

Examiners' Report
June 2018

GCE Geography 9GE0 02

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Introduction

This was the first assessment of the new specification for Advanced GCE in Geography, Paper 2 (9GE0_02). The examination produced some excellent work and teachers are to be congratulated for the ways many candidates were thoroughly prepared for the demands of the new specification.

The command words and marking criteria, as published in the new specification, will be consistent throughout the lifetime of the new qualification. It is hoped, therefore, that Centres and candidates will grow in confidence in knowing what is expected of this new qualification. This report sets out recommendations to help all teachers and candidates to learn from the best practice seen in this series.

Paper 2 of the new GCE Geography specification consists of three sections and the examination includes short open, open response and resource-linked questions. The examination also includes 12-mark and 20-mark extended writing questions.

The examination is undertaken in 2 hours 15 minutes. Whilst there was little evidence that timing was an issue, there were several papers where candidates attempted both the option questions in Section B and Section C, completing at least part of each question. Candidates need to be aware that they are to answer either Q3 or Q4 in Section B, and either Q5 or Q6 in Section C.

There were also some candidates who were short of time on the final questions in Section B and Section C, with brief essays seen on the 20-mark extended writing questions for Q5d and Q6d. Many candidates wrote overly excessive answers on the earlier essays, leaving themselves short of time for the 12-mark and 20-mark extended writing questions. Further discussion and practice in exam skills are needed to avoid this.

A few answers were seen where candidates wrote about the wrong resource for the question they were answering, particularly on Q3ai, Q4ai, Q5b and Q6b. Candidates are recommended to read carefully the figure references in the question to make sure it matches accurately with the material in the resource booklet.

Paper 2 includes questions related to content for Topic 3 (Globalisation), Topic 4 (Shaping Places), Topic 7 (Superpowers) and Topic 8 (Global Development and Connections), as given in the new specification. However, this series revealed that there are some key topics which require further work to ensure candidates are well prepared for the examination. In this series, candidates demonstrated a lack of confidence about the local and contrasting areas, human rights, development aid and national identity.

Question 1 (a)

These short answer questions are more challenging than they first appear (see also 3ai, 4ai, 5a and 6a), and relatively few candidates scored full marks. In this question, candidates were asked to explain a reason why the global shift of industry has had a negative impact on some people in the developed world. The question asked for only one reason, which must then be extended, developed or exemplified for further marks. Therefore, selecting a suitable initial reason is crucial, as it needs to be broad enough for development.

Most candidates were able to explain that unemployment or similar occurred, which could then be extended with the idea that lower cost labour was available elsewhere. Further developments frequently seen included lower spending on local services, out-migration, a spiral of decline and impacts on mental health. Another point seen frequently explained that the unemployed workers lacked the skills for new jobs in tertiary or quaternary employment. Only one mark is available for exemplification, which needs to be a detailed point, for example, a place, an industry and several job losses. Commonly seen were detailed points on Detroit, Leicester and Middlesbrough.

This response scored 4 marks.

- 1 (a) Explain **one** reason why the global shift of industry has had negative impacts on some people in the **developed** world.

(4)

Global shift has caused an increase in manufacturing labour employment in developing countries where labour is cheaper, this means that TNCs such as SSI have moved industry out of locations in the developed world such as Teeside which has lead to high levels of redundancies. SSI in Teeside resulted in 2000 redundancies ^{and} as a result has lead to deindustrialisation and in some instances a spiral of decline.



Marks are awarded for cheaper labour (1) available in developing countries, leading to redundancies in the UK (1), exemplified through a detailed point about Teesside job losses as SSI moved out (1). One further mark was awarded for the spiral of decline and deindustrialisation. Each of these could have been explained more fully and linked to the 'people' in the question, but full marks have already been obtained.



It is good to use terminology where you can as it shows geographical knowledge and understanding.

This response scored 3 marks.

- 1 (a) Explain **one** reason why the global shift of industry has had negative impacts on some people in the **developed** world.

(4)

One reason why global shift has had a negative impact in the developed world, ~~is~~ because it leads to the loss of jobs in the source countries such as call centre workers in ~~developed~~ countries ~~such as~~ UK, where TNCs (BT) have outsource to India to reduce labour costs and maximise profit. This resulted in ~~an~~ ^{increase in} ~~the~~ ^{the} unemployment ~~in~~ in UK due to loss of jobs.



Marks are awarded for loss of jobs (repeated throughout the answer), the detail about BT call centre jobs being relocated to India and thirdly the reduction in labour costs. In this response, the obvious omission is a further detail about how communities and individuals in the UK have been affected as a result of job losses.



Avoid repeating the same detail in your answer as a point can only be credited once.

Question 1 (b)

There are two 12-mark 'assess' questions in this paper and candidates need to find a way to explain more than one perspective.

In this question, candidates were asked to assess the view that globalisation inevitably damages the physical environment. There were many possible approaches to this question. One was to consider ways that globalisation has caused damage to the environment, (often in the developing world) and to assess which was the most severe. Another perspective was to consider the way the developed world has benefited by 'exporting' polluting industry and enabling restoration of habitats. Another frequently seen response was to explain the strategies used to improve the environment.

To achieve Level 3, answers needed to assess whether environmental damage was inevitable, rather than merely to explain causes of pollution and strategies to reduce damage. These answers also needed to be explained in the context of globalisation. Many candidates were able to discuss the impacts of transport and risk of oil spills alongside carbon emissions. Stronger answers did this in the context of the water and carbon cycles and related this to the global reach of TNCs or the growth of tourism.

Better answers went on to assess how far containerisation is reducing transport pollution due to larger, fewer ships and, therefore, fewer oil spills, and also the increasing opportunity for homeworking and teleworking through the use of IT and social media, so leading to a reduced need for travel.

Level 2 answers mentioned renewable energy, electric cars and international agreements, such as Paris 2015 as their counter argument, but did not explain the link to globalisation.

In contrast, Level 3 answers included detailed knowledge, for example, about the role of named TNCs in seeking to minimise their impact, or else causing the drop in water tables or water pollution, such as Coca Cola, or the way the leather tanning industry in Ethiopia has polluted water sources. High level responses also discussed the role of water and energy security in developing countries and how hyper-urbanisation (slum growth) in Dharavi threatens this due to unsustainable expansion of Mumbai. Impacts on people were only relevant if linked directly to environmental damage.

This response scored 10 marks.

(b) Assess the view that globalisation inevitably damages the physical environment.

- developing - over extraction of resources - china - india - USA
- urbanisation - internal migration - rural-urban continuum (12) - slums
deforestation

Globalisation can damage the physical environment, this is ~~etc~~ because globalisation has allowed other countries to develop and others to further establish themselves. Developing countries have been filling the gaps in the Global Market, where this has led to an increase of resources extracted, ~~an~~ increase of demand for resources which has caused damages to the physical environment. For example, since China's Open door policy, globalisation has allowed China to become an important trader of resources. However, with an increase of factories being unregulated, polluted & contaminated waste water has ended up in Rivers, lake & water stores (groundwater), where China has 60% of its groundwater polluted or contaminated. Through globalisation countries are developing which creates internal migration of rural-urban continuum, which has increased the rates of urbanisation. This

has put pressure on the physical environment of over extraction of resources, pressure of forests surrounding urban environments and an increase of shanty towns ~~causing~~ causing deforestation to expand. In China, there are 5 of the world's biggest cities where there is increasing rate of over extracted water lowering the water table & deforestation to allow expansion of cities to take place.

However, developed countries have been able to influence & pass on knowledge of renewable energy to reduce the impacts ~~of~~ on the physical environment. Like Denmark becoming fossil fuel free by 2050, they have passed on their knowledge to other developing countries where in the long run will be a reduction of damage to physical environment from reduction of exploiting fossil fuels. Globalisation has allowed countries to communicate more efficiently and tackle global problems like climate change through the Paris Agreement 2015, allowing developing, emerging & developed countries to be ~~allow~~ aware of the damage to the physical environment in the long term.

In conclusion, globalisation has led to damage to the environment as countries develop. However, as countries become developed they become aware of the damage to the environment & start to make improvements, where they are able to pass on this knowledge & information to countries conveniently developing like UK & Denmark improving their physical environment.



The answer has several causes of environmental damage, exemplified by reference to China. Ideas on resource exploitation, unregulated factories, rapid urbanisation, deforestation are explained, all in the context of globalisation. Another perspective is given by considering the way that ideas have been shared to develop greener energy supplies and through the 2015 Paris agreement. Fuller marks could have been obtained through assessing how far these strategies are helping the limitations, and through more support from detailed information.



When you introduce a counter argument, for example, about how globalisation has encouraged environmental protection, make sure you assess ways in which it has been effective and its limitations.

Question 2 (a) (i)

Most candidates were awarded the full 4 marks for this question. The marks for a mathematical calculation were available through the table of data about the emerging powers and the extent to which they could be considered superpowers. The mathematics involved was straightforward (multiplication then addition), but required care to ensure the correct numbers were used.

This response scored 4 marks.

2 (a) Study Figure 1.

(i) Complete the table by filling in the four blank boxes in the final two rows.

(4)

	Brazil	China	India	Russia	South Africa
Population (million)	208	1,371	1,311	144	55
Rank	3	1	2	4	5
Weighted rank (Rank x1)	3	1	2	4	5
GDP per capita (\$)	8,500	8,027	1,598	9,092	5,724
Rank	2	3	5	1	4
Weighted rank (Rank x2)	4	6	10	2	8
Military spending (\$ billion)	25	215	51	66	3
Rank	4	1	3	2	5
Weighted rank (Rank x1)	4	1	3	2	5
% of population with access to improved sanitation	83	77	40	76	66
Rank	1	2	5	3	4
Weighted rank (Rank x1)	1	2	5	3	4
Number of films produced in country	35	610	1900	14	19
Rank	3	2	1	5	4
Weighted rank (Rank x0.5)	1.5	1	0.5	2.5	2
Overall score	13.5	11	20.5	13.5	24

Ranks are from 1 – 5, where 1 is the highest and 5 is the lowest.

Figure 1

A table comparing emerging powers using selected data, with weighted ranks, for 2015



In this example, all columns are correctly completed.



Check your answers carefully. It is easy to make mistakes in this type of question.

This response scored 2 marks.

2 (a) Study Figure 1.

(i) Complete the table by filling in the four blank boxes in the final two rows.

(4)

	Brazil	China	India	Russia	South Africa
Population (million)	208	1,371	1,311	144	55
Rank	3	1	2	4	5
Weighted rank (Rank x1)	3	1	2	4	5
GDP per capita (\$)	8,500	8,027	1,598	9,092	5,724
Rank	2	3	5	1	4
Weighted rank (Rank x2)	4	6	10	2	8
Military spending (\$ billion)	25	215	51	66	3
Rank	4	1	3	2	5
Weighted rank (Rank x1)	4	1	3	2	5
% of population with access to improved sanitation	83	77	40	76	66
Rank	1	2	5	3	4
Weighted rank (Rank x1)	1	2	5	3	4
Number of films produced in country	35	610	1900	14	19
Rank	3	2	1	5	4
Weighted rank (Rank x0.5)	1.5	1	0.5	2.5	2
Overall score	13.5		20.5	13.5	

Ranks are from 1 – 5, where 1 is the highest and 5 is the lowest.

Figure 1

A table comparing emerging powers using selected data, with weighted ranks, for 2015



The candidate has completed the weighted rank scores but has not added the totals.



If you find the calculation questions difficult, make sure you spend a few moments to do as much as you can, as you will often score some marks.

Question 2 (a) (ii)

In this 12-mark extended essay writing question, there were many ways to assess the effectiveness of the data. For example, the criteria given for each of the countries could be discussed to say which were more useful than others, and their limitations, such as 'military spending' does not say whether a country holds nuclear weapons or not.

Secondly, the rankings and weightings criteria could be critically assessed, and reasons suggested. Thirdly the countries and their rankings could be assessed and explained. Some candidates also assessed the value of the data itself in terms of its reliability, as it was dated 2015.

It should be noted that there was no need for a lengthy discussion of what emerging powers are, or about the USA. These 12-mark extended writing questions need to focus only on material relevant to answering the question.

An overall judgement was made by many candidates, discussing how far the data presented an accurate summary of the strengths of these emerging powers. Many candidates explained that China was the closest to be a superpower and were able to support this with evidence from the data given and their own knowledge.

Typically, lower Level 2 answers tended to describe the data, usually referring to 2-3 columns or rows of information. Given the amount of information on the table and the knowledge most candidates brought to the answer, it was not possible in the time to cover all the countries and all the criteria. The best answers were selective, often choosing China and India, or Brazil. At the top end of Level 2, most candidates compared data sets, commenting on ways these helped a country towards being a superpower. The best Level 3 answers demonstrated the candidates' own knowledge, for example, Russia's role as an energy supplier to much of Europe, but also its expanding geopolitical sphere of influence with vested interests in Syria and hosting of the Winter Olympics in 2014 and World Cup in 2018. These answers critically assessed the choice of criteria in the table.

This response scored 12 marks.

(ii) Assess the view that Figure 1 gives an accurate summary of the relative strength of these emerging powers. *number of the countries*

(12)

Figure 1 shows the world's emerging powers, Brazil, Russia, India, China and South Africa (BRICS). The BRICS nations have rapidly expanded in recent years due to their increasing populations and economies, however their strength does vary.

Figure 1 establishes China as the strongest country out of the BRICS. This certainly provides an accurate summary as China holds the largest population and is recovering from the world's ^{social unrest} most meteoric rise. This was steered from their Open Door Policy to trade, which allowed for a global shift of manufacturing to occur to China from the western world due to their ^{high} supply of cheap labor. While this has led to some of the population living in poor conditions with little pay, for China it has increased their GDP and has led to the rapid urban expansion along their East Coast. In addition to this, China is the main rival to the USA superpower status due to their increasing military power. Recent expansion into the South East Asia Sea has led to the development of military bases on the Spratly Islands, causing global concern. They are also a ^{Permanent} member of the UN Security Council, giving them an influence in global decision making.

The overall ranking shown in Figure 1 is also ^{accurate} ~~valid~~ as it outlines the importance of Russia as an emerging power. Their vast land mass extending from Europe to the Far East of Asia gives them the potential to have a great influence, while in the past they have been the main rival to the USA superpower status. Highlighted in the table are like China, they are also a permanent member of

The UN Security Council and have intervened to block UN intervention in Syria, signifying their impact importance.

However, the number of films produced in a country to have a limited effect on the strength of emerging powers, therefore it distorts the overall figure. In addition, it could be deemed that land mass and political influence should have represented on the graph to increase its accuracy as India does have a growing world influence and should arguably have a lower score than Brazil, who are currently experiencing economic stagnation due to evidence of political corruption being discussed at the highest political level.

Despite this, overall the graph does show a relatively accurate summary as it includes the key aspects needed to become a superpower; GDP, population size and military spending.

(Total for Question 2 = 16 marks)



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This answer is not perfect, but it is awarded the full 12 marks as it assesses a range of ideas from the data given, and also includes own knowledge and understanding in support. In this example, the candidate brings in ideas about the geographical location of Russia contributing to its strength in projecting power globally.



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Examiner Tip

When a resource is provided for a 12-mark question, make sure you refer to it throughout but also draw on your own knowledge.

This response scored 11 marks.

(ii) Assess the view that Figure 1 gives an accurate summary of the relative strength of these emerging powers.

(12)

The strength of emerging powers can be categorized into demographics, economic power, political power, cultural influence, size and natural resources. ~~Figure 1~~

Figure 1 covers a large range of these characteristics. Population represents demographic, as the larger the population the greater the work force and therefore potential output. However, doesn't take into account the education levels of the population, which can often influence their relative power, such as an English-speaking work force in India. GDP per capita measures the economic power of the emerging powers, also showing the level of development in the country. This is a fairly accurate summary, due to taking account in the population size of the country, however will invariably miss out on the informal sector that makes up such a large proportion of developing and emerging economies.

Military spending represents military strength and the potential for these countries to influence the countries around them, however a more suitable indicator would perhaps be military spending as a percentage of GDP, showing the importance of hard power in the country.

No. of films produced per country aims to represent cultural influence within a of superpowers, however this is unrepresentative of the cultural influence the country may have. This is due to some countries, such as India, having specially developed production industries, ^(Bollywood) showing an unrepresentative producing largely films consumed in India. Therefore perhaps a more representative measure would be the number of global ~~TVCs~~ ^{brands}, or the extent to which the language is spoken outside

The country. Then

The % of population with access to water also aims to describe the level of development within the country, however a composite measure for development world perhaps be more appropriate, such as H.D.I., due to issues ~~Even~~ although it also represents the population's access to natural resources. However ~~oil~~ ^{energy} security is often valued higher due to the ability to import in food and water easily.

Overall the table paints only a ~~partial~~ ^{partial} picture of the relative strength of superpowers, with several vital factors such as political engagement (membership in UN security council) omitted. Also the use of more measures, ~~and~~ ^{composited}, would represent it better.



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The strength of this answer is to discuss each of the criteria and to suggest what additional information might have been included to strengthen the category. For example, by suggesting that military spending should be shown as a percentage of the GDP per capita. It also suggests extra data that could be included and gives an overall judgement. The weakness in this response is the lack of focus on individual countries.



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Examiner Tip

Where data tables are provided, there will be multiple ways to interpret them. Make sure you keep the question in your mind and do not merely describe what you can see.

Question 3 (a) (i)

The new specification includes a focus on perception and sense of place. It also encourages Centres and students to use a range of sources of information to find out about contrasting views. Photos and blogs provide an excellent way to do this.

In this 3-mark question, candidates are asked to suggest one way the writer of a blog presents a negative view about the regeneration of Hull, through its year as City of Culture 2017. To answer the question, candidates needed to use the text and/or the photograph to help them say how the views of the blogger are conveyed. Most candidates were able to identify a way this was done and lifted an idea from the text, but far fewer were able to develop this for a second or even a third mark.

This response scored 2 marks.

3 (a) Study Figure 2 in the Resource Booklet.

- (i) Suggest **one** way the writer of the blog presents a negative view of this attempt at regeneration.

(3)

The blog ~~writer~~ writer uses ~~sarcasm~~ sarcasm to show a negative view of the attempt of regeneration in Hull. For example, ~~the~~ they use sentences such as "This large, German TVE makes wind turbines and being a major sponsor (sorry "partner") they get to plunk (sorry "testefully place") bits of their product"



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One mark is scored for recognising that sarcastic language is used, and a second mark for giving an example of this. There is no final sentence to suggest the consequence or implication of this.

This response scored the full 3 marks.

3 (a) Study Figure 2 in the Resource Booklet.

- (i) Suggest **one** way the writer of the blog presents a negative view of this attempt at regeneration.

(3)

The writer uses a very harsh, ~~the~~ sarcastic tone when describing the sculpture by saying it is boring and ugly and that Siemens only want business out of it which suggests that the regeneration has been to the advantage of private investors and not for the local people.



In this response, the language is described as harsh, and an example is provided as 'boring' and 'ugly'. A third mark is scored by saying that there is little benefit for local people.



You need to make three linked points for these questions. Avoid introducing a new idea.

Question 3 (a) (ii)

This is a 6-mark, AO1 and AO2 question based on a resource. The weighting is equal with AO1 being awarded 3 marks and AO2, also 3 marks. Candidates needed to study the resource and suggest reasons why perceptions may vary in cities, such as Hull, about the success of regeneration. Candidates needed to use the resource to gain ideas and then develop these using geographical knowledge and understanding in their answer. These ideas do not need to be specifically lifted from the resource, but there should be a link.

In this question, there are multiple ideas that could be the starting point for an answer, such as urban regeneration and, in particular, the City of Culture approach, the involvement of a TNC and the opinions of locals, businesses, sponsors and tourists. A weakness in this, and other similar questions involving groups of people, is to start a sentence saying, '*some people think...but others think...*'. This is almost never a successful way to begin an answer as it leads to vague assertions. It is much better to identify two or three groups by age, length of residence, wealth or employment status and then to explain how their perceptions might vary.

To obtain a mark at Level 2, candidates needed to begin to explain the perception and not just state what it is. Whilst there is no requirement to use a located example (and certainly no expectation that candidates should know anything specifically about Hull), some of the best answers discussed what had happened in named places. Stratford and Docklands were successfully used here, but many other places worked well. Some candidates appeared to use their local or contrasting place here (and also in 3b), and frequently produced excellent answers.

Another theme from the specification that could be used was to examine the role of the media in creating a perception of a place through social media or tourist websites which may not match that held by groups.

To obtain a mark at Level 3, candidates typically needed at least two reasons for varying perception. Although 'age' allows for discussion of many different perspectives, few candidates were able to develop '*detailed and fully developed*' reasons for contrasting age bands, and it was easier to explain contrasting wealth groups or ethnic backgrounds. Another issue seen was to identify numerous groups with an outline of their perceptions but then to give very little reasoning for why they held this view. These answers were usually awarded a mark at Level 2.

This response scored 4 marks.

(ii) Suggest reasons why perceptions may vary in cities, such as Hull, about the success of regeneration.

(6)

Perceptions may vary depending on the "players" involved in regeneration. For example, ~~those~~ in the businesses and those involved in the tourist industry may view some regeneration as a failure if ~~rather than~~ ^{the focus is on} focusing on the local community and ~~therefore~~ fails to attract tourists, whereas a ~~local person~~ ^{local person} in the same situation may view the regeneration as a success due to an improved ^{easier} day to day life (e.g. better housing may satisfy homeowners but not businesses). Also, the success of regeneration ^{between} ~~may~~ the local/national government and local people may vary as the cost of regeneration may not be worth the benefits. Citizens may also be dismayed about the regeneration, as it may be a hindrance/make the area unfriendly to live in (e.g. Building a ~~tram~~ ^{tram} track such as HS2 ~~roads~~ ^{roads} beside homes).



Brief consideration is given to the perceptions of local people, householders, business owners and local government. Reasons are explained briefly but none of them are detailed. The point about HS2 is interesting but such infrastructure developments are not easy to apply to regeneration of cities, and much more work was necessary to explain contrasting perspectives about its success.



Rather than briefly state ideas about four groups, pick two or three and explain briefly what they might think and suggest in detail why they might hold these opinions.

This response scored the full 6 marks.

(ii) Suggest reasons why perceptions may vary in cities, such as Hull, about the success of regeneration.

(6)

Success is measured differently by different people depending on their viewpoint and what impact the chosen regeneration has on them, as it will differ for individuals.

Local, long time residents may be divided by change as some people ^{with a} personal attachment to an area might be opposed to change. Others however, may not have lived there long and would appreciate improvements being made as they don't have the same level of attachment. Such divisions are often seen in the old versus the younger residents of an area.

Another factor is the economic impact that regeneration has on different people. The LDDC's intervention in London's east end has meant £10 million spending on the improvement of residential areas and social housing. 22,000 homes were built however the residents couldn't afford the rapid increase in pricing and so had to move further out away from the areas they initially lived creating resentment against the developers and new people moving in. In this case the regeneration was not catered to the existing residents, creating tension.



This is a Level 3 answer because it demonstrates accurate and relevant understanding throughout. The use of the Docklands regeneration project, although from decades ago, is appropriate as it allows for examination of the contrasting perceptions held by long term residents with lived experience of the area, with more recent arrivals and also with developers. Age is mentioned but not explained.



Use examples where you can in these short essays as it helps you be specific about what you are explaining. Never say 'some people' as it is important to specify which group you are talking about.

Question 3 (b)

In contrast to Q3aii, the second 6-mark question here is solely based on AO1 knowledge. Candidates needed to identify a suitable regeneration strategy or strategies used in a specific rural location, and then explain the limitations. Lengthy explanations of why the places needed regenerating were not needed, though could provide part of the background to the limitations if explained carefully. For example, the isolation and slow journey times to Cornwall has meant that some strategies have struggled to attract enough visitors year on year to sustain a tourism-based strategy. Some of the best answers were on a local scale, so could be precise about limitations encountered.

Cornwall was a popular choice, and many discussed the Eden Project, though the best answers also included another strategy, ideally a contrasting one to allow further limitations to be explained. A considerable number of candidates named an urban area, perhaps misreading the question. Centres need to be careful about places chosen for rural study. Small seaside towns and market towns are often 'rural' in nature but bigger settlements, although surrounded by countryside, lack rural features. For example, Blackpool and Bournemouth are not rural, and neither is Ipswich. This is a 'grey area' of geography and Centres are advised to discuss suitable examples in class. Rural areas differ considerably in the issues they face, and it would not matter if a candidate chose to write about a declining community or a commuter village, as long as they were precise. (see Option 4A: Regenerating Places and 4A.2/b and c).

Brontë country

(b) With reference to a named example, explain the limitations of the strategies used to regenerate a rural place.

(6)

Named rural place: 'Brontë Country', England.

Here, regeneration efforts have been quite substantial largely capitalising on the heritage of the Brontë family to encourage tourism. In ways, this has been successful, as villages local to the area had until recently, been mostly in economic decline, with little opportunities. However, the rapid shift in industry, largely from agriculture to tourism and the service sector, has been jarring and difficult to adjust to for many. In addition, the large influx of tourism has been physically degrading to the local villages, as they struggle to accommodate the vehicles and crowds of people, which in turn negatively impacts residents' quality of life. So, economic success has been found for most, but at the cost of rapidly shifting employment sectors and local quality of life & environment.



In this example, the candidate has explained heritage tourism with some limitations towards the end. A little more depth is needed for full marks. The difficulty in adjusting from farming to tourism, for example, is a valid idea but needs further development to explain the issues experienced. Likewise, the overcrowding and impacts on the local community. Candidates should try to offer some detail or evidence for at least one of these ideas, for example, the restricted access to Howarth, or ways quality of life is affected for locals.



A 'key chain' of linked ideas is a good way to build a Level 3 answer. Add as many developed ideas as you can.

Question 3 (c)

Candidates are required to write two 20-mark essays in this paper. The skills required for these extended writing questions are varied and many candidates found these challenging. The command word in these questions is 'evaluate' and answers needed to find logical connections and relationships, produce a full and coherent interpretation supported by evidence from their geographical knowledge and understanding, and then present a balanced argument with a substantiated conclusion. The mark scheme differentiates between 4 levels of performance with many candidates struggling to achieve the top marks at Level 3, and very few reaching Level 4.

Candidates are required to study their local area and most seemed able to write fairly coherently about this place, although the issue of appropriate scale was a concern. However, many candidates did not have a suitable contrasting place. (See specification 4A.1, 4A.2 and 4A.3 and 4B.1, 4B.2 and 4B.3)

Answers were seen with multiple crossings out as choices were made about which area to discuss in the answer. Scale was an issue in many answers with attempts made to discuss whole cities (often London or Detroit), counties (often Cornwall) or even countries (Bolivia, China). All of these are too large for meaningful comment about the themes of the question. Some of the most successful answers discussed contrasting districts within one city or took a borough or district in one city and compared it with another elsewhere, either rural or urban.

Level 2 answers often described the two places, sometimes with some supportive data, and Level 3 answers went on to introduce factors other than low income. Level 4 answers did this for both areas and made evaluative comments about the relative importance of the different factors in each area. Weaker answers committed a rubric error when they introduced a third or even a fourth area. In such answers, the best two areas were credited.

Comments were made about whether some comparisons were impossible, making it difficult for Level 4 essays to be written. For example, some answers suggested it was not possible to compare two areas which were similar, or to compare a rural and an urban area. This was not the case. Successful answers were seen making all sorts of varied comparisons. However, Centres may want to review the choices of their areas in the light of this year's examination.

The other issue was an understanding of the key term 'deprivation'. This is clearly stated in the specification (4A.2c), and the additional theme was 'low income' which is studied in the two areas in 4A.1 and 4A.2. Deprivation is a multifaceted concept, meaning the lack of something taken for granted by the wider population, and is helpfully explained and demonstrated in the Index of Multiple Deprivation and the DataShine websites.

These show that deprivation is not only income related but also includes the domains of education, employment, health, crime, housing and the quality of the living environment. It also considers impacts on children and the elderly. The specification also adds abandoned and derelict land. Whilst consideration of all these is impractical in a 20-22 minute essay, candidates were expected to do more than discuss 'deprivation' in general terms.

Good answers went beyond income as a cause of deprivation and discussed the role of education and government initiatives to regenerate. Candidate also considered how deindustrialisation and change in function had contributed to problems including low income. Areas that have little deprivation apparent may well experience 'Barriers to Housing' as young people cannot afford to stay in the area, and quality of schools can vary considerably within a local area.

* Low income will also lead to less maintenance of accommodation and possible exploitation from

landlords in rented accommodation. This will lead to deprivation of an area.

(c) For your local place and your contrasting place, evaluate the view that low income is the most important factor leading to deprivation.

(20)

Location of your local place Berkshire

(>) → low income

Location of your contrasting place Middlesbrough

→ job loss

Low income is an imperative factor to consider when ~~eval~~ viewed in regards to deprivation.

For example, since the deindustrialisation of Middlesbrough in the 1980s - local businesses small and large have closed or relocated which has led to lower household income for many

as a result of unemployment. Berkshire, a high income area with expensive housing and numerous job prospects - has ~~not~~ ^{been} deprived and ~~been~~ ^{deprived} ~~been~~ ^{been} pulled away from ~~regression~~.

Contrastingly, in areas such as Lambourn in Berkshire - ~~loss~~ an area home to an elderly generation, income is so low that they have difficulty affording energy and cannot afford to run cars. Thus, the main ~~has~~ low income leads to deprivation is largely due due to this financial decline cutting opportunities away from local people and the formation of sink estates becoming prevalent. *

It is important, however, to consider other factors

that lead up to deprivation. For example, since 1990 - 20,000 people have left Middlesbrough for a better life. This increases the brain drain of an area and without a youthful, skilled workforce - jobs will be difficult to fill. It is important to consider occupation in conjunction with low income. Many families in Middlesbrough, in comparison to wealthy Berkshire - are on housing benefits and have low incomes. Thus, they are unable to change jobs or put their children into better schools as transport is expensive (1/3 of Middlesbrough schools require improvement in Ofsted reports). This will lead to deprivation and anti-social behaviour - such as drug usage and gangs, will become rife.

As aforementioned, the jobbers not deindustrialisation brings has led to mass unemployment in Middlesbrough (and thus to deprivation). The SSI steelworks in Rother closed in 2013 leading to much of the workforce being laid off. This is dissimilar to Middlesbrough, where the Slough Trading Park (England's largest) is home to TUC headquarters such as O2, Vodafone and Dulux Paints. ICT work in prestigious towns e.g. Reading has

led to businesses such as Microsoft relocating here. The lack of opportunities that unemployment creates leads to drive for ambition as coming low and higher education / migration prospects becoming decreased.

The view that low income is the most important factor leading to deprivation is largely valid, especially when considered in regards to the success of Benetton and regions of Middle East. Despite this, multiple factors must be included, such as unemployment (which leads to lower incomes)

(Total for Question 3 = 35 marks)

and opportunities lacking in an area. Thus, although

TOTAL FOR SECTION B = 35 MARKS



The chosen areas appear to be overly large. Sweeping statements about Middlesbrough and Berkshire are made which over-generalise and simplify the complexity of these places. However, the essay is marked on its merits and there is much to be commended.

The Berkshire section is largely about Slough and its economic success, but then identifies Lambourn as a place where elderly people experience deprivation. The Middlesbrough section makes some detailed comments explaining the levels of deprivation of different types and the changes experienced.

The answer goes on to examine other factors briefly, such as the lack of choice about education for less well-off families and comes to a coherent conclusion. There is some detail to support points made and there is a balance to the answer about the two areas.



Make sure you cover all the different elements of the question. In this question you need to mention two areas, deprivation, low income and other factors as well.

This response scored 17 marks, contrasting Corby and Bournemouth

(c) For your local place and your contrasting place, evaluate the view that low income is the most important factor leading to deprivation.

— I.M.O. factor health education (20)

Location of your local place Corby

Location of your contrasting place Bournemouth



Deprivation can be understood as ~~as~~ many interlinked and mutually reinforcing factors that ~~are~~ ^{often result from} a 'downward spiral' of decline across the social, economic and environmental ~~aspects~~ realms, and as such it can be difficult to isolate a single factor as more important than others in causing deprivation.

Corby is a fairly typical ^{former} ~~industrial~~ industrial town, in that the demand for workers in labour-intensive manufacturing industries collapsed as a result of the global shift in economic activity, which ~~was~~ ~~previously~~ ~~leading~~ ~~to~~ ~~offering~~ ~~of~~ ~~lower~~ ~~paid~~ ~~jobs~~ ~~lost~~ due to the movement of manufacturing abroad, the increasing competition from ~~the~~ newly industrialised countries, and the increasing automation of formerly manual processes. The consequent loss of jobs ~~was~~ caused high unemployment, ~~the~~ leading to downward pressure on wages and many people being forced to leave a relatively well-paid position for less rewarding opportunities elsewhere, such as in the retail sector.

Corby's high ranking on the Index of Multiple Deprivation can be attributed therefore to quite a large extent on low income, ~~as~~ although it is ~~not~~ ~~really~~ possible to discern ~~the~~ ~~factors~~ ~~that~~ ~~cause~~ ~~it~~, in this case job losses, but

equally valid would be the example of agricultural work in East Africa, where low wages could be seen as a partial consequence of increased immigration and ~~the~~ the opening of the labour market to greater numbers of foreign workers.

Furthermore, the Index of Multiple Deprivation is a relatively good indicator of deprivation because it takes into consideration numerous different factors including ~~poor~~ health, for example, which may be affected by low incomes, but may equally be due to occupational hazards; ~~however~~ it ~~can~~ can be difficult to determine to what extent deprivation is caused by low incomes, although it is possible to do so in the case of Colby because it is a ~~significant~~ ^{major} manufacturing ~~area~~.

In Bourneville the picture is less clear; while there are some similarities with Colby, in that the ~~town~~ city experienced a loss of income from a sector it previously relied upon (in this case tourism, which sharply fell during the 1970s and 1980s in Victorian coastal towns ~~and~~ ^{and} other such as Bourneville), nevertheless this cannot explain ongoing deprivation in certain areas. Bourneville has recovered from the fall in tourism (which has reversed due to the necessary popularity of 'staycations' following the ²⁰⁰⁸ financial ^{crisis}), and ~~the~~ ~~town~~ ~~has~~ ~~recovered~~ ~~from~~ ~~the~~ ~~fall~~ ~~in~~ ~~tourism~~ ~~which~~ ~~has~~ ~~reversed~~ ~~due~~ ~~to~~ ~~the~~ ~~necessary~~ ~~popularity~~ ~~of~~ ~~'staycations'~~ ~~following~~ ~~the~~ ~~2008~~ ~~financial~~ ~~crisis~~),

and ~~the~~ ~~town~~ ~~has~~ ~~recovered~~ ~~from~~ ~~the~~ ~~fall~~ ~~in~~ ~~tourism~~ ~~which~~ ~~has~~ ~~reversed~~ ~~due~~ ~~to~~ ~~the~~ ~~necessary~~ ~~popularity~~ ~~of~~ ~~'staycations'~~ ~~following~~ ~~the~~ ~~2008~~ ~~financial~~ ~~crisis~~), and ~~the~~ ~~town~~ ~~has~~ ~~recovered~~ ~~from~~ ~~the~~ ~~fall~~ ~~in~~ ~~tourism~~ ~~which~~ ~~has~~ ~~reversed~~ ~~due~~ ~~to~~ ~~the~~ ~~necessary~~ ~~popularity~~ ~~of~~ ~~'staycations'~~ ~~following~~ ~~the~~ ~~2008~~ ~~financial~~ ~~crisis~~), means have risen significantly; there ~~are~~ are now job opportunities and high paying jobs on offer, and the city centre no longer ~~suffers~~ ^{suffers} from deprivation.

However, deprivation does persist in the suburb areas, where it is no longer possible to explain ~~it~~ as the result of low incomes ~~or~~ or a lack of jobs. ~~It~~

It has been suggested that such ~~are~~ 'left behind' areas.



This is a strong Level 4 answer that lacks precise data but provides a good sense of place for each of the areas chosen. There is description of the types of deprivation experienced in each place, and a range of reasons is suggested for each. There is some apparent wandering off from the question to mention East Anglia and Manchester as well, but these are in the context of the chosen areas and used as contrasts, which is acceptable. The conclusion is rational in the context of the answer but does not differentiate between the two areas.



Learn the facts about your two areas and practise planning answers to different questions about both of your places.

Question 4 (a) (i)

The new specification includes a focus on perception and sense of place. It also encourages Centres and students to use a range of sources of information to find out about contrasting views. Photos and blogs provide an excellent way to do this.

In this 3-mark question, candidates were asked to suggest one way the writer of a blog presents a negative view of her life in inner-city London. To answer the question, candidates needed to use the text and/or the photograph to help them say how the views of the blogger are conveyed. Most candidates were able to identify a way this was done, but fewer were able to develop this for a second or even a third mark.

This response scored 3 marks.

4 (a) Study Figure 3 in the Resource Booklet.

- (i) Suggest **one** way the writer of the blog presents a negative view of her life in inner-city London.

(3)

The writer of the blog says that her landlord ignores her, leading to preventable situations, such as the damp due to the heating not working, getting worse. She states that because of this she has to use alternative heating which costs a lot of her money and so save money by washing clothes with her friend, an example of ethnic segregation / ethnic enclaves forming.



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Examiner Comments

The initial idea here is that the flat is damp (1) and the landlord ignores her request for help (1) so she has to spend extra money on heating (1). There is also an additional idea about washing clothes and enclaves forming, but the 3 marks are already scored.



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Examiner Tip

On these 3-mark questions, count 1, 2, 3 to check you have covered 3 points in your answer, then move on.

Question 4 (a) (ii)

This is a 6-mark, AO1 and AO2 question based on a resource. The weighting is equal with AO1 being awarded 3 marks and AO2, also 3 marks. Candidates needed to study the resource and suggest reasons why perceptions of living in an inner-city area, such as in London, may vary. Candidates needed to use the resource to gain ideas and then develop these using geographical knowledge and understanding in their answer. These ideas do not need to be specifically lifted from the resource, but there should be a link.

In this question, there are multiple ideas that could be the starting point for an answer, for example, migration, raising a family in an inner city, the role of landlords and quality of housing. A weakness in this, and other similar questions involving groups of people, is to start a sentence saying, '*some people think...but others think...*'. This is almost never a successful way to begin, as it leads to vague assertions. It is much better to identify two or three groups by ethnicity, age, length of residence or employment status and then to explain how their perceptions might vary.

To be awarded marks at Level 3, candidates needed to explain the perception and not just state what it is. Whilst there is no requirement to use a located example (and certainly no expectation at all that candidates should know anything specifically about inner London), some of the best answers discussed what had happened in named places. East London and Southall, and parts of Bradford or Manchester were successfully used, but many other places worked well. Some candidates appeared to use their local or contrasting place in this question.

Another theme from the specification that could be used was to examine the role of the media in creating a perception of a place through social media or tourist websites which may not match that held by groups.

To be awarded marks at Level 3, candidates typically needed at least two reasons for varying perception. Although 'age' allows for discussion of many different perspectives, few were able to develop '*detailed and fully developed*' reasons for contrasting age bands, and it was easier to explain contrasting wealth groups or ethnic backgrounds. Another issue seen was to identify numerous groups with an outline of their perceptions but then to give very little reasoning for why they held this view. These answers were usually awarded marks at Level 2.

This response scored 6 marks.

(ii) Suggest reasons why perceptions of living in an inner-city area, such as in London, may vary.

(6)

Perceptions on ~~about~~ living in urban places is affected by many factors including age, ethnicity and income to name a few. Younger people might find inner city areas more attractive due to the range of services and leisure activities available. Also the increased number of economic opportunities like higher waged jobs for example. Older people may find the higher crime rates and higher levels of pollution of an urban areas unappealing and therefore have a negative perception of inner city areas. This is because people of different ages have different priorities. People with higher incomes will be more attracted to London because they can afford the higher house prices and higher living prices whereas people on lower incomes will find this unappealing. People of foreign ethnicities living in London will find London more attractive due to both economic opportunity but also due to range of cultural services they are likely to find such as places of worship for example.



In this example, the candidate has explained two age groups, wealth and ethnicity as reasons for contrasting perceptions.



As well as stating reasons for different perceptions, make sure you explain the reasons they are held by each group of people.

Question 4 (b)

In contrast to Q4aii, the second 6-mark question here is solely based on AO1 knowledge. In this question, candidates were asked to explain why people have different opinions about rural living space, with reference to a named place. Candidates needed to identify a suitable rural area and then use specific ideas relevant to that place.

Very few candidates were able to do this successfully and were unable to score full marks. A minority of candidates chose to write about areas that were not rural. For answers that were rural, there was often little reference to the place in the answer. Some of the best answers were on a local scale, so could be precise about the different perceptions of the place. Candidates should avoid writing about 'some people' and be precise about which group they are thinking about.

Centres need to be careful about rural places chosen for study. Seaside towns and market towns are often 'rural' in nature but bigger settlements, although surrounded by countryside, lack rural features. Blackpool and Bournemouth are not rural, and neither is Ipswich. This is 'grey area' of geography and Centres are advised to discuss suitable examples in class. Rural areas differ considerably in the issues they face, and it would not matter if a candidate chose to write about a remote place or a commuter village, as long as they were precise. (See specification Option 4B: Diverse Places and 4B.5abc).

This response scored 5 marks.

(b) With reference to a named example, explain why people have different opinions about rural living spaces.

(6)

Named rural place: Cornwall

A rural area is a less densely populated area than an urban area and opinions range significantly depending on your own personal perspective as well as factors such as age, gender and ethnicity.

Rural areas such as Cornwall are often home to an ageing population due to over 65's moving there for retirement in an area they deem as idyllic, offering a quiet and peaceful area to live away from urban areas. However, rural areas may not appeal to some due to the lack of services and facilities on offer such as high street shops, large supermarkets and even universities. Therefore it is for this reason that many of the younger adult population choose to move to urban areas instead for university and work opportunities. As well as this, public transport is also infrequent and expensive due to the long bus journeys to nearby facilities. Lastly, Cornwall's population is 95% white British and therefore could cause ethnic minority groups to feel isolated and detached in comparison to an urban area which would have ethnic markets and a larger ethnic population.



This answer has several different opinions with well-explained reasons about a rather general area. Cornwall, though commonly used, is rather large, and apart from the percentage figure at the end, there is little that is specific about it.

Age, ethnicity and gender are identified but only two of these are explained with some detail. The candidate then adds the comment that 'personal perspective' influences opinion but does not go on to explain this. Of course, individuals within any of the identified groups may think very differently to the majority, and opinions may change with time or circumstances. For example, a young person who wishes to set up a design business having left Falmouth University may see Cornwall as an ideal location, but an elderly person's opinions about their remote village may alter when they can no longer drive.



Never use the phrase 'some people'. Be precise and identify the group who you are writing about.

Question 4 (c)

Candidates are required to write two 20-mark essays in this paper. The skills required for these extended writing questions are varied and many candidates found these challenging. The command word in these questions is 'evaluate' and answers needed to find logical connections and relationships, produce a full and coherent interpretation supported by evidence from their geographical knowledge and understanding, and then present a balanced argument with a substantiated conclusion. The mark scheme differentiates between 4 levels of performance with many candidates struggling to achieve the top marks at Level 3, and very few reaching Level 4. In this question, candidates need understanding of the key concepts as well as two clear places to use as source material for their arguments.

Candidates are required to study their local area and most seemed able to write fairly coherently about this place, although the issue of appropriate scale was a concern. However, many candidates did not have a suitable contrasting place. (See specification 4B.1, 4B.2 and 4B.3).

Answers were seen with multiple crossings out as choices were made about which area to discuss in the answer. Scale was an issue in many answers with attempts made to discuss whole cities (often London or Detroit), counties (often Cornwall) or even countries (Bolivia, China). All of these are too large for meaningful comment about the themes of the question. Some of the most successful answers discussed contrasting districts within one city or took a borough or district in one city and compared it with another elsewhere, either rural or urban.

Level 2 answers often described the two places, sometimes with some supportive data, and Level 3 went on to introduce factors other than low income. Level 4 did this for both areas and made evaluative comments about the relative importance of the different factors in each area. Weaker answers committed a rubric error when they introduced a third or even a fourth area. In such answers, the best two areas were credited.

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The other issue was an understanding of the key term 'population characteristics'. This is clearly stated in the specification (4B.2) and the additional theme was international migration which is studied in 4B.3b as well as 4B.7. There are several aspects to 'population characteristics' including age structure, gender and ethnicity. Many candidates only wrote about ethnicity, usually restricting the mark to Level 2 or a lower mark at Level 3.

Whilst consideration of each of these in both areas may have been impractical in a 20-22 minute essay, candidates were expected to do more than discuss the ethnicity of the two areas in general terms. Good answers explained the role of international migration in affecting characteristics, in terms of level of ethnicity in the two areas. Candidates also evaluated the impact on size of families and percentage of elderly or families in the areas, and even life expectancy. Other reasons for differences in the characteristics should have been evaluated as well, for example, whether the area was subject to counter urbanisation or retirement migration, or whether regeneration or a successful economic base attracted younger people into the area from elsewhere in the UK.

This response scored 17 marks.

- international migration
- internal migration

(c) For your local place and your contrasting place, evaluate the view that international migration has an important impact on their population characteristics.

(20)

Location of your local place Slapton, Devon

Location of your contrasting place Watford, London

Between different areas migration has a large impact on the population characteristics. Migration can be both international (from abroad) and internal (within the same country). Alongside migration services available and healthcare also affect population characteristics.

International ^{migration} ~~migrant~~ tends to occur heavily in urban areas such as London leading to most migrants settling in the capital itself or commuter towns such as Watford. Young people tend to be international migrants in search of better jobs and increased opportunities, aged 21 - 30 years old. This increases the birth rate in urban areas such as Watford leading to an increasingly young population. In Watford the birth rate is around 1.72 children per woman aged 15 - 44. In Slapton a rural area international migrant is almost non-existent.

The population in Slapton is mainly elderly with a low birth rate. To the young international migrant Slapton is unknown due to lack of media coverage in the ^{and with 98% of the population being white British} ~~world~~ whereas it is clear that Watford has most coverage being so close to London and having the headquarters of

Apple, Nike and JD sports are all international companies well known around the world, which increases the movement of migrants here. The percentage of non-white British people here is below the national average with Indians located in the vicarage ward of Watford but also migrants from Pakistan and Ireland. International migration does have a larger effect on urban areas rather than rural areas.

Internal migration largely consists of young people moving from rural areas where services and job opportunities are limited to urban areas where job opportunities are seen to be more abundant and services are widely available. This means that in urban areas such as Watford there is a larger proportion of ^{64%} independents at around 64% of the population compared to in Slapton where independents decrease to 55% of the population with around 20-25% of their population being elderly dependents. This suggests a brain drain is occurring from rural to urban areas.

Overall, international migration has a more important effect on urban areas like Watford as they increase the diversity of ethnicities and also the population structures whereas

Internal migration is more effective and important in Slapton due to the ~~loss~~ loss of the younger population where international migration is not seen.



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Two contrasting areas are chosen, and the contributions of international and internal migration to their population characteristics are examined. There is some evidence in support and a rational conclusion. For a higher mark, a wider range of reasons for differences between the places could have been explored, and other population characteristics could have been discussed.



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Examiner Tip

Use factual evidence to back up your points.

Question 5 (a)

In this question, as in Q1a, there are 4 linked points for extending one reason. Candidates were asked to explain one reason why attitudes to gender equality in education vary greatly between countries. The most common answers related to extreme religion and secondly, the level of development of a country. However, candidates tended to stray into more than one reason and so wrote a lot but did not manage to access the full marks.

It should also be noted that the situation in Saudi Arabia is changing rapidly, and that whilst in the past women had lower literacy rates than men, this is no longer the case.

This response scored 2 marks.

- 5 (a) Explain **one** reason why attitudes to gender equality in education vary greatly between countries.

(4)

Different countries have differing views on the role of women in society - This can be due to religion or level of development. For example in ~~some~~ many middle eastern countries such as Iraq, women are still thought to have the role of ~~the~~ child and house care. This then limits them to how far they can progress through education and cause the quality of education they have.



In this response, 1 mark is awarded for the reason related to the level of development and 1 mark for the extension about the role of women who are expected to raise children and stay at home. The rest of the answer repeats the question.



Avoid long introductions or repetitiveness in these 4-mark questions.

This response scored the full 4 marks. This is an example with two separate reasons, only one of which can be credited. The second reason has a fuller range of points so is credited.

5 (a) Explain **one** reason why attitudes to gender equality in education vary greatly between countries.

(4)

Many peoples views are influenced by religion and cultural standards. In ~~developed~~ as the UK it is a developed country which accepts many views and is striving for gender equality, evident in the equal pay schemes for men and women. However, in ~~countries~~ like Asian countries their views are religion based so for example in the ~~Arabian~~ Islamic belief is that men are superior to women and women are house wives and child bearers and that's their only purpose. Therefore, this view is taught ~~to~~ in the education system of ~~that country~~ as less developed countries as they aren't globalised and educated / open to other views / cultures.



The first stated reason is related to the level of development in the UK and is extended for one mark with the comment about gender equality. A further point is awarded for equal pay (which is losing focus as the question is about education). Therefore, this response is awarded 2 marks.

There is then a second reason about Islamic religious based views (1), where men are seen as superior (1), which means that women are seen as housewives and child bearers (1), and because this is perpetuated through the education system this is not changing (1).



Note that 'religion' is not given a mark unless explained as informing the law or education practice of the country, or stated as 'extremist'. Many religions support the education of all.

Question 5 (b)

In this question, candidates were required to suggest how the postage stamp shows that human rights have become important in international agreements. The answer needed to use information derived from the resource (AO2) and develop ideas using the candidates' own knowledge and ideas (AO1). Many answers achieved one of these assessment objectives, but not both.

There were numerous features on the stamp that could have been used to build an answer. Frequently, the people on the stamp were referred to, for example, identified as both male and female and from different countries. Indeed, the people on the stamp were identified from four continents, so demonstrating India's recognition that human rights include gender and ethnic equality and operate globally. There was no expectation that candidates should recognise the four people on the stamp, but many candidates did, and also identified some of the causes they championed. Plausible alternative names were also credited.

Some candidates were able to make links to sanctions that the international community has made against countries which do not respect human rights, for example, Russia's invasion of Crimea. Some candidates discussed other international agreements where countries have come together to improve human rights.

Candidates need to be clear about the difference between general human rights to quality of life and basic needs, and the 30 specific Human Rights enshrined in the 1948 Universal Declaration of Human Rights. Stronger answers to this, and Q5c, were able to discuss some of these specific rights.

A few answers were seen where candidates wrote about the wrong stamp for the question they were answering.

This response scored 6 marks.

(b) Study Figure 4 in the Resource Booklet.

Suggest how the postage stamp shows that human rights have become important in international agreements.

(6)

The postage stamp has many influential people from the past. One being Gandhi who was an advocate for peace and human rights. Postage stamps travel all over the world which can be inferred that they have an international importance globally as well.

The stamp was dedicated to the 'Universal Declaration of Human Rights' which is not something countries have to sign (its voluntary) but it lists the basic human rights expected such as education, health, sanitation, clean water. Many countries agreed to sign up to this and this declaration is also monitored by the United Nations Court of Human rights. For human rights to work globally many if not all countries have to agree to form a universal agreement. Some countries won't trade or converse with others if they are known to abuse human rights as it does not give a good image. All the people on the postage stamp come from different countries and nationalities indicating importance of human rights in international agreements.



The candidate has taken inspiration from several ideas on the stamp. The 'influential people' are discussed at the beginning and the end of the answer. Knowledge is shown in explaining they were advocates for human rights, that they come from different countries and some general points about what they included.

International agreements are mentioned in terms of the United Court of Human Rights (candidate means the European Court), and refers to isolation of countries who do not respect them.



When faced with an unfamiliar resource, do not panic. Study it carefully and check what the question is asking and draw on your studies in class to build an answer.

Question 5 (c)

The 8-mark essay questions have similar marking criteria to 6-mark essay questions. A '*broad range*' of geographical ideas is required, which should be '*detailed and fully developed*'. This would mean at least two ideas or themes. Exemplification is almost essential though not specified.

In this 8-mark question, candidates were asked to explain how development aid can be used to improve human rights. Most candidates structured their answers by the examples or types of development aid, and a few, by the Human Rights that was the focus of the aid.

As mentioned in Q5b, Centres need to be clear about the difference between general human rights to quality of life and basic needs, and the 30 specific Human Rights enshrined in the 1948 Universal Declaration of Human Rights. Stronger answers to this question were able to discuss some of these specific rights.

The question also required an understanding of development aid, and candidates needed to relate this to meeting the human rights. Exemplification from two detailed development aid examples helped towards a mark at Level 3. When more than three examples were used, answers tended to become superficial 'headlines' that did not explain. Frequently seen was a discussion about aid given to people with Ebola in west Africa, and to people in Haiti following the earthquake in 2010. These worked best if focus was given to meeting specific human rights rather than general 'help'.

Development aid may be delivered through government, military or NGO routes, and sometimes there is overlap. Discussion of any of these was acceptable. It should be noted that both 'development' and 'military aid' are complex terms. Aid contributing to development is multifaceted, including, for example, humanitarian relief, but also infrastructure improvement, health programmes, both short term and long term, and more controversially, encouragement towards democracy and training of the recipient's military forces. Aid given via governments or through the military often has conditions attached, and whilst these could be justified as contributing to 'development', this would need to be explained. A short essay like this was not expected to explore these issues, and very few answers did so.

This response scored 7 marks.

(c) Explain how development aid can be used to improve human rights.

(8)

Aid may be provided for the immediate relief after a natural disaster, and so provide necessities for individuals if they are unable to source themselves. For example, the provision of clean water immediately after an earthquake, (eg. Haiti 2010) may be considered protecting a human right to live healthily and access clean water.

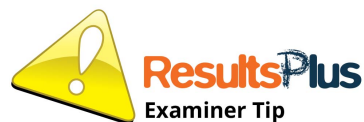
Alternatively, aid may be provided to improve access to education (a human right and UN millennial development goal) and so allowing equal opportunity to employment and therefore reducing inequality in knowledge. Such is the case for USAid who, through projects such as Sindh basic education + Satpara Project, aim to improve gender equality for girls in education in Pakistan.

On the other hand, military intervention and aid may also improve livelihoods of individuals and so help a country to accomplish its human rights. For example, the UK military disposed of landmines within farmers' fields during UN peacekeeping in Kenya. This allowed the farmers to once more grow crops or rear cattle, and so they could earn an income for their families and therefore provide food, education and healthcare for them. Overall, the UK military improved Kenya's economy by £58 million, and so allowing Kenya to invest themselves and improve their rights and necessities.



This answer is focused on human rights from the start and explains how different types of aid have been used to improve both specific (included in the UDHR), and general rights.

Haiti, Pakistan and Kenya are used as the examples for ways that aid has helped improve access to water, education and livelihoods. Government (US Aid in education), and military aid (UK work in Kenya), are mentioned here, with the Haiti example less specific. Three examples are included with some detailed support. There is range but it is not all 'fully developed'.



Make sure you tackle both parts of these short essay questions. In this question, you need to discuss both development aid and human rights.

Question 5 (d)

This is a 20-mark extended writing question and candidates were asked to evaluate the view that economic development always has negative consequences for minority groups. Candidates found this question challenging, although a simple balanced approach arguing in favour and against the statement worked well, as well as a substantiated rational conclusion. Most candidates agreed with the statement, but there were strong counter arguments from some candidates offering examples of minority groups who have benefited.

Knowledge about specific minority groups was poor. Many candidates gave generalised assertions based on very little evidence about the experience of First Nation Canadians and Aboriginal and Torres Strait Islanders. The weakest answers lacked a clear reference to minority groups and candidates wrote about the problems of whole countries in the developing world or large parts of people in UK cities.

Some stronger answers were based on minority groups in the candidate's local area of study from the Shaping Places part of the course. Other stronger answers referred to disabled service people and were able to explain how economic development had benefited these groups through investment or training.

The reality in any example is nuanced as some minority groups benefit, or suffer more, than others. For example, some answers evaluated the complex situation in the tar sands area of Alberta, Canada. In this example, the Fort McKay First Nation companies have successfully negotiated financial benefits for every member of their group, whilst other groups have experienced far more negative consequences of the economic development in their ancestral lands.

Candidates need to avoid getting lost in referencing several examples and make sure they have a clear structure which stays focused on the question.

This response scored 18 marks.

- (d) Evaluate the view that economic development always has negative consequences for minority groups. white people in Zimbabwe
ATSI - ✓ Black people.
Indian - x (20)

Minority groups can be defined as groups of people who are either of different race or cultural background which may differ from the rest of the demographic within that country. These minority groups usually are the result of colonialisation from superpowers such as the British Empire, which bring economic power to third world countries. From this economic development has increased and the condition of minority groups remain mixed.

The USA was colonised in the 16th century by white colonists which thusly, squashed now, minority groups such as Native Indian Americans. However, as the country has continued to develop the consequences on the culture and respect of the minority Indian tribes grew. USA has recently found economic power through resources and the growing power of the ^{reliability} ~~re~~ of tar sands, therefore, Obama commissioned the Dakota pipeline to be placed between ~~and~~ Canada and USA to transfer this oil, however this runs straight through the middle of the Sioux tribe sacred lands, disrespecting their culture. No Indians were consulted on this matter as economic development come above the ^{concerns} ~~concerns~~ of the minority. This has started to become a recurrence under the Trump presidency with ~~date~~ declarations signed to reduce the size of Bear Ears National Park in Utah, ²⁰¹⁷ home of the Hopi and Zuni tribes, for logging and selling of resources. Minority groups

opinions are being completely overlooked due to economic development therefore are responding with political protests, for example the Dakota pipeline.

However, minority groups are not the only people being placed below economic development with the current American movement, Black Lives Matter. Due to the amount of guns both in the police force and domestic holdall, more black people are being discriminated against and are wrongfully being shot. This is a huge breach of human rights as black people are purposefully not being treated the same way mainly due to prejudice. Even children in schools are being affected by guns, due to the vast rise in school shootings across America such as Florida, April 2018. However, even with groups such as children and black people being affected, the contribution of pro gun organisations supplying money to the President is so high, the breach of human rights is overlooked for economic gain.

However, some minority groups, with economic development are benefitted for example ATSI people of Australia. Despite the huge breach of human rights abuses from the colonisation of the country with religion indoctrination and Western ideals taking mixed race babies away from homes creating the 'lost generation', with economic development and development of the country, the ATSI people are slowly gaining help and benefits. In 2009, Close the Gap health project was introduced to help the health state of the ATSI.

people who suffered major health problems such as alcoholism. As well as that, human rights improved and ATSI people gained citizenship and legal rights to own housing due to the advancement of the Australian economy and thusly, stability.

In conclusion, although through economic gain minority groups can finally be improved like the ATSI people, economic gain benefits hardly any groups in terms of human rights except the government. Even white children in the USA can barely have any rights or safety going to school due to economic development.



This essay has contrasting minority groups from several different locations who are experiencing different types of largely, but not exclusively, negative consequences. Two contrasting examples from USA are evaluated, along with a more positive example from Australia. The comments about the pro-gun lobby in the USA are not really relevant, and whilst inclusion of up-to-date examples is to be commended, the minority group is less clear here.

There is detailed evidence for each example, and there is ongoing evaluation for each paragraph.

For full marks this answer needed a stronger conclusion, and more explanation about why groups experience negative consequences.



In an essay like this with several different examples, an evaluative approach which weighs the evidence and makes a summary statement is good practice.

Question 6 (a)

In this question, candidates were asked to explain one way in which physical geography determines national borders. The most common answers referred to mountain ranges, followed by rivers. Candidates struggled to go much further, and some seemed to lack confidence in this part of the specification. Frequently seen extensions were to name two countries and the river or mountain range that divided them. These answers then went on to explain the consequences, perhaps in terms of limiting trade or contact, resulting in a separate language or culture. A small number of candidates explored other extension points, including the difficulty of crossing the physical boundary, which inhibits migration or could be useful defensively.

It is important to note that 'mountain' or 'mountains' was not enough. Many countries have mountains that are not borders; it is a mountainous region or a range that presents the clear physical divide that often became a border in the past.

This response scored the full 4 marks.

6 (a) Explain **one** way in which physical geography determines national borders.

(4)

Physical geography determines ~~national~~ national borders, as it provides a natural barrier between groups of people. Take France's southern border with Spain for example, its border is the Pyrenees mountain range. These mountains have made it difficult in the past for the Spanish or French to invade one another and kept their two cultures separate. ~~A~~ A natural barrier limits flows, ~~of~~ particularly of people.



ResultsPlus
Examiner Comments

The physical feature identified is a mountain range (1), exemplified through Pyrenees, France and Spain (1). The difficulty in invasion is then credited (1) as is the flow of people (1).



Know your examples well. In this case, naming a mountain range or a river was not enough as the question is about borders, so it's important to say which countries shared the border.

This response scored 1 mark.

6 (a) Explain **one** way in which physical geography determines national borders. (4)

(4)

Often physical geography such as the location of seas and oceans determines national borders. Where a sea or ocean begins often determines the border of that country for example the UK is surrounded by open water which determines its borders. This means often it is clear to see where one country begins and another ends, however this isn't a possible solution for land locked countries as there is no sea or ocean determining their borders although other bodies of water such as lakes and rivers may determine this often this is not possible and can lead to disputed borders.



The only creditable point is 'oceans'. The UK needs another country to be divided from, and the rest of the answer does not provide creditable extensions.

Question 6 (b)

In this question, candidates were required to suggest how the postage stamp shows that IGOs have become important in managing global environmental issues. This answer needed to use information derived from the resource (AO2) and develop ideas using the candidates' own knowledge and ideas (AO1). Many answers achieved one of these assessment objectives, but not both.

There were numerous features on the stamp that could have been used to build an answer. A few answers were seen where candidates wrote about the wrong stamp for the question they were answering.

This response scored the full 6 marks.

(b) Study Figure 5 in the Resource Booklet.

Suggest how the postage stamp shows that IGOs have become important in managing global environmental issues.

(6)

The stamp shows that IGOs have managed to turn the Antarctic into a 'conservation research' area, rather than exploiting it for the oil and gas under the surface. It shows that IGOs such as the HWF and other conservation IGOs ~~are~~ are successfully saving the ~~the~~ Antarctic habitats and wildlife. It shows they are important in managing environmental issues by saving and conserving large areas in order to protect unique environments from destruction. IGOs ~~for~~ make it easier for multiple governments to cooperate and come to a decision, they also help reduce the political disputes that may happen over places such as Antarctica.



In this response, there are some AO2 references to the stamp and additional comments that build on these to show knowledge and understanding about the topic. 'Conservation research' is developed through the comments about protecting the unique environment from development, and the role of IGOs in bringing countries together to prevent exploitation which will damage habitats.



When faced with an unfamiliar resource, do not panic. Study it carefully and check what the question is asking and draw on your studies in class to build an answer.

Question 6 (c)

The 8-mark essays have a similar marking criteria to 6-mark essays. A '*broad range*' of geographical ideas is required, which should be '*detailed and fully developed*'. This would usually mean at least two ideas or themes. Exemplification is a useful route for many candidates, though not essential. In this question, candidates were asked to explain why the movement of labour is unrestricted within many countries. Most candidates structured their answers by the examples of migration, or by reasons it is either welcomed or restricted by governments or businesses.

An issue with responses to this question was the fact that many candidates read the question as asking about why movement was unrestricted within countries, rather than within a country. Freedom of movement within the EU is one of the 'four freedoms' of the Treaty of Rome. This interpretation of the question was permitted. There were sound discussions of the EU and the Schengen agreement with responses showing accurate knowledge and examples of why movement was allowed.

Candidates needed to explain reasons why freedom of movement is allowed, and very few could do this in any depth. Good answers discussed the way labour reacts to conglomeration, specialisation, economies of scale and productivity. The UK provides an excellent example of this and good answers were able to discuss the economic growth of London, attracting skilled and motivated workers, the shift to tertiary and quaternary employment, the role of universities, and the need for health and care workers all over the country as the UK population ages.

One way to build a fuller answer would be to make explanations for places where labour movement is unrestricted, and to contrast this with a place where it is restricted, either by government, for example, China through the Hukou system (though this is now beginning to be changed), or through lack of knowledge or transport availability.

This response scored 3 marks.

(c) Explain why the movement of labour is unrestricted within many countries.

(8)

· Movement of labour is very hard to control, therefore remaining unrestricted within countries. The UK has areas of high opportunities & areas of low opportunities, for example rural & urban. Labour is unrestricted to allow highly skilled workers to move from low opportunity areas to help benefit the economy further.

Movement of labour is also unrestricted within countries as well as this, many countries do not have sufficient population to put great strain on resources or transport which comes via free movement.

movement of labour is unrestricted in order to compensate for a 'brain drain' in some areas of the country.

Also, many people were forced to move to find employment in UK for example after deindustrialisation occurred.

movement of labour is unrestricted for social reasons whereby allowing family members to move to each other.



ResultsPlus
Examiner Comments

This answer raises several relevant reasons but does not go on to exemplify or develop these. Benefits to the economy are identified, and the need for movement after deindustrialisation.



Make sure you tackle all parts of these short essay questions. Examples would help you build a fuller answer and would have helped in this response.

This response scored the full 8 marks.

(c) Explain why the movement of labour is unrestricted within many countries.

(8)

Movement of labour and labour flows often remains unrestricted for a number of reasons. Firstly, demand for labour is very rarely evenly distributed within a country. There is often a high, and increasing, demand for labour in large cities, meaning rural to urban migration is not only common, but necessary. This then explains a country's intention and attempt to diversify in their labour sectors. As a country attempts to move forward on the Clark-Fisher model, ~~there~~ ^{there} is a higher demand for labour in the tertiary and quaternary sectors, located in urban areas. If a country wish to develop their ~~new~~ employment sectors, movement of labour needs to be unrestricted, so jobs can begin to decrease in primary and secondary sectors. Thirdly, rural to urban migration often arises as core regions are more attractive than peripheral, drawing migrants to large cities and urban areas. ~~However~~, this migration is reflected in the Friedmann Core-Periphery model which attempts to explain the relationship between core and peripheral regions. However, the opposite ~~is~~ is also a reason for unrestricted movement as governments try to ensure that peripheral regions do not become overly peripheral, by encouraging migration to these areas from core regions.



This short answer takes a theoretical approach and rationally argues why it is economically advantageous to a country to allow freedom of movement. Points are clearly explained, and terminology and models are used accurately showing geographical knowledge and understanding.



Answers do not have to be long to score full marks. Think carefully about what you are being asked and respond using succinct phrasing and appropriate terminology.

Question 6 (d)

This is a 20-mark extended writing question and candidates were asked to evaluate the view that national identity is easier to define for some countries than others. Candidates found this question challenging, although a simple balanced approach arguing in favour and against the statement worked well, as well as a substantiated rational conclusion. Most candidates agreed with the statement, but only some were able to give reasons why some nations' identity is easier to define than others. There is a need for definitions to be clear before an answer is developed. 'National identity' is a complex term in itself, shaped by the country's level of unity, which in turn is influenced by its history, level of isolation, degree of migration and other factors. A 'country' always includes many different people groups within it (defined by age, gender, ethnicity, wealth, place of origin), who will each perceive their own identity differently.

Answers that did little more than describe the national identity in different places tended to achieve lower marks at Level 2. To achieve more highly, candidates needed to explain why national identities are more clearly defined. Some stated that certain countries had a strong national identity but were unable to explain why.

Successfully contrasted exemplars seen were Iceland, Singapore and UK. Level 3 and 4 answers should explain the reasons for clearer or less clear definitions of national identity and come to a conclusion about which is the most significant.

Some candidates wrote 'headlines' identifying reasons for varying ease of definition of national identity (size of country, amount of migration, common language/history), but then failed to substantiate this with exemplification. Others identified characteristics, such as Iceland naming practices was a popular theme, or that Russia had strong national identity but did not say what this consists of, or why it might occur. In these cases, candidates were unable to explain how these contributed to national identity.

This response scored 16 marks.

migran
globalisation

Sport Image Tradition Culture
Food Language

Iceland
Japan

Singapore
USA

(d) Evaluate the view that national identity is easier to define for some countries than for others. (20)

National identity is the way in which people connect and relate to their country (Nation). This includes; culture; language, food; values; landscape; Sport. However this can be affected by; migration and globalisation which can create challenges to national identity and make it hard for certain countries to define their national identity.

National identity can be easier to define if the population is homogenous with little outside influence. This can help to create a universal culture creating a distinct identity. As seen in Japan; Japan has migration regulations has helped to restrict cultural mix and create a single homogenous culture which makes it easy to define a clear traditions values and distinct food culture and language.

Identity? What's more physical isolation of country can allow for culture to grow and develop over time without external influence or involvement - as seen in Iceland; due to the physical isolation they have developed distinct ^{traits} ~~states~~ shark soup and a Icelandic naming system. Which helps to create a strong community with a homogenous culture; making it easy to ^{identity is} ~~identity~~. This shows that more isolated communities with distinct cultural traditions values and traits can make it easier for them to define their national identity.

Whereas; if there has been high levels of migration; this can create a mixed culture with many different values; traditions and identity - as seen American melting pot. Which can make it hard to create one clear identity due to the fact the population and culture is so diverse. This has also been seen in Singapore; which has 48% of its population made up of

migrants; Malay; Chinese; Indonesian; British - creating cultural enclaves; India quarter and EU town. This multi ethnic heterogeneous culture; can find it hard to create a image and have a single national identity. ^{So many different cultures, languages, (singlish - Singapore English).} Moreover; with the increase in globalisation; increasing flows and interconnectivity between countries; helping to spread ideas; migrants; technology and culture. This has resulted in cultural diffusion; and as a consequence cultural erosion as seen in China loss of traditional wedding more white Western weddings; change in diet S.Kg to S.Kg now meat consumed. In addition increase in tourism and flows to Cuba (due to it stucked on); has weakened local culture; replacing landscape with beach resorts - losing its sense of identity and place. This shows that globalisation has created obstacles and influenced national identity via the increase in diffusion of the homogenous "Western culture." This is consequently creating a global village; with global citizens each sharing a global homogenous ~~the~~ culture dominated by Western ideologies; values, and customs (Christmas and Halloween). This strong homogenous culture has an effect on all world nations; and this cultural erosion via Westernisation can create weakness in traditional values and traditions; creating challenges to national identity; with more countries becoming Western clones (ie Cuba) losing own image. National identity doesn't have to be physical; ie the British landscape as shown in Constables paintings; or values "British values". It can be a mix; and just people coming together as shown in USA, which has a strong national image but not one culture; there's a mix.

in conclusion national identity is complex; and in some aspects can be hard to evaluate and judge. However; there is evidence to support the statement that national identity is easier to define for some countries more than others. As it is determined by the degree of society in the country and nationalism - strong levels of nationalism can create distinct identities (French pride) (British flag). In addition, if the country is more isolated and has a homogenous culture it can be easier to define its national identity as it has one clear cue. Whereas a country which has had high levels of migration or international input by globalisation can weaken or affect the strength of the country's national identity which can make it more difficult to define.

(Total for Question 6 = 38 marks)



Clear definitions help the candidate focus on relevant material and contrasting examples. In this response, Japan, Iceland, USA and Singapore are contrasted and reasons for the differences in national identity are identified and explained.

The essay lacks coherence in places owing to its written style and has a weak structure. However, it is well focused on the question throughout and has a range of contrasting examples and explains reasons for different levels of distinctiveness in identities. These are not always specifically linked to individual countries which limits the mark. However, the evaluation is ongoing and there is a rational and substantiated conclusion.



In an essay like this with several different examples, an evaluative approach which weighs the evidence and makes a summary statement is good practice.

Paper Summary

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

- Read carefully the instructions for each question you are answering. Remember in Section B you are answering either Q3 or Q4, but not both. In Section C you are answering either Q5 or Q6, but not both.
- Use definitions and introductions carefully and selectively. They do not need to be long but should include contested terms such as 'aid', 'country' and 'national identity'. Also include terms that have a common meaning in English, but a specific or extended geographical meaning, such as 'development', 'deprivation' or 'minority groups'.
- Learn facts about your local place and your contrasting place and be ready to answer a range of questions about these places. They should have different features, and the contrasting place should be chosen carefully.
- Remember that textbooks only provide an introduction to each topic. You will need to read more widely to build a fuller understanding of each topic to achieve a high grade in the essay questions, particularly the 12-mark and 20-mark extended writing questions.
- Remember that the 12-mark 'assess' questions need a balanced argument, usually giving more than one perspective. The 20-mark 'evaluate' questions must have a conclusion.
- If the question refers to a resource material in the accompanying Resource Booklet, read the question carefully to make sure you are using the right one and refer to it in your answer.

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>

