



# **Examiners' Report**

## **June 2024**

**GCSE Geography A 1GA0 02**

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

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

June 2024

Publications Code 1GA0\_02\_2406\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## Introduction

This Examiner's Report covers responses from Paper 2 GCSE Geography A in 2024, with exemplar responses from actual scripts used to exemplify good practice and how the mark scheme was applied.

The structure of the paper remains the same and is outlined below; please note that this (and future) question papers are based upon Issue 3 of the specification.

This paper consists of three 30-mark sections. Of the 94 marks, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology in Section B. The exam includes multiple-choice questions, short open response questions, calculations and 8-mark extended writing questions. The exam command words which are used in this paper are defined on page 43 of the specification. Each of the questions is mapped to one or more of the Assessment Objectives (AOs).

In **Section A** (Changing Cities), candidates are required to answer all the questions.

In **Section B** (Global Development), candidates are required to answer all the questions. The 4 marks for spelling, punctuation, grammar and use of specialist terminology were moved to the end of this section for this series. This will continue in future series.

In **Section C** (Resource Management), candidates are required to answer all parts of Question 3 (the 'overview' section for this component) and either Question 4 (Energy Resource Management) or Question 5 (Water Resource Management).

I hope that you find reading this document useful and that it helps you to improve the performance of your candidates in future examination series.

## Question 1 (a)(iii)

The mean mark for this question was 0.89 (out of 2). Overall, candidates who attempted this question were able to give at least one pull factor to urban areas. The most common answers were rural to urban migration and natural increase. A lot of candidates mentioned international migration due to a variety of pull factors. However, some responses were too vague (e.g. 'employment') whilst others wrote complex answers that included several points in one. Another common weak answer was 'migration' or 'development' without any link to urbanisation. Some others also described the trend rather than suggesting reasons.

(iii) State two possible reasons for the overall trend in urbanisation shown in Figure 1a.

(2)

- 1 People are moving to urban areas due to better job opportunities
- 2 Urbanisation is happening because there may be better sources of education in urban areas.



**ResultsPlus**  
Examiner Comments

Better job opportunities (1) and better sources of education (1) = 2 marks.



**ResultsPlus**  
Examiner Tip

Be able to define a wide range of key geographical terms; in this question, there was some evidence that candidates didn't know what 'urbanisation' meant.

## Question 1 (c)(i)

The mean mark for this question was 1.76. The majority of candidates identified that 60% were push factors and 40% being pull factors. Most candidates also mentioned that low paid jobs were the main push factor. Many candidates failed to incorporate percentage values which made the answer weaker and a significant number of candidates did not use data or misread the pie charts. Overall, the most common credited point was 'more push factors than pull factors'; however, a large proportion of candidates just listed the push and pull factors shown on Figure 1b without credit.

(c) Study Figure 1b in the Resource Booklet.

(i) Describe the results of the survey shown in Figure 1b.

Use data in your answer.

(3)

There is less pull factors than push factors with 40% being pull factors and 60% being push factors. The largest factor is low paid jobs causing migrants to leave their home country with 35% of international migrants.



**ResultsPlus**  
Examiner Comments

Less pull factors than push factors (1) + data (1) + identification of largest push factor (1) = 3 marks.



**ResultsPlus**  
Examiner Tip

On 3-mark 'describe one ...' questions, you need to offer a 'double-development'. Also, don't forget to include data if this is asked for!

## Question 1 (c)(ii)

The mean mark for this question was 1.36. Most candidates identified the most common impact was that of migrants filling gaps in the labour market and adding to the economy. Some candidates mentioned migrants bringing new cultures to areas and adding to cultural diversity. The most common reason for losing marks was identifying the greater workforce but not developing this point or repeating/rewording their main point e.g. more workers so more people filling jobs.

(ii) Explain **one** positive impact of migration on cities.

u better education, (2)

~~Migration~~ Migrants will fill any needed jobs within the city. This will boost the economy of the city.



**ResultsPlus**  
Examiner Comments

Fill any needed jobs within the city (1) will boost the economy (1) = 2 marks.

(ii) Explain **one** positive impact of migration on cities.

(2)

One positive is that it fills unwanted jobs which means that it brings more money to an area as its a filled job such as busmen



**ResultsPlus**  
Examiner Comments

Fills unwanted jobs (1) brings more money to an area (1) = 2 marks.

## Question 1 (d)(i)

The mean mark for this question was 1.05. Most candidates scored at least one mark for correctly giving the answer of 6.1; however, many failed to show their workings or just listed the figures and pointed to the point between 5.1 and 7.1 so couldn't obtain the second mark. Incorrect responses used the wrong figures or rounded down to the whole number of 6.

(d) Study Figure 1c in the Resource Booklet.

(i) Calculate the median percentage increase in population shown on Figure 1c.

Write your answer to **one** decimal place.

You must show your working in the space below.

(2)

0.7 1.5 5.1 7.1 8.1 9.7

$$\frac{(5.1 + 7.1)}{2} = 14.105$$

.....18.1.....%



Correct workings (1) but incorrect answer (0) = 1 mark.

(d) Study Figure 1c in the Resource Booklet.

(i) Calculate the median percentage increase in population shown on Figure 1c.

Write your answer to **one** decimal place.

You must show your working in the space below.

~~0.7~~, ~~1.5~~, 5.1, ~~7.1~~, ~~8.1~~, ~~9.7~~

$$\frac{5.1 + 7.1}{2} = 6.1$$

(2)

..... 6.1 %



**ResultsPlus**  
Examiner Comments

Complete workings (1) and correct answer (1) = 2 marks.



**ResultsPlus**  
Examiner Tip

Always show your COMPLETE workings on a 2-mark 'calculate' question.

## Question 1 (d)(ii)

The mean mark for this question was 1.01. 45% of candidates obtained full marks on this question; the candidates that failed to gain full marks usually did not give their answer to one decimal place.

- (ii) In Wolverhampton, another UK city, there was a population increase from 249,500 in 2011 to 263,700 in 2021.

Calculate the percentage increase in the population of Wolverhampton between 2011 and 2021.

Write your answer to **one** decimal place.

You must show your working in the space below.

(2)

$$263\,700 - 249\,500 = 14\,200$$

$$\frac{14\,200}{249\,500} = 0.0569 \dots$$

$$\begin{aligned} & \times 100 \\ & = 5.69 \\ & = 5.7 \end{aligned}$$

5.7 %



**ResultsPlus**  
Examiner Comments

Complete workings (1) and correct answer, written to one decimal place (1) = 2 marks.



**ResultsPlus**  
Examiner Tip

Don't forget to round up or round down your answer to one decimal place if you are instructed to do so.

## Question 1 (e)

The mean mark for this question was 1.45 (out of 4 marks). The majority of responses on the causes of deindustrialisation were linked to the process of globalisation and good responses highlighted how many industries had outsourced or established cheaper imports from countries from the Far East. Numerous good responses also recognised the cheaper labour and production costs that can be found abroad. Some misconception regarding the need for housing or clearing of land in the CBD for other functions was frequently given. Overall, there was some misinterpretation over deindustrialisation as a concept. Also, a significant number of candidates did not attempt this question, or lost marks by focusing their answer on loss of retail function in cities. A key misconception seemed to be that deindustrialisation occurs because of the need for housing in the inner city (rather than the construction of new housing being a consequence of deindustrialisation).

(e) Explain **two** reasons why deindustrialisation has taken place in some UK cities.

(4)

1. Due to globalisation. this means they have placed headquarters in the UK however removed their businesses to relocate them to developing/emerging countries for producing goods at lower costs.
2. Transport advancements as e.g London Docklands could not hold large vessels whereas bigger ships and planes can making it a cheaper and a faster way to import and export goods.



**ResultsPlus**  
Examiner Comments

Developed point about globalisation in the first section (1+1) and a developed point about transport developments in the second section (1+1) = 4 marks.

(e) Explain **two** reasons why deindustrialisation has taken place in some UK cities.

(4)

1 Globalisation. This means that products such as cars and motorcycles are now imported from other countries, such as Japan. Therefore Birmingham factories could no longer keep up as products were not made in the UK, therefore they shut down.

2 Technological advancements. Birmingham factories could not keep up with new technology, therefore could not keep up with rivals who were making products cheaper, therefore they fell behind and had to close down.



**ResultsPlus**  
Examiner Comments

Developed point about globalisation in the first section (1+1) and a developed point about technological advancements in the second section (1+1) = 4 marks.

## Question 1 (f)(ii)

The mean mark for this question was 1.92. There were many good responses to the disadvantages of the site of Lima (over a third of candidates scored full marks), with valid links to its proximity to the coast and how this could threaten the city with coastal erosion, although not all responses then went on to link this to economic challenges through damaged infrastructure for example. Other good responses identified the low rainfall records and how this could lead to agricultural issues, again not all candidates developed the additional point of the impact this may have on Lima's growing population.

(ii) Suggest one disadvantage of this location as a site for a major city.

Use evidence from Figure 1d in your answer.

(3)

Cliffs are a disadvantage of Lima, the capital city of Peru because ~~these~~ cliffs are more vulnerable to erosion, which can lead to larger problems in the future, such as land erosion and large land movement which can lead to the loss of infrastructure and deaths.



**ResultsPlus**  
Examiner Comments

Cliffs (1) + vulnerable to erosion (1) + loss of infrastructure / deaths (1)  
= 3 marks.

(ii) Suggest **one** disadvantage of this location as a site for a major city.

Use evidence from Figure 1d in your answer.

(3)

It is by the coastline. This means it could be effected by erosion or flooding of the roads at the bottom of the cliff which is expensive as they will have to place ~~the~~ coastal protection and repair damage done by flooding.



**ResultsPlus**  
Examiner Comments

Coastline (1) + erosion / flooding (1) + cost of protection / repair (1) = 3 marks.

(ii) Suggest **one** disadvantage of this location as a site for a major city.

Use evidence from Figure 1d in your answer.

(3)

One disadvantage of this location is that it is on the coast this means that it will erode away at the cliff edge over time wearing away the city. This is bad as it ~~means~~ will ~~some buildings~~ will have to be removed in the future look less attractive to residents as their houses could be lost if near the edge.



**ResultsPlus**  
Examiner Comments

Coast (1) + erode (1) + houses could be lost (1) = 3 marks.

## Question 1 (g)

The mean mark for this question was 3.32 and the modal mark 0 (often due to blank responses). Many candidates failed to move beyond Level 1 due to lack of any evidence or reference to specific developing countries and a failure to make connections between quality of life and government actions. Responses were often very generic and showed a lack of knowledge or understanding of specific factors. Those responses which demonstrated better application of the question demonstrated good understanding of specific government interventions and policies and referred to a variety of projects. These responses were also well evaluated with identification of numerous strengths and weaknesses to the government policies. Several candidates unfortunately lost marks due to providing inappropriate examples from developed countries. Many responses to this question were poor and showed a lack of knowledge from the candidates and on occasions poor government examples had been provided.

(g) You have studied a major city in a developing / emerging country.

Evaluate how successful government policies have been in improving the quality of life for the people living in this city.

(8)

Named city

Mexico City

On the one hand it could be argued that Mexico City's air pollution measures were successful in improving quality of life as the metrobus rapid transit system used eco friendly buses reducing CO<sub>2</sub> emissions which reduces the impact on people's health as greenhouse gas emissions can cause respiratory problems. However on the other hand this project is expensive so bus fares would increase to compensate for it ~~or~~ making it inaccessible to some poorer parts of the population therefore exposing the ~~to~~ extreme inequality within Mexico City as 1 in 3 people get paid below the minimum wage of US dollars a day. Overall this project was successful in terms of reducing air pollution but the problem is very large so requires more robust measures ~~but~~ ~~and~~ but it added to people's costs reducing their disposable income perhaps lowering their quality of life in the long term.

On the one hand it could be argued that ~~this waste~~ reducing waste by recycling schemes have helped reduce the

impact of pollution on water supplies which cause cholera and typhoid among those who drink it. The government set up an initiative where people can exchange recyclables for points that they can use to obtain fresh produce which simultaneously the income ~~equity~~ inequality in Mexico as the top 20% earn 13X more than the bottom 20% and on the opening day 11 tonnes of recyclables were collected. However this is only once a week and this only

(Total for Question 1 = 30 marks)

a small dent in a big problem of pollution of ~~waste~~ water supplies as 20 million tonnes of rubbish is buried ~~underneath~~ underneath waste dumps and the government should address the infrastructural problems within Mexico City instead.

TOTAL FOR SECTION A = 30 MARKS

\* to be more successful

Overall it's clear the government is attempting to improve quality of life through various schemes targeted to reduce air and water pollution as a result of immense population pressure but should seek to address infrastructural problems that contribute to ~~improving~~ quality of life on a larger scale ~~as~~ <sup>to be more successful</sup> they have the capital as their waste disposal system only disposes 9000 tonnes of the 13000 tonnes of waste produced a day and despite reducing air pollution levels through public transport and only allowing drivers to use ~~6 days~~ their car 6 days a week there should be more stringent or large scale measures as air pollution easily accumulates in the atmosphere as



This response was awarded 8 marks (top of Level 3). The response includes a range of place-specific examples that have been well-explained. The command word 'evaluate' has been clearly addressed with some good reflective comments throughout and a conclusion at the end of the answer.

- (g) You have studied a major city in a developing / emerging country. <sup>6.2mill cars forbidden 1 day a week</sup>  
Evaluate how successful government policies have been in improving the quality of life for the people living in this city. <sup>Santa Andress Cingapura housing.</sup>

(8)

Named city

Sao Paulo.

Sao Paulo is a city located in South East Brazil, made up of 22 million people. In order to improve quality of life, top-down, government introduced schemes, were implicated.

one example is the Cingapura housing project.

Due to rapid urbanisation and migration, favela populations increase dramatically.

They lack sanitary conditions, sewage, running water etc, and are built on rubbish heaps. In order to improve the conditions, the government are issuing low interest loans to people living in favelas, enabling them to buy cheap housing, that provides them with a stable shelter and sanitary conditions they lacked, therefore improving their quality of life, if their physical health is improved for example, making it successful. //

Another example is transport restrictions. There are 6.2 million cars driven in Sao Paulo,

and due to increasing population, congestion and traffic builds up. The government forbids each person from driving one day a week. This helps to reduce pollution as well, therefore meaning that air quality is better, improving health of individuals. <sup>However less successful,</sup> ~~also therefore~~ as not everyone follows.

Overall I think the housing **(Total for Question 1 = 30 marks)** project is most successful as it improves quality of life directly, whereas **TOTAL FOR SECTION A = 30 MARKS** the car ban could be ineffective and difficult to monitor whilst ~~only~~ helping wider community, therefore not improving its own population's life quality.



This response was awarded 5 marks (mid-Level 2). The response includes some place-specific detail about Sao Paulo, and there is evidence of partial explanation as to why these government policies have been introduced. The depth of explanation or evaluation (about how successful these policies have been) needs to be greater for top of Level 2.

(g) You have studied a major city in a developing / emerging country.

Evaluate how successful government policies have been in improving the quality of life for the people living in this city.

(8)

Named city

Sao Paulo

Policies or schemes initiated by the government are known as top-down schemes. These are implemented quickly as the government has control over them, and are advantageous to the people. However, they can be expensive to maintain and the locals usually have no say in them.

One such example is the Cingapura Housing Project. This replaced a favela in an area with better accommodation and supplies such as piped water. However, this proved to be ineffective in tackling the problem of shanty houses, as the houses built were too expensive for the locals to afford, and the living space in them was quite small. As locals didn't have a say, their self-built homes were destroyed, making this project ineffective as it didn't help improve the quality of life.

The same however, can't be said for the Metro line the government. This provided bus lanes throughout the city, which were affordable for the poor and middle class. This helped tackle the issue of traffic congestion, as people now relied on the Metro

to get to their jobs, essentially also helping Sao Paulo develop. This was a direct, positive impact on the poor in helping improve the quality of life.

Some schemes set up by locals also help improve the quality of life. These schemes are known as bottom-up schemes, as they are initiated by

(Total for Question 1 = 30 marks)

**TOTAL FOR SECTION A = 30 MARKS**

locals, cheap to maintain and also help improve the quality of life. One example is the self-help scheme in Santo Andre, which provided locals with better accommodation and supplies. Though, it benefits the locals, the impact is small-scale and doesn't really contribute in helping Sao Paulo as a city to improve its quality of life, making it a bit ineffective large-scale wise.



This response was awarded 7 marks (just into Level 3). The response does include a range of specific examples that have been used in Sao Paulo and the depth of explanation is good. A more convincing evaluation / final conclusion would have lifted this response to full marks.

(g) You have studied a major city in a developing / emerging country.

Evaluate how successful government policies have been in improving the quality of life for the people living in this city.

(8)

Named city

mexico city

in mexico city government policies have been trying to improve the quality of life by introducing methods to help the population such as the green plan this cuts down on pollution in mexico city making it a better place to live. as well as harvesting rainwater this started off as a bottom up strategy but was taken on board and put in homes all over this is ~~so~~ because due to the drought and water issue in mexico city they harvest rainwater to use for their homes.



This response was awarded 2 marks (mid-Level 1). The response is generic and includes some basic ideas about how the government might improve the quality of life in a city – but the content of the response is not place-specific. The use of some place-specific information and accompanying partial explanation would have lifted this response into Level 2.

## Question 2 (b)(i)

77% of the cohort were able to correctly plot the data for Sweden on the graph. The most common error was in the plotting of the G.N.I. per capita figure. However, it was rather disappointing to see that a notable number of candidates did not attempt this task.

## Question 2 (b)(ii)

The mean mark for this question was 0.94 with 94% of candidates providing the correct GNI per capita figure for Spain.

## Question 2 (b)(iii)

The mean mark for this question was 1.56. Generally, this was quite a well answered question where 67% of candidates were able to achieve full marks. However, a small minority of candidates compared the UK's GNI per capita with Spain and not Brazil. The most successful responses offered clear comparative statements supported by accurate data taken from Figure 2a. Occasionally, a candidate would compare both the birth rates and the GNI per capita figures for both countries. One did see some candidates ignore the instruction in the question and merely compare the birth rates for the UK and Brazil. The better answers would state that the UK had a much larger GNI per capita than Brazil using an appropriate comparative phrase ('whereas' being one popular example), with 8,000 which makes a difference of \$35,000. Fewer would say that the UK's GNI per capita was five times greater than Brazil. Although the question asked for a comparison, a minority of candidates would explain why the UK had a larger GNI per capita figure than Brazil. Very occasionally a candidate would comment on the relationship between GNI per capita and the birth rates. Only a very few candidates just wrote down some figures they had extrapolated from the resource.

(iii) Compare the GNI per capita for the UK and Brazil shown in Figure 2a.

Use data in your answer.

(2)

Uk has more GNI per capita with it being at around 43,000 while Brazil has less GNI per capita with 8,000.



UK has more GNI per capita (1) + use of extracted data (1).

(iii) Compare the GNI per capita for the UK and Brazil shown in Figure 2a.

Use data in your answer.

(2)

UK has a lower birth rate compared to Brazil as UK has 13 (per 1000/year) and Brazil has 13 (per 1000/year) but UK has a higher amount of GNI per capita as it 43,000 ~~per~~ and Brazil only has 8,000 US\$ per capita.



**ResultsPlus**  
Examiner Comments

UK has higher amount of GNI per capita (1) + use of extracted data (1).



**ResultsPlus**  
Examiner Tip

If it is asked for, there is one more 'set aside' for the use of data!

## Question 2 (b)(iv)

The mean mark for this question was 1.14. This question was quite well answered, with the 54% of candidates able to achieve full marks. The most common errors made by candidates were when they added up the actual GNI per capita figures or added up the birth rate figures for Brazil, Spain, the UK and Sweden. Most candidates actually provided some workings, so fewer marks were lost here than in some other statistical questions elsewhere on the paper.

- (iv) Calculate the mean birth rate for the countries with a GNI per capita between 40,000 and 50,000 US\$.

Write your answer to the nearest whole number.

You must show your working in the space below.

(2)

$$\begin{aligned} 8 + 10 + 12 \\ = 30 \div 3 = 30 \end{aligned}$$

30 ..... per 1000 per year



Correct / complete workings (1) but incorrect answer = 1 mark.

- (iv) Calculate the mean birth rate for the countries with a GNI per capita between 40,000 and 50,000 US\$.

Write your answer to the nearest whole number.

You must show your working in the space below.

mean = add then divide by how many (2)

$$\frac{12+10+8}{3} = \frac{30}{3} = 10$$

.....10..... per 1000 per year



Complete workings (1) + correct answer (1) = 2 marks.

## Question 2 (c)

The mean mark for this question was 1.22. Many candidates' responses relating to the impact of food security on development included the idea of undernourishment impacting one's ability to work. At one level, a simplistic view that a lack of adequate nutrition would ultimately result in death was noted. At other levels, candidates suggested that food insecurity could weaken the immune system and therefore makes people more vulnerable to diseases and infections which could subsequently make them unable to work and would impact development. Other common responses included the fact that countries would need to spend money needed for development on importing food. Few responses misunderstood the term 'food insecurity' and suggested that this was theft from shops and others suggested that populations would simply move somewhere where food was more secure. One of the faults seen in candidate responses, was where they would merely explain what the term 'food security' meant. Also, many candidates would offer a valid point, but then fail to offer further explanation as to how this could affect a country's level of development.

(c) Explain **one** way a lack of food security can limit a country's rate of development.

(2)

One way a lack of food security can limit a countries development rate is by limiting the amount of money people can do. If people dont have much access to food people wont be able to work properly as they are starving, so the development will slow.



Idea that a lack of food security would limit the number of working people (1) as people do not have access to food and water so they will starve (1) = 2 marks.

## Question 2 (d)

The mean mark for this question was 2.01 with 26% of the cohort not scoring any marks. Nevertheless, there were some exceptionally well written responses that dealt with historical factors like colonisation, wars, trading links and the Industrial Revolution with a minority dealing with the idea of deindustrialisation. Some even branched into the idea of politics comparing more stable governments with those run by a dictator leading a corrupt regime that favoured an elite group of people, to the detriment of ordinary people, within the country. The main errors occurred when candidates ignored 'historical factors' and considered things like weather hazards, natural disasters, including changes brought about by climate change.

The economy so the rate of development increases with a poor  
(d) Explain **two** historical factors that have led to global variations in the level of <sup>quality of</sup> development. <sub>life.</sub>

(4)

- 1 ~~De-industrialisation~~ Colonialism in some countries (the India) prevented them from developing as they had many resources taken from them without receiving any sort of compensation or benefit.
- 2 Past wars have led to some countries struggling with debt and consequences so cannot afford to invest any of their money into developing the country (socially, environmentally or economically).



Developed point about colonialism in the first section (1+1) and a developed point about wars in the second section (1+1) = 4 marks.

(d) Explain **two** historical factors that have led to global variations in the level of development.

- 1 war has led to <sup>certain</sup> countries to slow ~~down~~ down development as <sup>the</sup> government has to focus on using money for aid and rebuilding instead of developing (4)
- 2 Colonialism has led to countries being stripped of their resources slowing down development as now they have less money than other countries



**ResultsPlus**  
Examiner Comments

Developed point about wars in the first section (1+1) and a developed point about colonialism in the second section (1+1) = 4 marks.

(d) Explain **two** historical factors that have led to global variations in the level of development.

(4)

- 1 One historical factor is colonialism, this is where ~~countries~~ developed countrys e.g. the UK exploit developing countries for their resources so they can make a profit. E.g. the UK exploiting Costa Rica for their bananas.
- 2 Another historical factor is whether a country is landlocked, this means trade across seas wouldn't be easy meaning countries would be behind other countries who aren't landlocked.



**ResultsPlus**  
Examiner Comments

Developed point in the first section about colonialism (1+1) but no marks in the second section as 'landlocked' is a physical rather than historical factor = 2 marks.



**ResultsPlus**  
Examiner Tip

Remember what the differences are between 'physical', 'social', 'economic' and 'historical' factors are.

## Question 2 (e)(i)

The mean mark for this question was 0.58 with 58% of candidates able to correctly identify the grid square where the nature reserve is located. The most frequent error when a grid square was quoted was 3714 or 3715. A minority of candidates gave a six-figure grid reference.

## Question 2 (e)(iv)

The mean mark for this question was 1.17 with 40% of candidates achieving full marks. The most frequently seen response referred to the cost of the A35 Redbridge Causeway Project and explanation that this could well divert funds from other projects. The second most popular response linked this to increased tourism in the New Forest, followed by increased traffic and associated problems (i.e. pollution, congestion etc). From the mark scheme, the least favourite response was related to the destruction of countryside and reduced biodiversity. Those just achieving 1 mark identified a limitation from Figure 2c but could not add any further explanation.

(iv) Suggest **one** disadvantage of the A35 Redbridge Causeway project.

Use evidence from Figure 2c in your answer.

(2)

Figure 2c states it cost  
£13.4 million, ~~very~~ which is  
very expensive and could otherwise  
be used on more important things



**ResultsPlus**  
Examiner Comments

Evidence that it is expensive (1) plus development (1) = 2 marks.

(iv) Suggest **one** disadvantage of the A35 Redbridge Causeway project.

Use evidence from Figure 2c in your answer.

(2)

more people having  
it will improve access to the New Forest therefore there will be  
more tourists who may trample plants or scare animals.



Evidence of more tourists (1) plus development about a negative impact of this (1) = 2 marks.

(iv) Suggest **one** disadvantage of the A35 Redbridge Causeway project.

Use evidence from Figure 2c in your answer.

(2)

The government spent 13.4 million ~~£~~ which is  
a lot and if the project failed would have wasted money  
that could have been used on other areas.



Evidence that it is expensive (1) plus development (1) = 2 marks.

## Question 2 (e)(v)

The mean mark for this question was 2.70, with 34% of candidates achieving full marks. Two marks were often quite comfortably achieved by the candidates who were able to use the resource (Figure 2c) to identify advantages of the A35 Redbridge Causeway Project, most notably with reference to the economic investment attracted to the area and increased numbers of tourists visiting the New Forest. NB: this was one question where all aspects of the mark and answer scheme were reflected in the answers provided by the candidates.

(v) Suggest **two** advantages of the A35 Redbridge Causeway project.

Use evidence from Figure 2c in your answer.

(4)

Advantage 1

It will attract economic investment to boost local employment and housing development. This improves the quality of life in that area as there will be better job opportunities as well as housing.

Advantage 2

It will be safer for all motorists, cyclist and pedestrians as the roads will be less congested and more modern. This reduces risk of any accidents.



Developed point about the positive impacts of economic investment (1+1) and less congestion (1+1) = 4 marks.

(v) Suggest **two** advantages of the A35 Redbridge Causeway project.

Use evidence from Figure 2c in your answer.

(4)

Advantage 1

It will attract economic investment to boost local employment and housing development. So more ~~people~~ job opportunities there.

Advantage 2

~~It~~ It will give motorists, cyclists, and pedestrians ~~the~~ modern and uncongested roads. This could keep them safer.



**ResultsPlus**  
Examiner Comments

Developed point about the positive impacts of economic investment (1+1) and less congestion (1+1) = 4 marks.

## Question 2 (f)

The mean mark for this question was 5.07 (out of a possible 12 marks, as 4 marks are available for SPaG). Overall, this was not a particularly well answered question with a significant proportion of candidates only achieving a Level 1 mark. There were relatively few clearly identifiable Level 3 responses. Those that did achieve this level were exceptionally good, well written with an on-going evaluation and arguments well supported by relevant, specific evidence. A large number of responses lacked a clear structure and were too generic in nature, thus lacking in cohesion and rarely, if ever, offered any specific locational detail. Most candidates that achieved Level 1 marks mainly talked about the problems seen in cities due to rapid development and these, more often than not, were of a negative nature. They failed to clearly describe the actual impact on people and did not weigh up their relative importance. There was too little evidence to synthesise and make any judgements, let alone arrive at a conclusion. There was a real lack of exemplar material to embellish their points / exemplify their answers. However, the better responses adopted a more holistic approach and were able to develop their answer around the notion of the core-periphery area model, particularly successful in those responses that used India as their example (i.e. Bihar and Mumbai /Goa regions). These answers clearly identified the urban based nature of development, the importance of the role of TNC's and FD investment and had a much better balance in their answers between the positive and negative impacts of rapid development. They were also characterised by supporting evidence throughout to substantiate their argument and were able to draw the evidence together to formulate a considered conclusion. Other useful case studies used by candidates were China and Tanzania. However, except for the very best answers, candidates tended to focus on social or economic impacts and very few made any reference to notions of environmental degradation in the pursuit of economic growth.

**In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.**

- (f) Evaluate whether, in a named developing or emerging country, the positive impacts of rapid development outweigh the negative impacts.

(8)

Named developing or emerging country

Tanzania

One positive on rapid development is the increased foreign investment. For example Shell. Shell have invested in Tanzania and employed 20% to Tanzanians and 80% of management is Tanzanian. This is good as it provides good employment and can be used by the government, to improve the infrastructure. Also, Shell nested in the Young Scientists project, they developed science classrooms in schools, this has a multiplier effect on the jobs.

Another positive is better infrastructure. Due to the development, healthcare has been increased and the life expectancy has increased. This is good because it increases the people in the working class of people, who can pay tax. This all helps the country to reinvest and develop further.

One negative is the great inequality within the country. In Tanzania, 25% still live below the poverty line, this is bad because they will be

and malnourished and may have waterborne ~~and~~ diseases.  
This inequality is bad because people in rural areas do not get the same support as the people in the cities.

Another negative is the education levels are not high enough. In Tanzania, 60% quit the lower exam, this is bad because it shows the quality of education is bad. This may be because it is hard to keep standards high as people would need to travel hours to get directly to work. Furthermore, 40% of jobs in healthcare are not filled due to lack of education.

(Total for Question 2 = 30 marks)

(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)

**TOTAL FOR SECTION B = 34 MARKS**

Overall, I believe that development is vital for a country, but things must be done to help people in rural areas who are malnourished and don't have access to clean water. However, ~~the positives do outweigh the negatives~~ ~~positives~~ positives do outweigh the negatives as more money means there can be more support for people in rural Tanzania.



This response was awarded 7 marks for the 'Geography' and a further 4 marks for SPaG.

The candidate has considered both sides of the argument and has supported some good explanation with place-specific detail, allowing the response to access Level 3. There is a final evaluative conclusion, but for full marks, we would expect either a broader range of ideas/impacts or greater depth of explanation about why these impacts are positive/negative.

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

(f) Evaluate whether, in a named developing or emerging country, the positive impacts of rapid development outweigh the negative impacts.

Named developing or emerging country

India

Rapid development in India has occurred in recent years with it now being the ~~high~~ most populated country in the world. Rapid development has had positive impacts, for example people still benefit from rapid development as it allows a country to develop much faster and people who had money and were already benefited and it provides lots of jobs for people and the country started to see more foreign direct investment. Rapid development has still had positive impacts on India because it has allowed the country to develop much quicker.

However, rapid development also has negative ~~impacts~~ impacts, for example rapid ~~de~~ it can lead to uneven development with the rich benefiting and the poor getting poorer. An example of this is the slums in India as many people build their own homes ~~instead~~ as they can't afford to buy a

home. Rapid development has many inputs because  
it can lead to more development.

In Conclusion, the negatives outweigh ~~the~~ the  
positives and as it can lead to more development  
in India although there are still some positives



**ResultsPlus**  
Examiner Comments

This response was awarded 4 marks for the 'Geography' and a further 2 marks for SPaG.

The candidate has considered both sides of the argument, but there is a lack of convincing place-specific information and explanation about the points that have been raised – something that would have helped move this response towards the top of Level 2.

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

- (f) Evaluate whether, in a named developing or emerging country, the positive impacts of rapid development outweigh the negative impacts.

Named developing or emerging country <sup>More technology</sup> <sup>Air pollution</sup> <sup>(8)</sup>  
~~Noise pollution~~ <sup>Water pollution</sup>  
lower life expectancy

India

The rapid development in India has resulted in many impacts, the first being that there has been a large increase in air pollution, which is a negative impact. 13 of the 20 most polluted cities in the world are in India, with Delhi being the most polluted city on Earth. This is largely down to India's heavy reliance on coal, which adds significantly to the pollution levels. Due to this, the life expectancy has ~~gone~~ <sup>decreased</sup> by 3.2 for the 660 million people living in India's cities, which is clearly quite a worrying impact.

On the other hand, a positive impact is the increase in ~~the~~ technological advances in India, as it now has the second largest wireless network in the world with China having the ~~largest~~ largest. In 2013, there was an outstanding 61 million network connections - however, 54% of these were in only 5 states of India, ~~showing~~ showing that the positive impact only really affects the wealthier population ~~of~~ of India, highlighting the vast inequality. ~~that~~

Another ~~neg~~ negative impact is the increase in water pollution. Less than a third of sewage water in India is treated, with ~~the~~ the untreated water going back into water ~~source~~ sources, resulting in unhealthy water being drunk and water related diseases such as cholera spreading.

In conclusion, I think that the negatives outweigh the positives, ~~as~~ as there are more negative impacts. Furthermore, the positive impact doesn't even affect the majority of the population, whilst the rise in air and water pollution is affecting all of those that reside in India, resulting in the negatives having a bigger impact on the population.

(Total for Question 2 = 30 marks)

(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)

**TOTAL FOR SECTION B = 34 MARKS**



**ResultsPlus**  
Examiner Comments

This response was awarded 8 marks for the 'Geography' and a further 4 marks for SPaG.

The candidate has considered both sides of the argument and has supported some detailed explanation with place-specific information that has been used with consideration. There is a final evaluative conclusion which includes a judgement based upon the initial question.

### **Question 3 (b)**

The mean mark for this question was 0.39 with the majority of candidates (61%) unable to correctly name a mineral; a large number of candidates incorrectly gave 'water' or 'soil' as a mineral.

### **Question 3 (c)(ii)**

This question was generally very well answered, with 85% of candidates naming the correct region for one mark.

### Question 3 (c)(iii)

The mean mark for this question was 0.95, although 43% of candidates failed to score any marks. Those who did pick up marks were often able to show good understanding of the data required to calculate the correct answer. However, many failed to show the correct working method within their answer in order to gain full marks. Inaccurate methods included dividing 56 by 103 rather than 100, simply writing '56% of 103', or calculating 100%-56% before then dividing by 100 and multiplying by 103. Some candidates also failed to round their answer to one decimal place correctly.

- (iii) Permanent deforestation to obtain resources was the cause of 56% of Latin America's total tree loss.

Calculate the area (Mha) of tree loss due to permanent deforestation in Latin America.

Write your answer to one decimal point.

You must show your working in the space below.

(2)

103

$$\frac{56}{103} \times 100 = 56$$

$$\frac{x}{103} \times 100 = 56\%$$

57.7..... Mha



**ResultsPlus**  
Examiner Comments

Incomplete working (0) + correct answer (1) = 1 mark.

- (iii) Permanent deforestation to obtain resources was the cause of 56% of Latin America's total tree loss.

Calculate the area (Mha) of tree loss due to permanent deforestation in Latin America.

Write your answer to **one** decimal point.

You must show your working in the space below.

(2)

$$\begin{aligned} 103 \times 56\% &= 57.68 \\ &= 57.7 \end{aligned}$$

.....57.7..... Mha



Incomplete working (0) + correct answer (1) = 1 mark.

- (iii) Permanent deforestation to obtain resources was the cause of 56% of Latin America's total tree loss.

Calculate the area (Mha) of tree loss due to permanent deforestation in Latin America.

Write your answer to **one** decimal point.

You must show your working in the space below.

$$\frac{103}{100} \times 56 = 57.68$$
$$= 57.7 \text{ Mha}$$

(2)

.....57.7..... Mha



Complete working (1) + correct answer (1) = 2 marks.

- (iii) Permanent deforestation to obtain resources was the cause of 56% of Latin America's total tree loss.

Calculate the area (Mha) of tree loss due to permanent deforestation in Latin America.

Write your answer to **one** decimal point.

You must show your working in the space below.

(2)

$$\frac{56}{100} \times 103 = 57.68$$
$$\approx 57.7 \text{ Mha}$$

57.7 Mha



Complete working (1) + correct answer (1) = 2 marks

### Question 3 (c)(iv)

The mean mark for this question was 2.00, which was achieved by 31% of the cohort. Overall, candidates performed better on ' biodiversity loss' but not many gained full marks on 'soil erosion'. Most answers showed a simple understanding of the link between deforestation and soil erosion being due to the absence of roots for stability, but few answers developed this link enough for 2 marks. The 'reduced biodiversity' part of the question encouraged more detailed answers with the most common answer referring to loss of habitats and therefore extinction or migration of species. Amongst common problems were answers which focused on the idea of soil lacking nutrients and therefore being eroded. Some answers referred incorrectly to soil as if it was an organism/ biotic itself e.g. that it would lack nutrients, water or enough sunlight to live. Occasionally answers began well with loss of habitats (for the second part) but struggled to link this to reduced biodiversity e.g. through migration or extinction.

(iv) Explain why deforestation could lead to soil erosion and reduced biodiversity.

(4)

#### Soil erosion

The plant and tree roots ~~was~~ usually keep the soil solid and stop ~~it~~ from being vulnerable to wind erosion, without these tree roots, the soil is looser ~~of~~ and more susceptible to wind erosion.

#### Reduced biodiversity

the ~~lack~~ lack of trees is destruction of habitat, with these trees gone, many species ~~who~~ who depend on trees ~~to~~ to survive and reproduce will die.



**ResultsPlus**  
Examiner Comments

Two developed points (1+1) + (1+1) = 4 marks.



**ResultsPlus**  
Examiner Tip

4-mark 'explain' questions always require two developed points for full marks.

## Question 4 (a)(i)

The mean mark for this question was 1.66 with almost every candidate attempting this question able to accurately plot the bar for Germany. Those that weren't successful, either made the bar too long or their drawing skills left visible space between their bar and the correct grid line. Plotting the bar for France, however, caused some candidates difficulties. This was predominantly due to inaccuracies in identifying the scale used for the x-axis, although inaccurate drawing also played a part in candidates losing marks.

### **Question 4 (a)(iii)**

The mean mark for this question was 0.75 with 74% of candidates correctly calculating the range. Those that failed but showed their workings (which was not a requirement), showed that they had used the wrong data in their calculation, either through inaccurately reading the x-axis on the graph, or through choosing the wrong country's data points for the calculation. Some candidates also calculated the mean average for the data rather than the range as the question specified.

## Question 4 (a)(iv)

The mean mark for this question was 1.02. 74% of candidates scored one mark, with most answers linking to the different levels of development or the availability of resources. The most common incorrect answer was linking to the difference in population size. Most gave example of a nation and developed such as "Saudi Arabia has high footprint as it has more resources which gives off carbon, in comparison to other nations. It burns more fossil fuels". A significant number of candidates did not adequately extend their answer by stating that more developed countries may use more energy intensive goods such as cars, electric showers or air conditioning, or by extending that less fossil fuels means burning less coal, gas and oil and producing fewer CO<sub>2</sub> emissions.

(iv) Suggest **one** reason for the differences in carbon footprint shown on Figure 4.

(2)

More developed countries have advanced technology and more people use cars, so ~~have~~ therefore burn more fossil fuels, releasing greenhouse



More developed (1) + more cars (1) = 2 marks.

## Question 4 (b)

The mean mark for this question was 1.39, with just over half of the cohort achieving full marks. The most common responses that achieved this were linked to ideas of high cost, release of greenhouse gases, pollution of water sources, earthquakes and damage to habitats. A number of candidates were less successful in answering this question by writing vague response relating to 'damages environment', 'takes time' and 'causes pollution'.

(b) State **two** disadvantages of fracking as a way of reducing energy shortages.

(2)

1. It makes the place look uglier less presentable which will pull away people
2. A lot of gas is being released to the atmosphere such as CO<sub>2</sub>.



**ResultsPlus**  
Examiners Comments

Two valid disadvantages = 2 marks.

## Question 4 (c)

The mean mark for this question was 1.82 and the modal mark was 2. Germany was most commonly referenced as a place applying sustainable energy production initiatives and solar farms specifically. There was clear general understanding of German initiatives and some in depth about governmental policy. These were linked to the reasons changes were needed in the first place. The term sustainable was not integrated as much as would have been possible in terms of contrasting options and energy production methods of the past. The UK's offshore windfarms were references, but as with other examples, little specific detail in terms of scale/output were integrated into answers. Responses gave the impression of a good comprehension of this aspect of the specification from candidates across the ability range.

Nevertheless, there was a considerable amount of generic answers about using renewable energy sources even with a country named. There was less specific development of these examples.

(c) Explain **two** ways a named developed country has attempted to manage its energy resources in a sustainable way.

(4)

Named developed country

Germany

1 The construction of Bavaria Solar Park means that Germany is able to produce solar energy to power over 300 000 homes; so it relies less on carbon-emitting resources.

2 Nordsee ~~the~~ offshore wind farm is a wind farm with 42 turbines which is able to produce clean renewable energy to reduce the country's carbon footprint and meet goals.



**ResultsPlus**  
Examiner Comments

Two developed points = 4 marks. Crucially, there is an element of 'place-specific' detail in each section, which is a requirement for full marks. If the candidate had just written two generic responses, they would not have been able to score more than 2 marks in total on this question.

(c) Explain **two** ways a named developed country has attempted to manage its energy resources in a sustainable way.

(4)

Named developed country

Norway

1 They use hydroelectric power  
also known as (HEP)

2 The use higher development towards  
Saving nuclear energy by using  
natural ones eg. Solar.



**ResultsPlus**  
Examiner Comments

Despite naming a developed country, this candidate has not offered any place-specific detail = a maximum of 2 marks for two legitimate strategies used to manage energy resources.

## Question 4 (d)

The mean mark for this question was 3.13 (out of 8), with 19% of the cohort achieving 3 marks (top of Level 1). At one level, answers were geared towards the advantages and disadvantages of a specific sustainable energy source (though some were generic referring only to 'renewables'). On another level, different views were highlighted, for example that individuals might have a NIMBY attitude towards wind or solar power and organisations might see renewables as too expensive due to being profit focused. The strongest answers named specific stakeholders and evaluated their standpoint in detail e.g. that Shell may reject renewables because of the profits they can make with fossil fuels, however they may also see it as an investment for their future business to champion renewable energy. Very few answers did this, and most stayed on a generic level and came to a simple conclusion that individuals could be more concerned about the environment whereas organisations were about profit.

(d) Assess the reasons why individuals and organisations may have different views about the sustainable use of energy resources. *- no case study*

(8)

Individuals have differing views on the use of sustainable energy resources. For example, the construction of both onshore and offshore windfarms, along with hydroelectric dams can be a source of visual and noise pollution. Furthermore, the construction of a HEP dam requires the valley to be flooded behind the dam, meaning individuals must relocate which is a negative. Despite this, dams create reservoirs which can provide numerous leisure opportunities, attracting tourists and bringing an income to the area. Moreover, sustainable energy resources are expensive to construct and maintain, and the cost is also often borne from the taxpayer (individuals) and the energy

prices from sustainable sources e.g. wind are often higher. Therefore, individuals have different views on the use of sustainable sources.

// Organisations also have different views on the use of sustainable sources. Large energy companies e.g. EDF can reduce their carbon footprint via constructing sustainable energy sources, which is good for their publicity. Energy companies often receive grants from the government to construct renewable energy sources e.g. in Norway and therefore profit can be maximised when selling the energy to customers. Therefore, organisations' ~~at other~~ views on sustainable energy resources revolve around profit maximisation and publicity rather than what is best for the customer (individual). (Total for Question 4 = 20 marks)

In conclusion, both individuals and organisations have differing views on the use of sustainable resources, with individuals being primarily concerned about cost and visual/noise pollution compared to organisations being concerned about profit maximisation and publicity.

ORG NOT GOVT!!!!

ind - visual + noise pollution, cost (gas prices)  
can cause idea, more expensive energy costs



This response was awarded full marks (8). The candidate has included a range of contrasting viewpoints from organisations and individuals, offering some good explanation.

(d) Assess the reasons why individuals and organisations may have different views about the sustainable use of energy resources.

(8)

Many individuals may feel the need to reduce their carbon footprint in order to decrease greenhouse gas emissions and thus slow global warming, by reducing the greenhouse effect. In order to do this, they may believe that a long-term plan for a ~~switch~~ switch to solely renewable energy is needed, as this means that as demand grows, society's demand for energy can be satisfied by continued expansion of renewable energy resources, without resorting to polluting methods of obtaining energy. This highlights the potential importance of environmentally sustainable energy resources, so as to reduce the risks of sea level rise or more frequent storms due to climate change, so it is an important reason.

However, many organisations such as governments also acknowledge the need for

energy security and independence. This ~~was~~ was highlighted in 2022 with Russia's invasion of Ukraine and the cutting-off of supplies of gas to Europe. In order to achieve social sustainability, we may need to continue to use gas and oil obtained by our own countries, to ensure that ~~irrespective~~ irrespective of world affairs, we will be able to satisfy our demand and need in the future. Thus, these organisations may acknowledge the ability of fracking to provide protection to our energy supply in the short term, whilst nuclear is set up more widely. This is ~~an~~ a reason perhaps more important than the last, as it ensures that we will not be left without as a growing population in the developed world, and ensures "future proofing".

Another reason for sustainable use is ~~that~~ (Total for Question 4 = 20 marks) in respect of social sustainability and ~~by~~ longevity, but instead relies on 'green', renewable resources. Fossil fuels for coal, gas and oil-fired power stations are finite, as is uranium as a fuel for nuclear power. Therefore, to ensure that we can meet our needs now, whilst allowing future generations to meet theirs too, there is a clear argument from ~~using~~ to ensure a robust system of renewable ~~energy~~ <sup>power</sup> generation is set up now, so that it can ~~be~~ be tested and assured. This also moves away from polluting forms of power generation, and so it is also environmentally sustainable, whilst the prospect of foreign/private investment and job creation also makes it economically sustainable, making this the most important and significant reason.



This response was awarded 7 marks (i.e. just into Level 3). The candidate has demonstrated an accurate understanding that individuals and organisations have contrasting viewpoints and they have offered some good explanation about why these different stakeholders hold their view. For top of Level 3, some further detail about why some viewpoints might be relatively more or less important/significant would be required.

## Question 5 (a)(i)

The mean mark for this question was 1.60 with 78% of candidates plotting both bars correctly.

### **Question 5 (a)(iii)**

The mean mark for this question was 0.71 with 71% of candidates correctly calculating the range in water footprint.

## Question 5 (a)(iv)

The mean mark for this question was 0.89, but a surprising 38% of candidates did not pick up any marks. Those candidates that were successful were able to identify one reason why some countries have a higher water footprint than others, with most using level of development or climate as their reason. Some candidates identified a reason, but didn't expand on why that would lead to a lower/higher water footprint in comparison to other countries limiting them to one mark. Quite a few candidates named drought as a reason and discussed those countries experiencing drought as having water insecurity not making links to individual footprints.

(iv) Suggest **one** reason for the differences in water footprint shown on Figure 5.

(2)

The difference in development in countries means that developed countries have innovations such as dishwashers and washing machines whereas ~~that~~ people in the developing or emerging countries don't.



**ResultsPlus**  
Examiner Comments

Developed point linked to potential differences in the level of development amongst the countries shown in Figure 5 = 2 marks.

(iv) Suggest **one** reason for the differences in water footprint shown on Figure 5.

(2)

one reason to this is because  
the countries with higher water  
footprints are more developed  
and use their water in better  
ways.



One mark for the idea that some countries are 'more developed' (1)  
but there is no further explanation about why this might affect water  
footprint = 1 mark.

## Question 5 (b)

The mean mark for this question was 1.25 with almost half of the cohort scoring full marks. The most common answers were 'expensive', 'creation of brine' and 'damage to marine ecosystem/food chain'.

(b) State **two** disadvantages of desalination as a way of reducing water shortages.

(2)

1. very expensive

2. Requires a lot of energy from fossil fuels, produces a lot of CO<sub>2</sub>, enhanced green house effect.



**ResultsPlus**  
Examiner Comments

Two correct disadvantages of desalination have been identified = 2 marks.

## Question 5 (c)

The mean mark for this question was 1.76. The quality of the responses to this question were very mixed, and it was clear which candidates had revised specific case studies and those who had not. Many responses were vague and not case study specific, giving answers that simply named 'desalination' or 'hose pipe bans' with no real link to a specific emerging or developing country. Many candidates also gave a management technique but did not expand and explain how this impacted the environment or people, limiting them to two marks.

(c) Explain **two** ways a named emerging or developing country has attempted to manage their water resources in a sustainable way.

(4)

Named emerging or developing country

China

1. They made a dam in the Yangtze River which would trap water within an area ready for usage.
2. They made a North to South project where they could pass water to parts that were ~~starting~~ running low on it.



**ResultsPlus**  
Examiner Comments

Two developed points (1+1) + (1+1) = 4 marks. The candidate has supported each explanation with place-specific information, a requirement for more than one mark to be awarded in each section.



**ResultsPlus**  
Examiner Tip

Ensure that your case study knowledge is secure and can incorporate specific examples of water management techniques where required to do so.

## Question 5 (d)

The mean mark for this question was 3.04, but a disappointing 22% of candidates failed to score on this question, with many 'blank' responses. Successful candidates focused on an explicit case study (e.g. Las Vegas) with specifics around the large hotel chains as well as how the government has shaped individual's views such as 'local people are encouraged to have desert style gardens that are drought resistant and reduce water use. Over time more local residents have become favourable to this and have changed their views to look after their environment'. Other case studies included Coca-Cola and the impact they have on emerging countries, such as India: 'Coca-Cola uses a large amount of water to produce drinks in. They take this from local people and don't care about the impact, they only care about profit'. A large number of responses were very general in their responses: 'organisations think X, individuals think Y'. When talking about organisations, lots of candidates focused on government viewpoints and schemes. Some responses only focused on 'extreme' viewpoints: 'Individuals in developed countries don't care and abuse water sources. People in developing countries use only the smallest amount as they know the true value'. It appeared to provoke passion in many.

(d) Assess the reasons why individuals and organisations may have different views about the sustainable use of water resources.

(8)

developed countries, e.g. Canada do not use water sparingly as they have water surplus, (water amount exceed demand) this is a positive as people can use water domestically, <sup>but gov't need</sup> e.g. cooking, on average people use around 3000l <sup>a</sup> of water a day, which impacts ~~the~~ people's health really <sup>25</sup> positively as they do not need to worry about overusing <sup>year plan</sup> it. Individuals will not have a view that water is a finite resource <sup>to</sup> solve <sup>NP</sup> Water is also a key component in industries, such as clothes <sup>this</sup> e.g. making jeans takes 20,000l of water, which <sup>found population water deficit</sup> greatly impacts the economy of industries very positively <sup>occasionally</sup> as they can make as many as required; Individuals <sup>occasionally</sup> in ~~the~~ this industry of manufacturing do not need to limit <sup>Southwest England leaky pipes lose 50% water, 100 years old pipes</sup>

the amount of water used here, as they do not need to worry about it running out. <sup>quality of life</sup> Positively affects there  
on the other hand developing countries need to use water very sparingly e.g. China, as they are in water deficit, this is why individuals may have a very different view on <sup>saving water</sup> saving water as they have to limit their daily use. e.g. the government came up with a census with 800,000 surveys to ensure areas in physical scarcity have water the most edict help towards areas in need the most, as this impacts them positively.

Overall organisations & individuals have very different views depending on their current state or position. Withholding water in some areas need to limit/benefit with use and others do not worry about this as much as there is solutions in place.

(Total for Question 5 = 20 marks)



This response scored full marks (8) / top of Level 3. The candidate has included a broad range of viewpoints from specific groups of individuals and organisations, offering some insightful explanation about why they have a certain viewpoint. The explanation is well-developed throughout, and there is a balanced tone to the response. Judgements have been made about the significance of different viewpoints – a requirement of the command word 'assess'.

(d) Assess the reasons why individuals and organisations may have different views about the sustainable use of water resources.

(8)

Some organisations will defend themselves for using a lot of water because they need it to run their business properly. For example coke bottling plants use a lot of water to produce their ~~energy~~ drink and during times where there is less water than usual this can be harmful for the company and for the country. Furthermore many companies will try to argue that there is plenty of water on the planet for ~~with~~ everybody, however it is mainly locked up in ice caps and in the oceans. Further to that many individuals believe that water is becoming scarcer.

as some countries have received way less rainfall than expected. Further to that certain ~~at~~ individuals may argue that as ice caps are melting this means more freshwater is being added to the oceans which in turn reduces our fresh water supply. It can also lead to more flooding in certain parts of the world. Many house owners argue that water is needed for day to day activities like swimming and drinking and for recreational purposes.



**ResultsPlus**  
Examiner Comments

This response scored 4 marks (i.e. a low Level 2). The candidate has included a partial explanation of viewpoints held by 'individuals' and by 'organisations'. Whilst the ideas and reasoning is legitimate, it is quite generic (i.e. refers to 'a company'). If the candidate had linked a particular viewpoint to a named organisation or specific interest group etc, it is likely that the response would have been lifted towards the top of Level 2.

## Paper Summary

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

- Candidate performance for the 1-mark and 2-mark 'calculate' questions was generally very good; however, a significant proportion of candidates lost marks on some of the 2-mark questions because they failed to show all of their workings (i.e. missing out one step of the calculation). It states on the front cover of the Question Paper that candidates 'must show all your working out...' – for example in Question 1(d)(i) the addition of 5.1 and 7.1 and the division by 2, rather than merely writing the numbers in rank order.
- Ensure that candidates follow the instruction 'use data in your answer' where appropriate. If this instruction is given, it means that one mark is allocated to the use of data, and this can either be extracted from the resource, or 'manipulated' (e.g. in Question 2(b)(iii), '.... a difference of \$35,000' or '5 times higher' etc.)
- When writing a response to a question about causes or impacts, check which perspective the answer needs to be written from. For example, in Question 1(c)(ii), a significant number of candidates explained one positive impact of migration for the migrants rather than on the city they had migrated to.
- On the 8-mark 'extended open-response' questions, candidates are required to offer more than a description or explanation; for example, on questions 1(g) and 2(f) the command word is 'evaluate' which means that both sides of the argument need to be considered, and a conclusion making an overall judgement made. Similarly, on questions 4(d) and 5(d), the command word is 'assess' which means that the relative significance/importance of different viewpoints is expected to be included in the answer.
- Candidates should be able to define all the key geographical terminology in the detailed content: For example, a knowledge of the terms 'deindustrialisation', 'historical factors', 'soil erosion', fracking and desalination were not fully grasped by a significant proportion of candidates. Centres may wish to use the Glossary that is available on the website to help reinforce the definitions of these terms (found under 'Teaching and Learning Materials – Guidance'). Interestingly, candidates tended to do quite well on the 4-mark 'Explain two...' questions that targeted AO2+AO3 (i.e. resource-based), but not as well where AO1+AO2 (depth of knowledge and understanding) was targeted.
- Read through the question paper carefully: a significant number of candidates failed to attempt the 'complete the graph' questions – was this possibly because they did not see any 'answer lines for these questions?
- Double-developed points are needed on the more challenging 3-mark 'explain/suggest one...' questions. This was also an issue in the past, where there were a number of instances on these types of questions where candidates struggled to develop an initial point.

- Centres are encouraged to use the past papers (from 2018-2023), Sample Assessment Materials (SAMs) and specimen papers to help familiarise candidates with the structure of the paper and question types – including the tackling of the 8-mark extended open response questions. Centres should spend time reviewing the examples in this report, and other support materials via the qualification page on the Pearson website. This will help candidates become more familiar with the range of command words and how they are attached to different Assessment Objectives.

## **Grade boundaries**

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

