

# GCSE Geography B

Exam Insights May/June 2024



# Welcome to this Professional Development Course

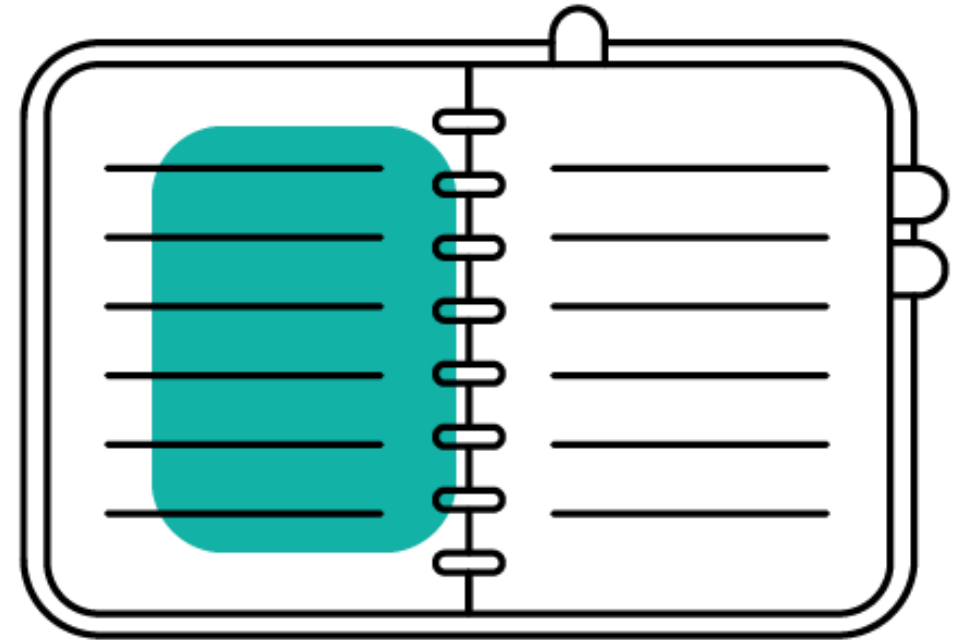
Christian is an Assistant Headteacher at Pakefield High School in Lowestoft. Christian has taught Pearson Edexcel GCSE Geography B since 2016 and is Assistant Principal Examiner on Papers 1 and 3. As well as being an experienced assessment associate and delivering training, Christian has also written learning resources for Pearson and other educational publishers.



# Agenda

In this session we are going to:

- look at candidate performance
- look at Paper 1 insights
- look at Paper 2 insights
- look at Paper 3 insights
- have time for discussion and questions.



# Candidate performance



# Grade Statistics

|         | 9    |      | 7    |      | 5    |      | 3    |      | 1    |      |
|---------|------|------|------|------|------|------|------|------|------|------|
|         | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 |
| Spec. B | 4.8  | 4.8  | 25.3 | 25.8 | 54.5 | 55.5 | 82.2 | 81.7 | 98.4 | 98.4 |

- There is not much variation in the grade outcomes between 2023 and 2024, except for the grade 5 boundary whereby 1% less of candidates converted.
- More students gained a grade 2 and 3 however.

# 2024 vs 2023 grade boundaries

| Geography B              |             |         |     |          |     |     |     |     |     |    |    |    |   |   |
|--------------------------|-------------|---------|-----|----------|-----|-----|-----|-----|-----|----|----|----|---|---|
| Overall grade boundaries |             |         |     | Max Mark | 9   | 8   | 7   | 6   | 5   | 4  | 3  | 2  | 1 | U |
| 1GB0                     | Geography B | Subject | 256 | 210      | 193 | 177 | 158 | 139 | 120 | 86 | 52 | 19 | 0 |   |
| Paper(s) 01 02 03        |             |         |     |          |     |     |     |     |     |    |    |    |   |   |

| Geography B              |             |         |     |          |     |     |     |     |     |    |    |    |   |   |
|--------------------------|-------------|---------|-----|----------|-----|-----|-----|-----|-----|----|----|----|---|---|
| Overall grade boundaries |             |         |     | Max Mark | 9   | 8   | 7   | 6   | 5   | 4  | 3  | 2  | 1 | U |
| 1GB0                     | Geography B | Subject | 256 | 211      | 194 | 177 | 156 | 136 | 116 | 82 | 48 | 14 | 0 |   |
| Paper(s) 01 02 03        |             |         |     |          |     |     |     |     |     |    |    |    |   |   |

- Very little movement grades 7–9.
- Three marks more for a grade 5.
- Four marks more for grades 2–4.

# Paper 1 Feedback and Insights



# Paper 1 question performance

|                 | Section A  | Section B  | Section C  |
|-----------------|--|--|--|
| Performed well  | Q1ai, Q1a <sub>ii</sub> , Q1di, Q1fi.  | Q2a, Q2di, Q2d <sub>ii</sub> , Q2gi.                         | Q3ai, Q3a <sub>ii</sub> , Q3a <sub>iv</sub> , Q3di, Q3ei.                        |
| Moderately well | Q1a <sub>iii</sub> , Q1b, Q1c, Q1d <sub>ii</sub> , Q1e, Qf1 <sub>ii</sub> , Q1f <sub>iii</sub> , Q1g, Q1h. | Q2b, Q2c, Q2d <sub>iii</sub> , Q2e, Q2g <sub>ii</sub> , Q2h. | Q3a <sub>iii</sub> , Q3b, Q3c, Q3d <sub>ii</sub> , Q3e <sub>ii</sub> , Q3f, Q3g. |
| Less well       |  | Q2f.   |  |

- Frank's dependency theory proved the most challenging question on the paper.



# Paper 1 question mean marks – Section A

|      | 1ai  | 1aii | 1aiii | 1b   | 1c   | 1di  | 1dii | 1e   | 1fi  | 1fii | 1fiii | 1g   | 1h   |
|------|------|------|-------|------|------|------|------|------|------|------|-------|------|------|
| Max. | 1    | 1    | 1     | 2    | 2    | 1    | 2    | 3    | 1    | 2    | 2     | 4    | 8    |
| Mean | 0.76 | 0.98 | 0.62  | 0.86 | 1.38 | 0.88 | 1.03 | 1.73 | 0.97 | 1.29 | 0.92  | 2.69 | 3.24 |

- 1b – candidates struggled to explain why the Equator is warmer than poles, missing the fact that it is owing to the curvature of the Earth.
- 1fiii – candidates were not explicit in telling us the water temperature needed to be above 26.5°C which happens in summer months when the ocean is warm enough.
- 1h – candidates didn't join the dots between unpredictable population growth, changes in human behaviour, preventative measures, and more accurate prediction methods.

# Paper 1 question mean marks – Section B

- 2f – candidates either confused Frank's dependency theory with Rostow following the previous question or simply didn't know it well enough.
- 2gii – candidates struggled to identify 'the way' in the first instance e.g. TNCs/FDI/BRICS allowing them to go on and explain how it affects trade.

|      | 2a   | 2b   | 2c   | 2di  | 2dii | 2diii | 2e   | 2f   | 2gi  | 2gii | 2h   |
|------|------|------|------|------|------|-------|------|------|------|------|------|
| Max. | 2    | 1    | 2    | 2    | 1    | 2     | 2    | 3    | 3    | 4    | 12   |
| Mean | 1.61 | 0.49 | 1.07 | 1.49 | 0.95 | 1.24  | 1.37 | 0.74 | 2.31 | 1.43 | 5.04 |

- 2h – case study knowledge was a barrier with most candidates not knowing their chosen example well enough.

# Paper 1 question mean marks – Section C

- 3ai – calculating percentage change is still proving a challenge. For most candidates that showed workings but answered incorrectly, was down to not dividing by the original number.
- 3f – whilst the mean was below 2, many students referred to India having a large coastline or being a peninsula, therefore developing ports for trade.
- 3g – candidates did not know their case study in enough depth to be able to comment on the social and environmental challenges of rapid urbanisation in their chosen emerging city. Many also referred to economic challenges.

|      | 3ai  | 3aii | 3aiii | 3aiv | 3b   | 3c   | 3di  | 3dii | 3ei  | 3eii | 3f   | 3g   |
|------|------|------|-------|------|------|------|------|------|------|------|------|------|
| Max. | 1    | 1    | 2     | 2    | 2    | 4    | 1    | 3    | 1    | 1    | 4    | 8    |
| Mean | 0.95 | 0.96 | 0.93  | 1.42 | 1.08 | 2.27 | 0.96 | 1.98 | 0.91 | 0.69 | 1.71 | 3.38 |

## Q1b

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

(2) Q01b

Temperatures are higher at the equator than at the poles because this is where the sun is closest to as the world orbits.

- 1 mark awarded for the idea of the Equator 'being closer' to the sun. The response is missing the idea of the curvature of the Earth being the reason.

## Q1fiii

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

(2) Q01fiii

As sea temperatures rise and cool,  
Hurricanes are only able to form in  
warmer parts of the year where there  
are optimal temperatures and conditions  
for them to form.

1 mark awarded for understanding sea temperatures are warmer in certain times of the year. The response is missing the fact that the warm waters provide a hurricane with the energy needed.

## Q2f

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

(3) 1 Q02

Frank's dependency theory shows how a country's international relationships influence its development. For example, countries with a large global influence (the core) are able to buy for cheap goods and thus develop economically. Frank's model also shows how on the other hand, countries with a poor international voice find it harder to trade and access the global market / so find it harder to develop.

Only 1 mark awarded for recognising the core buys cheap goods from the periphery.

## Q2f

All 3 marks come in the later part of the question – selling of raw materials, then manufactured and sold at a higher price, leading to exploitation and not developing.

~~part experience of trade has~~  
between richer and poorer countries  
the periphery sell richer countries  
materials for cheap prices, then  
the goods when they are in  
prices. This leads to countries  
for cheap raw materials or on

## Q3aiii

- (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.

$$15.23 - 11.89 = 3.34m$$

$$\frac{11.89}{15.23} \times 100 = \cancel{78.1\%} \quad 78.1\%$$

78.1% %

|            |  |   |
|------------|--|---|
| a<br>(iii) | Award one mark for the calculation and a further mark for the correct answer to one decimal place. | 2 |
|            | Difference between 2010 and 2025 population = 3.34 million / 11.89 (2010 population) x 100 (1)     |   |
|            | Award a further mark for the correct answer to one decimal place of 28.1% (1).                     |   |
|            | For example: $3.34/11.89 \times 100$ (1) = To one decimal place = 28.1% (1).                       |   |

As previously mentioned, the candidate has divided by the new figure (2025) and not the original (2010). They also haven't used the difference they have actually worked out. 0 marks.



## Q3f

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

(4) Q03f

Named megacity

Mumbai

1. Mumbai is located on the Coast meaning it has a very big port therefore it can trade very easily with other regions because it can import and export goods efficiently leading to a higher GDP and great growth.
2. Mumbai is also located very near to the middle east which are fast growing and developed regions therefore this means they trade well with each other as developed countries in the middle east want to buy these products causing Mumbai to grow.

The candidate has offered two different reasons, one being coastal location facilitating easier trade, and the other its proximity to the Middle East and establishing a trade deal/arrangement. 4 marks .

## Q3g

(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) Q03g

Named megacity

Mumbai.

Social

Due to Mumbai's rapid population growth, rent and accommodation prices are increasing. This ~~is a~~ creates a ~~ha~~ large challenge in Mumbai, as many residents are forced to live in the slums. The slums house very low quality of life as it is extremely dirty and unsanitary - this can result in frequent illness and death. An increased population in the slums could result in less resources for the people resulting in crime increase, crime, sickness and death. However, living in the slums provides many opportunities of informal employment, providing income to the community. Mumbai's rapid <sup>population</sup> growth also results in increased traffic congestion. This results in ~~be~~ more people developing asthma and other illnesses.

Environmental - Mumbai's rapid population growth results in more green spaces being destroyed for housing/infrastructure. This creates challenges for Mumbai as a lack of green area could severely decrease the air quality of the city. These green areas are also habitats for many species. By destroying these green spaces for housing/infrastructure, habitats are destroyed and many animals are displaced. This also results in a lack of possible farmland causing Mumbai to mostly rely on trade in order to receive certain foods. Resulting in more

money being spent on trade rather than finding ways in preserving green spaces.

The candidate has offered generic challenges of rapid population growth in Mumbai. The response also lacks assessment. 5 marks.

# Development and globalisation

1. Development is seen by most candidates as countries becoming wealthier or changing for the better – dominated by economic development – it does not happen without trade, investment, reinvestment, foreign direct investment, and democracy – not to mention improvements in health and education.
2. Globalisation is defined by most candidates as ' the greater interconnectedness of national economies to a wider global economy' – it does not happen without governments adopting policies that facilitate free trade, liberalisation, deregulation, and privatisation.

# Beyond the examiners report – Paper 1

1. Avoiding generic responses that lack local knowledge when a student is assessing/evaluating their chosen megacity or emerging country (case study).
2. Questions which immediately follow a resource will require students to make use of that resource. Practice resource-based questions.
3. Compare questions often make use of resources. Many students struggle with this style of question. Practice using comparative language, for instance 'er' words. Greater, larger, faster, wider for example.

# Paper 2 Feedback and Insights



# Paper 2 question performance

|                 | Section A                      | Section B                        | Section C   |
|-----------------|--------------------------------|----------------------------------|---|
| Performed well  | Q1a, Q2ai.                     | Q6ai, Q6aii.                     |   |
| Moderately well | Q1c, Q2aii, Q2b, Q3a, Q3b, Q4. | Q5ai-Q5aii, Q5aiv, Q6b, Q6c, Q7. | Q8a, Q8b, Q8c, Q8d, Q8e, Q9a, Q9b, Q9d, Q9e, Q10ai, Q10aii, Q10aiii, Q10aiv, Q10b, Q11aii, Q11aiii, Q11aiv. |
| Less well       | Q1b                            | Q5aiii                           | Q9c, Q11ai, Q11b  |

# Paper 2 question mean marks

|      | 1a   | 1b   | 1c   | 2ai  | 2aii | 2b   | 3a   | 3b   | 4    |
|------|------|------|------|------|------|------|------|------|------|
| Max. | 1    | 2    | 2    | 1    | 3    | 4    | 2    | 4    | 8    |
| Mean | 0.81 | 0.61 | 0.97 | 0.88 | 1.69 | 2.44 | 0.88 | 1.74 | 3.71 |

- Q1b – candidates struggled to explain the link between precipitation and western regions of the UK.
- Q1c – candidates struggled to explain the link between plate tectonics and upland landscapes in the UK.
- Q3b – candidates did not explain how two different types of erosion affected landscapes.
- Q4 – resource-based question – many failed to make the link between the two resources available to them.

# Paper 2 question mean marks

- Q5a<sub>ii</sub> – candidates struggled with the command 'compare' with most 'explaining'.
- Q5a<sub>iv</sub> – consequently, candidates avoided repeating themselves from the previous question.
- Q7 – similarly to Q4, candidates did not make the most of the resources available to them.

|      | 5ai-aii | 5aiii | 5aiv | 6ai  | 6aii | 6b   | 6c   | 7    |
|------|---------|-------|------|------|------|------|------|------|
| Max. | 3       | 3     | 2    | 1    | 2    | 4    | 4    | 12   |
| Mean | 1.96    | 0.63  | 0.78 | 0.95 | 1.58 | 2.26 | 2.06 | 5.89 |



## Paper 2 question (continued)

- Qualitative and quantitative data caught many candidates out emphasising the need to know the difference between qualitative and quantitative data.
- Similarly, the difference between primary and secondary data still presents a barrier. This links to a point later that I will make about key terms.
- All of the 8-mark fieldwork questions performed below less well. This demonstrates a need to practice both familiar and unfamiliar equally.

## Q1b

(b) Explain **one** reason why precipitation is higher in the western regions of the UK.

(2) 2 Q01b

In <sup>cooler</sup> areas of higher relief, air rises and cools ~~to~~ to condense to form clouds. Western Regions are generally of a higher relief in the UK.

A good understanding of relief rainfall. 2 marks.

## Q1c

(c) Explain **one** way in which tectonic processes have affected the physical landscape of the UK.

(2) 2 Q01c

Folding (the joining of two plates when the UK was located on a plate boundary millions of years ago) has formed mountains and upland areas.

A good understanding of how tectonic plates form fold mountains. 2 marks.

## Q3b

(b) Explain **two** ways in which rivers can erode the landscape.

(4) Q03b

- 1 By hydraulic action - the water in the river compresses air in cracks which causes pieces of rock to break off, widening the river.
- 2 By attrition abrasion, as sediment scrapes along the sides and edge of the river causing rock to break off, deepening and widening the channel.

Succinct and accurate explanations of hydraulic action and abrasion. 4 marks.

## Q5aiii

(iii) Compare the importance of London in attracting FDI, with the rest of the UK.

(3) Q5aiii

London has a greater importance for attracting FDI because it is a global city, with many connections, both by plane and rail, whereas other regions are less well connected. London also contributes to a lot of FDI attraction in the UK, and this attraction may be used to encourage FDI in other areas too.

An example of a candidate explaining rather than comparing. They do pick up 1 mark for recognising London has a greater importance for attracting FDI.

## Q5aiv

(iv) Explain **one** reason for the regional variations in FDI in 2019.

(2) Q05aiv

Areas like North West England and Scotland may be more difficult to access due to  
a lack of infrastructure, so less FDI takes place in the rural areas.

Difficult to access (1) due to lack of infrastructure (1) 2 marks.

## Q9c

(c) Explain **one** way in which the qualitative data that you collected helped your investigation.

(2) 2 Q09

we took photos which we then used to examine the surrounding  
characteristics and refer to in our evaluation.

Accurate qualitative data to 'examine the surrounding characteristics' and refer to in the 'evaluation'. 2 marks.

| Question number | Answer   | Marks                          |
|-----------------|--|--------------------------------|
| 9 (c)           | <p>Award <b>one</b> mark for basic identification of the qualitative method chosen and <b>one</b> mark for a comment on its usefulness.</p> <p>For example:</p> <p>We interviewed a number of local people (1) to discover what they felt about the flood risk in their area (1)</p> <p><b>Do not credit answers that focus on secondary data</b></p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |

# Familiar and unfamiliar 8-mark questions

## Figure 6

Evaluate the strengths and weaknesses of both the enquiry question and the outline plan.

You must use evidence from Figure 6 in your answer.

(8)

(b) You have carried out your own fieldwork, investigating how and why deprivation varies within rural areas in the UK.

Assess the importance of your own (primary) data and secondary data in reaching your conclusions.

(8)



# Fieldwork enquiry stages

1. The enquiry question (and location)
2. Methodology – sampling method(s), primary and secondary data collection
3. Data presentation
4. Data analysis and conclusions
5. Evaluation

# Beyond the examiners report – Paper 2

1. Candidates answering Q4 and Q7 **must** use evidence from the figure provided to access AO4 marks.
2. Knowledge and understanding of geographical terminology throughout the specification is key, particularly in the 4 mark 'explain' questions. For example, 'site and situation' in June 2022 and quantitative/qualitative, primary/secondary data in 2023/2024.
3. Candidates need to practice the 'unfamiliar' fieldwork scenarios just as much as the familiar fieldwork. Practice past papers to increase confidence.

# Paper 3 Feedback and Insights



# Paper 3 question performance

|                | Section A                | Section B             | Section C                  | Section D |
|----------------|--------------------------|-----------------------|----------------------------|-----------|
| Performed well | Q1ai, Q1bi.              | Q2ai, Q2aii,<br>Q2bi, | Q3ai, Q3aii,<br>Q3bi, Q3e, |           |
| Moderate well  | Q1aii, Q1aiii,<br>Q1bii. | Q2bii, Q2c.           | Q3bii, Q3c,<br>Q3d, Q3fii, | Q4.       |
| Less well      |                          |                       | Q3fi.                      |           |

- Only Q3fi was the only question that presented as less well answered across the 20 questions. This was simply down to not knowing unconventional fossil fuels.

# Paper 3 question mean marks

|      | 1ai  | 1aii | 1aiii | 1bi  | 1bii |
|------|------|------|-------|------|------|
| Max. | 1    | 1    | 2     | 1    | 4    |
| Mean | 0.71 | 0.48 | 0.92  | 0.90 | 2.49 |

|      | 2ai  | 2aii | 2bi  | 2bii | 2c   |
|------|------|------|------|------|------|
| Max. | 1    | 1    | 1    | 1    | 4    |
| Mean | 0.79 | 0.73 | 0.72 | 0.55 | 2.44 |

- Q1aii – MCQ – candidates struggled to estimate the area of rainforest or estimated the area of Ecuador instead.
- Q1aiii – a human reason was sometimes rather than a physical reason.

# Paper 3 question mean marks

- Q3bii – candidates struggled to grasp why energy consumption would grow faster than population growth, especially if not making use of the Figures.
- Q3fi – candidates simply did not know their unconventional fossil fuels.
- Q4 – candidates often missed the best 'long-term' solution within the question.

|      | 3ai  | 3aii | 3bi  | 3bii | 3c   | 3d   | 3e   | 3fi  | 3fii |  | 4    |
|------|------|------|------|------|------|------|------|------|------|--|------|
| Max. | 1    | 1    | 1    | 4    | 4    | 8    | 2    | 2    | 8    |  | 16   |
| Mean | 0.92 | 0.81 | 0.72 | 1.86 | 2.08 | 4.44 | 1.84 | 0.34 | 4.24 |  | 8.01 |

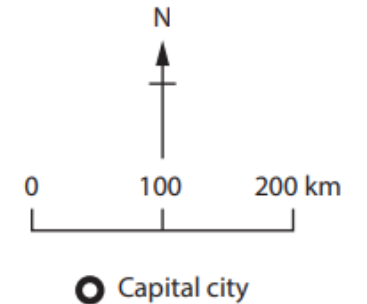
## Q1aii

(ii) Identify the best estimate of the area of the rainforest region in Figure 1.

(1) Q01aii

- ☒ **A** 7,500,000 km<sup>2</sup>
- ☒ **B** 750,000 km<sup>2</sup>
- ☒ **C** 75,000 km<sup>2</sup>
- ☒ **D** 7,500 km<sup>2</sup>

As previously mentioned, many candidates did not accurately estimate the area of rainforest. This example did.  
1 mark.



## Q3bii

(ii) Using Figures 5 and 6, suggest **two** reasons why Ecuador's consumption of energy has grown at a faster rate than its population.

(4) Q03bii

1. Growing affluence means there is a higher demand for energy from emerging people as they can afford to have more disposable income, as seen by their increased GDP of \$106 billion.
2. Their population is increasingly slowing, by 1.4% per year, meaning it is ~~not~~ ~~as~~ faster ~~for~~ & their consumption of energy to overcome their population as their population is less.

2 marks for the first point – growing affluence leading to a higher demand because of more disposable income.

Nothing for the second point.



## Q3fi

(f) Study Figure 10.

(i) Figure 10 mentions unconventional fossil fuels.

Using your own knowledge, name **two** unconventional fossil fuel sources.

(20) Q03fi

1 .....

2 .....

Unfortunately, this was a common sight throughout the examination series.

## Q3fi

(f) Study Figure 10.

(i) Figure 10 mentions unconventional fossil fuels.

Using your own knowledge, name **two** unconventional fossil fuel sources.

(2) Q03fi

- 1 Shale gas extracted by fracking from shale rock.
- 2 Tar sands ~~sand~~ which contain bitumen.

Shale gas (1).

Tar sands (1).

| Question Number | Answer  | Mark                                   |
|-----------------|---|--|
| 3 (f) (i)       | <p>Award 1 mark each for mention of any two of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"><li>• Shale gas or Fracking gas</li><li>• Shale oil</li><li>• Tar sands</li><li>• Tight gas</li><li>• Deepwater oil</li></ul> <p>Allow 'shale' but NOT in combination with either 'shale gas' or 'shale oil' or 'fracking'</p> <p>Credit all other valid names.</p> | <p><b>Expert</b></p> <p><b>(2)</b></p> |

# Q4

Select the option you think offers the best long-term future for all of Ecuador's people.

Justify your choice.

Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course to support your answer.

(12)

QC  
QC

**Chosen option**

2-

I have chosen option 2 as I believe it will provide the best future for the people of Ecuador in the long term and will help meet their needs economically.

One reason why I have chosen option 2 is because it helps mine oil for Ecuador with no further damage to the rainforest or habitats, making the most out of all the

existing reserves would allow Ecuador to continue exporting oil to try "pay repay all the money" to the USA but also ensure sustainability as forests would be reserved and put to future use. Some of the money made from the oil exports can be used to invest in "schools, health and housing" which was not taken care of properly, by doing this more children will be educated about rainforests and will attract INCs due to a large, educated economically active workforce, & improving education by investing the money from oil exports would be the best for Ecuador's youth as it can provide them with life long skills. Option 2 would also help ~~maintain~~ reserve species in national parks as there are "750 mammal and bird species" with "2000 tree species," this would help maintain biodiversity and build a balance again as no further damage is done to these rainforests. The biodiversity is important as it could "provide cures for diseases" which would improve life-expectancy of the people and help them live much longer, it would also put less strain on healthcare as

the medicines can be easily extracted.  
Option 2 would also help the rainforest communities as it would ~~protect~~ help "protect their land" and some communities are "open to the idea of working with oil firms" so both needs would be met in one.

Some people may disagree and argue that using existing firms still damages the environment as chemicals can leak into the soil and damage soil ~~but~~ which would be bad for the communities due to a change in their home but we have to take into measure that the money generated in the short term from these existing firms can be used to improve the quality of life of the people and the indigenous in the long term.

I have rejected option 1 as it would not meet the needs of people who want to save the rainforest and <sup>option 3</sup> would also ~~not meet~~ ~~the needs~~ mean that jobs would be lost leading to less tax, less money generated and less money to invest which is why I

income from jobs which can be used to benefit the country.

Overall, my option is the most beneficial for the people of Ecuador as it helps them have a source of income along with a better quality of life.

# Beyond on the examiners report – Paper 3

1. AO4 – more time needs to be given to practicing geographical skills, particularly using photographs and maps.
2. Answering the question – Q4 asked for the ‘best long-term for the future of all its people’. Many candidates defaulted into the sustainability stool formulaic approach.
3. Topics 7, 8 and 9 – the three topics providing teaching material for Paper 3 are not evenly weighted in the specification or on the exam paper.
4. Q4 structure – candidates need to focus more on their chosen option, using evidence and linking this the demand of the question.

# From the Chief

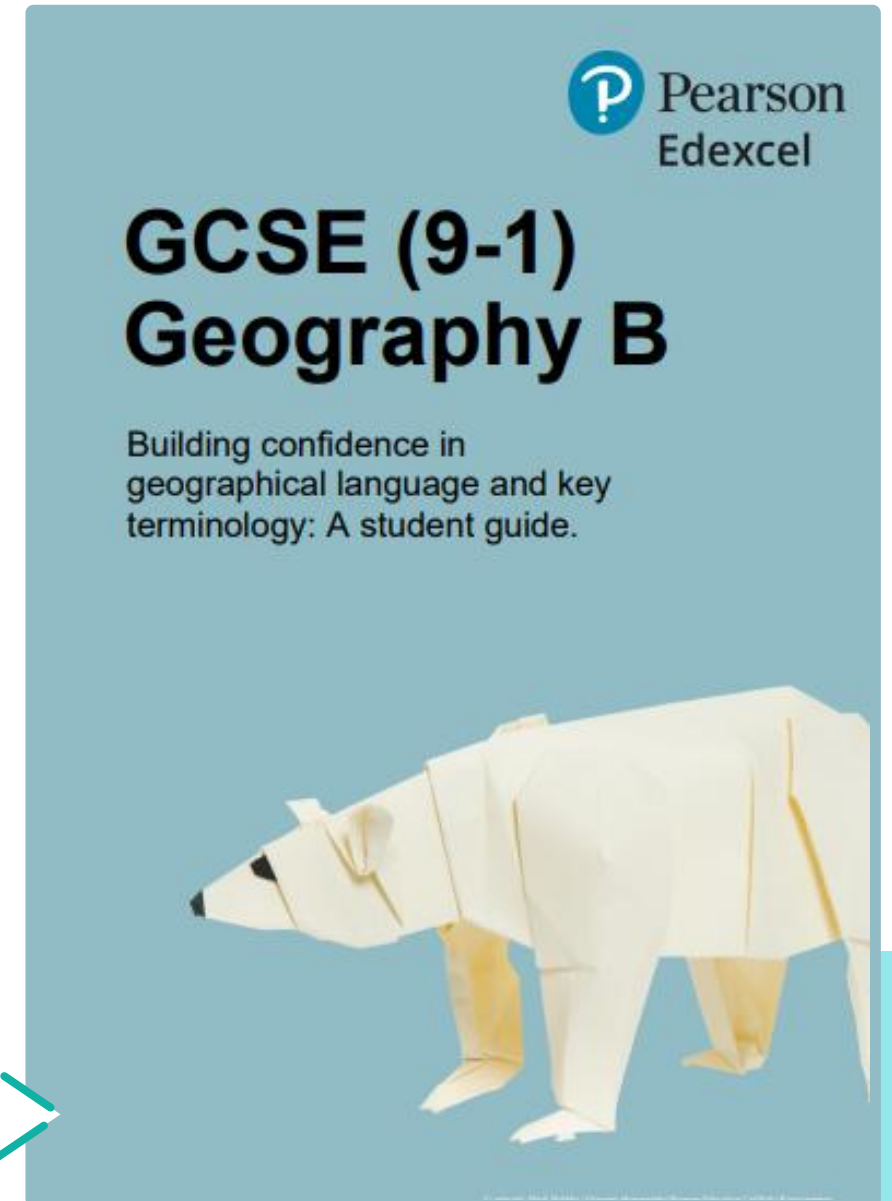
1. Climate and atmosphere – the majority of answers show a very limited grasp of the physical processes associated with weather, climate and atmosphere.
2. A general lack of understanding on how river processes change from the upper course to the lower course.
3. Glaciation – whilst not a topic in Spec B it is in the overview content in Topic 4 and therefore needs covering somewhat.
4. The elision of country/people/government – try to move beyond 'it is good for India'.



# Key terms

- Topography
- Intermediate technology
- Landscape vs. landform
- Colonialism and neo-colonialism
- Unconventional fossil fuels
- Quantitative and qualitative
- Primary and secondary

[geog-b-key-terms-and-lang-student-guide.pdf \(pearson.com\)](https://www.pearson.com/9-1/geog-b-key-terms-and-lang-student-guide.pdf)



# Positives

1. Paper 3 – 8-mark questions – evidence suggests that candidates are using the resources (figures) and assessing/evaluating when doing so.
2. 'Explain' – with the addition of scaffolding on the 4-mark questions, candidates are answering these more confidently.
3. Paper 3 – Q4 whilst it remains a challenge is also producing some very impressive answers.



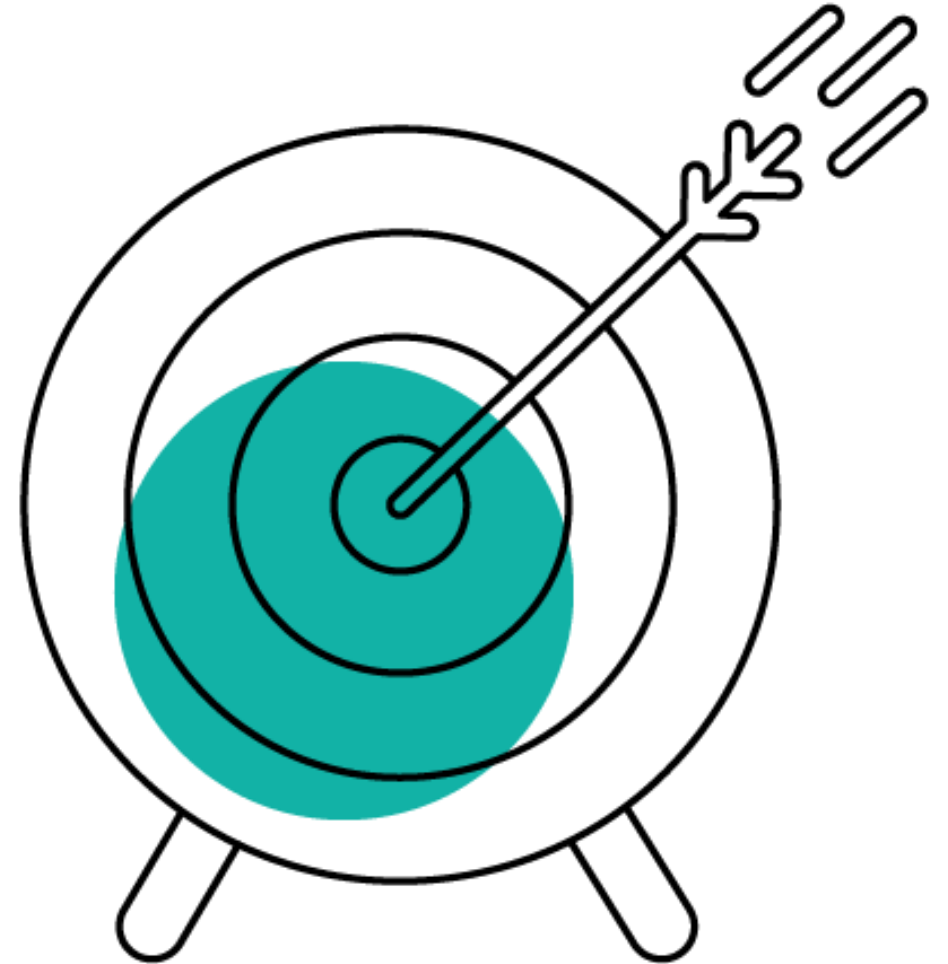


**Discussion**

# Summary

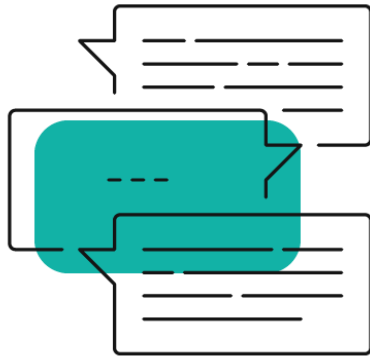
In this session we have looked at:

- key statistical performance data that may help with your planning for the year
- feedback on the performance of candidates in the May/June 2024 exam series
- performance of some of the key questions in the series and provide analysis to support.
- key points from the Examiner's Report
- common issues and FAQs.



# Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.



Find the Subject Advisor for your area [here](#) and sign up to receive regular updates from your Subject Advisor on qualification news and support for your subject [here](#).

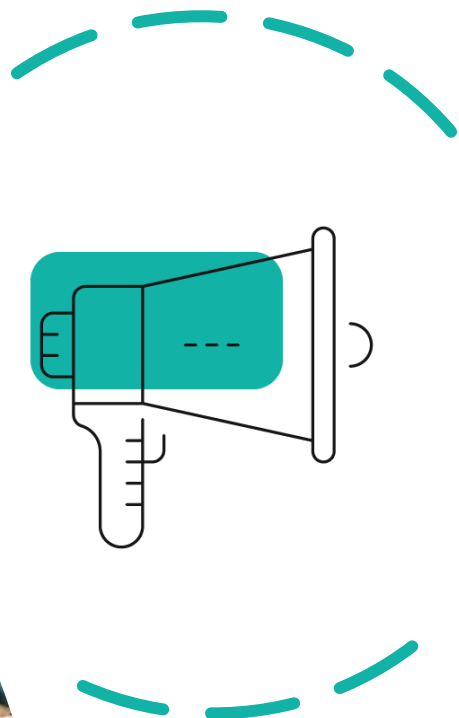




# Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.





Pearson