

Examiners' Report

June 2025

GCSE Geography B 1GB0 01

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June 2025

Publications Code 1GB0_01_2506_ER

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Introduction

The paper forms Component 1 of the linear assessment series for the Edexcel B (9-1) Geography 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 section (question within Question (Q) 02 – 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 50 of the specification found on the Pearson website. Each of the questions is mapped to one or more of the Assessment Objectives (AOs) which are found on page 41 of the specification.

Whereas performance in the extended writing ‘assess’ and ‘evaluate’ questions was broadly similar to performance in 2024, candidates picked up more marks in the lower tariff questions, with increasing confidence in the questions requiring a graphical response, those requiring calculations and the ‘explain two’ questions. It was particularly pleasing to see many candidates demonstrating their understanding of how colonialism has led to global inequalities in Q02(d) and an increasing number showing proficiency when calculating the interquartile range in Q03(g)(ii).

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 require an extended candidate response.

Question 1(b)

This 2-mark question was generally well understood by candidates. Most were able to identify a way in which farming can contribute to greenhouse gas emissions. The most successful responses included a clear explanation that linked a specific farming activity to the release of a particular greenhouse gas, showing a secure understanding of the processes involved.

One of the most common correct answers referred to methane emissions from cattle. Many candidates explained that cows produce methane and that this gas contributes to the greenhouse effect. Other answers mentioned the use of fertilisers, recognising that fertilisers can release nitrous oxide, another greenhouse gas. Some candidates also referred to the use of machinery in farming, correctly linking the combustion of fossil fuels in tractors to the emission of carbon dioxide.

(b) Explain **one** way that farming can increase greenhouse gas emissions.

(2)

Using massive machinery causes large amounts of green house gasses ~~which~~ which would make ~~the~~ the greenhouse gas emissions higher



In this response, the candidate identifies that using farming machinery can release greenhouse gas emissions. This scores 1 mark. However, there is no development explaining how the use of machinery releases greenhouse gas emissions, for example through the burning of fossil fuels. The response therefore scores 1 mark.

(b) Explain **one** way that farming can increase greenhouse gas emissions.

(2)

Farming can increase greenhouse gas emissions because livestock produce methane which is a greenhouse gas.



Here, the candidate identifies that livestock can contribute to greenhouse gas emissions and explains that they do this by producing methane. 2 marks.



In 'explain one' questions worth two marks, look to identify a relevant factor for the 1st mark and extend your point to gain the additional mark.

Question 1(c)

This 4-mark question was generally well answered, with most candidates able to identify at least one natural source of evidence for climate change. The best responses provided two distinct pieces of evidence, each supported by an explanation of how it indicates changes in the Earth's climate.

Candidates were commonly credited for referring to historical evidence, such as the analysis of tree rings and ice cores. Many understood that wider tree rings indicate warmer and wetter conditions, while narrower rings suggest cooler, drier years. Similarly, references to ice cores were often well developed, with high-performing candidates recognising that trapped gases, particularly carbon dioxide, in different layers of the ice can be analysed to infer temperature and atmospheric conditions going back thousands of years.

In addition to historical records, some candidates referred to natural events that influence climate. These included volcanic eruptions and sunspot activity. Candidates who achieved full marks often explained that large volcanic eruptions release ash into the atmosphere, which can block sunlight and lead to temporary cooling of the Earth's surface. Others referred to periods of increased sunspot activity, which are associated with higher solar output and warmer global temperatures.

Less successful responses either lacked development or included examples that were too vague. Some candidates simply listed types of evidence such as tree rings or ice cores without explaining how they provide climate data, limiting their responses to 1 or 2 marks. Others only gave one example or described human causes of climate change, which were not creditworthy in the context of this question which focused on natural evidence.

(c) Explain **two** pieces of evidence for natural climate change.

(4)

1 Ice cores is one of the evidence of climate change. In ice sheets there are air bubbles of carbon dioxide (CO_2) measuring the amount shows/tells us the amount of CO_2 emissions there ~~was~~ is.

2 Tree rings is also one of the evidence. The amount of rings a tree has shows its lifetime. It gives evidence of climate change as trees grow bigger during wetter seasons.



Two valid pieces of evidence for natural climate change are identified and explained, enabling the candidate to receive all of the marks available. 4 marks.



This is an 'explain two' question. In this type of question, identify two valid factors, as in the example above, and add an explanatory point to each one.

Question 1(d)iii

This 2 mark question was generally well understood by candidates, with many able to identify a valid impact of hurricanes on coastal areas. The strongest responses went beyond simply naming an impact and provided a clear explanation of how or why that impact occurs.

Commonly credited impacts included flooding from storm surges, coastal erosion, and damage to buildings or infrastructure. Many candidates correctly explained that strong winds and heavy rainfall can lead to storm surges, which flood low-lying coastal areas. Others focused on the destructive power of the wind, linking it to damage to homes, roads, or power lines in coastal settlements. Responses which scored 1 mark typically identified an impact of hurricanes on coastal areas without explaining how that impact occurs, as exemplified in the first response below.

(iii) Explain ~~one~~ impact of hurricanes on coastal areas.

(2)

One impact of hurricanes on coastal areas is damage to property. Houses and building built on coastal areas are destroyed from a high magnitude hurricane.



In this response, the candidate identifies an impact caused by hurricanes on coastal areas—the damage to property. This scores 1 mark. However, there is no explanation of how the hurricane does this, for example by a storm surge or as a consequence of strong winds. Therefore, the response scores 1 mark.



Always look back at the question when you are writing your answer to ensure you are answering it effectively.

(iii) Explain **one** impact of hurricanes on coastal areas.

(2)

One impact is that they will bring storm surges. This means they have a high chance of flooding as there will be storm surges as well as a hurricane.



This response identifies the storm surge threat posed by hurricanes for 1 mark. The answer is then developed to include the impact on coastal areas, namely flooding. This scores the second mark. 2 marks.

Question 1(d)iv

Overall, this was a well-attempted question, with many showing a basic understanding of how countries can prepare for tropical cyclones. The most successful responses clearly identified one specific preparation strategy, such as early warning systems, evacuation planning, or improvements to infrastructure, and then went on to explain how this method helps reduce the impacts of hurricanes. High-scoring answers followed a logical structure, typically using a point-explanation-expansion approach, which allowed candidates to access all three marks.

However, a number of pitfalls limited some candidates' marks. One frequent issue was a lack of development. While many candidates could name a valid method, such as evacuation, they often failed to explain how or why it helps, which restricted them to 1 mark. Another common error was listing multiple ways countries prepare without developing any of them. The mark scheme prioritises depth over breadth, so undeveloped lists of strategies did not achieve beyond 1 mark.

Some candidates misinterpreted the question, writing about the effects of hurricanes or how countries respond after the event, rather than how they prepare beforehand. Others gave vague answers, such as "They get ready," without using geographical terminology or providing any detail. These kinds of answers often lacked the specificity and understanding needed to be credited.

(iv) Explain **one** way countries can prepare for tropical cyclones, such as the hurricane shown in Figure 2.

(3)

Countries can ~~compain~~ ^{prepare} for cycles through using satellite images to track the storm and warn the people of the country with warning systems.



In this response, the candidate identifies a method of preparation—tracking hurricanes using satellites. However, the response is developed only once by stating these images can be used to warn the people. The response scores 2 marks.



Structure your answers to three mark questions like this one with Point - Explain - Expand. (PEE). In this instance: Point - state the method countries use to prepare for hurricanes. Explain - explain how the method works. Expand - say why this is helpful (link to reducing impacts). For example: Point - Countries can prepare by using satellite technology. Explain - This helps them predict where hurricanes will reach land. Expand - It means they can warn people in advance and encourage them to evacuate.

(iv) Explain **one** way countries can prepare for tropical cyclones, such as the hurricane shown in Figure 2.

(3)

Countries can prepare for tropical cyclones by evacuating people from coastal areas that the hurricane is predicted to hit / from where the hurricane will make landfall. This can be predicted using satellite imagery such as in Figure 2. This preparation is effective because people cannot be hurt or killed by the storm if they are evacuated, so evacuation is the most effective way to reduce the death toll of a hurricane, particularly in densely populated areas such as the eastern U.S.A., as shown by the evacuation of New Orleans before Hurricane Katrina hit.



This is a strong answer which scores all 3 marks by the third line. The candidate mentions satellite images can be used. This is explained by saying they can be used to predict where hurricanes make landfall and the third development is mentioning that people can be evacuated from these areas. 3 marks.



A successful answer following the PEE approach. Point: Countries can use satellite images. Explain: To predict where hurricanes make landfall. Expand: So people can be evacuated.

Question 1(e)ii

Some candidates found this question challenging. In those responses which did score marks, the vast majority referenced convection currents. However, candidates were expected to go a step further by explaining the mechanism that drives plate movement, not simply naming the reason. A small number of candidates offered slab-pull or ridge-push as their driver of plate movement which are perfectly valid responses.

The key to success in this question was providing a clear explanation, linking the cause (eg convection currents in the mantle) to the effect (plate movement). While many candidates correctly identified the cause, some struggled to develop the explanation fully, which resulted in a 1 mark response.

(ii) Explain **one** reason for plate movement.

(2)

Convection currents. They move plate because of rising magma which cools and then heats up to have a push and pull effect on tectonic plates.



This is a stronger response which develops the idea of convection currents, explaining that magma has the effect of pushing/pulling plates causing movement. 2 marks.



'Explain' nearly always means 'say why'.

(ii) Explain **one** reason for plate movement.

(2)

one reason is because of convection currents which happen in the mantle, making plates move



This response exemplifies a 1 mark response. The candidate identifies convection currents as the mechanism causing plate movement but does not explain how convection currents cause the plates to move.

Question 1(f)

This question required candidates to explain two reasons why volcanoes exhibit different characteristics, such as variations in their shape, explosivity, and type of lava. High scoring candidates linked these factors effectively to observable characteristics, including steep or broad shapes and explosive or effusive eruptions.

However, this question proved challenging for many candidates. Some candidates confused the characteristics of shield volcanoes and composite (or stratovolcanoes), leading to vague or inaccurate explanations. The most successful responses identified the viscosity of lava and the type of plate boundary as key factors influencing volcanic characteristics, linking these to both shape and explosivity.

(f) Explain **two** reasons why volcanoes have different characteristics.

(4)

- 1 Shield volcanoes are dome-shaped and gently sloping while composite volcanoes are conical and steep-sided. This is because shield volcanoes have low-viscosity basaltic lava that flows a long way before solidifying, while composite volcanoes have high-viscosity andesitic lava that does not flow very far before solidifying, resulting in a steeper volcano than a shield volcano.
- 2 Composite volcanoes form in layers while shield volcanoes do not. The violent eruptions of composite volcanoes blast dust and ash into the air, which settles on top of the lava to create alternate layers in the rock of solid lava and ash. Shield volcanoes have gentle eruptions because the lava flows constantly, so there are no layers of ash or dust, the shield volcano is made only of solidified lava.



This is a strong response with two developed points. Differences in volcanoes' shape are explained by the lava type associated with the eruption and differences in the composition of volcanoes are linked to volcanic explosivity. 4 marks.

(f) Explain **two** reasons why volcanoes have different characteristics.

(4)

- 1 One reason why volcanoes have different characteristics is what plate boundary they formed by. For example, Composite volcanoes form on convergent boundaries and ~~and~~ shield volcanoes form on divergent boundaries.
- 2 Another reason why volcanoes have different characteristics is how long it takes for them to erupt. Mount Vesuvius in Pompeii is an example of an extinct volcano however a volcano in Haiti is still active.



Here, the candidate identifies that volcanoes can occur at different types of plate boundaries for 1 mark. The candidate also identifies that some volcanoes can erupt frequently whereas others are inactive. However, neither point is developed so 2 marks are awarded, 1 mark in each part of the response.

Question 1(g)

The 8-mark extended response question, *'Evaluate the effectiveness of the management of either an earthquake or volcanic hazard in a named developed country'* was generally well understood by candidates, many of whom made a valid attempt to link management strategies with a specific tectonic event. Most responses showed an awareness of what constituted a developed country, with the 2011 Tōhoku earthquake in Japan and the 2010 Eyjafjallajökull volcanic eruption in Iceland being among the most frequently cited case studies. Where candidates clearly identified an appropriate event and country, they often demonstrated secure knowledge of the hazard and associated management strategies.

Stronger responses typically included well-developed examples of both short-term and long-term management approaches. In the case of Japan, for instance, candidates referred to earthquake-resistant infrastructure, early warning systems, and community preparedness. Similarly, when writing about Iceland, many candidates recognised the role of continuous monitoring, efficient evacuation procedures, and the use of hazard mapping. These responses frequently went beyond description to evaluate the success of these strategies, considering the extent to which loss of life was reduced, disruption minimised, or infrastructure protected. High-scoring candidates were able to use comparative or balancing language such as 'however,' 'on the other hand,' or 'despite this' to make reasoned judgments, often concluding with an overall assessment of effectiveness. These answers were generally well structured and coherent, with clear chains of reasoning and appropriate geographical terminology.

However, there were also areas for development that were common across mid- and lower-level responses. A significant proportion of candidates described what happened during the event or listed management strategies without engaging in evaluation. For example, some responses outlined the emergency response or technological systems in place but did not go on to assess whether they were successful or had any limitations. These answers tended to drift into narrative or descriptive territory, missing the opportunity to engage with the evaluative focus of the question.

Another recurring issue was the limited or vague use of case study detail. Weaker answers either failed to specify a country or hazard event or included generalised comments that could apply to any tectonic hazard. In some cases, candidates confused events from different countries or incorrectly used case studies from developing countries such as Haiti, which did not meet the requirements of the question. These inaccuracies inevitably constrained the marks awarded, as the quality of application was reduced.

Some candidates attempted evaluation but did so in a superficial or undeveloped manner. Phrases such as 'this was effective because people were helped' lacked the depth and specificity needed to access higher levels. Others made brief or incomplete responses, possibly due to time pressure, and missed the opportunity to provide developed arguments or make a supported judgment.

Overall, the question allowed for good differentiation between those who could apply detailed case study knowledge critically and those whose responses remained descriptive. To improve future performance, candidates should be encouraged to use specific evidence from named events, develop clear evaluative arguments, and avoid generic or narrative responses. An

effective strategy is to make a point about a management strategy, explain how it worked, assess its success or failure, and support the evaluation with evidence. This approach, combined with a secure understanding of the demands of 'evaluate' questions, will help more candidates access the top mark band in extended response items like this.

(g) You have studied the management of ~~either volcanic or~~ earthquake hazards.

Evaluate the effectiveness of the management of a ~~volcanic or~~ earthquake hazard in a named developed country.

(8)

Named developed country

Japan

In Japan, government makes sure that the buildings that they build are earthquake proven so during earthquake less people will be affected in couple past years this have lead to zero deaths during earth quake which have clearly shown it's effectivness.

Also government have developed very good strategies during for people during earthquake great example of this is that in schools in Japan every year student are going through earthquake scenario and learn how they heed to behave this decreases level of stress of people during earthquake which I think also very good managment.

Futher more Japan also check regularly seismic activity in the ocean to predict tsemami to not repeat nuelear reactor meltdown which have happed once also to alert people about potential threat.

But I think that the ^{most effective} ~~best~~ management is earthquake proven buildings because this saves a lot of lives frequently due to the area where Japan is.



This is typical of a mid-level 2 response scoring 5 marks. The candidate identifies some of the management strategies employed by Japan, although the specific details and judgement on their effectiveness are brief. However, it is clear that the answer is applicable to management strategies in the Japanese context and there is an attempt at evaluation, albeit somewhat superficially. 5 marks.

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

Evaluate the effectiveness of the management of a volcanic **or** earthquake hazard in a named developed country.

(8)

Named developed country

Japan

The Japan Earthquake happened in 2011 and had a magnitude of 9.

I am going to assess the positives and negatives of how they managed the disaster.

Firstly, Japan's warning system was very efficient. Everyone in the area was alerted of the threat and many were able to evacuate.

This meant that approximately 1000 people died, which is impressive considering the severity of the earthquake. This alarm system shows that Japan were very prepared for this event as they managed to alert people quickly and efficiently.

Equally, the infrastructure ~~used~~ used allowed many buildings to stay upright and survive the earthquake. Since Japan is a very developed country, they are able to afford earthquake-proof technology. An example of this is that ~~buildings~~ ^{Skyscrapers} were designed to 'shake' with the tremors instead of collapsing. This is because they have a deep concrete base with springs to allow flexibility. This innovative technology is another reason why Japan's effective management stopped lots more from dying.

// On the other hand, the death rate from the tsunami was around 17,000. This means that there was less preparation for this, evidenced by the high flooding and number of people that drowned. To counter this

Japan extended its sea walls to prevent flooding from storm surges or tsunamis from being as devastating. This shows despite there was a problem before, they ~~very~~ quickly found a way to improve for next time.

Overall, Japan's management of the earthquake was very effective. This is because they are a rich, developed country and can afford to buy advanced technologies and infrastructure to combat the effects of an earthquake.



This response is a strong answer, demonstrating both depth of knowledge and evaluative skills. The candidate effectively analyses both the positive and negative aspects of the management of the 2011 Japan earthquake, focusing specifically on the efforts related to building construction (aseismic designs) and the management of the tsunami. The response provides a clear, well-structured evaluation of these areas, drawing on detailed case study examples and concluding with a judgement of the overall effectiveness of Japan's disaster management strategies. The candidate provides a strong evaluation, addressing both successes and areas for improvement in Japan's disaster management. They successfully navigate the complexity of the question, highlighting not just the positive aspects but also the limitations of Japan's tsunami preparation. By including detailed, case-specific examples, such as Japan's use of advanced seismic engineering to ensure buildings are earthquake-resistant, the candidate demonstrates a clear understanding of how infrastructure resilience was a key factor in reducing casualties. This is a well-researched point that reflects the candidate's ability to apply specific knowledge to the context of the disaster. The candidate points out the strength of the tsunami evacuation procedures and also the weakness in coastal defences which resulted in flooding. The response acknowledges that while Japan's management of the earthquake itself was impressive, the tsunami aspect revealed gaps in preparedness. The concluding statement is well-judged, showing the candidate's ability to synthesise the information and provide a final evaluative comment that addresses the question comprehensively. 8 marks.

Question 2(a)ii

This question assessed candidates' understanding of how data can be presented in different graphical formats, in this case converting bar chart data into a line graph. The data referred to changes in life expectancy for Africa across three years: 1950, 2000, and 2050.

Credit was given to both diagrammatic and written responses, provided they clearly described or showed how a line graph could represent the same information. The most common and successful approach was to describe or draw a graph with the x-axis showing the years 1950 to 2050 and the y-axis representing life expectancy.

Some candidates chose to include diagrams to support their answers. Clear sketches were often effective in demonstrating understanding and often secured both marks. However, examiners noted that a considerable number of students produced highly accurate and time-consuming graphs, which, while often correct, went beyond what was necessary for a 2-mark question. Candidates are reminded that for questions like this, any diagram should be treated as a quick sketch to support an answer, not a fully drawn graph. Time spent perfecting such drawings could be better used elsewhere in the exam.

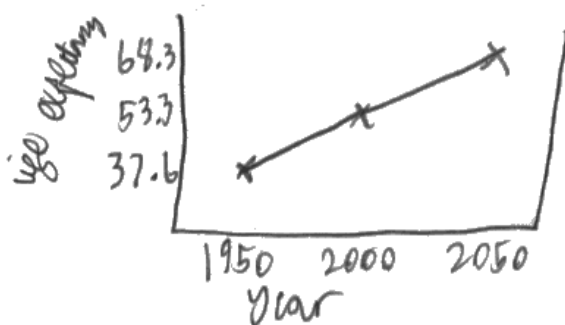
In less successful responses, candidates either failed to describe how the data could be presented as a line graph or described features of a bar chart instead. Others misunderstood the axes or omitted key details such as the time scale or life expectancy.

- (ii) The data in Figure 4 includes changes to the life expectancy for Africa in 1950, 2000 and 2050, presented as a bar chart.

Describe how a line graph could be used to show the same data for Africa.

You may use a diagram to help your answer.

(2)



A bar graph could have life expectancy along the y axis with the years along the x axis.



This is an interesting response. The candidate makes reference to a bar chart in the written part of the answer. However, the diagram which the candidate has provided is clearly a line graph which scores two marks for having a correctly labelled x and y-axis. Credit could also be given to the line drawn on the line graph which shows an increasing life expectancy over time. 2 marks.



Practise describing different types of graphs and remember if you choose to draw a diagram to help with your answer, it does not have to be extremely accurate. Do not spend too much time on this type of question.

Question 2(a)iii

In this two mark, 'explain one' question, candidates were asked to identify one economic reason why life expectancy has increased. A considerable number of candidates suggested that countries had money to spend on hospitals and healthcare but failed to link this to how life expectancy would be improved, therefore they did not score the additional explanation mark.

(iii) Explain **one** economic reason why life expectancy has increased.

(2)

More money to the economy leads to an improvement in healthcare which increases life expectancy.



This response mentions that more money can be spent on healthcare without explaining how life expectancy will subsequently improve. 1 mark.

(iii) Explain **one** economic reason why life expectancy has increased.

(2)

Better health care. This means that people that become ill will be able to go to hospital and get better treatment.



This response includes an explanation linking to life expectancy. Better healthcare is given as the reason and this is expanded, explaining that people will be able to access medical treatment when they are ill. 2 marks.

Question 2(b)ii

This question asked candidates to suggest one reason for a decrease in the percentage of children aged 0 to 14, using a population pyramid of China in 2000 and 2024. It was worth three marks and focused on application of understanding rather than recall of specific factual knowledge. Although the population pyramid showed data for China, candidates were not expected to have any specific knowledge of Chinese population policy. However, where candidates did reference relevant detail, such as the One Child Policy, credit was given if it was clearly applied to the data shown.

Many candidates were able to offer sensible suggestions, and the overall performance on this question was mixed but generally sound. The best responses identified a valid reason and then developed it clearly. For example, a number of candidates explained that families might be choosing to have fewer children due to changing economic priorities, the rising cost of living, or increased access to contraception. These answers typically gained full marks because they went beyond stating a basic point and showed understanding of why birth rates might decline over time.

Some candidates did refer to China's past population control measures such as the One Child Policy. While this was not required knowledge, such references were rewarded when they were used appropriately to explain the trend seen in the pyramid.

Weaker answers tended to be either too vague or lacked development. A common error was simply stating that there were fewer children or that the population changed, without any explanation. Others gave a list of possible causes without explaining any one in detail, which limited the marks that could be awarded. Some candidates misinterpreted the question and instead focused on why the older population increased, or on patterns of migration, without linking their ideas to the decrease in the percentage of children.

For future questions of this type, candidates should remember that suggest questions require logical reasoning based on the data or context provided, rather than detailed case study knowledge. They should focus on giving one well-explained reason rather than several undeveloped points. Even when specific knowledge is not required, applying general understanding clearly and concisely remains key to achieving full marks.

- (ii) Suggest **one** reason for the decrease in the percentage of children (0–14 years) between 2000 and 2024.

(3)

As more China develops people (women in particular) are having a better chance at education. This means more women are likely to go down the route of employment which often results in less child births occurring. This means percentage of children in the population will go down.



This is a well-written response which follows the point, explain, expand approach. The candidate identifies that women's access to education improves (point). This means more women are likely to go down the route of employment (explain). which often results in less child births occurring (expand). 3 marks.

Question 2(c)i-ii

A common error when plotting lines of best fit is for candidates to draw their line through (0,0) or the point of origin. A line of best fit does not necessarily need to pass through the origin. Instead, a well-drawn line of best fit should have roughly an equal number of plots either side of it and should stop at the first or last point as it is not possible to extrapolate beyond these reference points. The best responses to this question had 4-6 polys either side of the line.

- (c) Study Figure 6 which shows the Gross Domestic Product (GDP) per capita and the percentage (%) of people employed in agriculture (farming) for selected countries in Africa.

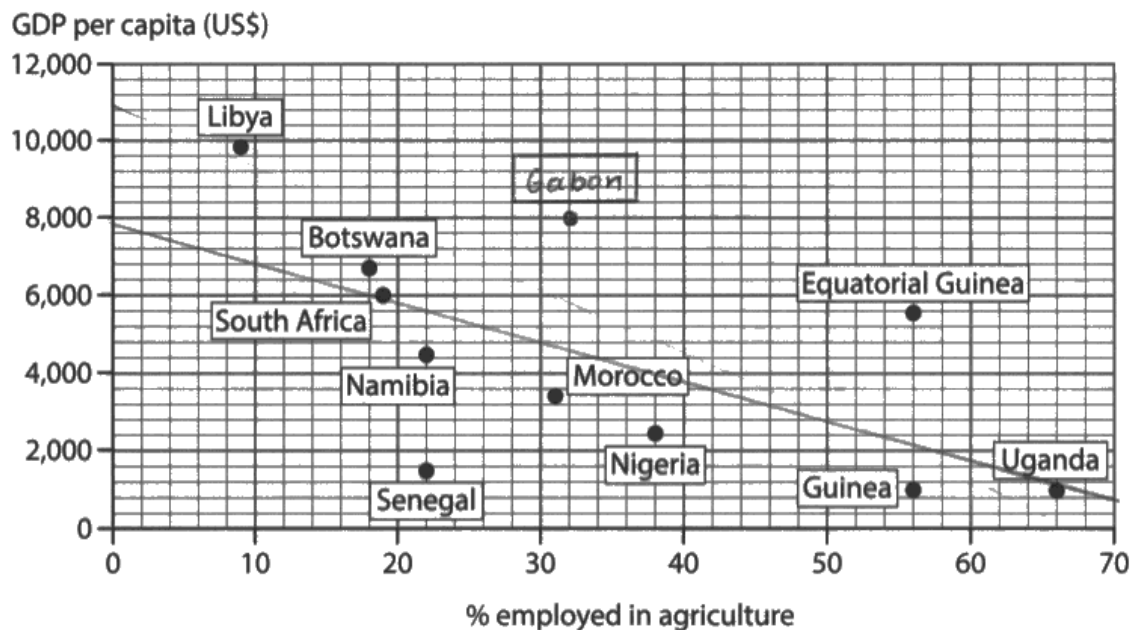


Figure 6

- (i) Plot the following information for Gabon on Figure 6.

(1)

Country	GDP per capita (US\$)	% employed in agriculture
Gabon	8,000	32

- (ii) Draw a **line of best fit** on Figure 6.

(1)



In this response, the candidate accurately plots the data for Gabon and has a straight line of best fit which has a roughly even number of plots either side of the line. This response scores one mark for 2(c)(i) and one mark for 2(c)(ii).



When drawing lines of best fit, look for a trend. Is the data showing a positive correlation or a negative correlation? Then, aim to draw a straight line of a best fit with roughly an equal number of plots either side.

Question 2(c)iii

This question asked candidates to interpret a scatter graph and describe the overall relationship shown between two variables. The figure presented a clear negative relationship between the percentage of people employed in agriculture and the GDP per capita.

Stronger responses correctly identified this negative correlation, often using clear geographical terminology such as 'There is a negative correlation' or 'As the percentage employed in agriculture rises, the GDP per capita decreases.' These answers were often awarded full marks, particularly when they made effective use of data from the figure, as required by the question.

Many candidates supported their descriptions by referencing specific countries, which was necessary to access higher marks. Libya was frequently cited, with its relatively high GDP per capita of just under US\$10,000 and low percentage employed in agriculture (9%), contrasted with Uganda, which had a low GDP per capita of around US\$900 and a high percentage employed in agriculture (66%). These examples clearly demonstrated the expected pattern and showed good data interpretation.

Credit was also given to candidates who identified anomalies in the overall trend. For example, Equatorial Guinea was a valid exception that did not fit the general correlation, and candidates who noted such deviations were rewarded for this insight.

Weaker responses often struggled to correctly identify the nature of the correlation, with some incorrectly suggesting a positive relationship or simply stating unrelated observations. In addition, a number of candidates made vague or inaccurate references to data, such as stating that a country had a "low GDP" or "high agriculture" without specifying figures.

(iii) Describe the relationship between the % employed in agriculture and GDP per capita shown on Figure 6.

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

on average (3)
↓ As a greater percentage of the population is employed in agriculture, the GDP per capita decreases. We can see that Uganda has 68% in agriculture with a GDP per capita of 1,000. Libya has 9% agriculture and a GDP of 9,300. There are some outliers to this pattern, such as Equatorial Guinea (56% with GDP 5,600)



This is a very strong response. The candidate identifies the trend and gives two pieces of data, referencing Uganda and Libya, to gain the 3 marks available. The candidate also mentions that Equatorial Guinea is an anomaly but full marks have already been scored. 3 marks.



Practise interpreting scatter graphs, identifying correlations, and accurately using data to support your answers. These are key skills in geographical data interpretation.

Question 2(d)

On the whole, this was a well-attempted question that focused on subject matter which candidates often find challenging. It was encouraging to see many candidates engaging thoughtfully with the historical and economic impacts of colonialism.

Stronger responses commonly referred to the exploitation of natural resources by colonial powers. These answers clearly explained that former colonies were often stripped of valuable raw materials, which were exported for the benefit of the colonisers. As a result, many colonies were left with underdeveloped economies and limited infrastructure, depriving them of the opportunity to grow using their own natural wealth.

Equally creditworthy were responses that addressed neo-colonialism. Many candidates gave relevant and specific examples, such as Transnational Corporations (TNCs) from former colonial powers continuing to dominate sectors like agriculture in countries such as Malawi. These responses highlighted how low wages and the export of primary products for the benefit of foreign companies continue to reinforce economic inequality today.

A small number of weaker responses were too vague or lacked development, simply stating that colonialism was "bad" or "unfair" without clear reasoning or examples. However, many candidates showed a good grasp of the key concepts and were able to link past colonial practices with present-day global inequalities.

(d) Explain **two** reasons why colonialism has led to global inequalities.

(4)

1. Colonialism has turned into neo-colonialism charging large interest rates to developing countries. One example was Haiti in debt with France
2. Colonialism delays economic growth and stability.



In this response, the candidate makes two undeveloped points, scoring 1 mark for each. In the first response, the candidate mentions colonised countries paying large interest rates. In the second response, the candidate mentions that colonialism delays economic growth/can impact stability. Both responses are undeveloped and therefore score 1 mark each. 2 marks

overall.

Question 2(e)

The question was generally well understood by candidates. Most were able to identify valid points and demonstrate a basic understanding of the role TNCs play in the development process.

Stronger responses clearly identified both an advantage and a disadvantage and provided some development of each. A common advantage given was that TNCs create jobs. The better responses went further, explaining that employment increases income levels and can lead to higher tax revenue for the government. This, in turn, allows governments to invest in public services such as education, healthcare, and infrastructure contributing to long-term development.

In terms of disadvantages, many candidates correctly noted that TNCs often pay low wages or exploit cheap labour. High-scoring responses developed this by explaining how such practices can limit the positive impact of development, especially when profits are sent back to the TNC's home country instead of being reinvested locally.

Less successful responses either only addressed one side of the question giving only an advantage or only a disadvantage or made general statements without any explanation or link to development.

(e) Explain **one** advantage and **one** disadvantage of investment by transnational corporations (TNCs) to increase the level of development in countries.

(4)

advantage

Increases economy, because TNC's provide new job work places so more people are working and paying taxes.

disadvantage

Low payment, people are being payed poorly, because TNC's are investing to get profit from cheap labour.



The candidate provides a succinct and focused response that clearly meets the requirements of the question. The answer is awarded the full 4 marks. The advantage

identified is that TNCs provide employment, which is a valid and commonly expected point. This idea is developed with the candidate explaining that increased employment leads to greater tax income for the country. This demonstrates an understanding of how investment by TNCs can have wider benefits beyond just job creation, linking economic activity to government revenue. For the disadvantage, the candidate states that TNCs often pay workers poorly, which is an accurate observation. This point is appropriately developed by recognising that TNCs may exploit cheap labour in developing countries to maximise their own profits. Overall, the response is concise yet effective, providing both a valid advantage and disadvantage with relevant development. The points are clearly explained, accurate, and show a sound understanding of the role of TNCs in development. 4 marks.

Question 2(f)

The 8-mark extended response question was generally well attempted by candidates, with the majority choosing India as their focus, although candidates at the lower end of the ability range found the question challenging with the quality of responses varying depending on candidates' understanding of the concept of globalisation and their ability to assess its importance relative to other contributing factors.

A common approach among candidates was to focus on the role of transnational corporations (TNCs) in India, often providing sound examples such as call centres, technology parks in Bangalore, and the presence of companies like Infosys or global car manufacturers. These responses frequently identified relevant pull factors for TNCs such as a large English-speaking workforce, lower labour costs, and government incentives. In many cases candidates could describe how this investment had contributed to employment, infrastructure improvements and wider economic growth.

Despite this, a significant number of responses showed a limited or superficial understanding of globalisation itself. For many, the term was used interchangeably with economic development or foreign investment, without a clear explanation of what globalisation involves – for example, the increasing interconnectedness of economies, the flow of capital, information, people and goods across borders, and the role of technology and global institutions. This sometimes led to answers lacking the depth needed to fully address the question. While candidates could describe how India had developed, they often did not explain how this was directly linked to globalisation, nor did they engage in assessment of its relative importance.

Stronger responses were characterised by a clear focus on the command word 'assess.' These candidates not only provided examples of how globalisation had contributed to development—such as rising GDP, the growth of the IT sector, and improvements in education and infrastructure – but also evaluated whether this was the most important factor. High-level answers often explored a range of influences on India's development, including historical factors such as colonialism, environmental factors like monsoon climate and water availability, and demographic trends such as a youthful population. By doing so, they were able to reach reasoned judgments about the relative importance of globalisation compared to other factors.

In contrast, weaker responses often remained descriptive, focusing heavily on TNCs without explaining how this links to wider development or assessing the significance of globalisation relative to other influences. Some answers lacked case-specific detail, using generic statements that could apply to any emerging country, which limited their effectiveness. A number of responses also misunderstood the scope of the question, discussing development indicators like life expectancy or literacy without linking them to globalisation or broader causation.

To perform more strongly in similar questions, candidates should be encouraged to develop a secure grasp of key concepts like globalisation, use detailed and relevant case study evidence, and focus closely on the command word—in this case, assessing the importance of globalisation alongside other factors influencing development. This approach will support more thoughtful, well-structured, and analytically rich extended responses.

(f) You have studied how one of the world's emerging countries is developing.

Assess the importance of globalisation in the development of your chosen emerging country.

(8)

Named emerging country

India.

India is one of the fastest growing economies in the world and this is as a result of globalisation. Globalisation is highly important for its development, this is because it led to the vast increase in investments from Trans national corporations (TNC's). TNC's investments led to the provision of jobs for many of Indian citizens as they built infrastructures such as hospitals, call centers, and transport links. The building of transport links means that employees can easily travel to work. TNC's also invest in the opening and development of education facilities. This means that more people are able to afford education reducing increasing the literacy rate in India, and many people are able to develop skills that allows them to work in high paying work sectors in formal employment. Overall Globalisation is extremely important in the development of India as it leads to creation of jobs.



The candidate asserts that globalisation is important for India's development and provides some support for this claim. There is recognition that transnational corporations (TNCs) play a key role in this process by investing in emerging countries, creating jobs, and contributing to the development of infrastructure. This demonstrates some relevant knowledge and shows partial understanding of how globalisation can promote development. The candidate also states that TNCs invest in local education facilities, helping to improve literacy rates. While this point is plausible and shows an attempt to consider wider social impacts, it is open to debate and would benefit from further elaboration or supporting evidence. Nonetheless, the idea suggests the candidate is beginning to think more critically about the wider effects of globalisation. There is a brief attempt at AO3 evaluation near the beginning and toward the end of the response, where the candidate links globalisation to job creation and economic growth. Although the evaluation is limited and not fully developed, it does move beyond simple description and begins to consider why globalisation might matter in India's development. Spelling, punctuation, and grammar are generally sound throughout, with clear sentence structure and accurate use of language. The candidate uses some appropriate specialist terminology such as TNCs, infrastructure, and literacy rates which adds clarity and demonstrates a sound grasp of key concepts. As such, the response merits 3 marks available for SPaG. 5 marks + 3 SPaG.

(f) You have studied how one of the world's emerging countries is developing.

Assess the importance of globalisation in the development of your chosen emerging country.

(8)

Named emerging country

India.

(the increased interconnectedness of the world politically, socially, and culturally)
Globalisation is the most important factor in India's development in recent years because the potential for global trade increased ~~the~~ job opportunities. ~~social and~~ socio-economic

For example, in 2014, India's exports to the EU totalled to be around \$35000 million, which was mainly manufactured textiles exported from ports in Mumbai on the coast of the Arabian Sea. This led to the creation of many secondary sector employment opportunities such as to manufacture textiles, which allows citizens to improve their quality of life by earning a higher income compared to working in agriculture. However, landlocked regions such as Bihar in the north east of India have not benefited from increased global trade due to lack of trade routes, so this could stifle economic growth in the long term. Despite this, globalisation has been the most important factor in India's recent rapid economic growth in the late 20th century due to increased influence in global trade.

Government policy is also an important factor in social development due to educational reforms leading to increased skill in the population. For example, in the 1990s, Indira Gandhi the prime minister initiated an educational reform to create more paid school places in rural regions such as Assam, leading to an increase in the literacy rate by around 12% from 2001 to 2012. This led to these individuals being more able to access higher paying job roles such as in the tertiary IT sector, whereas

previously low ~~the~~ skill forced them to remain in low paid subsistence agriculture. This higher pay allows them to invest in housing to improve their standard of living. However, this reform may not have been possible with the \$963 million foreign direct investment in India's education sector from 2000 to 2014 which funded the building of more schools. Despite this, government policy is still important because the open economy allowed this to happen.

To conclude, globalisation is the most important factor compared to government policy. This is because the impacts were much larger in scale, and the impact of the governmental educational reform would not have been possible without foreign funding allowed by globalisation.



The candidate's response is a well-developed, detailed, and perceptive piece of writing that fully meets the demands of the question. It has been awarded the full 8 marks, reflecting high-level understanding (AO2), analysis and evaluation (AO3), and achieves the full 4 marks for spelling, punctuation, grammar, and effective use of specialist terminology. The candidate begins with a clear and assertive judgement, stating that globalisation is the most important factor in India's development. This point is well substantiated throughout with accurate and relevant case study evidence. One of the strengths of this response is the ability to connect globalisation to specific outcomes: the candidate explains how India's exports to the EU have played a crucial role in enabling a transition from a largely agricultural economy to one based more on manufacturing. This demonstrates strong understanding of both economic processes and how they link to development (AO2). Importantly, the response does not present globalisation as universally beneficial but critically acknowledges that its impacts are uneven across the country. The candidate highlights that while coastal regions like Maharashtra have gained significantly from global trade and investment, poorer inland states such as Bihar have not experienced the same level of development. This regional comparison strengthens the argument and shows a mature understanding of the complexities of development within a country. The response is further elevated by the consideration of other contributory factors. The candidate effectively argues that government policy has also played a key role in India's development, using specific evidence such as educational reforms in less developed regions like Assam. The link is clearly made between these reforms and the resulting improvement in literacy rates, which have, in turn, made India an attractive destination for outsourcing. This is a sophisticated example of how government intervention has supported economic development. The conclusion draws the various strands of the argument together with a well-reasoned and balanced evaluation (AO3). The candidate argues that although

government policy has been important, globalisation is ultimately more significant, as the benefits of educational reforms would not have been possible without the financial investment and export-driven growth that globalisation has enabled. This is a clear, evidence-based judgement that reflects strong evaluative skill and critical thinking. Throughout the response, spelling, punctuation, and grammar are used with accuracy and control. The writing is fluent and well-structured, and there is consistent use of specialist geographical terminology which enhances the clarity and precision of the answer. The quality of written communication supports the content and contributes to the overall effectiveness of the response, justifying the award of the full 4 SPaG marks. In summary, this is an excellent response that shows comprehensive knowledge, insightful analysis, and a clear, well-supported evaluation. The use of case study-specific evidence is particularly strong and underpins the candidate's arguments effectively. A model level 3 response. 8 marks + 4 SPaG.

Question 3(a)

This question was generally well attempted, with the majority of candidates able to provide a basic definition. The most common correct response referred to the closure of factories or the decline of manufacturing industries, which is an acceptable definition and earned the available mark.

Some candidates, however, gave longer responses that attempted to explain why deindustrialisation occurs such as referencing globalisation or outsourcing. While these points are often accurate, they go beyond what is required for a 1 mark definition question.

3 (a) Define the term de-industrialisation.

(1)

Demolishing factories/industrial estates.



This response is representative of the most common candidate response—demolishing (or closing) factories. 1 mark.



It is important to understand the meaning of command words used in questions. In this case, the command word “define” asks for a brief definition of a geographical term from the specification. There is no need for explanation. A clear, one-sentence definition is sufficient to gain the mark.

Question 3(b)

This question was generally well understood and most candidates were able to access at least 1 mark. The most common and successful approach was to identify the rapid growth of urban populations in developing and emerging countries. Candidates often explained that as more people move into cities, the number of cars on the road increases, leading to greater traffic congestion. This clear link between urbanisation and congestion was usually sufficient to gain both marks when developed slightly.

Stronger responses clearly stated a reason (eg population growth or urbanisation) and followed this with a simple explanation (eg more people own vehicles or rely on cars for commuting, which increases road usage).

Weaker responses tended to offer vague or incomplete points, such as simply stating “there are too many cars” without explaining why the number of cars has increased.

(b) Explain **one** reason why traffic congestion is increasing in cities in developing and emerging countries.

(2)

one reason is because roads aren't big enough for due to all buildings



This response makes the basic point that the roads are not big enough. The explanation is vague and lacks the idea that more cars on the roads are resulting in the road infrastructure being insufficient. 1 mark.

(b) Explain **one** reason why traffic congestion is increasing in cities in developing and emerging countries.

(2)

These countries experience a much larger population growth than others. This higher population causes more transport and car use which builds up traffic congestion



The candidate identifies a valid reason for increased traffic congestion—rapid population growth. This point is then clearly developed with the explanation that a higher population means more cars on the road, which in turn leads to increased traffic congestion. This response meets the requirements of the question well. The candidate has given one clear reason and provided a straightforward but accurate explanation. The link between cause (population growth) and effect (congestion) is clearly established, making the response concise and effective. 2 marks.

Question 3(d)

Many candidates were able to identify at least one appropriate strategy and provide a basic explanation of how it helps improve air quality. The most successful responses combined a clear, named strategy with a brief explanation of its impact on pollution levels.

Common correct answers included strategies such as expanding public transport networks, introducing vehicle emission regulations, promoting cycling, or implementing congestion charging zones. For example, candidates who wrote that encouraging the use of public transport reduces the number of private vehicles on the road and therefore lowers emissions were typically awarded both marks.

To gain full marks, candidates needed to do more than simply name a strategy—they had to link it to a reduction in air pollution/improvements in air quality. Responses that only stated a strategy (eg "use public transport" or "plant trees") without explaining its impact on air quality were awarded 1 mark.

(d) Explain **one** strategy to improve air quality in megacities.

(2)

One strategy that can improve air quality is planting more trees.



Here, the candidate identifies the strategy—planting more trees. However, there is no explanation as to how this improves air quality. 1 mark.



Always remember to develop your points. In this example, the candidate needs to say what impact planting trees has on air quality, for example they take in carbon dioxide and produce oxygen.

Question 3(e)ii

In this question, candidates were tested on their ability to calculate a percentage increase. Whereas, year on year, an increasing number of candidates are able to demonstrate this skill, it remains an area of development for many. Candidates were asked to show their working in the space they are given and answer to one decimal place. However, if the correct answer of 58.7% was offered that in itself scores 2 marks.

The most common successful approach was to first calculate the population increase between 2022 and the projected 2050 figure by subtracting 21.8 million from 34.6 million, giving a difference of 12.8 million. Candidates then divided this figure by the original 2022 population of 21.8 million and multiplied by 100 to convert it into a percentage.

This produced a value of 58.715, which, when rounded to 1 decimal place as instructed in the question, gave the correct final answer of 58.7%.

Errors typically occurred when candidates either:

- Forgot to multiply by 100 to convert the decimal to a percentage,
- Rounded incorrectly or to the wrong number of decimal places,
- Divided by the 2050 population figure instead of the original 2022 figure.

A small number of responses showed working that was partially correct but did not follow the full calculation through to a final answer, or failed to round the answer accurately, resulting in only partial credit.

(ii) Calculate Cairo's projected % population increase between 2022 and 2050.

Answer to **one** decimal place.

Show your working below.

(2)

$$\begin{array}{r} \cancel{21.8} - 34.6 \\ 34.6 - 21.8 \\ \hline = 12.8 \end{array}$$

$$\frac{12.8}{21.8} \times 100 \Rightarrow 58.7\%$$

58.7% %



This candidate demonstrates the correct working and answers to 1 decimal place giving the

correct answer of 58.7%. 2 marks.



Read the questions carefully in calculate questions. Check to see if you need to answer to a decimal place.

Question 3(f)

On the whole, this question was answered well, with many candidates demonstrating a sound understanding of the reasons behind migration to megacities. Most responses showed clear awareness of both urban pull factors and rural push factors, which contribute to rapid population growth in these urban areas.

High-scoring answers typically identified two distinct reasons and provided clear explanations for each. For example, many candidates explained that better job opportunities or higher wages in megacities attract people from rural areas. Others referred to improved access to healthcare, education, and services as key pull factors drawing people into cities. These responses were often well developed, linking the availability of services or employment to improved quality of life or economic opportunity.

Equally, some candidates approached the question from the rural push perspective, citing factors such as poverty, unemployment, or lack of basic services in the countryside. When these points were developed, for example by explaining how rural hardships push people to seek a better life in the city they were credited appropriately.

Weaker responses often gave two similar or repetitive points, such as mentioning "better jobs" and "more employment" without clear distinction or explanation. In some cases, candidates simply listed factors without linking them to migration or failed to provide enough development to access both marks per reason.

(f) Explain **two** reasons why many people migrate to megacities.

- 1 Because megacities have better ^{work which} ~~education~~ ⁽⁴⁾ would increase the person's wealth.
- 2 Because megacities have better education, children are more knowledgeable of the world going into higher paying jobs in ~~reputation~~.



This candidate has given the full answer with a good explanation and this gained the full 4 marks.

(f) Explain **two** reasons why many people migrate to megacities.

(4)

1 ~~Job~~ Jobs oportant

Many & migrates move to megacities for new jobs.

2 Education

Migrates move to megacities for a good Education.



In this response, the candidate makes two valid points regarding why people migrate to megacities. However, neither point is developed so only 2 marks are scored. 2 marks.

Question 3(g)ii

Interquartile range questions often prove challenging for candidates, so it was pleasing to see an increasing percentage of candidates getting this question correct when compared to similar questions in previous series.

- (ii) Using Figure 9, calculate the interquartile range of the % urban population of these 11 South American countries.

Answer to **one** decimal place.

Show your working below.

(2)

$$89.3 - 66.1 =$$

$$23.2\%$$



In this response, the candidate correctly identifies the upper quartile as 89.3 (Venezuela) and the lower quartile as 66.1 (Suriname) and calculates the difference between the two values giving a correct answer of 23.2. 2 marks.



It's a good idea to regularly practise all of the mathematical skills listed on page 38 of the specification. These are often tested throughout the paper, so being confident in them can help you gain marks across a range of topics.

Question 3(h)

This question was generally well understood by candidates, with most able to identify at least one valid way in which a megacity's location has influenced its economic development. However, there was a wide range in the quality and depth of responses.

Mumbai was by far the most common case study used. Stronger responses successfully identified its western coastal location and clearly explained how this supports economic development through trade. These responses often referenced Mumbai's access to major shipping routes and its ability to trade with Europe via the Suez Canal. Some candidates also linked this to the presence of a large port and its role in attracting multinational companies and investment.

Lagos was another, less popular example. High-scoring responses typically mentioned the city's proximity to Nigeria's oil fields, explaining how this has generated employment opportunities and brought in income for both the city and the wider region. This demonstrated a solid understanding of how natural resources and strategic location can underpin urban economic growth.

Weaker answers tended to either mention just one advantage of the city's location or gave two very similar points, often repeating the idea of being near the coast without adding further development or explanation. Others made general statements about economic development without linking back to the city's location, which limited their ability to access higher marks.

(h) You have studied a megacity in **either** a developing **or** emerging country.

Explain **two** ways this megacity's location has been important for its economic development.

west coast
suez canal
deep harbour (4)

Named megacity

Mumbai

- 1 Mumbai is located on the west coast of India. This means that it can do trade via the Suez canal which goes to Europe and the days are 5 days less longer than going around Africa. which makes them more money*
- 2 Mumbai has a naturally deep harbour. This means that bigger ships can dock there so they can trade larger amounts at a time making them more money.
*as they can trade with a lot of European countries.



This answer has gained the full 4 marks with a good explanation.



It is good to see notes written by the question.

(h) You have studied a megacity in **either** a developing **or** emerging country.

Explain **two** ways this megacity's location has been important for its economic development.

(4)

Named megacity

Mumbai

- 1 It has a deep sea harbour so large container ships are able to dock here. This means that trade is increased and more money can be made.
- 2 It is right opposite the Suez canal so many ships from Europe can easily pass or have access to the Mumbai so there is an increase of trade.



In the first part of the answer, the candidate correctly identifies that Mumbai has a large, deep natural harbour, which allows ships to dock easily. This is well linked to the city's economic development, as it enables large volumes of trade to take place. For the second part, the candidate identifies Mumbai's relative proximity to the Suez Canal, which is also a valid observation and scores a further mark. However, the explanation that follows repeats the earlier idea about the harbour enabling ships to access Mumbai and does not add any new detail beyond what has already been credited in the first part of the response. As such, the development here is limited and not enough to earn the full second mark. 3 marks.

Question 3(i)

The extended response question was generally well attempted by candidates, with the majority choosing Mumbai as their case study focus. This was an appropriate and relevant choice, allowing candidates to draw on detailed knowledge of the impacts of rapid urban population growth in an emerging or developing context. While most responses showed an understanding of the kinds of problems that rapid population growth can cause, the strength of answers depended largely on how well candidates engaged with the evaluative nature of the question—particularly the word 'always.'

Many candidates demonstrated sound knowledge of the social and environmental challenges that have emerged in Mumbai due to rapid population growth. Commonly cited examples included overcrowding, pressure on housing, growth of informal settlements like Dharavi, lack of access to clean water and sanitation, increased pollution, traffic congestion, and waste management issues. Stronger answers were able to explain these issues in some detail, linking population pressures to specific social consequences (such as poor health outcomes or lack of education) and environmental degradation (such as air and water pollution).

High-level responses also went further by engaging with the evaluative element of the question. These candidates addressed the term '*always*' directly, either by considering situations where rapid population growth has not resulted in severe challenges, or by acknowledging the role of effective planning, governance, or investment in infrastructure in mitigating these impacts. Some were able to bring in examples of strategies used in Mumbai such as slum redevelopment projects, housing schemes, or waste recycling initiatives to show that while challenges do exist, they are not inevitable or unmanageable. This allowed candidates to reach reasoned judgments, often concluding that while rapid population growth often causes challenges, the extent and severity of these can vary depending on how well they are managed.

In contrast, mid-level responses tended to remain descriptive. These answers usually described a number of problems associated with rapid population growth, particularly in urban areas like Mumbai, but did not explore the idea that these outcomes are not necessarily inevitable. Some candidates listed issues without fully explaining the link between rapid growth and the challenge being described, or without recognising any exceptions to the pattern. As a result, these responses struggled to fully address the 'evaluate' command word and often lacked balance.

Weaker answers either misinterpreted the question or lacked detail. In some cases, candidates described general problems associated with population growth without reference to a specific place, or they offered vague and generic statements such as 'too many people leads to problems' without exemplifying or explaining their points. Other candidates failed to explore both social and environmental challenges, limiting the range of their response. A small number also misunderstood the question as being about general population growth, rather than rapid population growth, or failed to distinguish clearly between social and environmental impacts.

Overall, this question provided a clear opportunity for candidates to demonstrate their understanding of population dynamics, urbanisation, and sustainability in context. The best answers were those that addressed the evaluative nature of the question, drew effectively on detailed place-specific knowledge, particularly from Mumbai, and considered both the challenges and the strategies used to manage them. To improve performance on similar questions in future,

candidates should be encouraged to analyse key terms in the question carefully, develop well-supported arguments using real-world examples, and offer balanced assessments that explore different viewpoints or outcomes.

- (i) You have studied a megacity in **either** a developing **or** emerging country.

^{10, 10/15}
Evaluate the following statement.

'Rapid population growth always results in social and environmental challenges.'

(8)

Named megacity

~~Mumbai~~ Mumbai

The statement is true in that rapid population growth can result in certain challenges. As ~~more~~ ^{the} population grows in an area, so does the use of personal transport. This transport releases harmful greenhouse gases such as carbon dioxide. These gases contribute towards the enhanced greenhouse effect which in itself brings a myriad of environmental challenges. These can be from reduced biodiversity or destruction of habitats. There is always the chance that more population means more thought about the environment which could lead to more projects to help protect it.

For the social aspect of the statement, it is true that many challenges can also arise. Mumbai's public transport is already too full to even move, but as more people migrate to the city this problem will only worsen. It reaches a point where deaths are a daily occurrence from the ~~difficulty~~ overcrowded transport. Another challenge is the increased spread

of disease as a result of a lack of space. In poorer areas of Mumbai such as the Dharavi slums, people will have to share housing and facilities which can amplify the spread of disease.

Considering these points, it is clear that the statement is true, especially for an emerging economy such as Mumbai.



The candidate identifies an environmental challenge linked to rapid population growth in Mumbai: increased transport use releasing large amounts of pollution. This is then developed further with a valid point about the potential destruction of local habitats. Although the explanation is relevant, it remains quite general and would have benefited from more specific or developed Mumbai based evidence. The response also covers a key social challenge, overcrowding on public transport, and overcrowding generally and links this to the wider issue of slum development. The candidate references Dharavi as a case study example and notes that overcrowded conditions can lead to the spread of disease. This adds some strength to the response and shows a basic understanding of the real-life implications of population growth in urban areas. However, while Dharavi is named, the evidence used is brief and could have been better supported with statistics or more further Mumbai specific examples. There is an attempt at evaluation in the concluding sentence, but it is limited in scope. The candidate does not fully engage with the “always” part of the question, meaning the judgement lacks the depth and balance expected at a higher level. A stronger evaluation would consider exceptions to the statement or other factors that influence the severity of challenges linked to population growth. Overall, this is a solid mid-Level 2 response. It demonstrates awareness of relevant social and environmental issues, includes some case study material, and makes an attempt at evaluation. To progress further, the candidate needed to include more detailed Mumbai specific evidence and develop a more balanced and fully reasoned conclusion that directly addresses the evaluative nature of the question. Level 2 - 5 marks.



Think about how this answer could be improved and be made a Level 3 answer and applied to your chosen megacity. Aim to include case-study specific detail in your answers and also make judgements about the importance of each of the challenges the megacity faces. Crucially, make sure you have carefully read the question. Does rapid population growth always lead to social and environmental challenges? Or, are there strategies megacities can put in place to reduce the impact of these challenges?

- (i) You have studied a megacity in **either** a developing **or** emerging country.

Evaluate the following statement.

'Rapid population growth always results in social and environmental challenges.'

(8)

Named megacity

Mumbai

on the one hand, rapid population growth does always result in social and environmental ^{challenges} ~~change~~. For example, in Dharavi slum 500 people share 1 toilet. This leads to possibly an outbreak of disease due to a lack of sanitation and cleanliness as these do not get cleaned regularly and so therefore can impact a person's health and cause them to become sick. This leads to pressure applied on services like healthcare due to the massive population and so a limitation in resources given this increased death rate. Also, over 13 tonnes is dumped into the Mithi River each year. This is an environmental challenge as this contaminates water supplies which can decrease the biodiversity as ~~these~~ ^{this} waste could be toxic to them, killing them off and can also lead to the destruction of habitats, possibly causing them to become extinct. Therefore, I agree with the statement as these are the 2 main ^{results} ~~causes~~ which impact Mumbai on a very large scale in the long term.

On the other hand, rapid population growth does not always result in social and environmental challenges - it can also result in ^{economic} ^{and negative} 'positives'. For example, it can lead to economic growth as this means there is a larger working population which who are able to work in factories and gain money which is then spent on taxes. The money from this can then be used to invest in other areas of the country such as services like education and healthcare.

Also, it leads to economic challenges as rapid population growth ~~so~~ leads to an increase of house prices which migrants cannot afford so must settle into squatter settlements or slums instead to be able to afford this and may work in the informal sector so not earn a lot of money. Therefore I disagree with this as it can also cause economic challenges or benefits which has a significant large scale impact on a person's wellbeing.

In conclusion, Rapid population growth doesn't always result in environmental and social challenges as it could impact

(Total for Question 3 = 30 marks)

the country financially as well as also creating benefits in social and environmental terms.

TOTAL FOR SECTION C = 30 MARKS
TOTAL FOR PAPER = 94 MARKS



This is an 8-mark response which contains an excellent level of understanding covering the social and environmental challenges faced by Mumbai as a consequence of rapid population growth. (AO2) contains evaluation where the candidate argues in favour and against the statement offering case-study specific evidence to support the points which they have made. It has a final concluding paragraph which further addresses the 'always' part of the question, and links social and environmental challenges together. Level 3 - 8 marks.

Paper Summary

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

Many candidates lost marks due to unfamiliarity with key terms taken directly from the specification—for example, ‘globalisation in Question 02(f). Centres should ensure candidates are familiar with specification wording and encourage them to build a personal glossary of key terms.

Candidates should also be prepared to distinguish between command words such as ‘assess’ and ‘evaluate’ in extended response questions. These responses should show a balance between AO2 (understanding) and AO3 (application/analysis). Overemphasis on one at the expense of the other often limited responses to Level 2. Detailed guidance on assessment objectives can be found on page 39 of the specification.

If the candidates choose to draw a diagram to help with an answer, such as Q2(a)(ii) they should not spend an overly long time drawing the diagram. On occasion, candidates produce very detailed diagrams which take a considerable amount of time to produce. Such elaborate diagrams are not required for this type of question. A quick sketch will suffice.

Extended responses often require case study knowledge, especially with reference to countries at different development levels (developing, emerging, developed). Candidates should regularly practise these types of questions and be aware of the definitions provided on page 48 of the specification. Generic responses that lack specific place-based detail typically remain at Level 1.

For questions asking candidates to explain, describe or suggest two factors, it is essential that both factors are clearly distinct and supported with appropriate development. The depth of explanation should reflect the number of marks available. Using phrases like ‘this is because’ or ‘this means that’ can help improve clarity and reasoning.

Finally, several questions in the paper will require a calculation (AO4). It is essential that all candidates bring a calculator to the exam.

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>

