Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCE in

AS Geography (8GE0/02)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

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

Introduction

This is the sixth year of examinations for 8GE02. The paper assesses knowledge and understanding of Globalisation, followed by a choice of questions on Regenerating Places or Diverse Places.

This year the synoptic questions focussed on outsorcing and offshoring to Bengaluru, India and inpacts on business, people and environment (Regenerating Places) and the impacts of globalisation on people and businesses in Leicester, UK (Diverse Places).

Candidates for the 2023 examination series have been less directly affected by school closures as a result of the Coronavirus Pandemic. The examination process reverted to the model in the SAMs and past papers from 2017, 2018, 2019 and 2020. However, AS candidates are likely to have had less experience of fieldwork at GCSE, which appeared to affect their familairity to key terminology in questions 3 and 6.

The structure of answers for the 12 and 16 mark essays has continued to improve, with many showing the ability to organise their ideas logically, making relevant connections and relationships across the ideas they discussed, with some also able to make judgements/ conclusions. The questions about local and contrasting places were better done than in the past, but places at inapproriate scales were still used by some.

1a	The vast majority were able to score one mark here , with answers relating to higher pay, permanent jobs and promotion seen most commonly.
	A few answered from the point of view of a business, giving a descriptive answer without a clear benefit.
1bi	This two mark comparison question was answered successfully by most. Comparative wording was required for each mark, and there were many routes to achieve this, either via specific locations or by reference to the use of water by different sectors. Some compared total water use. Any of these approaches was acceptable.
	Statements that simply stated facts about water use in different places without comparison did not score marks.
	Most scored two, and some gave overlong answers, wasting examination time.
1bii	Here a reason for a difference had to be suggested, and then extended for a total of three marks. The candidates had little extra information about the size of the cities or their economic activity, and any plausible suggestion was credited. Frequently seen answers discussed agriculture or industry, and the relative sizes of the sizes of the overall total of water used, and gave reasons why this might vary. May scored two marks here, with a majority failing to achieve the third development mark.
	Some started a separate reason which could not be credited as the question asks for **one** reason.

	Centres are advised to practise these 'chains of 3' marks as a classroom activity. One student could identify a reason, and a second and then a third student could build on their answer, each beginning with the word 'because'. This skill is required for 3 and 4 mark questions on all three GCE papers, so is well worth developing.
1c	Two pairs of connections and flows were needed here, and the most commonly seen connections were containership routes, political links (particularly via trade blocs) and wifi connections. The most commonly seen flows were goods and people, with money/capital seen less frequently. Different flows were asked for, and some gave two different migration flows which were not usually creditable unless remittances (money) became the focus of the answer. Those who started with the connections were often able to score four marks. Those who started with the flow (people, goods etc) often struggled to be clear about the connection, so scored two overall rather than four.
1d	In response to the question about the costs and benefits of local sourcing to reduce environmental concerns about globalisation most scored 3 or 4 marks. Most had some idea of the concept of local sourcing and could link this to reducing food miles and carbon footprints. Costs discussed usually included the expense and seasonality of food products produced locally. Less commonly seen were ideas about loss of income to overseas producers. Benefits were local employment and money circling within the local economy. Those who wrote about industrial production struggled to develop answers, and those who focussed on food items tended to score more highly. To achieve 5 or 6, both costs and benefits were likely to be discussed to give the 'broad range' required in the mark scheme.
1e	This essay differentiated well, and there were good essays seen when candidates focussed on culture. Some drifted off into an essay about TNCs and global shift, and tended to stay in low level 2 as long as there was at least partial focus on culture. Stronger answers identified the groups involved which helped them explain the tensions, rather than just stating that 'tensions occurred'. Many discussed cultural impacts on food and diets, which worked well, and a number discussed attitudes to disability and women's education. Many also considered loss of culture for indigenous groups via loss of land and forced adoption of new cultural practices. The people of the Amazon and Papua New Guinea were frequently used as examples, alongside Canada and south-east Asian locations.

	Judgements included ideas about the scale of tensions, and the time scales involved. Some struggled to assess how far loss of culture could be a benefit (for example educating girls might create tension in traditional cultures). Geography is complicated and answers which attempted to discuss the way different tensions are both created and managed scored highly. The political consequences of tensions which have resulted in authoritarian clampdowns in Afghanistan and Iran were discussed by some successful answers. Answers which engaged with recent issues often scored highly, and centres are encouraged to discuss these in class. Glocalisation and the actions of McDonalds to provide food choices to meet local preferences could form part of an answer, but more was needed for a strong counter argument.
2a	Most were able to score one mark here, with frequent references to improving the housing or wealthier people moving in, displacing longer term residents.
2bi	The majority selected C, the correct answer.
2bii	Most were able to give an answer within the acceptable range.
2c	Most candidates were able to use the resource to quote data showing that several LSOAs in the Bargate area are in the lowest or most deprived deciles, so the city authorities needed to provide help. Fewer were able to go on and explain what help they might need, or to suggest reasons the places had high levels of deprivation, so they scored a total of 2 and rarely 3 marks. In other words, they were unable to explain how authorities might use this data to inform their planning.
2d	Two times two reasons were needed here for this 4-mark question. Some candidates gave one developed idea for 2 marks, and some gave two 1-mark answers, but the overall modal mark was 4. Commonly seen answers were about business parks and regeneration or rebranding strategies. One successful route was to discuss sport-led, retail-led or property-led routes to attract investment, often with reference to real examples, which worked effectively.
2e	Many found this difficult, and responses tended to be generalised, for example contrasting rural-urban or north/south UK. Many stated stereotypical assumptions about locations where specific job sectors dominate, and about pay without illustration. Many candidates showed particular lack of understanding about rural places. These often have a real range of incomes. Less remote rural places provide homes for commuters with often highly paid jobs, but remoter places often do have lower pay and fewer options for employment. Some were able to discuss how remote working, which has increased since Covid, is increasing rural populations and rural pay. Gender was often mentioned as a reason for pay inequality but most could not explain or justify their assertion. Centres are encouraged to use a map

	showing spatial variations in pay and invite candidates to suggest reasons for the trends they notice. Why is pay higher in London? Why is pay low for many in Cornwall? Few were able to explain this.
2f	Cornwall and Bronte Country dominated responses. There were some clear detail of strategies and inequalities but candidates didn't always show clearly to what degree or in what ways they reduced inequalities other than by saying they did, did not or did in part. Centres are reminded to practise questions like this and plan answers, which apply the case studies to the specific requirements of the questions.
	Several candidates wrote about urban locations, or started with rural but drifted into urban examples. Where there were general points that could be applied to rural places, these were credited. Reading questions carefully, underlining key words and making a plan are recommended as crucial good practice for success in exams. Learning a few facts so that the argument can be 'supported by evidence' is also highly recommended.
	Far too candidates many wrote about 'Cornwall' in general, without specifying places, although the Eden Project featured in many essays. Jamie Oliver's '15' project in Watergate Bay closed in 2019, and the best answers were able to assess the reasons for this. However, Lobb's Farm is still doing well in 2023. A quick look at https://dclgapps.communities.gov.uk/imd/iod_index.html for Index of Multiple Deprivation data shows which parts of Cornwall are thriving and struggling, and helps provide some context for regeneration projects.
	This question asked for an assessment of 'effectiveness' so to reach Level 3, so a discussion of what this might mean was needed. Candidates who identified the social and economic inequalities of places, and then considered how far the strategies helped reduce these scored highly.
3ai	Most were able to make at least one comparative point here. Some merely stated what each Location scored, which was not awarded a mark. Many candidates scored full marks here.
	Noting that the 'State of the pavements' scored the same in both A and B was acceptable.
3aii	Any alternative criteria related to the environment were acceptable. Comments about the number of people was not credited. Most commonly seen ideas were green spaces, bins and congestion.
3b	This 4 mark question was answered better than the 9 mark familiar fieldwork question about secondary data asked in a previous series. Most but not all knew what constitutes secondary data, but relatively few were able to identify specific sources. Centres are reminded to find more up to date sources of data than the 2011 census, unless it is being used as a contrast with recent data. The IMD, ONS and https://census.gov.uk/census-2021-results are useful. Mapped data is

	particularly helpful if it used as a base map for overlaying bar graphs, pie charts or pictograms, which allow for analysis of spatial variation. Centres who can use GIS are at an advantage here, but even screenshots of maps overlaid with pie charts and annotations are helpful skills to learn for the NEA to come. Candidates needed to go beyond naming a suitable source of data, and were required to explain how it could be used to explain the reasons for differences in environmental quality. Candidates found this hard, and the mean score was only 1.89 out of 4. Answers reaching 4 marks often used evidence about past industrial activity or land use, or to incomes of residents, or to maps which showed proximity to places where litter is generated as the basis for reasons.
3c	This question required candidates to assess the effectiveness of their data processing and presentation techniques in analysing the data collected in their fieldwork. It is noted that this Year 12 cohort were likely to have a much-reduced experience of fieldwork at GCSE due to the pandemic. Therefore some had a smaller range of methods to draw on, and perhaps some lacked confidence with the terminology of the Route to Enquiry. It was not well answered on the whole, mainly due to the candidates misreading the question by discussing only or mostly data **collection** methods with a passing reference to processing and presentation. Those that did have the right focus were able to assess the strengths and weaknesses of their methods, and the best could justify which method was the most useful. This year there were few who mentioned using a suitable statistical test, and even fewer who addressed significance. The better answers contrasted 2-3 methods, and were able to explain which method was the most useful, with one or more reasons for this decision.
4	There were very few Level 1 and 2 answers here, with almost all able to use the resources provided to discuss the extent to which global shift has benefited the local, national and international businesses, people and environment of Bengaluru, India, and thus reach Level 3 or Level 4. The mean mark was about 9 out of 16. The weakest answers tended to lift facts and figures from the data without developing an argument, and if time was short some did not include all three groups. The more basic answers looked at positives for business and people and negatives for the environment. Better answers were able evaluate the benefits or otherwise experienced by businesses, people and environment. Some were able to make synoptic links between the resources and other places they had studied.

	Better quality answers also considered future benefits for business, positives and negatives for people and assessed the future for the environment in the light of changes taking place. Some contrasted the experiences of new migrants with those of longer-term urban residents.
	A strong conclusion was seen in the best level 4 answers, evaluating which of the three benefited the most, and the reasons for this.
5a	Nearly 90% gave an answer from the mark scheme, with the majority stating lower crime rates than elsewhere in the city or an answer linked to pollution or living space.
5bi	The majority successfully identified C as the correct answer.
5bii	The majority gave an answer within the range on the mark scheme, though some left off the thousands so gave an unacceptable answer.
5c	Most candidates were able to use the resource to quote data showing that there are clusters of Lithuanian speakers in the Beckton area, and most were able to suggest a starter reason for this. Fewer were able to go on and develop this reason for a third mark. Most frequently seen reasons used the 'enclave' idea, and the benefits this gave to migrants, and more scored 3 than the parallel 2c question.
5d	Two times two changes in culture were needed here for this 4-mark question. Some candidates gave one developed idea for 2 marks, and some gave two 1-mark answers, and overall the mean was slightly lower than for 2d. The development points were often too general or vague to achieve the second mark.
	Some did not refer to culture here so did not score a mark.
	Language, shop signage, types of food/restaurants, festivals, places of worship or cultural centres were all seen frequently in successful answers.
5e	Candidates found this question relatively accessible, with many scoring marks in upper Level 2 or Level 3.
	Candidates were able to identify groups of people and suggest reasons for their differing perceptions of life in the inner city.
	Candidates needed to cover both positive and negative within their answers. Lists of quality of life features without discussion were unlikely to get out of level 1 as these tended to be viewed as 'isolated elements' of geographical knowledge and understanding. Even if relevant they were not used to answer the question, especially if not categorised as positive or negative.
	A successful approach seen was to identify features of life in the inner city and then to explain why different groups (eg a family with young children contrasted with students) might perceive these in different ways. Thus a shorter commute and access to friends and social activities might be seen positively to some students, whereas a family might find lack of access to parks and busy roads unattractive.
5f	This question was found a challenge by many students, with few answers reaching level 3. There were some generalised responses

	without the support of location and specific approaches to managing change. Located examples did identify changes that have occurred, and then went on to consider how specific groups perceived the extent to which they were successful. The best could support their ideas with detail and assessment. Some took this as a question about regeneration and wrote about their Eden Project and other Cornwall case studies. This could be relevant if they were able to explain the changes that had occurred and ways management by the local council, businesses or community groups were perceived. Students wrote about changes including house building, changes in shops, introduction of fibre optics, second home purchase, holiday lets, migrants living in rural areas, the isolation of elderly people and the boredom of younger people. The best answers then considered strategies that attempted to manage these and assess the extent they were seen as successful. Management strategies discussed included subsidising bus routes, school improvement, community groups for older and younger people. As in Q2f, several candidates wrote about urban locations, or started with rural but drifted into urban examples. Where there were general points that could be applied to rural places, these were credited. Reading questions carefully, underlining key words and making a plan are recommended as crucial good practice for success in exams. Learning a few facts so that the argument can be 'supported by evidence' is also highly recommended.
6ai	Most were able to make at least one comparative point here. Some merely stated what each Location scored, which was not awarded a mark. Many candidates scored full marks here. Noting that the 'State of the pavements' scored the same in both A and B was acceptable.
6aii	Any alternative criteria related to the environment were acceptable. Comments about the number of people was not credited. Most commonly seen ideas were green spaces, bins and congestion.
6b	This 4 mark question was answered better than the 9 mark familiar fieldwork question about secondary data asked in a previous series. Most but not all knew what constitutes secondary data, but relatively few were able to identify specific sources. Centres are reminded to find more up to date sources of data than the 2011 census, unless it is being used as a contrast with recent data. The IMD, ONS and https://census.gov.uk/census-2021-results are useful. Mapped data is particularly helpful if it used as a base map for overlaying bar graphs, pie charts or pictograms, which allow for analysis of spatial variation. Centres who can use GIS are at an advantage here, but even screenshots of maps overlaid with pie charts and annotations are helpful skills to learn for the NEA to come.

	Candidates needed to go beyond naming a suitable source of data, and were required to explain how it could be used to explain the reasons for differences in environmental quality. Candidates found this hard, and the mean score was only 1.89 out of 4. Answers reaching 4 marks often used evidence about past industrial activity or landuse, or to incomes of residents, or to maps which showed proximity to places where litter is generated as the basis for reasons.
6c	This question required candidates to assess the effectiveness of their data processing and presentation techniques in analysing the data collected in their fieldwork. It is noted that this Year 12 cohort were likely to have a much-reduced experience of fieldwork at GCSE due to the pandemic. Therefore some had a smaller range of methods to draw on, and perhaps some lacked confidence with the terminology of the Route to Enquiry. It was not well answered on the whole, mainly due to the candidates misreading the question by discussing only or mostly data **collection** methods with a passing reference to processing and presentation. Those that did have the right focus were able to assess the strengths and weaknesses of their methods, and the best could justify which method was the most useful. This year there were few who mentioned using a suitable statistical test, and even fewer who addressed significance. The better answers contrasted 2-3 methods, and were able to explain which method was the most useful, with one or more reasons for this decision.
7	There were very few Level 1 answers here, with almost all able to use the resources provided to discuss benefits of the international influences for the businesses and different groups of people of Leicester, so reaching at least level 2. The resources were used but often repeated rather than developing links and 'assessing the extent', which were needed for higher level 3 and Level 4 answers. Conclusions were often short and along the lines of 'it has/hasn't benefitted people and businesses'. Most approaches were talking about all the advantages and then the later problems. This meant candidates didn't develop ideas about the changes over time, which were well developed in the resources. This often led to rather basic evaluation. Those who developed their answer by discussing a specific change and how later problems emerged tended to produce a more coherent answer. There were fuller comments about the people compared to the businesses, and candidates are reminded that a balanced essay will cover all parts of the question, and the little word 'and' should not be forgotten.

Both question 4 and question 7 featured an introductory sentence to this year, to help set the scene and allow for a shorter question. The question is always the part that begins with the command word, which for the 16 mark questions will always be 'evaluate'.

Better answers were able to make synoptic links between the resources and other places they had studied.

A strong conclusion was seen in the best level 4 answers, evaluating which influence brought the most benefits to Leicester, with some considering different time frames, and the reasons for this.