question begins by excluding 'consequences for farming' which have already been covered in Question 3(a)(ii). Make sure you don't write about farming. Unfortunately this year, about 30-40% of candidates did.

Question 4 (a) (ii)

The two globalisation questions on Question 4, (a)(ii) and (c), were often answered either very well or very poorly.

For (a)(ii), common themes were investment (FDI was often mentioned), opportunities for business and cultural contact. These valid ideas were often not exemplified or developed to show how they contributed to globalisation, so marks were limited to 2 or 3. The use of Skype or Facebook as examples was effective. The best answers were able to make specific reference to how and why access to the internet resulted in globalisation, so needed to go beyond repeating the question and explain about transfer of goods, ideas and money. The theme of 'flows' is one that centres could usefully explore and use to structure thinking and written work about globalisation.

This response was awarded 4 marks.

> (ii) Suggest how internet-based companies, such as iHub, are helping Africa become more 'switched on' to globalisation.
>
> (4)
>
> The internet allows areas in Africa to leapfrog, rather than having to develop through the expensive infrastructure associated with telephones etc. By using the internet an African Businessman can access global markets and opportunities quickly and easily and with relatively low costs, this increased information flow allows for rapid development.

ResultsPlus Examiner Comments

This succinct answer shows an understanding of what being 'switched on' means, as well as linking to globalisation. It covers several relevant points to score full marks. Leapfrogging allows infrastructure improvement (telephones) at lower costs (2 marks). This then allows access to global markets, and information flow facilitates development.

ResultsPlus Examiner Tip

Using appropriate terminology helps you demonstrate to the examiner you understand the topic thoroughly. Here, infrastructure, leapfrog, information flow and development are all used effectively.

Question 4 (c)

Transfer of people and goods was the key idea needed to explain the role of transport changes in globalisation. Many good answers were structured by type of transport:

- Changes in containerisation have enabled TNCs to outsource production, which could be extended by giving details on companies that use this such as Apple or Primark, or by giving details on the ships or containers themselves (fewer candidates knew details on this)

- Growth of EasyJet and similar airlines has enabled cultural exchange via tourism or migration (for example, food and music) and the 'switching on' of places such as Tallinn to global networks.

Less successful were answers which merely talked about faster/cheaper changes in particular forms of transport, without clearly explaining the ways this has increased globalisation.

Full marks were awarded for this response.

(c) Explain how **transport** developments contribute to globalisation.

(5)

Transport developments not only enable the movement of people but also of products. The Eurostar is an EU transport development that enables the movement of people from EU member states to travel for low cost to other EU states, like England to France. This enables cultures to spread, foreign languages to be learnt, communication between different countries to be improved. The development of aeroplane transportation in the 20th century as a commercial mode of transport enables products to be shipped overseas quickly. For example, the Chinese merchandise industry can operate just-in-time production methods by manufacturing products and having them stocked in places like the UK in a matter of days. EasyJet provides very cheap flights to enable tourism which contributes, not only to, economic development of places like Cuba but also cultural exchange. LEDC.

(Total for Question 4 = 11 marks)

ResultsPlus Examiner Comments

The candidate draws on a range of forms of transport and explains how each leads to globalisation. For example, fast and low cost travel via Eurostar leads to cultural links. Improved transport by air has facilitated just-in-time production in China, and tourism to Cuba (though EasyJet has yet to expand its network that far).

ResultsPlus Examiner Tip

The four and five mark questions usually have two themes. Here transport developments must be linked to globalisation. If you only write about half the question you are likely to score a low mark. Here many candidates wrote about how transport has changed over time without saying what the consequences were.

Question 5 (a) (i)

Most candidates were able to describe accurately the changes shown between the two population pyramids. However, any errors here contributed to lost marks in part (a)(ii).

Question 5 (a) (ii)

Candidates were asked to explain the changes identified, and most were able to gain at least 2 marks. Explanations of the growth in births were varied, with 2 marks most easily scored by those who discussed the arrival of young A8/10 migrants in the UK from 2004 onwards. Those who tried to explain that health care improvements and better sanitation resulted in lower infant mortality did not score marks as these are developing world explanations. Some tried to explain that parents were better off so chose to have more children, but these were unconvincing given the time period.

The rise in the 60+ population was explained more effectively than the growth in 0-5 year olds. Common reasons given were the ageing of the post-war baby boom generation, and improved healthcare. Some went on to extend points by discussing the types of treatment available with some evidence of an awareness of cancer screening, or to comment on improved diets or life styles.

Two marks were awarded here for each part of the question.

(ii) Suggest reasons for the change you have identified in the size of:

(4)

the 0–5 years age group

More post accession A8 migrants from easten Europe has meant that the fertility and birth rate have increased because migrants are of the working age and usually bring young families with many children.

the 60–70 years age group

Improvements in healthcare have meant that the life expectancy has risen so there are a greater number of elderly people and education and awareness has improved living conditions (more central heating) so people live for longer. The baby boomer population are also reaching the 60-70 age range.

Question 5 (b)

This was one of the higher scoring short answer questions as the majority of candidates were confident in explaining the economic impacts of the ageing population. Useful themes to explore were: change in dependency ratio, higher pension payments, NHS costs, housing/job shortages with consequences for younger people.

Misunderstanding of the younger 60+ group resulted in frequent generalisations about people not working or paying taxes, or that younger people have to pay more taxes. Also, not all people over 60 have pensions or need dementia care. It is not surprising that 17 year olds have little understanding of state and private pensions or of the tax system, but it is something that could usefully be discussed. Inviting an active retired person to a lesson for 30 minutes would be informative for many! The growing number of 80 and 90+ people was not mentioned by many, and the economic impacts of growing numbers with dementia could be explored further.

This short answer was awarded 4 marks.

(b) Describe the economic challenges caused by the changing number of people aged over 60.

(4)

More The government are expected to have to pay £30 billion a year on the elderly past in 2030. This means that tax would increase, Pension age would also increase and is expected to increase to 70 within the next 20 years. Government have to increase funding on healthcare systems as People over the age of 80 which has also increased have illnesses such as Alzhiermes and Dementia which need special care

ResultsPlus
Examiner Comments

Marks are awarded for extra costs to government, which is developed by reference to a feasible figure (£30bn increase). This is linked to a likely further pension age increase, (with extension point about the next 20 years). There is likely to be increased spending on healthcare and extra costs in providing for those with degenerative diseases.

ResultsPlus
Examiner Tip

Questions about greying populations often produce rather judgemental comments about older people. Try to avoid this!

Question 6 (a) (ii)

Perhaps not surprisingly, problems for UK consumers were more effectively explained than for farmers in the developing world. For the former, lack of seasonal food, reduced choice and higher prices were mentioned by most, with far fewer discussing difficulties in 'buying locally' in a large city, environmental costs of use of greenhouses and how supermarkets use depots to transport local food.

For farmers in developing countries, most commonly mentioned was loss of trade or income, and a few were able to go further into consequences on prices as supply grew in the local market. As with the Fair Trade question in part (b), a good approach would be a case study of a real example, and resources for this can be found at www.riverford.org or www.fairtrade.com

Consumption of produce from the area might help the example be cemented in memories!

4 marks were awarded for this response.

(ii) **Buying locally** is an ethical strategy chosen by some UK households.

Suggest possible problems with this strategy for:

(4)

consumers in the UK

Prices are often increased due to higher labour costs and taxation.
Certain products aren't grown locally due to weather conditions.

farmers in developing countries

The exportation of products is reduced which may lead to difficulties financially as places such as West Africa rely almost solely on finance from exportation of goods such as fruit.

ResultsPlus Examiner Comments

The first part has two separate reasons, each valid. The second part has an extended point. Both approaches are acceptable.

ResultsPlus Examiner Tip

When trying to extend a point, avoid repeating what you have already said. One method is to give an example of the point made, or to explain the consequences or implications.

Question 6 (a) (iii)

Candidates took a very broad approach to this question, which was acceptable, as long as a product was clearly linked to the answer, and as long as the environmental impacts were examined. Therefore 'fair trade' was not acceptable (as environmental sustainability is not sufficiently clear) but comments about raw materials, production, transport, sales or disposal of the product were allowable. Several missed the start of the question, and wrote about growing food locally.

Each of these points scored a mark.

(iii) Other than buying locally, identify **three ways** consumer products can be made more 'environmentally sustainable'.

(3)

1. Use more recycled packaging e.g recycled tin cans use up 50% less energy than new tins.

2. Use renewable energy e.g hydroelectric in manufacturing factories.

3. Use less packaging on products e.g Asda plastic bags are 35% more thinner since 2012.

ResultsPlus
Examiner Comments

Use of recycled materials, renewable energy and reduced packaging are all valid ideas.

ResultsPlus
Examiner Tip

Remember that products have a life cycle, and you could consider their production, transport, sales or disposal for marks here.

Question 6 (b)

Fair trade is clearly identified on the specification but few candidates were able to go much further than identifying fairer prices or wages for farmers. Many also asserted that therefore global inequality would be reduced without explaining how this would be achieved. Acceptable ideas were extra investment in health care, education (paying school fees), crop storage, improved diets or water provision for example, which could be extended by reference to a real example. Alternatively discussion about the role of some TNCs in forcing down prices, or more recently in seeking out fair trade suppliers (e.g. Cadbury's or Marks and Spencer) could be used to explain issues of global inequality effectively. As the question asked about 'attempts' by fair trade, discussion of limitations was allowable, although few candidates did this.

Too many wrote 3 or 4 lines and achieved few marks because focus on the question was minimal.

Very few referred to fair trade alternatives to sweatshops, and the impacts these may have by offering higher wages and safer working conditions.

Full marks were awarded for this answer.

(b) Explain how **fair trade** attempts to reduce global economic inequality.

(4)

Fair Trade allows farmers in less developed countries the opportunity to earn a decent wage by keeping a larger percent of the profits. In the UK the shopping retailer the Co-operative is an advocate of Fair Trade and many of it's products such as wine and chocolate are sourced from farms in less developed countries. It is hoped that farmers with extra money can improve their lives and send children to school and if they are educated they have a higher chance of improving their quality of life

(Total for Question 6 = 12 marks)

leading to less inequality.

TOTAL FOR SECTION A = 65 MARKS

ResultsPlus Examiner Comments

Marks were given for 'decent wage' linked to farmers as they are able to keep larger % of profits (2 marks). The Co-op example gains a mark, as does the explanation of the consequences (children to school). Few added this type of idea at the end.

ResultsPlus Examiner Tip

This is another example of a question with two parts, and if you only write what you know about **fair trade** you will not get full marks unless you explain how it results in a reduction in global economic inequality. Although this is a complex question, the comment here about education creating the opportunity for an improved quality of life is enough.

Question 7

(a) This was the most popular of the essay questions and scores varied considerably. The best candidates recognised these were urban populations and so focused their answers on the consequences of specific hazards on growing populations, the expansion of impermeable surfaces, building on marginal land, increased population density and pressured city authorities. As several different regions were identified, candidates could apply their knowledge of the distribution of flooding, typhoon/cyclone belts and geophysical hazards, particularly in the context of the Philippines, but also Bangladesh, Tokyo and Mumbai. These needed to be linked to answering the question, and not just stated.

Many weaker answers compressed the areas e.g. East Asia became 'China', therefore resulting in the tsunamis and earthquakes of Japan being omitted from their answer. Many candidates failed to refer to growth of urban populations or to distinguish between the regions, and answers were generalised.

Many candidates made use of parts of the risk equation (risk/ hazard/vulnerability/capacity to cope) with stronger answers deliberately using these key terms to structure their answers.

A short time spent planning or a few main headings might help candidates produce a structured answer and avoid becoming embroiled in the fine detail of their first or second example.

(b) There are numerous physical factors to explain global flood distribution, and some answers covered 5-6 factors briefly with many getting into Level 3. Higher scores were achieved through explanation of processes, or by trying to look at global patterns (for example explaining locations affected by depressions, monsoons, tropical storms and ENSO), rather than considering a series of one-off examples, but relatively few got into Level 4 (which required process and global patterns).

Successful answers considered geology, relief, latitude (linked to hurricane belts, mid-latitude depression routes or El Nino/La Nina), and tsunami risk areas amongst others. Both river and coastal flooding were acceptable. Essays which solely looked at global warming and sea level rise achieved less highly, as it resulted in a focus on low islands/ coasts / sea / river floods. This could be effective as part of an answer, and certainly allowed for a global perspective for some. Place knowledge was well used by many.

This answer scored 8 for part (a) and 12 for part (b). It is a typical sound answer and a good deal better than many.

Figure seven shows that as the year increases, so does the population ᵢₙ urban areas. ~~that disaster consition~~ A natural disaster is the recognised impact a ~~na~~ natural process has had on peoples lives ~~etc~~ and properties. To be qualified as a disaster, 10 people ~~needstate~~ would have died, 100 injured or affected, ~~and~~ᵒʳ a state of emergency declared ᵒʳ~~and~~ international aid requested.

Areas which are densley populated are more likely to have more people affected if a natural hazard occurs. For example, an increase in population size for ~~southern~~ South Eastern Asia from 7 million to 23 million over 30 years means that more people will be exposed to hazards. In the Philippines, a hazard hotspot, the increase of people in urban areas, such as ~~mean~~ the megacity of Manilla, leaves the population vulnerable as the high population density increases the number of people affected.

The rapid increase in population suggests urban sprawl, and a product of that is slums and poor infrastructure. This can then increase the probability of natural disasters as poor infrastructure can put people at higher levels of with. In Mumbai, 60% of the population live in 6% of the

space, and so if a disaster were to occur, the outsides of the city would have greater economic impacts than those who lived in the inner city, as rapid urban population growth leads to slums, with poor infrastructure.

A rapidly developing country such as China or Japan have an increase of urban population size on the chart, from 18 million in 2000 to a projected 68 million in 2060. The risk of a disaster is increased as coastal areas, such as the Pear River Delta in Goung Dong will be densely populated. If coastal flooding were to happen, then a large number of people would be affected as more people live there for work, in relatively poor conditions. This means that there is a larger possibility of a hazard occuring equating to a disaster.

b). Flooding is a sudden, unexpected influx of water into land, or where it should not be. The distribution of flooding is conditional to rainfall, proximity to coasts and rivers, and to rock types.

The average rainfall affects flooding, as a high rainfall increases the amount of discharge

in rivers. An unexpected rise in rainfall over a long period of time increases the chance of flooding. For example, in Boscastle, England, river flooding in 2004 was due to an increase in the average rainfall by 38 mm over two ~~weeks~~ ~~weeks~~ weeks. This then caused overland flow, as the river went ~~downstream~~ downstream

The rock type and level of urbanisation in an area can also ~~lead to an~~ affect the global distribution of flooding as permeable rock types absorb rainfall, therefore increasing the amount of rainfall needed for an area to flood. Permeable rock types like limestone can be ~~found~~ in the coasts of England, however in areas such as the Philippines, igneous, impermeable rock on young fold mountains house a higher surface run off, and so more floods will be likely to occur there. Deforestation can also lead to ~~more~~ flooding, as areas with less trees will therefore have less interception and so there will be ~~more areas~~ less saturation potential for the water.

El Niño and La Niña years, which each occur for 1-2 years every 7-~~5~~ 10 ~~can~~ affect rainfall and therefore flooding, as during El Niño years, Peru and Californ-ia experience floods, and during La Niña years Indonesia and Philippines experience floods, such as the ones that

occured during 2010.

ResultsPlus
Examiner Comments

(a) The focus on the urban just lifted this essay into Level 3 (8-10 marks).

It focuses on poverty as well as density of population, with different linked factors. It is well exemplified and uses some terminology. It uses data from the graph effectively to support points.

(b) The question asks for an explanation of the physical factors that contribute to the global distribution of flooding. This essay identifies factors, but not all the points mentioned are as global as others. Geology and ENSO are more effective than the Boscastle example. It shows good process knowledge.

ResultsPlus
Examiner Tip

Make sure you study the resource carefully. The graph here clearly shows urban population, and this sets the context for part (a).

Question 8

(a) The resource provided a good deal of information and unfortunately many, including apparently strong candidates, seemed to get stuck describing the schemes to reduce carbon emissions, whereas an explanation of why they were growing more widespread was required. Possible reasons included growing awareness of the effects, including countries' own experiences both of global warming and the health effects of smog. Also relevant were pressure from environmentalists or from the EU or other international organisations like IPCC.

(b) This apparently straightforward question was not well tackled by many candidates. There was a poor understanding of the (Enhanced) Greenhouse Effect and again confusion over the ozone layer and role of CFCs. Most answers were in Level 2 or higher, though many solely discussed C02. A wider range of greenhouse gases and a clear explanation of process were required for higher marks. Few drew diagrams, and those that did often did not label them effectively enough. A discussion of feedback loops resulting from warmer temperatures, such as albedo changes or melting of permafrost, was a good way to extend the answer.

This answer scored full marks for part (a) and 12/15 for part (b).

(a) Suggest why climate change mitigation schemes are becoming more widespread.

PLAN

POINTS — carbon offsetting — CASE STUDYS: — renewable energy sources → congestion charge

- Global conscience
  - social networking
  - news/media
- Consequences are becoming more evident
- International organisations are putting in place agreements/targets

— Documentary about Arctic Ice — David Attenborough — Guardian Polar Bear
— Increased frequency of disasters
— Local risks: Thames flooding
— Agenda 21 — UN
— WWF 1998 Kyoto Protocol.

Climate change mitigation schemes are becoming more widespread as the global population is becoming more aware of the risks then faced. Global warming is worsening and the effects of climate change are beginning to be felt — this means mitigation is increasing in importance and such forces such as the media and international organisations are making this importance be known.

Global conscience is increasing as social networks and the media are making the population of the 'global village' more aware of their

part in global climate change. The BBC frequently shows documentary's, such as 'Panorama' and 'The Blue Planet' by David Attenborough to alert the UK population of changes to global climate and the impact this has. This awareness of the consequence is hoped to increase the introduction of local and personal mitigation strategies such as, reducing the carbon footprints by car-sharing, for example and for the local government to encourage recycling as opposed to landfill use. In a way, the media exaggerates the effects of individuals actions to scare them into acting. The Guardian's photograph of a polar bear balancing on a small piece of Arctic land ice is internationally recognised as a symbol of human impact on global warming. This image accompanied articles that encouraged the use of renewable energy sources and carbon offsetting schemes as a means of mitigation. Figure 8 shows carbon emission trading schemes in the EU such as the Emissions Trading Scheme (ETS) which uses carbon sequestration to limit emissions.

International organisations are also putting into place more targets and agreements to mitigate climate change. Figure 8 shows the 1998 Kyoto Protocol which bound countries to emission reduction targets. But despite, the organisation Green peace pushing for these targets to be of atleast 40% decrease by 2030, many, like the UK's target, was only 5.2% decrease in carbon emissions. Likewise, the UN's Agenda 21 scheme raises the idea of the importance of sustainable development - meeting the needs of present generations without compromising that of future. The promote using renewable energy sources like biofuel instead of coal-fired power stations that currently dominate across the world, this is not just limited to the member of an international organisation like the Kyoto Protocol group but sets targets to all countries

Another reason for the widespread increase of mitigation strategies in the increased evidence of the effects of human-induced climate change. In the 1950s, the Bangladesh suffered from about 5 serious flooding events every year but this has increased to an average of 16 (in the year 2014). This is a consequence of rising sea levels caused by positive ice albedo effect which in turn is caused by increased human emission of carbon dioxide through burning fossil fuels.

(b) Explain how human activity is leading to enhanced greenhouse effect.

Th Human activity is a hotly debated topic are regarding whether the enhanced greenhouse effect is a human or natural change but the influences of human's is certainly recognisable.

Since the Industrial Revolution is about the 1850's, the global Carbon dioxide emissions have rocketed. With countries like America and the UK of quickly becoming huge global manufacturers, the amount of harmful pollutants emitted has dramatically increased. This contributes to the greenhouses effect because these carbon dioxide, as well as other greenhouse gases like water vapour, N NO₂ and methane, became trapped in the atmosphere and limit the amount of solar radiation that can be reflected back into space by the Earth causing a warming effect.

Methane is another greenhouse gas that, by human influence, has increased in emissions dramatically. Rice farms in China and Vietnam are very significant sources of methane that is emitted. This methane

effects the ability of the ozone layer to withstain heat that sent from the sun in rays of solar radiation. Methane is also released in cattle farming, like that in India, where cows are of significant cultural and religious importance so are maintained in huge sizes.

Developed countries, like the USA, are densely urban populated. This means that there is a high usage of transportation methods like cars. Cars burns fossil fuels as an energy source — these fossil fuels release heat energy carbon dioxide into the atmosphere and hence enhance the natural greenhouse effect naturally — caused by volcanic eruptions and also solar sunpots, for example. These Urban populations in developing countries are so still heavily reliant on secondary industries - like manufacturing factories in China — and hence add to carbon dioxide emissions. In 2007, China begun building 2 coal-fired powerstations every one month for 3 years, so now releasing 3.4 billion tonnes of carbon dioxide every year.

Deforestation also increases greenhouse effect as it destroys the planet's carbon sink and releases Carbon dioxide in the burning off this gas as a fuel and reduces the amount absorbed by trees. The Amazon Rainforest has shrunk by 40% in the last 20 years due to deforestation for urban sprawl.

In conclusion, there are many human influences that lead to enhanced greenhouse effect. Ranging from emittance of CO_2 from cars, methane in cows and destruction of the Earth's carbon stores.

ResultsPlus
Examiner Comments

In part (a) the candidate presents a range of reasons why mitigation strategies are growing, including the role of the media, and social networks, government information schemes, pressure from a range of organisations and evidence of the effects of climate change. Each is exemplified effectively.

In part (b) causes of growth of CO_2 and the role of deforestation are covered, as is growth of methane emissions, but there is little explanation of the effects this has on the enhanced greenhouse effect or the processes involved. Like many candidates, this person seems to assume we know what they mean, whereas the question asked for an explanation of the contribution made.

ResultsPlus
Examiner Tip
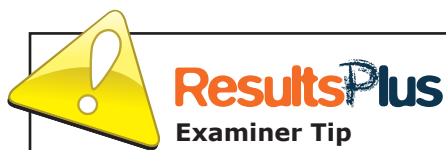
Note that this excellent answer starts with a plan. Very few candidates do this, but almost all who do get into Level 3 or Level 4 because they are likely to be structured and less likely to ramble or drift off the topic.

Question 9

(a) There were a range of responses to this question. On the whole candidates used the figure well to support their ideas, and many were able to give some explanatory ideas for each country and comment on the difference in scores. Some misread the scores thinking the lowest ranked were the highest and this skewed their answers. Centres are recommended to use tables with data and ranking to train candidates, as this skill is required at A2 as well as at AS.

The weakest answers tended to be descriptive and did not give reasons. Better responses utilised ideas from the course (e.g. compulsory case study information about A8 migration to explain data about Estonia), or the geographical diversity between urban and rural China. The most able candidates either structured their paragraphs by country and then explained the three broad categories of data, or each paragraph focused on one category of data and then the countries were compared.

Estonia and Rwanda were generally well understood and appropriate reasons were put forward to account for them. China's % GDP was accounted for but surprisingly internet and living abroad proved more difficult. Access to the internet was seem as a function of wealth (or lack of it), and few suggested other reasons such as censorship and lack of rural infrastructure. Living abroad was also put down to poverty or not knowing about other places, rather than acknowledging the role of Government restrictions or EU rules. Iceland, however, proved to be an unknown quantity for the majority. Apart from the suggestion that wealth accounted for internet and living abroad, there was little understanding of its terrain, population distribution or economic base. Most answers therefore remained in Level 2.

(b) There have been a number of questions over recent years about global groupings and centres seem to be addressing this area more confidently. Candidates seem better able to distinguish between different types of groups, and name members, as well as explain the purposes of the group. The most popular groups referred to were the EU (as a trade bloc), OPEC and the UN. Surprisingly, some candidates still struggled to explain the role of OPEC and the benefits this brings to constituent countries.

Political groupings such as UN and NATO were mentioned by few candidates, and similarly historical groups such as the Commonwealth and former Communist countries. Some who looked at how wealth split up countries went down the LDC/MDC route and sometimes included RICs/NICs/BRICs, but unfortunately many had no time to write about any other type of group.

Stronger responses tended to explain the benefits to member countries of being in the group – the strongest giving detailed information about them to illustrate why membership was important. Weaker responses tended to group countries purely economically, and did not go on to explain how or why the groups had formed.

This is an outstanding answer and scored 9 for part (a) and 15 for part (b).

a) The Global Connectedness score is a measure of how switched on or switched off a country is. As we can see from the figure Estonia is extremely switched on in terms of the flow on trade of manufactured goods with an index score of 12. This is likely to be because Estonia is a member of the European trade bloc, meaning they can export goods and services without the implication of a tariff. However their internet speeds are only ranked 50th. Worldwide, likely due to the fact Estonia is a middle income country with a lack of investment in the tertiary sector/quaternary. Finally the percentage of population living abroad would also show Estonia is switched on with the flow of people because the EU allows for the free movement of people in and around European countries showing overall Estonia is switched on with the help of trade blocs. Rwanda however we can see is typical of a Lower income country which is switched off and not globally connected. The low percentage of manufactured goods being exported is likely due to the fact the economy would be mainly focussed on exporting agriculture. But beyond this

Rwanda likely has a high level of subsistence farmers in poverty reducing the ability to trade. As a result Rwanda as an African LIC has low investment in internet making it unable to connect globally in social terms but also the low percentage of the population living abroad is likely down to moving to other African countries or Europe as refugees. Slowing Rwanda is unable to globally connect due to it LIC properties.

Iceland is typical of a developed globally connected country as it has 40% of its exports in the manufacturing industry with the likely movement to post-industrialisation. Its high amount of IT infrastructure therefore allows it to connect socially as it has the 3rd best internet service and its 11). Movement of people is likely to be as a result of skilled individuals moving to other countries to find work (such as doctors)

Finally the global connectedness index is slightly distorted due to the use of GDP % for trade. China only exports 26% of its GDP as manufactured goods however this flow is likely to be larger than Iceland, Estonia and Rwanda combined due to its large GDP and secondly as chinas population is over 1 billion %. As the population moving abroad is still quite large meaning although

It does not have a high global ~~connectedness~~ ~~see score~~ Connectedness Score It is ~~really~~ in reality highly connected through the flow of money, people and trade.

9B)

There are several different types of global groupings with differing reasons for being set up.

Firstly there are trade blocs such as the North America free Trade association (Nafta) and the European union. (EU) These Trade blocs set up to decrease the export barriers of trade between countries by getting rid of tariffs and import tariffs. This therefore allows businesses to gain comperative advantage by specalising in the industry they're good at. More over it creates the benefit of economies of scale as businesses can sell to a greater amount of people and companies allowing for greater revenues to be achieved. Therefore Trade blocs are created to help introduce interdependence and economive comparisons of countries by reducing trade barriers and encouraging trade and the flow of People and information.

Secondly there are also economive groupings. Opec or the ~~By~~ organisation for petroleum exporting countries is an economive global grouping between countries such as Saudi-Arabia and other petroleum exporting countries so

regulate the oil market and ensure that all countries within OPEC get a fair price for the price of oil. They do this by reaching an agreement on how much oil should be supplied so that prices are kept stable by not saturating the market. This therefore allows for OPEC members to gain greater amounts of revenue from the export of petroleum (petro-dollars) helping provide a steady income for all members and allowing them to use this comparative advantage to develop in other areas of their economy, (tourism in dubai) as their economic and political influence from having 2/3 of world oil is large enough to benefit OPEC countries economically.

Global groups are also created to discuss social issues and find solutions to problems with other member countries, as well as discuss environmental solutions. OECD or the organisation for economic co-operation and development is a group of 30 of the richest and most powerful countries in the world (including the G8) who come together yearly or more frequently depending on the issue at hand to discuss how member countries can improve conditions such as large inequality and poverty in the developing world. OECD countries also form to discuss global issues which need international support to find solutions such as those cause by global warming

therefore allowing for the Social and economic co-operation of member countries.

Finally Global groupings can also be revolutionary to identify the economic, political and social situations of countries around the world. For example Countries with the poorest areas, worst education, greatest poverty and Low GDP's are classed as LIC's (low income countries). These are a group of 50 countries with 2/3 being African which have severe issues with poverty. Countries can also be globally grouped as NIC's or Newly Industrialised Countries such as China or India which have fast growing economies and recent movements away from agriculture. Therefore countries are grouped together based on economic and social statuses to track development as it is no longer accurate to class countries as either Meds or LEDc.

ResultsPlus
Examiner Comments

Part (a) deals effectively with the mass of data by taking a country by country approach. Sensible suggestions for the different scores are given for each country. Note that candidates were not expected to know anything particular about these countries, though of course a good geographer will know where they are, and enough about their situations to offer possible reasons.

Part (b) considers trade blocs, OPEC, OECD and economic groups (LICs and NICs) in depth and with exemplification. It discusses why they were formed, and how some groups are voluntary and some are involuntary.

ResultsPlus
Examiner Tip

Remember that being ranked with a high number for something usually means it is not the best. Here Rwanda is ranked 138 for Manufactured Goods exported, showing a low economic connectiveness, and Iceland is ranked 3 for Internet bandwidth, showing a high level of electronic connectivity. Practise looking at rankings of different criteria and countries, and interpret their meanings or consequences.

Question 10

(a) There were many good responses to this question. Candidates covered the figure well and could offer sensible reasons for the different rates of migration. In depth knowledge was displayed about the A8 and Schengen Agreement for Poland. Explanations for the USA tended to be more varied. The Irish reduction in numbers attracted some confused responses, e.g. low Irish migration being blamed on poor feeling towards Irish people by the British, however most related this to the end of conflict and the improved Irish economy. Some candidates had good knowledge of India and Pakistan as former colonies and discussed post-war, post-colonial migration and family reunification. However they needed to explain recent migration as a result of this as the data referred to 2001 and 2011.

Candidates must remember the need for breadth in 6GE01 – three major paragraphs in an essay should offer three distinguishable reasons. In addition, high performing candidates are often those able to draw on subject knowledge from across the 6GE01 specification, thereby making sense of the whole range of data. Discussing generic reasons such as 'education, wages, jobs' did not score so highly. Although the resource gave candidates data, their use of this was sporadic. The more able used this to their advantage quoting specific changes then suggesting reasons why.

(b) Most candidates who answered this question considered 2 different migrations, and most correctly focused on the host country (rather than the source). The most common examples were the two compulsory case studies of retirement migration to Spain and A8 migration from Eastern Europe to the UK. Other candidates did make comparisons with post-colonial migrations as well as recent flows from North Africa to Europe.

Most effective answers were well structured, comparing social, economic, environmental and political impacts of the migrations. Candidates writing about Accession 8 flows tended to include the political and economic aspects, both positive and negative – and tended to ignore the social. Conversely, those writing about retirement migration to Spain mentioned more about the social implications rather than the political and economic impacts. However, many of the answers suffered from lack of specific detail, with generic statements about 'taking jobs', or British expat enclaves. The addition of a few specific details could have resulted in many candidates getting high Level 3 or Level 4 marks.

This answer scored 9 marks for part (a) and 10 for part (b).

10a) Figure 10 shows sizes of immigrant communities in the UK from the 2001 census and the 2011 census. In the space of 10 years alot had changed in the migrating population. One big change was Accession 8 in 2004 where 8 Eastern European countries joined the EU allowing for freedom to move and allowing them to move within the EU to the UK. Countries in Eastern

Europe such as Poland, Latvia and Czech-Slovakia joined resulting in around ~~00000~~ 500,000 new migrants coming to the UK in the space of 10 years just from Poland. The people from the Eastern European countries came to the UK due to the more opportunities available in the UK for them such as higher paying skilled jobs and more unskilled jobs being available in the unskilled sector. ~~Poland~~ All countries shown in figure 10 have increased their number of migrants moved to the UK. The one exception to the rule is Ireland where some people may have moved back home post the 2008 recession and lack of jobs and found better jobs at home.

The Polish and Eastern European migrants came in large ~~quantities~~ quantities because the skilled people found that they could earn more money in the UK for their skills such as Polish dentists. They then sent the money back home in 2006 £306 million was sent back home due to remittance money.

Another country of origin that has increased is Pakistan and India. As

excolonies of the UK they find it easier
to mae here due to a large majority
of Indian people can speak english.
2 million graduates are english speaking
every year in India. Also large amant
of Asian people come to the UK to
study — more in recent years due to
ease and cheaper transport. Universities
such as UCL, LSE and Oxbridge attract
☆ They were economic migrants to the UK.
large quantities of immigrant communities
in their unwesities. This ex plains the

~~Nigeria also has a large c~~
rise in Indian migration from 450
thousand to nearly 700 thousand in
2011. These are education migrants.

The large majority change and
increase in migration comes from
the ease and cheapness of travel
in recent years through cheap
budget airlines so this allows and
makes it more affordable for people
to mae through janing trade blocs.
☒ The jaing to trade blocs makes
it more easier to mae what

complication. This explains Poland's
large percentage of migrants.

10b) 2 main international migrations that
occurred in the UK ~~was the~~
was the post accession migration;
post Accession 8 and Accession2
and the Indian/ Asian migranm in the 50's.
The impacts that occured on the UK
post the accession was that
large quantities of people from
the Eastern European countries
migrated to the UK. large numbers
of polish, latvian and Bulgarian
people migrated to the UK. From Poland
alone 500 thousand migrated.
The impact of this migration
was that the Eastern european
migranm filled unskilled 3D jobs in the
market. They migrated to urban
areas such as london to seek unskilled
jobs in the informal sector.
The ~~xxxxxxxx~~ non-white population

of London is approximately 45% with Eastern European taking a large 22% of that. ~~Also a large 80%~~ so the impact on the UK were that the migrants filled skill gaps in the market that the British population was not willing to do. Also they migrated to ~~partica~~ places up north such as Boston to join the agricultural market to pick crops from the fields, which the British population are not willing to do.

They also had negative economic impacts in that they sent a lot of remittance money home. £25billion was sent home to Poland so the UK economy looses out on the revenue. Also another negative impact is that the UK government spends money on providing free healthcare and education on these migrants so they are spending a lot of money on providing for them.

Another international migration ~~flow~~ ~~was~~ to the UK was from the ex colonies of India and Pakistan they came

over to the UK in the 1950's approximately 500 thousand people came from the Asian countries. They filled ~~skilled~~ skilled jobs in the market such as doctor jobs. 60% of the original migrants were qualified in the medical field so ~~the~~ the impact in the UK was that there was a labour surplus of doctors available. ~~Also~~ Also they earned a lot of money which was sent home in the form of remittance. In 2000 £2.5 billion was sent back to india.

The difference between india and Pakistan's migration to that of Poland was that Poland and the Eastern European countries was such a huge quantities in one go it had a lot of impact on the UK such as the rise of politically social parties such as the BNP and UKIP whereas in the Asian indian migration it happened gradually and they were mainly skilled smart people which benefited the economy more than the Polish where majority was unskilled. Also the indian population also came to study and ended up settling here and contributing to the economy of the UK.

The host country of the UK benefited in one way mainly economically in both international migration.

This example of a part (b) response is better, scoring 13 marks.

b) ~~One example~~ International migration
has increased and the impacts on host
nations can be beneficial or costly
depending on the nature of the migration.
Two contrasting examples would be the
Uk and Spain.
The Uk has long had flows of migrants since
the 1950s but most recently has been the

flow of eastern european migrants due to the
enlargement of the EU in 2004 that have
had the most impact.
~~Polish migrants coming to the Uk in the Uk~~
~~are at 579,000~~ Last year the Uk had
500,000 to 600,000 migrants with 45,000
from the EU and 30,000 outside the EU.
By 2011, there were 579,000 Polish migrants
in the Uk and continued to grow. These
migrants are often stereotypically hardworking
and especially in construction e.g. the Uk
recruited Polish workers to build to Olympic
stadium in 2012.
They contribute to the economy alot with
an estimate of £2bn to£2.5bn contributed
by eastern europeans in 2005 to 2006,

with a predicted contribution of 0.5 to 1% of the UK economy. The Bank of England also claimed that migration to the UK actually prevented the inflation of oil prices. Migrants in general help fill labour gaps in important public sectors jobs like teaches and engineers and also help grow the number in working age in turn helping to balance ageing population of host nation the UK.

Spain is also a host nation for UK migrants. In 2001, 22,000 pensioners moved to Spain. This can cause problems for Spain. 1.8 million properties are owned by foreigners as second or holiday homes with a high number owned by UK migrants. This means there is a increase in demand, this causes house prices to increase, this can outprice locals and those trying to get on the property ladder.

At Another issue is the fact that alot of the migrants are pensioners, this almost transports the issues of a elderly population to Spain. It puts more strain on healthcare as the elderly require

more healthcare, more money would need to be invested into the healthcare which could be invested in the economy. They are not working therefore may pay less tax and dont contribute to economy as much.

In conclusion, UK beenefits from migration whereas there are a lot of costs for Spain.

Paper Summary

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

- You need to ensure you know the compulsory case studies thoroughly as you may be asked precise questions about them (e.g. reasons for drought in California, and why earthquakes are often experienced there).

- Check you can read data from a graph accurately and use it to draw conclusions.

- On part (b) or (c) questions, check if two different elements are required to be linked in your explanations (e.g. Question 4(c) and Question 6(b)). Make sure you cover both of them.

- Read the whole question through twice before you start writing to ensure you understand the requirements. Many candidates lost marks on Question 1(a)(ii), Question 3(b) and Question 6(a)(iii).

- Study the resource used for the essay questions carefully, checking axes of graphs and titles for clues about the theme of the question. On Question 7 some missed that these were figures for urban areas.

- You are very unlikely to be asked to describe the resource, as usually an explanation of what it shows is required ('Suggest why...' or 'Suggest reasons...').

Grade Boundaries

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

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx