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Introduction

This paper forms Component 1 of the linear assessment series for the Pearson Edexcel GCSE (9-1) Geography B specification.

Paper 1 is an issues-based paper, covering a range of physical and human geography content. It is a 90-mark paper, broken into three 30-mark sections, with each section covering one topic within the specification. Four additional marks are allocated to the extended writing question within Question 2 – the Development Dynamics section. These marks are for correct spelling, punctuation, and the accurate use of grammar and specialist terminology (SPGST).

The questions are designed to increase in difficulty within each section, culminating in an 8-mark extended writing question. The 'ramp' resets at the beginning of each section. All questions are compulsory. The exam includes multiple-choice questions, short open response, calculations and 8-mark extended writing questions. The exam command words, which are used in this paper, are defined on page 49 of the specification. Each of the questions is mapped to one or more of the Assessment Objectives (AOs).

The paper returned a mean mark four marks higher than the 2023 paper. Whereas performance in the extended writing 'assess' and 'evaluate' questions was broadly similar to performance in 2023, candidates picked up more marks in the lower tariff questions, with increasing confidence in questions requiring a graphical response noted by examiners. The 'explain one' questions also demonstrated an improvement in candidates' ability to provide explanatory points to their answers although Question 2(f) proved to be challenging with only 40% of the candidature being able to explain how Frank's dependency theory can be used to understand why some countries develop. This question returned a modal mark of 0 and a disappointing mean mark of 0.74.

This report will provide exemplification of candidates' work, together with tips and comments for a selection of questions. Usually, this exemplification will be taken from questions that required an extended candidate response.

Question 1 (a)(i)

This was an accessible question with a large proportion of the candidates being able to accurately complete the bar graph by drawing a bar representing 300mm of mean monthly rainfall for the month of April.

Question 1 (a)(iii)

The vast majority of candidates were familiar with the term 'range' and were able to determine that the highest mean monthly temperature in Kuala Lumpur is 26.3°C in April and the lowest mean monthly temperature is 25.1°C in both January and December. This gives a range of 1.2°C.

Question 1 (b)

Generally, Question 1(b) was answered well. Responses were varied and included answers relating to the curved nature of the earth's surface resulting in the Equator receiving more of the sun's radiation as well as the fact that the equator is closer to the sun than the poles, therefore the sun's radiation has less distance to travel.

(b) Explain **one** reason why temperatures are higher at the equator than at the poles.

(2)

The temperature is higher at the equator because it is in line with the sun all year round. The poles are colder because they are ~~farthest~~ furthest away from the sun.

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Examiner Comments

In this response, the candidate identifies one reason why temperatures are colder at the poles than at the equator – the relative distance from the sun.

A further mark is available for explanation why this results in colder temperatures – namely the sun's radiation has a greater distance to travel to the poles and is therefore less powerful. This is not evident in this response.

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Examiner Tip

The two mark 'explain one' questions often require one mark for the identification of a factor and a further mark for explanation.

(b) Explain **one** reason why temperatures are higher at the equator than at the poles.

(2)

Due to the curvature of the earth the ~~sun~~ solar radiation is more direct at the equator and is more intense compared to at the poles where radiation travels further.

ResultsPlus
Examiner Comments

This a strong answer which identifies the curvature of the earth as a reason for differing temperatures between the equator and the poles.

The candidate develops this point explaining that this results in a greater intensity of radiation at the equator compared to the poles.

Question 1 (c)

Like Question 1(b), this was another 'explain one' question. On this occasion, candidates were asked to explain a reason why volcanic activity can cause climate change. The most common response was that volcanoes release ash which blocks the sun causing a reduction in temperatures. Other candidates focused on the release of carbon dioxide, a greenhouse gas, causing a warming effect. Both of these routes are equally creditworthy.

(c) Explain **one** reason why volcanic activity can cause climate change.

(2)

There is ash which is released into the atmosphere once a volcano erupts. This means that the atmosphere will be warm up due to the ash clouds being trapped.

ResultsPlus
Examiner Comments

In this response, the candidate identifies that the release of ash from volcanoes has an influence on climate. However, the developmental point of this ash release leading to an increase in temperatures is incorrect.

(c) Explain **one** reason why volcanic activity can cause climate change.

(2)

when a volcano erupts it produces an ash cloud which acts as a barrier that stops sun rays getting through, cooling down the earth.

ResultsPlus
Examiner Comments

In this response, the release of ash is identified as a way volcanoes can influence climate. This is correctly developed with the candidate explaining that this blocks incoming radiation resulting in a reduction in temperatures.

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Examiner Tip

Ensure that you extend your initial reason to gain both marks.

Question 1 (d)(i)

Almost 90% of the candidates were familiar with the term 'mean' and were able to divide the total of 157,000 deaths by the five earthquakes shown in Figure 2 to give a correct answer of 31,400.

Question 1 (d)(ii)

Many candidates were able to identify a process occurring at convergent plate boundaries, usually the idea of plates moving towards one another resulting in friction. However, no subsequent explanation followed in many cases as to how this resulted in an earthquake, therefore resulting in the candidate scoring one mark. Other candidates, such as in the example below, identified the idea of pressure building up and the release of this pressure causing an earthquake.

(ii) Explain **one** reason why earthquakes are common at convergent plate boundaries.

(2)

Because the plates moving towards each other causes friction and when they get stuck, stress builds up, which is released suddenly, causing an earthquake.

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Examiner Comments

This response scores both marks. In this response, the candidate explains that when plates get stuck, pressure builds up. The release of this pressure causes an earthquake.

ResultsPlus
Examiner Tip

'Explain' nearly always means 'say why'. Make sure you offer an explanation.

Question 1 (e)

This was another 'explain one' question, but this time candidates were required to identify a way long-term planning for a tectonic hazard can reduce the loss of life and provide two further explanatory points to access the full three marks. This question was answered well by candidates at the top end of the ability range. There are a range of valid answers which could be identified depending on the chosen tectonic hazard. Candidates who selected earthquakes commonly mentioned that the design of earthquake resistant architecture can assist in preventing building collapse. For those selecting volcanoes, various methods of volcano monitoring were identified such as thermal detection, the installation of tiltmeters to measure magma movement and the establishment of evacuation routes.

(e) You have studied the management of either volcanic **or** earthquake hazards.

Explain **one** way long-term planning can reduce the loss of life.

(3)

Chosen tectonic hazard (volcano or earthquake)

Earthquake

Many developed countries are choosing to construct earthquake proof buildings. For example, this is often done in Japan. This means that the buildings will be able to absorb the earthquake's energy instead of collapsing, so less people will die from collapsed buildings.

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Examiner Comments

In this response, the candidate identifies that buildings can be made earthquake proof. Note that there is no mark awarded for mentioning a place where this occurs. The candidate then develops this initial point by stating that buildings can be designed to absorb the earthquakes energy, therefore preventing their collapse.

ResultsPlus
Examiner Tip

Try to ensure that you extend your initial reason two times to gain all three marks.

Question 1 (f)(ii)

This question tested the ability of the candidates to calculate the percentage of a number.

Working out the percentage of a number along with percentage change are mathematical skills which have appeared in several previous exam series and encouragingly, increasing numbers of candidates are demonstrating success in this area. Almost 60% candidates scored both marks in this question.

Give your answer to one decimal place.

You **must** show your working.

(2)

$$\frac{111}{294} \times 100 = 37.75\%$$

37.75 %

ResultsPlus
Examiner Comments

In this response, the candidate demonstrates the correct working out.

They identify that 111 hurricanes occurred in September in the United States in the given period and divided this figure by the total number of hurricanes which was 294, multiplying the result by 100 to obtain the percentage figure.

However, the candidate does not round their answer up to one decimal place and therefore only scores one mark for the correct working out.

ResultsPlus
Examiner Tip

Underline key parts of the question. In this case, 'give your answer to one decimal place'.

Question 1 (f)(iii)

This proved to be a challenging question with the majority of candidates achieving only one of the two marks available.

Identifying that in summer, sea temperatures are over 26.5°C was a common response from candidates. However, smaller numbers of candidates were able to develop this idea by explaining why warm sea temperatures resulted in the formation of tropical storms. Many candidates made reference to the fact that tropical storms form in warmer temperatures without making specific reference to the temperature of the oceans.

(iii) Explain **one** reason why the number of hurricanes varies during the year.

(2)

One reason is the sea temperature migh not be correct. For example, the sea has to be 26.5°c +.

ResultsPlus
Examiner Comments

In this response, the candidate identifies that the temperature of the sea is a reason why the number of hurricanes varies throughout the year. This scores one mark. There is no development as to why a warm sea temperature leads to the formation of hurricanes.

(iii) Explain **one** reason why the number of hurricanes varies during the year.

(2)

because in the cooler months hurricanes cannot form as the ocean water will not be warm enough (26.5°C or above) for it to form as the warm water is it's energy

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Examiner Comments

This response scores two marks.

The candidate identifies that hurricanes do not form in cooler seas for one mark. This is developed as the candidate mentions that warm waters provide hurricanes with energy.

Question 1 (g)

Candidates were expected to identify and extend two points. It is therefore a 2x2 question.

A significant number of candidates were able to identify that the level of development of a country can increase the vulnerability to tropical storms. This was then explained, identifying such details as a lack of finance prevents the construction of adequate coastal protection.

(g) Explain **two** reasons why some countries are more vulnerable than others to the impacts of tropical cyclones (hurricanes and typhoons).

(4)

1 They don't have the funds to replace things if damaged. For example, houses may get destroyed.

2 They don't have the technology to tell when ones going to happen. For example, the technology can predict it.

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Examiner Comments

In this response the candidate identifies a valid reason why some countries are more vulnerable to tropical storms than others – they do not have funds to replace things. However, the explanation as to why they do not have the funds is lacking.

In the second part of the answer, the candidate identifies that a lack of technology to predict tropical storms increases vulnerability. However, once again, there is no development as to why countries lack technology or why this may increase vulnerability. This answer scores one mark in each response, scoring two marks overall.

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Examiner Tip

In four mark 'explain two' questions, remember the 2x2 route to scoring full marks. Identify a cause or reason for one mark and give explanation to score the additional mark. Repeat this process to score the full four marks.

(g) Explain **two** reasons why some countries are more vulnerable than others to the impacts of tropical cyclones (hurricanes and typhoons).

(4)

1 Some countries live on Islands, meaning they cannot evacuate, due to there being no where that is close enough and even then; Some people will be left behind.

2 Some countries do not have the funds to pay for defences against such weather, meaning that their country could be destroyed with many deaths.

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Examiner Comments

This is a strong answer which scores maximum marks.

The candidate identifies that the island nature of some countries increases their vulnerability and develops this point by stating that this makes evacuation difficult.

A further two marks are scored in the second part of the response. A lack of funds is given as a reason as to why some countries are more vulnerable and this is developed by stating that this means countries are unable to afford coastal defences.

Question 1 (h)

This was the most challenging of the 8-mark questions.

Most candidates received marks at the top of Level 1 or the bottom of Level 2. They identified correctly that current rates of global warming are unprecedented, making it very difficult to accurately predict the consequences of climate change.

Better answers began to develop this view and explain some of the reasons for uncertainty such as issues surrounding future population growth and the adoption of renewable energies and their subsequent impact on climate change. Some candidates introduced the idea of the accuracy of historical records such as ice cores, tree rings and pollen analysis in helping scientists to make accurate future predictions based on past evidence.

The best answers offered a genuine evaluation of the view, providing a balanced argument in favour and against the view. Such answers contained stronger AO3 judgements, providing weighting to the significance of various factors such as the potentially huge impact of more natural causes of climate change such as an asteroid strike versus more gradual, sustained human causes of climate change relating primarily to the consumption of fossil fuels.

Candidates at the top of the ability range were able to discuss the ability of humans to mitigate their impacts whereas it is impossible to account for natural causes of climate change such as changes in the earth's orbit or volcanic activity.

(h) Global climate is now changing as a result of human activity.

Evaluate the view that it is difficult to predict the consequences of global climate change. ↳ positive & negative

↗ bad

(8)

It is diffeiult to predict as some countries may sighn a contract to decrease the amount of CO_2 emissions produced each year. for example, every year, ~~coun~~ the political person in charge of every country meet to sighn a contract on how then going to stop climate change. Therefore they may ~~not take that into account~~ predictions may not take into account political agreements As a result the consequences may be ~~seen~~ predicted as being more severe than they actually are.

However it may not be hard to predict as we already know that ~~sea levels~~ ~~are rising due to ice~~ recent studies have shown a massive increase of tropical cyclones in the last year. Therefore we can use evidence on when, where and why these ~~earthquakes~~ storms are happening to predict the consequences in the future.

In conclusion I believe that we can predict the consequence as we have already see change to our climate temperatures, animals migrating

(Total for Question 1 = 30 marks)

and a rapid increase

TOTAL FOR SECTION A = 30 MARKS

of tropical storms. Therefore we can predict what is going to happen as we know that our climate will change dramatically if we do not act now.

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Examiner Comments

This is a typical mid-Level 2 response which scores five marks.

The candidate identifies a reason why it is difficult to predict the consequences of climate change, giving some basic explanation of this reason.

An alternative viewpoint is considered and briefly discussed with a supporting reason as to why it may be possible to accurately predict the consequences of climate change.

The answer has elements of AO2 understanding and AO3 judgement and scores mid-Level 2 – 5 marks.

(h) Global climate is now changing as a result of human activity. — Water, Energy (transport, farming, industry) Disagree: Natural - evidence on Milankovitch

good

Evaluate the view that it is difficult to predict the consequences of global climate change

Agree: leads to

(8)

One one hand, this ~~statement~~ view is true because global climate change can ~~also be~~ not only be a result of human activity, but of things like the Milankovitch cycles, which for example includes eccentricity which is how the orbit around the Sun changes ~~[illegible]~~ in long periods of time, therefore the sun can either be closer to the earth and more hotter which increases global warming, or the sun can be further away, which decreases global warming significantly. Therefore it is difficult to predict the consequences of global climate change, as the global climate ~~is very harsh~~ ~~[illegible]~~ can change over time and ~~scientists have not collected enough data to know for sure~~ the consequences could be a colder climate instead of a warmer climate, like scientists predict, due to global warming.

On the other hand, this ~~statement~~ view is not true because it is easy to predict the consequences of global climate change, as ~~many people are~~ a main factor to global climate change right now is human activity, which means more energy is used, and therefore more burning of fossil fuels which are greenhouse gases. ~~[illegible]~~ This increases global temperatures (global warming) and there is scientific proof and data, that right now polar ice caps are melting so sea levels are rising ~~globally~~ and we know that a consequence of rising sea levels ~~do~~ rising will lead to the consequence of flooding. Therefore it isn't difficult to predict the consequences of climate change. Overall, I believe the statement is not true as there is lots of data and evidence already.

(Total for Question 1 = 30 marks)

ResultsPlus
Examiner Comments

This is an excellent response to this question, which:

- contains an excellent level of understanding (AO2), covering some of the reasons why natural causes of climate change make the predictions of the future consequences of climate change very difficult.
- is evaluative throughout the response (AO3), making judgments regarding the significance of the natural causes of climate change and makes judgements offering an alternative viewpoint, that the future consequences can be predicted due to advances in science.
- has a final concluding paragraph, which further addresses the command word of the question, making a summative judgement (AO3) on the viewpoint, arguing that the amount of scientific evidence to hand makes predictions of future consequences possible.

Level 3 – 8 marks.

Question 2 (a)

Almost 70% of candidates scored both marks by correctly identifying that colonialism and neo-colonialism are historical factors which have influenced global inequality.

Question 2 (b)

This proved to be a challenging one-mark question with just over 50% of the candidates scoring the one mark. Many candidates were unsure of the meaning of the word 'economic' and instead chose to give social indicators of development such as life expectancy or literacy rate.

Question 2 (c)

In this two mark, explain 'one' question, candidates were asked to explain one disadvantage of top-down development strategies.

Many candidates scored at least one mark in identifying a disadvantage of top-down development with the most common responses being that it is very expensive or that it does not consider the needs of local people. Obtaining the development mark proved to be more challenging. For those that were successful, a common route to success was explaining that given the expensive nature of top-down development projects, governments needed to borrow money resulting in debt.

(c) Explain **one** disadvantage of top-down development strategies.

(2)

can be very expensive which could mean that people have to pay more tax in order to fund it.

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Examiner Comments

This is a succinct two mark response.

The expensive nature of top-down development projects is identified and the candidate develops this idea saying that taxes may have to be raised to fund such projects.

Question 2 (d)(i)

This question was well answered with the vast majority of candidates who attempted the question being able to accurately plot the data for Mali and Mauritius. There were a considerable number of candidates who offered no responses to this question perhaps as a consequence of not carefully reading the question.

(d) Study Figure 4 which shows data for the mean years of schooling and the fertility rate in selected countries in Africa.

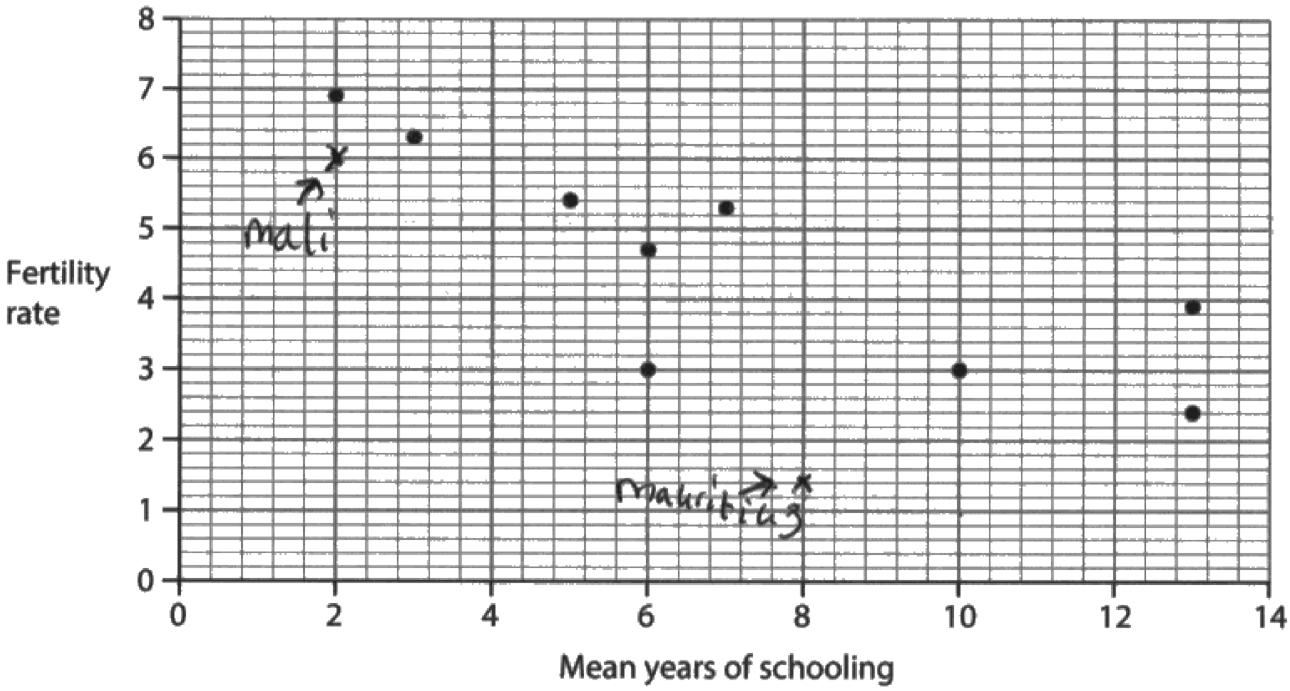

Figure 4

(i) Plot the data for Mali and Mauritius on Figure 4 using the information below.

(2)

Country	Mean years of schooling	Fertility rate
Mali	2	6
Mauritius	10	1.4

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In this response, the candidate scores one mark. Whereas both sets of data for Mali are plotted correctly and the fertility rate for Mauritius is correct, the mean years of schooling for Mauritius is incorrect.

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Examiner Tip

If you have time at the end of the paper, check over your answers to the short one or two mark questions.

Question 2 (d)(iii)

The most widespread response was that an increase in education allowed women a greater choice and therefore a focus on employment rather than having children at a young age. Responses also referred to the idea that education was given on how to reduce pregnancies by using contraception.

(iii) Figure 4 shows that countries with more years of schooling usually have lower fertility rates.

Explain **one** reason for this relationship.

(2)

One reason is because they are in educaton for longer and have more career opportunities.

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Examiner Comments

This response identifies that by being in education for longer periods of time, women have greater career opportunities. However, this idea is not linked to the impact that this has on fertility rates and therefore scores one mark.

(iii) Figure 4 shows that countries with more years of schooling usually have lower fertility rates.

Explain **one** reason for this relationship.

(2)

They will have an education on the use of protection. This means that people ~~res~~ teenagers will use protection when having sex so that they do not have a child.

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Examiner Comments

Unlike the previous response, this candidate does develop their initial idea and scores two marks.

The candidate identifies that education on contraception (protection) is important. This is then linked to a reduction in the fertility rate by stating that protection will be used more often therefore reducing the number of children born.

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Examiner Tip

Make use of linking words in your answer such as 'because' or 'this means that'. These are helpful in 'explain' questions, because they identify that one thing leads to another.

Question 2 (e)

This proved to be a challenging question for candidates in the mid and lower ability range. The modal mark was 1 and the mean score was 1.37.

Question 2 (f)

Candidates found this question particularly challenging.

Many candidates did not understand Frank's dependency theory. Others confused Frank's dependency theory with the Rostow model which formed the basis of the previous question and subsequently deconstructed the stages of the Rostow model rather than referring to Frank's dependency theory.

Of those candidates who were successful, there was often reference to the developed 'core' and less developed 'periphery' and the suppressive nature of this relationship with the developed core importing primary products from periphery countries for low market prices with the periphery being reliant on manufactured goods from the core.

(f) Explain **one** way in which Frank's dependency theory can be used to understand why some countries develop over time.

(3)

One way Frank's dependency theory is used to understand this ~~is because~~ that it shows how the rich will keep getting richer and the poor will get poorer. Therefore, ~~poorer~~ emerging countries will develop much slower than developed or developing.

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Examiner Comments

Here, the candidate identifies the exploitative nature of the relationship between rich and poor countries. However, there is no explanation as to how this relates to the mechanics of Frank's model and therefore only one mark is scored.

(f) Explain **one** way in which Frank's dependency theory can be used to understand why some countries develop over time.

(3)

Frank's dependency theory is that periphery (poorer developing countries) buy proccessed goods, which are expensive from core (developed) countries and developed countries buy cheap raw goods from the periphery country. It accounts for neocolonialism and unfair trade and ~~she~~ demonstrates how countries develop over periods of time

more writing there

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Examiner Comments

A very strong explanation of the exploitative relationship between core and periphery countries is given. The candidate demonstrates an excellent understanding of the concepts of trade outlined in Frank's dependency theory and how this benefits the core at the expense of the periphery.

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Examiner Tip

Models are an important part of geographical thinking and appear at several points across the different parts of the specification. Make sure you know the differences between the different models.

Question 2 (g)(i)

This proved to be an accessible question. Almost 75% of the candidates were able to complete the pie chart successfully, utilising the data for Japan, China and the USA.

A surprising number of candidates were unable to accurately illustrate the data as shown in the example below.

(g) Study Figure 6, a pie chart showing the destination of exports from Chile in 2020.

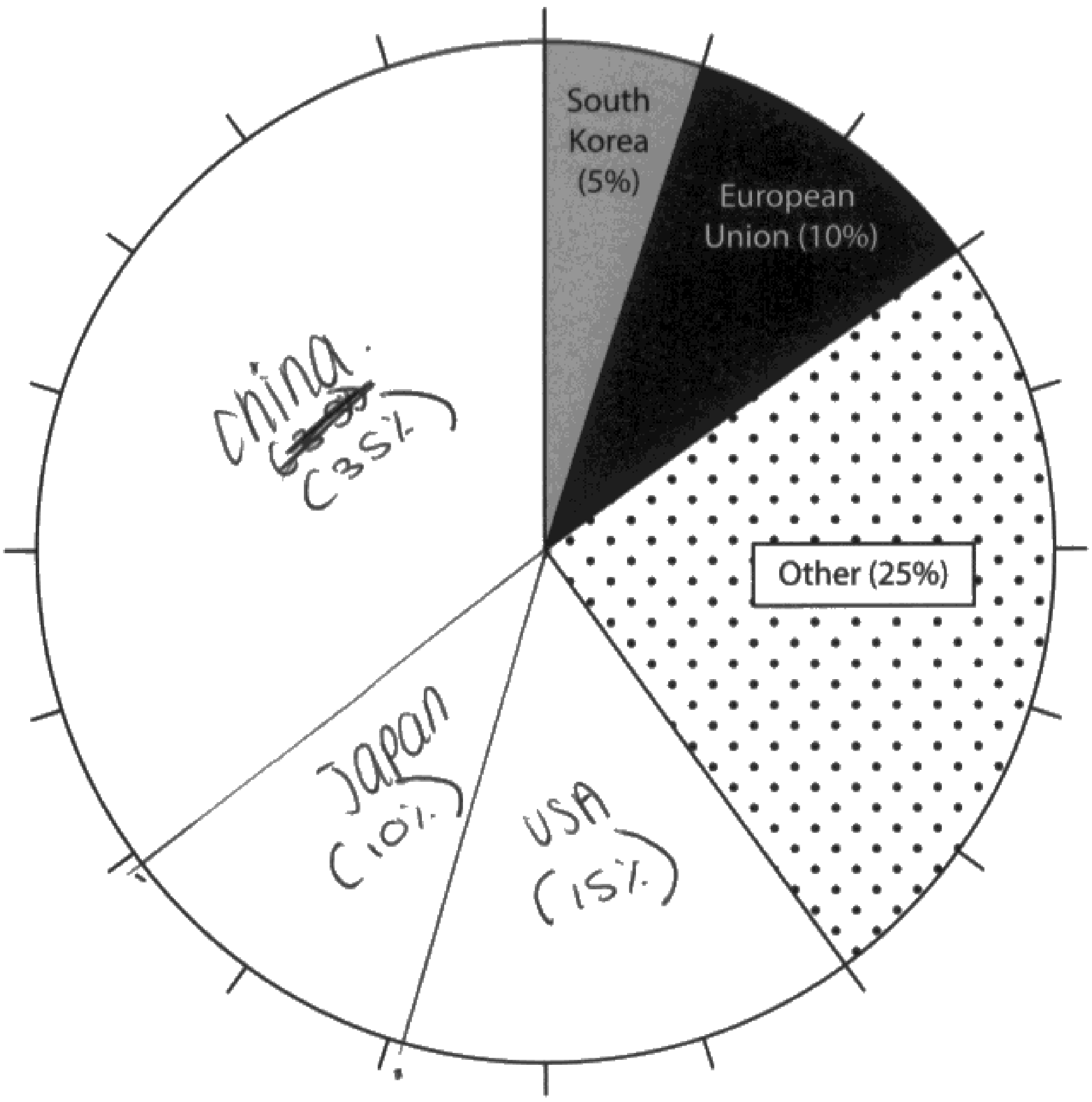

Figure 6

The destination of exported goods from Chile in 2020

(i) Complete Figure 6 by using the information in the table below.

(3)

Destination	Percentage (%) of exported goods
Japan	10
USA	15
China	35

360 ÷ 75 =

5 4·8
10

5 + 10 + 10 +
15 + 35 =

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Examiner Comments

In this response, the candidate does not accurately complete the segments of the pie chart for any of the three countries.

One labelling mark is awarded for labelling China as the largest segment, having USA as the second largest segment and Japan as the smallest labelled segment.

Question 2 (g)(ii)

This was another 'explain two' question worth four marks

The greatest barrier to full marks seemed to be candidates misinterpreting the question and missing out on the meaning of globalisation. Rather than focusing on globalisation, many candidates referred to how the location of an emerging country (most commonly India) allowed trade to develop. More successful answers focused on investment by transnational corporations and the subsequent boost to the countries exports. Other answers included a focus on the growth of containerisation and shipping allowing the development of port infrastructure and export growth.

(ii) You have studied how an emerging country is developing.

Explain **two** ways globalisation has affected its trade (imports and exports).

(4)

Named emerging country

India

1 containerization of ships meant that huge ~~boats~~ loads could be carried by ships straight from India's coastline to the rest of the world or vice versa.

2 Since FDI has occured in India, the people living there ~~gained~~ earned more money, meaning they can spend more. This would have increased India's ~~export~~ import as there is more demand for products.

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Examiner Comments

Two valid factors are identified and explained, enabling the candidate to receive all of the marks available.

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Examiner Tip

This is another 'explain two' question. Identify two valid factors, as in the example above, and add an explanatory point.

Question 2 (h)

It appears that the overwhelming majority of candidates are studying India as their emerging country as most answers focused on regional differences in the level of development in India with several excellent contrasts between the states of Maharashtra and Bihar. Many candidates were unable to identify national disparities in development and instead focused on differences in the level of development within their chosen megacity. Some of these differences could be applied to a more regional scale so were credited, although such answers found it difficult to progress beyond lower Level 2 on the levels-based mark scheme.

Level 1 candidates often wrote, short, generic answers consisting of vague information as to why some places are relatively poor and others are relatively wealthy. The concept of more regional differences within a country was poorly understood by candidates operating at Level 1 who tended to focus more on differences at a more local level.

At Level 2, candidates were able to differentiate between regions, often citing a concentration of TNCs in coastal locations leading to the creation of jobs and subsequent relative wealth compared to more landlocked locations which are less attractive destinations for investment. Answers at this level tended to be stronger in their understanding of regional differences (AO2) although there was often an absence of AO3 assessment.

There were many examples of detailed Level 3 answers which offered an assessment of the reasons for differences in the level of development within a country and provided location specific evidence to substantiate answers. There were some exceptional responses which began by introducing ideas such as the multiplier effect often using investment from transnational companies as the catalyst for development whilst highlighting that this had created micro-scale differences in the level of development within cities. Such candidates also argued that more peripheral locations experienced the cycle of poverty, limiting their development, causing outward migration and a brain-drain to more urban locations. Answers at the top of Level 3 sustained a constant focus on variations, their causes and their significance and often integrated specific facts and figures to provide evidence to their answers.

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

(h) You have studied how an emerging country is managing to develop.

Assess the reasons why there are differences in the level of development **within** this country.

(8)

Named emerging country

India

In ~~a~~ India there are many cities and there are many different slums as well. India's megacity New Dehli has an extremely large population and this means that it will advance much faster than areas of slums. ~~This~~ Cities with high population in India also have a much higher level of development than slums as cities have better healthcare, clean water supply and better job oppurtunities.

This means that slums have a very low rate of development as it is high in rates of poverty and has very poor living conditions which contrasts the richer areas of India.

This also happens extremely close, for example the Dharavi slums are extremely ~~x~~ ~~[illegible]~~ under developed whereas a neighbourhood in Mumbai which is connected to the slums is developed.

Another reason for differing levels of development in India is the job opportunities as richer cities will have higher development levels and more job opportunities than a poorer, less developed city.

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Examiner Comments

This candidate demonstrates a more simplistic understanding, which:

- demonstrates a more simplistic understanding of the reasons for differences in the level of development within urban areas in India (AO2)
- is generic and lacks any real case study specific evidence to support the candidates' points
- rarely makes judgements regarding the significance of the reasons which have been identified (AO3).

Level 2 – 4 marks.

SPaGST – 3 marks.

Total: 7 marks.

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

(h) You have studied how an emerging country is managing to develop.

Assess the reasons why there are differences in the level of development **within** this country.

(8)

Named emerging country

India.

The most important reason for differences in the level of development in ~~the~~ India is urbanisation. This is because people in urban areas, such as Uttar Pradesh, are do doing agricultural jobs, which make ~~people~~ not as much money as people in ~~cit~~ cities. This means the people in cities can afford better stuff than that in rural ~~are~~ areas. This increases the quality of life as there are ~~more~~ better healthcare and education in urban India.

~~Anoth~~ A less important reason is location, because places in India near the sea can build ports in order to ~~tra~~ trade with other ~~people~~ countries, whilst areas in India which are landlocked cannot ~~buy~~ import and ~~sell~~ ~~with~~ export goods from other countries. For ~~exa~~ example, Mumbai has a port, allowing trade to occur throughout the peninsula, whilst a landlocked region such as Uttar Pradesh cannot trade with other countries.

The final reason ~~is~~ to Indias differences is ~~to~~ Indias history. When Britain colonialized ~~M~~ India, they built textiles factories and railways near where Mumbai ~~sto~~ is today. This allowed for new job opportunities and easy access, meaning people moved there for labour. This caused ~~more pe~~ a small city to form, known as Mumbai today, which could develop using it's factories and railways. By the time the factories closed, Mumbai ~~was a c~~ had other sorts of jobs. This caused areas like Mumbai to develop while other areas lost out by people leaving to ~~go~~ to ~~m~~ Mumbai.

In conclusion, the ~~The~~ most important reason for India's differences was urbanisation, ~~which~~ which allowed cities to rapidly develop unlike ~~urban~~ urban areas.

ResultsPlus
Examiner Comments

This is a strong answer, which:

- contains a wide range of ideas covering the reasons behind the higher level of development in Maharashtra and the lower level of development in Bihar, India (AO2)
- offers assessment regarding the significance of the reasons for the differences in the level of development making judgements throughout (AO3)
- shows deeper thinking by linking ideas regarding reasons for the differences in the levels of development, attributing greater job opportunities in Maharashtra to the growth of the tertiary and quaternary sectors
- SPaGST is at a high level with a high standard of spelling, punctuation and usage of specialist terminology.

Level 3 – 8 marks.

SPaGST – 4 marks.

Total: 12 marks.

Question 3 (a)(ii)

This was an accessible question with over 96% of the candidates correctly identifying that Jakarta was the only city which was not a megacity in 2010.

Question 3 (a)(iii)

This question tested the ability of candidates to calculate a percentage increase.

The 'Maths for Geographers' guide, available on the Pearson Edexcel GCSE Geography specification B website, provides support, outlining the different maths requirements. This is a useful tool to use in conjunction with maths departments in school to provide clarification on ways to teach maths and to reinforce mathematical concepts.

(iii) Calculate the projected percentage growth in the population of Manila between 2010 and 2025.

Give your answer to one decimal place.

You **must** show your working.

$$\frac{15.23 - 11.89}{11.89} \times 100 = \cancel{28}\ 28.1\%$$

(2)

28.1 %

ResultsPlus
Examiner Comments

In this example, the candidate demonstrates detail in their working. They identify the difference between the 2010 and projected 2025 population of Manila. They divide the difference by the original 2010 figure and multiply the result by 100 to give a percentage decrease of 28.1%.

This response therefore scores both of the available marks.

(iii) Calculate the projected percentage growth in the population of Manila between 2010 and 2025.

Give your answer to one decimal place.

You **must** show your working.

(2)

$$\frac{15.23 - 11.89}{11.89} \times 100 = 28$$

28 %

ResultsPlus
Examiner Comments

This response exemplifies a common misconception when candidates are asked to answer to one decimal place. On occasion, candidates round the result of their calculation to the nearest whole number instead of answering to one decimal place.

This response scores one mark for the correct working out but as the answer is not given to one decimal place, the answer is incorrect so therefore one mark is scored overall.

Question 3 (a)(iv)

This was an accessible question with the majority of candidates obtaining both marks. A bar chart was by far the most commonly suggested data presentation technique. Candidates obtaining both marks then went on to describe how the axis of the bar chart would represent the data to score the second mark. Several candidates responded with a labelled drawing of a bar chart which was also creditworthy.

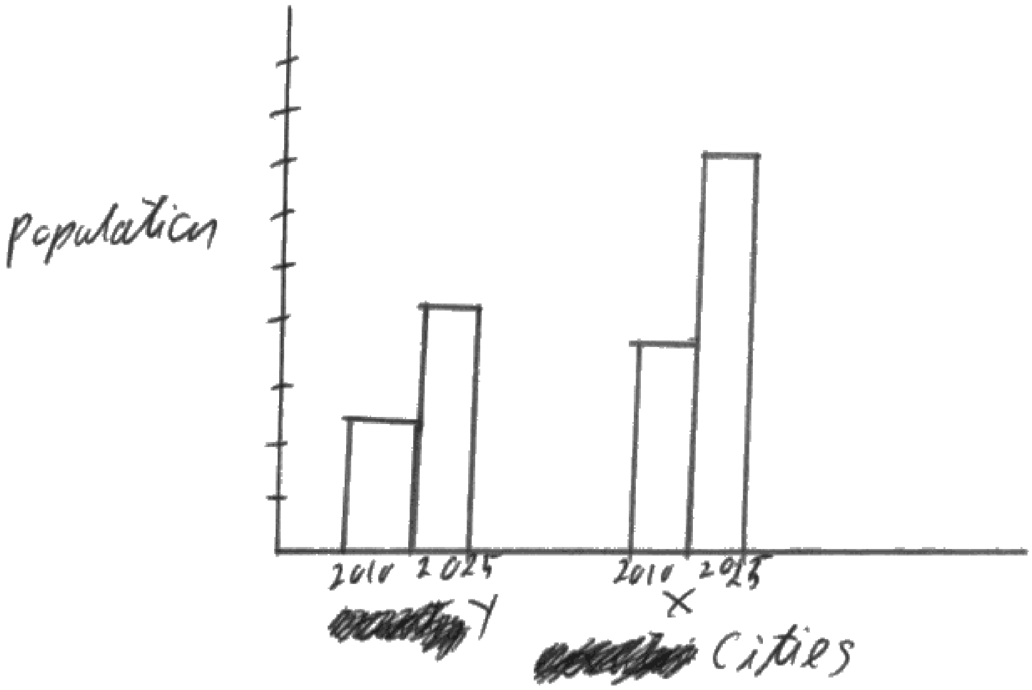
A small number of candidates drew very elaborate bar charts, with each bar accurately representing the data given in Figure 7. Such responses must have taken several minutes. When making a diagrammatic representation of a data presentation technique, any drawing needs only to be done in a sketched format, ideally with any axis/axes labelled should this be appropriate.

(iv) A table has been used to present the data in Figure 7.

Describe another presentation method which could be used to display this data.

You may use a diagram.

(2)



A bar graph could have been used instead, as it is easier to compare the increase in population.

ResultsPlus
Examiner Comments

This is a typical two mark response.

The diagram alone is sufficient for two marks.

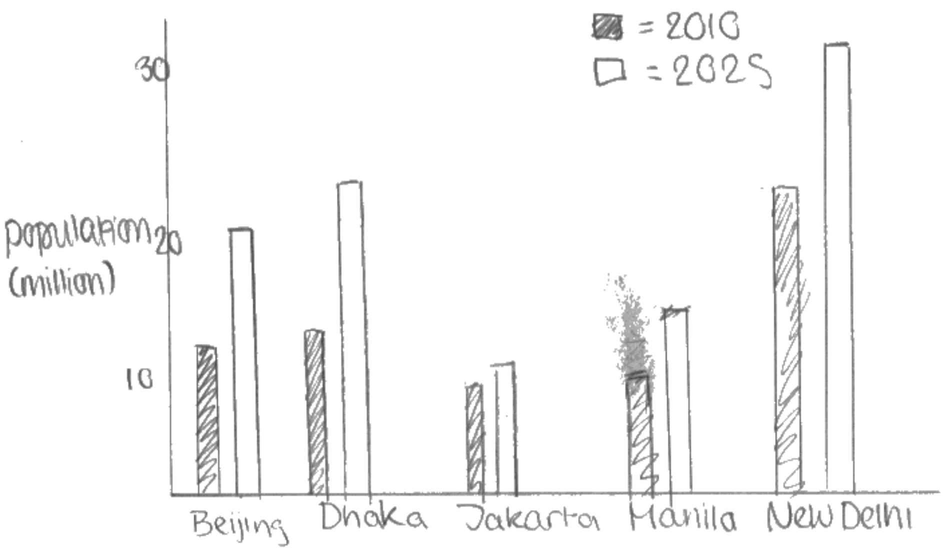
A bar chart is clearly represented which scores one mark. The axes have also been accurately labelled scoring the second mark.

(iv) A table has been used to present the data in Figure 7.

Describe another presentation method which could be used to display this data.

You may use a diagram.

(2)



A graph could be used, with the population on ~~the~~ on the y axis and the city on the x-axis.

ResultsPlus
Examiner Comments

This answer also scores two marks. A bar chart is clearly identifiable and the axes are labelled accurately.

However, the construction of such an accurate representation of the data must have taken the candidate several minutes.

ResultsPlus
Examiner Tip

If you choose to draw a diagram in your answer, it only needs to be a sketch with any axes (if appropriate) labelled.

Try not to spend an excessive amount of time on these short, two mark questions.

Question 3 (b)

This question was well-answered by most candidates.

The two mark response most usually seen was a reference to rural-urban migration and a key factor in this (eg jobs). There was breadth in the responses and many candidates explained reasons for a high natural increase in urban areas either because of improved healthcare or the migration of younger people to urban areas.

It was pleasing to see that candidates understood the reasons for the rapid growth of cities in developing and emerging countries, with many writing clear responses well within the space allocated to the question.

(b) Explain **one** reason for the rapid growth of cities in many developing and emerging countries.

(2)

Rural - urban migration due to ~~which~~ movement for work which increases the population.

ResultsPlus
Examiner Comments

A two mark response where the candidate identifies rural to urban migration as a cause of urban growth and explains that this can be due to job opportunities.

ResultsPlus
Examiner Tip

This is another good example of a successful answer to an 'explain one' question. Make use of explanatory language such as 'due to' or 'because' to help you explain your ideas.

Question 3 (c)

Most candidates had a good understanding of some of the reasons why the population of urban areas can fall with the majority scoring two marks although fewer candidates were able to fully explain the reason they had identified.

Higher scoring responses included clear expansion of ideas on the named concepts e.g. how deindustrialisation can lead to a decline in job opportunities and a need to move to areas where these jobs now exist or the reasons for counterurbanisation.

A significant number of candidates were able to relate this question to the post-Covid growth in hybrid and remote working, correctly stating that there is a reduced need for workers to live in urban locations and subsequently, they move to cheaper, rural locations.

(c) Explain **two** reasons why the population of some cities falls over time.

(4)

1 One reason population of some cities fall over time is due to security. For example, crime rates are typically highest in cities

2 Another reason population of some cities fall over time is due to retirement. For example, some people prefer to spend their time in the countryside when retiring.

ResultsPlus
Examiner Comments

In this response, the candidate identifies an urban push factor (crime) in the first part of their response. However, the explanation linking crime to a decrease in the urban population is lacking and only one mark is scored in the first response.

In the second part of the response, two marks are scored. Retirement is given as a reason for the decline in urban populations and this is linked to people moving to countryside locations.

Three marks overall.

(c) Explain **two** reasons why the population of some cities falls over time.

(4)

1 Counter urbanisation, People start to move out of the city due to higher prices, they can no longer afford to live there so the people move other places decreasing the population.

2 De industrialisation e.g detroit. For example factories move out of the city as there are cheaper places to go. This makes many people in that city jobless so they move somewhere else in hope to find a better job.

ResultsPlus
Examiner Comments

This is a strong answer with two reasons for the fall in the population of cities identified (counterurbanisation and deindustrialisation) and both points are clearly explained to score the full four marks.

Question 3 (d)(ii)

This question examined the ability of candidates to make comparisons between two map resources showing the percentage of people living in urban areas in Bolivia and Guyana in 1980 and 2020.

At the top end of the ability range, candidates were able to make three separate comparative statements, often making use of some of the stimulus material on the resource, such as making use of the numerical data directly and working out how much the urban population had changed between 1980-2000 and then 2000-2020.

At the lower end of the ability range, candidates often scored one mark for mentioning that Guyana's urban population had decreased whereas Bolivia's had increased.

'Compare' is a command word, which candidates sometimes find difficult. It is important that where possible candidates incorporate comparative language into their answers.

(ii) Compare the changes in the percentage of people living in the urban areas of Bolivia and Guyana between 1980 and 2020.

You **must** use data in your answer.

(3)

In 1980, 45% of Bolivia's popuation lived in urban areas whereas in Guyana it was only 30%. In ~~the~~ 2000, just over 60% of Bolivias population lived in urban areas whereas in Guyana it was only roughly ~~28%~~ 29%, demonstrating a steady decrease. In 2020, there's a clear increase in Bolivia to 70%, whereas ~~&~~ Guyana demonstrates a further decrease.

ResultsPlus
Examiner Comments

The candidate scores full marks by making three comparative statements and makes use of the numerical data in their answer.

ResultsPlus
Examiner Tip

Use comparative language in 'compare' questions. Words such as 'greater', 'larger', 'faster' can all be useful to incorporate in such questions.

Question 3 (e)(i)

This was an accessible question with over 90% of candidates identifying a piece of evidence from the resource which suggests that people living in Area B enjoy a higher quality of life than those living in Area A.

Question 3 (e)(ii)

The most obvious issue with this question was the misunderstanding of the term 'ratio'.

For those candidates who understood the concept, this was a very accessible question and it was pleasing to see the overwhelming majority of candidates gaining the mark. Many candidates were able to simplify the ratio to 1:4 although this was not necessary to receive the mark. Indeed, any suitable ratio was credited, with a frequent answer being 1.8:7.2.

It is worth reiterating to candidates that one mark calculation answers only require the correct answer. There were examples of time-consuming long division given in answers, which was unnecessary.

Question 3 (f)

This was another 'explain two' question worth four marks.

Many candidates scored two out of four marks as they used aspects of the megacity’s geographic location with the development that this leads to an ease of trade for both factors.

The best answers used this once, typically a megacity's coastline (almost exclusively Mumbai or Lagos) and therefore the development of a port which facilitates trade and then a different locational factor was identified and explained to gain all four marks.

Several candidates attempted to explain locational advantages which are not geographically accurate. For example, Mumbai's alleged proximity to China facilitating trade. Other candidates chose to focus on a megacity in a developed country, despite the question asking them to focus on their case study of a megacity in a developing or emerging country.

(f) For a named megacity in **either** an emerging **or** developing country, explain **two** ways its location has influenced its growth.

(4)

Named megacity

Mumbai

1 One way ~~it~~ is that it is near the Indian Ocean. This means that boats are able to transport goods around ~~the~~ the world for trade.

2 Another way is that it is surrounded by other countries. This means that companies are able to invest and have placements within India. Therefore India will grow economically.

ResultsPlus
Examiner Comments

The first part of this response identifies a feature of Mumbai's location – its coastal nature, and then extends this to state that this facilitates trade. This scores two marks.

The second part of the response is clearly confused and does not score any marks.

(f) For a named megacity in **either** an emerging **or** developing country, explain **two** ways its location has influenced its growth.

(4)

Named megacity

Mumbai

1 Mumbai's location on the ~~Wes~~ West coast of India allowed it to develop it's ~~port~~ port which stimulated the economy and encouraged ~~£~~ investment so it grew rapidly. The port also offered jobs ~~so~~ which attracted people to move there.

2 Mumbai's location on a peninseula influenced it's growth by forcing the city to expand towards the North towards unfavourable marshland.

ResultsPlus

Examiner Comments

This is a strong response with the candidate clearly painting a picture of Mumbai and factors influencing its growth.

Two ideas are identified and clearly extended scoring all four marks.

Question 3 (g)

It appears that an overwhelming majority of candidates are studying Mumbai and as a result most answers were focused upon the social and environmental challenges faced by the residents of settlements such as Dharavi, although a notable number of candidates also focussed on Lagos.

The question marginally returned the highest mean score of the extended writing questions with a pleasing number of candidates well versed on the challenges facing their chosen megacity. Successful answers often began by outlining some of the social and environmental challenges caused by rapid population growth in their opening paragraph which provided a useful framework for their answer.

Level 1 responses were characterised by a lack of local place knowledge and a number of generic statements were given with little specialist language evident. A notable number of Level 1 answers were based on megacities in developed countries with London and Tokyo being popular examples. These answers were credited, but tended to be very generic in their nature as the challenges facing such cities are not covered in detail within the specification. In general, these answers lacked both AO2 knowledge and AO3 evaluation. Some candidates in Level 1 attempted to focus on vague economic challenges without any attempt to link the social or environmental challenges.

Level 2 and above responses were well structured on the whole and the answers flowed well. Candidates used subordinate clauses and conjunctions to good advantage. Specialist language was incorporated throughout the text and paragraphs were used. AO2 understanding was more evident and candidates began to attach AO3 assessment to the challenges they deemed to be most significant.

Level 3 answers demonstrated a detailed knowledge of the social and environmental challenges pertinent to the candidates' chosen megacity. On the whole, AO2 continued to be more successfully achieved than AO3 judgements with some judgements lacking supporting evidence. At the very top-end, this was not the case and there were some truly marvellous answers which are a credit to the candidates and their centres.

(g) Many megacities are experiencing rapid population growth.

For a named megacity, assess the social and environmental challenges caused by rapid population growth for people living in this city.

(8)

Named megacity

~~Mumbai New Delhi~~ Mumbai

mumbai ~~New Delhi~~ is located in India, which is relatively close to the equator. This means that it receives high temperatures all year round and ~~to~~ a warm, humid climate. This can sometimes be difficult for its population because overpopulation can lead to a feeling of congestedness and it means that businesses have to produce more goods such as fans or innovative technology to help with the heat. Due to ~~there~~ it being an overpopulated city, more money is used on spending rather than earning, which can be damaging to the government and its economy.

Furthermore, despite ~~New Delhi~~ Mumbai having a large population, this can be harmful for the city at times because ~~overpopulation~~ rapid population growth leads to more inequality within the city. For instance, Mumbai has very rich people and is home to very large and modern houses, but the ~~side th~~ aspect of Mumbai that is often hidden is its poverty. Mumbai is home to some of the most largest slums in the world because there are little to no job opportunities for the poor with such a high population. As well as this, there is little to no room for them in the advanced areas of the city, so they are made to suffer in a cycle of poverty.

This can be risky for Mumbai, as if the population continues to rapidly grow, there won't be enough facilities to care for them and the difference in inequality between the rich and the poor can increase to the point where Mumbai may seem socially separated.

ResultsPlus
Examiner Comments

This response has the foundations for a very good answer. The candidate identifies several challenges and the idea of rapid population growth enhancing inequality is an advanced one. This challenge may seem more economy orientated, but the candidate brings it round to focus on more social issues such as housing quality and poverty.

The AO3 assessment of the challenges is somewhat lacking and the AO2 content could apply to almost any megacity in any country in any developing or emerging country – there is no specific local detail pertinent to Mumbai.

The response scores mid-Level 2 – 5 marks.

ResultsPlus
Examiner Tip

Think about how this answer could be improved and be made a Level 3 answer and applied to your chosen megacity.

Focus upon differentiating between social and economic challenges faced by the megacity as a consequence of rapid population growth. What are the reasons for rapid population growth in your megacity? For the challenges the candidate has identified, try to add specific local details from your megacity and also make judgements about the importance of each of the challenges you discuss.

(g) Many megacities are experiencing rapid population growth.

For a named megacity, assess the social and environmental challenges caused by rapid population growth for people living in this city.

(8)

Named megacity

Mumbai

In Mumbai, there has recently been rapid population growth which has had several social and environmental impacts for people living in the city.

In terms of social impacts, the exponential increase in Mumbai's population has led to severe overcrowding and has also put a severe amount of pressure on housing. Some people have been unable to afford the high rent prices as a result which has led to the extreme spread of squatter settlements such as the Dharavi slums. Here in some places almost 1 million people were living in just one square mile and these cramped conditions are often unsanitary and have buildings constructed out of poor quality scrap materials. Population growth has also put a massive strain on resources such as water and food supplies leading to in some cases looting and crime for people in desperate situations.

There are also many environmental challenges caused by rapid population growth such as the pollution of rivers due to more waste produced and again in ~~slums~~ Dharavi water conditions are dirty and poor however slum residents still continue to drink and wash in this. As well as this, the growth ~~of the~~ Mumbai causes pollution levels to massively increase, with more fossil fuels released resulting in a thick smog in the air which can cause health problems such as lung disease for citizens exposed to this poor quality air everyday.

Taking this all into account, I believe that the social impact caused by rapid population growth in Mumbai has had a more drastic impact on the megacity however some of these social impacts have been triggered by environmental impacts for example air pollution causing breathing problems. I think this because of the extent to which poverty is spread in Mumbai due to overpopulation, with 40% of citizens living in slums and 1/3 of the city below the average development line.

ResultsPlus
Examiner Comments

This is an 8-mark response to this question, which:

- contains an excellent level of understanding covering some of the social and environmental challenges faced by Mumbai as a consequence of rapid population growth. (AO2)
- is evaluative throughout the response, making judgments regarding the relative significance of the challenges (AO3)
- has a final concluding paragraph, which further addresses the command word of the question, links the social and environmental challenges together stating that social problems result in environmental issues and makes summative comments on the significance of these challenges.

Level 3 – 8 marks

Paper Summary

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

- Questions are formulated using the wording from the specification. This year, many candidates lost marks by not understanding the meaning of terminology, for example: ‘Frank's dependency theory’ in Question 2(f) or 'globalisation' in Question 2(g)(ii). Centres should prepare candidates for the exam using the wording from the specification. Candidates should also be encouraged to produce a glossary of the meaning of key words from the specification.
- In questions where candidates are asked to explain, suggest or describe two factors, it is important that they use sufficiently different factors to obtain the full marks available. In addition, candidates should include a sufficient number of developmental links reflecting the mark tariff.
- Centres should prepare candidates to differentiate between the command words ‘assess‘ and ‘evaluate’ in the extended response questions. In extended responses, candidate answers should have an element of balance between AO2 and AO3. Answers that focus heavily on one of the Assessment Objectives to the detriment of the other cannot advance beyond Level 2. Page 39 of the specification provides detailed guidance on the use of the Assessment Objectives.
- The extended writing responses often require candidates to include case study knowledge, with questions being worded to focus on locations at a specific level of development. Candidates should be given ample opportunities to practise questions focusing on developing, emerging and developed countries. Definitions of these terms can be found on page 48 of the specification.
- Inaccurate case study selection almost always limits candidate answers to Level 1, with them demonstrating ‘isolated elements of understanding of concepts and the interrelationship of places, environments and processes’.
- It is important that candidates manage their time effectively. If candidates are given the opportunity to represent an answer in a diagrammatic format, as was the case in Question 3(a)(iv), then the diagram does not need to be done in great detail which can be very time consuming. When drawing a graph, a simple sketch with labelled axes will often suffice.
- There will always be some questions that require candidates to perform a calculation (AO4). It is essential that candidates have a calculator with them. It is also important to read the question carefully. For example, if the question states that they should 'show your workings' or give the answer to one decimal place it is important that they do so.

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

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