

## Commentary on Edexcel GCSE 2012 Geography B Sample Assessment Materials - Unit 2

The aim of this document is to support you with the **delivery of Edexcel GCSE 2012 Geography B - Unit 2** by using the **Sample Assessment Materials** to give some guidance on understanding the assessment and help you to deliver the level of detail required by Specification B in relation to the demands of assessment.

The sample assessment materials along with the specification itself were approved by Ofqual in the summer of 2012.

It is useful to have a copy of the sample assessment materials, to hand – both question paper and mark scheme.

This looks at only the higher tier paper for this presentation but many of these apply equally well to the Foundation tier papers.

The structure of this paper has not changed. The four compulsory questions are in Section A. One of two questions needs to be chosen in Section B and Section C. The shape and content of this paper has changed. The final part of every Section A question is a levels-based 6 mark question. In Sections B and C the final question is levels-based worth 8 marks with a further 3 marks available for SPaG. There are, as you know, topic and content changes on Unit 2.

First, Page 136 - Question 1.

Question 1 (a) asks students to 'Describe the relationship between total population and death rate', for 2 marks.

Question 1 part (a) is a two-mark question requiring a basic point and some added detail or data. This question asks candidates to **interpret a resource**. Knowledge of the resource is not necessary. In this instance however, the familiar demographic transition model is used as the resource. The key word in this question is **relationship**. Answers that don't address the relationship would not be rewarded.

'Population is low when death rate is high' is worth one mark. Adding a reason for the high death would not gain any credit whereas 'When death rate is high (around 40 per thousand) the population fluctuates but doesn't grow' is worth two marks.

Question 1 part (b) asks students to 'Describe **two** problems faced by countries with youthful populations' for 4 marks

This type of question requires **two points** to be made. Both points require **some extension** through detail for the second mark. A third point is not required. The question requires coverage of the problem, not a benefit. An answer that explains that a youthful population will pose problems not just in the present but also in the future is required:

'Youthful populations will have large numbers of children and this can be expensive as there will be costs of providing education'

Youthful populations grow rapidly so there will be a high and growing demand for many essentials e.g. housing'

Question 1 part (c) on page 137 is a 6-mark levels-marked question. 'Using named examples, explain why some countries choose to increase immigration but others choose to reduce it'.

The mark scheme is divided into two parts with the first part (the indicative content) suggesting the sort of material that candidates might cover.

The second part of the mark scheme is the 'descriptors' for each of the three levels. Candidates' answers' are judged on the descriptors, so for a level 3 answers they are expected to fulfil the following:

'A range of explanations with details, using examples linked to reasons for both increasing and reducing immigration. Well located and with linked detail. Structured explanation'.

An example of a Level 3 answer that satisfies these descriptors is '*Countries such as the UK are attempting to reduce immigration because of fears about shortages of housing and limited jobs, especially in an economic crisis such as the one that began in 2008. Some countries might discourage immigration because of a fear of immigrants and the dilution of their culture – this used to be true of Japan. Other countries e.g. Singapore have encouraged immigrants in recent years because of a falling birth rate and the importance of an educated work force especially for the growth in IT industries. Australia also encourages migrants but selectively using a points system that enables it to refuse some people whilst welcoming others.*'

This explanation contains are several different, mainly economic, factors. Examples are largely accurate with detail (as in Singapore's IT industries) and the material on Australia and Japan shows an understanding that attitudes change.

Moving on to Question 2 on page 138. This topic, Consuming Resources, has not changed much revised specification from 2012.

If we begin with Question 2 part (a):

'Describe two trends in global oil production between 1965 and 2010'.

This question is on the cumulative graphs resource. Answers need to take an overview first as in 'Global production has risen', for one mark, and then add detail and/or data for the second mark – for example 'from just over 1500 million tonnes to just under 4000 million tonnes'. It is also possible to get the second mark through breaking down the regions as in'.... the Middle East is the largest producing region with over 1000 million tonnes'. This latter example also

exemplifies the manipulation of data when data is extracted from the resource. In other words simple arithmetic is used.

Moving on to 2 (b) on pages 138 and 139. This two part question splits into a 2x2 on the mark scheme which is on page 157.

'In the future it is likely that there will be more pressure on energy supplies. Explain the pressure that could result from:

global economic growth

changing international relations'

This question requires a basic point for each of the causes listed, with an extension point for each with a bit of detail or recalled data.

The basic point that 'global economic growth causes a rise in energy demand' can be added to with the detail that 'for example China's demand for electricity has risen by over 10% per annum in recent years'. The data does not have to be precise but simply fall within reasonable parameters; in this case a range of 6% to 15% would be acceptable. China is commissioning three new power stations every week!

The second part of this question has wording taken straight from the specification (see the second part of the detailed content for 2.b on page 23 of the specification "*Assess the likely future pressures on both the supply and consumption of the chosen energy resources brought by global economic growth and changing international relations.*") **It would be useful to cover at least three ideas and/or examples of the impact of international relations on energy supply.** In this question one example is required, such as 'Russia controls the natural gas supplies for many European countries which affect the way that those countries deal with Russia in international organisations such as the UN'. The first mark comes from identifying a legitimate supply example and the second mark comes from how that example might translate into international relations.

Question 2 part (c) is a 6 mark levels-marked question. This question draws on specification wording. '*Explain how national and local government policies can help to reduce resource consumption*'. The focus is on the reduction of resource consumption without specifying exactly what resource or resources to use as examples. This question is **not** a 'case study' question in that it doesn't require one detailed case study but, instead, the use of examples to support general statements such as '*local governments, e.g. London's, have attempted to reduce oil consumption by encouraging public transport e.g. Crossrail, discouraging car use through congestion charging and promoting bike use with a rental system*'. In the above example, there is a clear focus on the chosen resource, oil. A similar level of detail with national policies would result in a Level 3 response.

Now on to Question 3 on pages 140 and 141. This topic contains new material.

Question 3 part (a) is a two-mark question focussed on the resource in Figure 3: 'Describe the relationship between GDP per capita and the percentage of people working in secondary sectors'.

The key word here is **relationship**. Understanding of common words such as relationship, **trend** and pattern are ones students need to be familiar with. In this question the understanding of the Clark-Fisher model in 3.1.a i on page 24 of the specification is the basis of a complex relationship – 'Secondary employment rises as countries develop e.g. from the level of Ethiopia to China but then falls as countries enter a post-industrial phase e.g. China to Germany'. This 2 mark answer illustrates that not every country needs mentioning nor, is data the only route to a second mark.

Question 3 part (b) 'Explain how the growth of secondary sector employment in developing countries can bring both **benefits and problems**' allows students to focus on one of these more than the other but an answer that is simply about the benefits or problem) will not be awarded all the marks available.

To focus their understanding of 'benefits and problems' students '**for who? Or for what?**' Benefits might be seen as for individuals as in 'jobs in the secondary industry are often better paid than in the primary sector which brings the benefit of higher incomes for families' which if 'as in China today' was added would be worth 2 marks. Problems might be environmental as in '*many Chinese cities e.g. Guangzhou are heavily polluted from industries such as iron and steel and the chemical industry which causes problems for both people and for the natural environment*'. Using the words in the question will help focus the answer – in this case on 'benefits' and problems'.

Question 3 part (c) is on a new area of the specification. It is a 6 mark levels marked question. '*Explain why international trade has grown rapidly in the last 50 years*'. The focus should be on **those changes that have both allowed international trade to grow and positively encouraged it**. As the mark scheme on page 160 makes clear a 'range of explanations' with 'a detailed use of supporting examples' is required for Level 3; simple statements such as 'because of TNCs' is not a proper explanation whereas '*because TNCs locate part of their production overseas goods inevitably cross borders when they are sold in foreign markets*' is better. The detailed examples that support these ideas would be '*for example many Apple products are manufactured in China but exported all over the world*'.

Topic 4, Development Dilemmas, is another new topic. Find the topic on page 25 of the specification, the sample question on page 142 and 143 and the relevant mark scheme is found on page 161 and 162.

Question 4 part (a) is based on a global map of the Human Development Index (HDI) in 2011:

'Describe the global pattern of the Human Development Index'.

**Pattern along with trend and relationship** are critical words and require a very clear understanding. Patterns are either **even or uneven** which is a good starting point for an answer commenting on hemispheric imbalance. It is reasonable to expect students to be able to point out that some continents, notably Africa, are dominated by low development countries.

Question 4 part (b) –is '*Explain how Rostow's modernisation theory helps us to understand how countries develop.*' For this question the key, as made explicit in the mark scheme on page 161, is the **link with development**. 'Modernisation' theories get their name from the alleged importance of modernising a whole range of institutions to promote economic development; these institutions would include **social** e.g. an education system, political e.g. the growth of democratic institutions **and economic** e.g. a banking system. Explanation of these terms is very helpful.

The final question on this topic is 'Using a named example, examine the impact of a top-down development project on different groups of people.'

This is a case-study driven question Facts and figures about the chosen case-study are needed satisfy the 'specific context' descriptor in the mark scheme (page 162). It is also important to recognise that different types of impact can be identified: social, economic and environmental. These can be either positive or negative generating six 'themes' that can be applied to 'different groups'. This helps structure responses. The different groups should include the 'local' population but also workers on the scheme and, the most neglected corner, those who make money from owning and/or selling the resource, this may be governments but also, in many cases, shareholders. An answer which covers a variety of impacts, identifies groups and uses terms such as 'environmental impact' is likely to be well-focussed.

Moving on to Section B, small-scale people and planet, one question from this section, either Topic 5: The Changing Economy of the UK or Topic 6: Changing Settlements in the UK needs to be answered.

We start with a two-mark, skills-based question in which the resource Figure 5 shows employment change in London, 1971–2010. The questions ask the candidate to '*describe the changing trends*'.

The most startling trends are the **different histories of manufacturing and of business and finance**. It would be appropriate to comment on both and focus on the '**changing trends**'; the accelerating (or exponential) rate of increase in business and finance, and the inverse trend for manufacturing. It is vital that students understand the difference between a **trend** and a **changing trend**.

The second question on this topic focuses of the key term '**impact**'. '*Outline one environmental impact of the changes to manufacturing (secondary) employment shown in Figure 5.*' This impact is narrowed to the **environment**. **Outline** is a

common command word requiring a basic point such as ‘abandonment of buildings’ followed by some detail such as ‘contaminated land’.

Which brings us to the first 8-mark levels-based question and the first question with the additional 3 SPaG marks on the paper.

*‘Using named examples, examine the costs and benefits of developing both brownfield and greenfield sites.’*

This question asks for both the costs and the benefits of developing two different types of sites. This generates a 2x2 structure with a summing up which might suggest where the balance of evidence lies. In this case **‘costs and benefits’ for who exactly?** So an answer that suggests that *‘in The Wandle valley in south London there are many brownfield sites e.g. Cane Hill’ which ‘.....can be developed which will help satisfy local demand for housing in London in general but also bring other benefits in increased demand to local businesses e.g. sets of beneficiaries.’* is on the right track.

The SPaG marks available on these questions mean that checking and double checking spelling, punctuation and grammar is worthwhile.

The parallel question for Topic 6 on the ‘Changing Settlements in the UK’.

Part (a) focuses on Figure 6 which shows the pattern of multiple deprivation in London’s boroughs in 2008 asking respondents to ‘describe the pattern of multiple deprivation’. The pattern is uneven with the most striking feature being the contrast between high levels of deprivation in some central and eastern boroughs with the lower scores for most outer boroughs. With names available on the map it is sensible to name at least one, perhaps an anomaly such as Enfield which breaks the ‘outer boroughs are all low deprivation’ rule. In questions such as this one explaining the pattern is to be avoided.

Part (b) uses the command word ‘suggest’; a command word that is used when there is **no expectation that a student has detailed knowledge of the location itself** so answers should just make general sense rather than, in this case, necessarily be true of London. The focus of the question is on the ‘most deprived’ areas, which are largely inner city boroughs. Once correctly located the reason offered is likely to be lack of jobs with the decline of manufacturing and thus lower incomes and higher unemployment. Although others are acceptable, as outlined in the mark scheme on page 166.

The final (c) part of the question, employs the command word – **examine** – and the two elements in terms of strategies to improve urban areas. This reflects a new element on this specification, drawn from the second part of 6.2a on page 28 *“Evaluate the success of strategies to improve urban areas, e.g. ‘rebranding’ and urban regeneration.”* Answers should select a range of examples. There is no need to restrict these to one urban location, so rebranding could be introduced through, for example, Liverpool’s city of culture ‘makeover’ whilst regeneration could be drawn from the redevelopment of Salford Quays in nearby Greater Manchester. The specification might steer towards a case-study approach as it clearly does in the first part of 6.2a but not, in fact on the second part.

The best answers use the information to address the question directly which in this case should be an **examination of their success**. Evaluation such as ‘..... *(the) regeneration of Belfast’s dock area has been partially successful in attracting new businesses but criticised for not providing enough affordable housing which is a real problem in the centre of the city*’ avoids the use of absolute positions – it has or it hasn’t been successful but takes view that it all depends **how we measure success and the question ‘success for who?’ has been asked**.

We can now move on to the final section of the question paper – section C - Large-scale people and the planet which can be found on page 148 of the sample assessment materials and page 29 of the specification.

The structure of these questions is exactly as in Section B.

We begin with Topic 7: The Challenges of an Urban World. The first part is the, skills question requiring the interpretation of a resource. Teaching **students to recognise and interpret with ‘trends’ and ‘patterns’** should be central to the development of their geographical skills. These questions carry about **15% of the total marks on this paper**. The focus of this particular question is on the **differences in the trends** and not the trends themselves. As the mark scheme on page 169 makes clear the use of data to support a valid ‘difference’ is critical. If data is there to be used it should be used. Even better, manipulation of data, performing a simple calculation, should be done so e. g. ‘the gap has fallen from 37% to 30% in the 60 years’.

The (b) part of the question ‘*Suggest one reason for the trend in developing world urban population.*’ focuses on just one part of the trend. It is vital that this trend of increasing urbanisation is recognised, although the increasing ‘**rate**’ of urbanisation **offers an opportunity to point out the difference between absolute changes and changes in rate**. Population growth in cities is not simply a consequence of what is happening in the cities themselves but, what is going on in rural regions.

The (c) part of the question uses the command word ‘compare’ instructing the use of comparative language – larger, smaller, greater– rather than simply listing differences.

*Using named examples, compare the challenges facing cities in the developed and developing worlds.*

The following response is a good one– ‘*Whilst developing cities such as Lagos grow rapidly from rural to urban migration (over 1000 new migrants a day) which creates challenges such as housing shortages and the growth of squatting settlements large developed cities such as London have grown through immigration , although less rapidly and from overseas rather than internal migration. The challenges are also different for although London, like Lagos, has a housing crisis, it does not result in the development of squatting settlements but in some overcrowding and pressure of city authorities to provide low cost housing*’.

SPaG marks are also added here.

For those centres that have chosen Topic 8: The Challenges of a Rural World the same general points apply as to Question 7. These Section C questions follow the same structure as earlier questions.

For example the resource for part (a) on page 8 Figure 8 shows five different village services for three different years, with varying trends. The y-axis shows the percentage of villages with these services. The question asks for **the changes to be addressed** so **look for general trends first** before looking for **exceptions**. In this case the general trend is a **decline in services** but not for all with plenty of data available to add a second mark to a valid basic point.

The (b) part of the question *'Outline one impact on villages of the changes to the services shown'* requires one point with some development to access the second mark. In this question think about who might be affected most by some of these changes perhaps differentiating between the young and the old, the poor and the wealthy etc.

The (c) part asks for a comparison.

*"Using named examples, compare the challenges facing rural people in the developed and developing worlds."*

The command word 'compare' is a direct instruction to use comparative language – larger, smaller, and greater and so forth – rather than simply listing differences. It can be useful to get students to review their answers by looking for evidence that they have followed the command word by highlighting, in this case, the comparative words and phrases in their answers. The following response would be a good one; 'In the developing world lack of infrastructure is a real problem with poor roads reducing the opportunities for subsistence farmers to reach markets (e.g. rural Uganda) and although rural areas in the developed world also suffer from poorer communication than urban areas e.g. poor broadband connectivity in some parts of rural Britain, the problems are less severe'.

SPaG marks are also added here.

I hope that this has been useful in furthering understanding of the sample assessment materials and how they can be used in your teaching and learning over the course of the next year and beyond.