



# **Examiners' Report**

## **June 2023**

**GCSE Geography B 1GB0 01**

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## Introduction

This 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 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.

Many candidates demonstrated a high level of geographical understanding throughout the paper, demonstrating an ability to analyse a variety of resources, effectively interpret the exam command words, and make detailed judgements in the extended writing questions. It was encouraging to see candidates of all abilities being able to identify factors relevant to such questions, although the less able candidates did find the evaluation of geographical information and making judgements element of the extended response questions (AO3) difficult.

On the whole, calculate questions (AO4) were answered well, although percentage change questions following the analysis of a resource remain challenging for some candidates. 'The explain one' questions have been an area for development for some candidates since the inception of the paper, so it was encouraging to see evidence of progress in this area in this series. Candidates at the lower end of the ability range continue to need support in this area.

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

## Question 1 (a)(ii)

Candidates were asked to identify the names of two atmospheric cells. Many were able to do this correctly, either by using the correct letters provided in the list (A and E) or by inserting the words Polar and Hadley into the atmospheric cells column in the table.

(ii) Identify the atmospheric cells found at locations X and Y by completing the table using the list below.

(2)

A Polar cell

B Ferrel cell

C Temperate cell

D Mid-latitude cell

E Hadley Cell

Location	Atmospheric cell
X	A
Y	E



Here, by using the lettering in the list, the candidate correctly identifies that the cell at location X is the Polar cell and the cell at location Y is the Hadley cell. The response scores 2 marks.

## Question 1 (b)

Although most candidates were able to identify a relevant historical source, which was encouraging; far fewer were able to fully explain how the source showed evidence of climate change. The majority of those receiving full marks were credited for the identification of the historical source, with further explanatory points identifying how this source showed evidence that climates have changed. The analysis of tree rings, ice cores and the evidence provided by written historical source such as diaries were commonly identified by candidates.

(b) Explain **one** way in which historical sources show evidence for climate change.

(3)

Tree rings - if a ring is wider/thicker than the tree grew more that year implying that the ~~temp~~ climate was hotter and wetter but if climate is colder and drier then rings will be smaller/thinner. These can be compared from modern day to hundreds of years ago.



**ResultsPlus**  
Examiner Comments

Here, the candidate identifies that tree rings are a valid historical source showing evidence for climate change, and extends this by commenting on the varying thickness of tree rings with the final mark being scored for stating how this shows evidence of climate change. 3 marks.



**ResultsPlus**  
Examiner Tip

In 'explain one' questions which are worth three marks, identify a valid factor or reason for the 1st mark and then make two further explanatory points to gain the additional two marks.

## Question 1 (c)

In this resource-based question, candidates were asked to identify the type of volcano shown in a photograph. The majority of candidates scored one mark for identifying a composite or stratovolcano. Other answers such as 'active' or 'explosive' were also credited.

## Question 1 (e)

Like question 1b, this was another 'explain one' question. On this occasion, candidates were asked to identify one reason why some earthquakes can be very destructive. This question was answered well by candidates at the top end of the ability range. There are a range of valid reasons which could be identified with the depth of the focus, the fact that some earthquakes produce tsunamis and the proximity of earthquakes to large population centres being the most common reasons which were identified.

(e) Explain **one** reason why earthquakes can be very destructive.

(3)

One reason is that some earthquakes can have a high magnitude which can cause destruction easily to tall buildings.



In this response, a high magnitude earthquake is identified as the reason why some earthquakes are very destructive. The candidate then provides a single extension – destruction to tall buildings. This response scores 2 marks.



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

(e) Explain **one** reason why earthquakes can be very destructive.

(3)

Earthquakes can be very destructive due to their unpredictability. If they occur at night or during the week, when more people are indoors then more people are affected as they are inside buildings which could collapse and trap/kill them.



This answer identifies the time of day as a reason why some earthquakes are very destructive. The candidate then extends this initial point by stating that at night, many people are indoors. The third mark is scored by mentioning that this leads to many people being inside buildings which can collapse. 3 marks.

## Question 1 (f)(ii)

This question tested the ability of candidates to calculate a percentage decrease. Percentage change is a mathematical skill which has appeared in several previous exam series and encouragingly, increasing numbers of candidates are demonstrating success in this area. The 'Maths for Geographers' guide, available on the Edexcel specification B website, provides support, outlining the different maths requirements. This is a useful tool to use in conjunction with maths departments in school to provide clarification on ways to teach maths and to reinforce mathematical concepts.

(ii) In 2020, the GDP of Manila was 117 billion US\$ (US Dollars).

Calculate the estimated GDP of Manila in 2030.

You must show your working.

$$0.13 \times 117 = 15.21$$

15.21 billion US\$



In this response, the candidate identifies that a reduction of 87% from the 2020 figure equates to 13% remaining. One mark is awarded for the correct methodology and one mark for the correct answer of 15.21. 2 marks.

(ii) In 2020, the GDP of Manila was 117 billion US\$ (US Dollars).

Calculate the estimated GDP of Manila in 2030.

You must show your working.

$$0.87 \times 117 = 101.79.$$

*OK*

(2)

101.79 billion US\$



This candidate identifies that 87% of 117 billion is 101.79 billion and scores one mark for working out how much the GDP is projected to fall by 2030. However, the calculation is only partially completed as the candidate does not subtract the 101.79 billion decline from the 2020 GDP figure of 117 billion.

1 mark.



In two mark calculate questions, one mark will be awarded for your working out, and a further mark will be awarded for the correct answer.

## Question 1 (g)

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

Most candidates were able to identify that areas between 5 degrees and 30 degrees of the equator have warm sea temperatures. However, many candidates were unable to develop this to explain why warm sea temperatures are integral to the formation of tropical cyclones. The most frequent successful answers focused on warm sea temperatures providing energy for tropical cyclones to form and the fact that at between 5 degrees and 30 degrees north and south of the equator, there is a sufficient rotational force (the Coriolis force) to encourage the formation of tropical cyclones.

(g) Explain **two** reasons why tropical cyclones form between latitudes 5° and 30° north and south of the equator.

(4)

1. The ocean temperatures are 26.5°C or above.
2. The ~~core~~ Coriolis effect is more prevalent.



Here, the candidate identifies that ocean temperatures of over 26.5 degrees are important for the formation of tropical cyclones. However, there is no explanation as to why this is important. Similarly, in the second point, the candidate correctly identifies that the Coriolis effect is prevalent between 5 degrees and 30 degrees but there is no explanation as to why this leads to tropical cyclone formation. With explanation of each initial point, this answer could have quite easily scored 4 marks.

2 marks.



'Explain' nearly always means 'say why'. Make sure your initial point is extended. Use connectives such as 'this means that' or 'this is because'.

(g) Explain **two** reasons why tropical cyclones form between latitudes  $5^{\circ}$  and  $30^{\circ}$  north and south of the equator.

(4)

- 1 ~~Need the~~ For the coriolis effect to take place. The rotation of the Earth causing ~~the~~ the change in wind direction and patterns however ~~at~~ at the equator this does not take place.
- 2 Temperature of the sea insufficient. Requires  $26.5^{\circ}\text{C}$  in order to form ~~however~~ which is found  $5^{\circ}$  -  $30^{\circ}$  north/south equator which provides the necessary energy for cyclone formation.



**ResultsPlus**  
Examiner Comments

In this 4 mark response, the candidate identifies the Coriolis effect / a rotational force is required for tropical cyclones to form. This is extended by saying that this does not occur at the equator.

In the second point, the candidate identifies that a warm ocean is important for cyclones to form. This is extended by stating that warm sea temperatures provide the cyclone with energy.

4 marks.

## Question 1 (h)

This question is another 2x2 question. The candidates were asked to explain two reasons why countries are socially and economically vulnerable to the impacts of tropical cyclones. Generally, the question was answered well. Candidates offered various reasons, most commonly that a lack of financial resources hinders the ability of countries to provide suitable defences.

(h) Explain **two** reasons why some countries are more socially and economically vulnerable to the impacts of tropical cyclones.

(4)

- 1 developed countries tend to be more affected economically as their expensive infrastructure is damaged which is costly to fix
- 2 in developing countries, they tend to suffer more social costs ~~and~~ as it can be harder to evacuate & warn people - leading to more death



In this response, the candidate identifies that the economic impacts are more pronounced in more developed countries as their infrastructure is expensive. This is developed by stating that this is costly to fix. The first part of the response therefore scores 2 marks.

The second part of the response states that in developing countries, it can be harder to evacuate and warn people. There is no explanation why this is the case so only one mark is scored in this part of the response.

3 marks.

## Question 1 (i)

Candidates who were successful in gaining Level 3 marks were able to consider both the human and natural causes of climate change and offer judgement as to whether the human causes have become more significant than the natural causes.

At level 1, answers tended to focus almost exclusively on the human causes of climate change with the natural causes mentioned very briefly or not at all. Such answers often were mainly descriptive. AO3 assessment of the view outlined in the question was not considered.

At the upper end of level 2, candidates demonstrated AO2 understanding of the human and natural causes of climate change and began to provide assessment of the view that human activities were either more or less significant than the natural causes of climate change.

Candidates who were successful in gaining Level 3 marks were able to consider both the human and natural causes of climate change and offered genuine assessment of the view that the human causes have become more significant than the natural causes. Answers often contained detail of the rapid rise in global temperatures since the industrial revolution and the ongoing increase in atmospheric concentrations of greenhouse gases and contrasted this with the relatively rare occurrence of large scale natural events such as climate-altering volcanic eruptions or asteroid strikes.

Some candidates argued the view is incorrect and that the natural causes of climate change are more significant than the human causes. These answers highlighted the potentially dramatic influence of volcanic eruptions and asteroid collisions and were optimistic that the human influence on climate change has the potential to be reduced through technological advancement and environmental awareness.

Although AO3 performance continues to be weaker than AO2, there was evidence that candidates had been well-trained to deal with this type of question, with many examples of relevant connectives such as 'this is highly significant' and 'an alternative viewpoint is'.

(i) Assess the view that human activities causing climate change have become more important than the natural causes of climate change.

(8)

~~I believe that~~ Human activities like increased use of fossil fuels ~~from~~ vehicle has had an immense impact on climate change, as it has polluted air and seas, which kills some animal / fish populations. It also heats up the Earth more causing ice caps to melt, and sea levels to rise, which increases chances of coastal flooding, potentially affecting crops, and animals habitats.

Natural causes of climate change, like volcanoes, release a layer of ash in their air, which blocks the sun's rays from heating the Earth, and increases pollution into the air which kills animals and destroys their habitats. Some also have a long <sup>pyroclastic</sup> ~~pyroclastic~~ flows, which destroys vegetation, killing sources of food, and income.

I think that human activities on climate change have had an increasing detrimental affect on animals habitats,

and loss of vegetation etc. Natural causes of climate change have always affected the world, and they're unpreventable, whereas we can stop human activities which affect climate change. (Total for Question 1 = 30 marks)



**ResultsPlus**  
Examiner Comments

This is a typical lower level 2 response. The candidate identifies some human causes of climate change without establishing a link to the mechanics of the greenhouse effect. There is also some brief coverage of some of the natural causes of climate change with some limited assessment towards the end of the response. Level 2 – 4 marks.



**ResultsPlus**  
Examiner Tip

In 'assess the view' questions try and produce an argument in support of the view and also mention why some people may have an alternative viewpoint.

## Question 2 (a)(ii)

This mathematical question examined the ability of candidates to calculate the mean of a set of numbers. As is the case for all two mark 'calculate' questions, the marks are scored by demonstrating appropriate working out and the correct answer. The vast majority of candidates scored two marks by totalling the GDP per capita figures to give \$20,363 and then dividing this figure by the number of countries, in this case 5. The question required candidates to give their answer to one decimal place.

(ii) Calculate the mean GDP per capita (US\$) for the countries in Figure 4.

Give your answer to one decimal place.

You must show your working.

(2)

4072.6 US\$



In this response, the candidate scores one mark for producing the correct answer to one decimal place. However, the working out is not shown and therefore the response scores 1 mark.



Two mark 'calculate' questions have one mark for your working out and one mark for the correct answer. Read the questions carefully, checking if you need to answer to a decimal place.

## Question 2 (a)(iii)

Most candidates were able to identify a relevant data presentation technique, with a bar graph being the most common answer. However, many of these candidates went on to state that this technique would allow the data to be displayed in a clear way rather than describing how the technique would look on paper, for instance by describing the labels which should be applied to the axes. Many candidates made use of a diagram in their answer, labelling both axes and scored both marks.

## Question 2 (a)(iv)

In this two mark, explain 'one' question, candidates were asked to identify one reason why literacy rates have improved in developing countries. A considerable number of candidates suggested that countries had more money to spend on the education / schooling but failed to link this to how literacy rates would be improved, therefore they did not score the additional explanation mark.

(iv) Explain **one** reason why literacy rates have improved in many developing countries.

(2)

As the country is developing it earns more money, that money then can go into their education system to help them have a successful future



This response mentions that more money can be spent on the education system without explaining how literacy rates will subsequently improve. 1 mark.

(iv) Explain **one** reason why literacy rates have improved in many developing countries.

(2)

Literacy rates have improved due to countries being able to bring in more money which they can use to invest in schools and allow more kids to go.



**ResultsPlus**  
Examiner Comments

See below.



**ResultsPlus**  
Examiner Tip

This answer goes one step further than the previous response. The candidate states more money can be invested in schools for one mark and scores an additional mark for stating that this allows 'more kids to go' – the idea of more children attending school.

2 marks.

## Question 2 (b)

Many candidates had a good understanding of the key term 'non-governmental organisations (NGOs)' and therefore received two or three marks. However, most candidates found it difficult to provide sufficient extension to reach the full three marks. Most answers focused on the idea that NGO-led development focuses on local communities, involves consultation and is therefore appropriate for local people's needs.

(b) Explain **one** advantage of development led by non-governmental organisations (NGOs).

(3)

One advantage is it is better for the environment. This means that project requires small scale constructions. Therefore, releases less greenhouse gases into the atmosphere.



This response identifies an advantage of development led by non-governmental organisations (NGOs). It complements this with two extensions explaining why the small-scale nature of such development often has a low environmental impact.

3 marks.

## Question 2 (c)(ii)

Over three-quarters of the candidates received the mark for this question. The vast majority of the successful answers simply subtracted the percentage of people employed in service industries in 2010 (34%) from the 2020 figure (48%) to arrive at the correct answer of 14%. Some candidates worked out the change as a percentage increase as shown in the example below. The correct change in percentage terms was also credited.

- (ii) Calculate the increase in the percentage of people employed in service industries between 2010 and 2020.

(1)

$$\begin{array}{r} 48 \\ -34 \\ \hline 14\% \end{array}$$

..... 14 % .....



This answer follows the route taken by the vast majority of candidates. The percentage employed in services in 2020 (48%) minus the percentage employed in services in 2010 (34%) to give the correct answer of 14%.

1 mark.

- (ii) Calculate the increase in the percentage of people employed in service industries between 2010 and 2020.

$$\frac{48 - 34}{34} \times 100 = \quad (1)$$

41.18 %



See below.



Here, the candidate correctly calculates the change as a percentage increase.

1 mark.

## Question 2 (d)

This question examined the candidates' knowledge and understanding of why the percentage employed in agriculture often decreases as a country develops. This was a well-answered question with almost a third of candidates obtaining four marks. The most common responses often focused on employment moving from a society predominantly based on agriculture to one more focused on manufacturing and services as countries experience economic development with the prospect of enhanced pay given as an extension of this point. A further common theme was the idea that as countries develop, rural to urban migration takes place with the extension mentioning urban pull factors such as the prospect of employment.

(d) Explain **two** reasons why the percentage employed in agriculture often decreases as a country develops.

(4)

1 As a country develops it industrialises, this causes people to migrate from rural areas with agricultural jobs to urban areas working in factories with better pay.

2 As ~~industrialisation~~ the mechanisation of machinery agriculture due to a country developing decreases the percentage employed as less workers are needed to run farms.



In this response the candidate gives two reasons why the percentage employed in agriculture decreases as a country develops and extends both points. In the first part of the response, industrialisation is given a reason with the extension that this results in urban to rural migration as people move for better paid jobs.

In the second part of the response, mechanisation is given as a reason why fewer people are employed in agriculture. This is extended with the candidate stating that this results in less workers needed on farms.

4 marks.

## Question 2 (e)

The most widespread response focused on the link between industrialisation and the increased burning of fossil fuels. However, many candidates resorted to repeating the wording of the question as their extension which limited their score to one mark. Answers such as 'industrialisation leads to increased greenhouse gas emissions' did not establish the link as to why this may occur and therefore scored one mark.

The alternative successful approach adopted by candidates was that development leads to investment in renewable energy leading to a decrease in fossil fuel consumption.

(e) Explain **one** way economic development changes the greenhouse gas emissions of a country.

(2)

As a country develops, more energy will be required, which is usually acquired from burning of fossil fuels, meaning the CO<sub>2</sub> emissions of a country increases as it develops.



**ResultsPlus**  
Examiner Comments

Here, the candidate identifies an increase in energy consumption as the reason why greenhouse gas emissions may increase and extends this point by attributing this increase to burning fossil fuels.

2 marks.



**ResultsPlus**  
Examiner Tip

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

## Question 2 (f)

This was one of the more challenging questions that was faced by many candidates with many candidates receiving no marks. However, there were numerous candidates who attained the full 4 marks.

The most common route to full marks was through identifying that emerging countries have become an attractive destination for transnational corporation investment, primarily as a consequence of their cheaper labour costs. Many candidates demonstrated understanding of the more prominent role emerging countries are taking in organisations such as the UN and their growing importance in geopolitical decision making.

Candidates with a lower performance in this question were often unsure of the term 'international role' and therefore struggled to access the question.

- (f) For a named emerging country, explain **two** ways its international role has changed.

(4)

Named emerging country

~~India~~ India

1 India was a country that recieved aid from other countries when needed, but in recent years, they have started to aid other countries that need it more.



**ResultsPlus**  
Examiner Comments

A typical one mark response where the candidate identifies a way the international role of a country has changed but does not explain why this has happened.

1 mark.

(f) For a named emerging country, explain **two** ways its international role has changed.

(4)

Named emerging country

India

- 1 ~~the~~ India has become vital to the global economy: large amounts of manufacturing occurs here. Furthermore major TNCs outsource employment to India for jobs such as working in call centres: wages are lower.
- 2 India has become an important power in international politics: They were a founding member of the UN, they are set to join the UN Security Council and they contribute one of the largest number of troops to the UN. India is also the world's largest democracy.



**ResultsPlus**  
Examiner Comments

This candidate understands the meaning of 'international role' and is able to identify two ways the international role of India has changed. The candidate is able to identify that India has attracted TNCs as a consequence of lower labour costs.

In the second point, the candidate clearly understands India's more prominent role within the UN and is able to extend this by providing the example of India's increased contribution of troops.

4 marks.



**ResultsPlus**  
Examiner Tip

Make sure you have a detailed set of revision notes on your chosen emerging country.

## Question 2 (g)

Most candidates managed to progress to at least the bottom of Level 2. A range of emerging countries were selected for this answer with by far the most common being India. These candidates correctly identified the significance of India's coastline, linking this to the development of trade with stronger answers stating that this has become increasingly significant in recent years due to containerisation. Stronger answers developed this point and differentiated between the west coast of India and the access to the Suez Canal and the emerging markets in the Middle East. Some candidates confused the shared border with China as an important land-based trading route, ignoring the presence of the Himalaya mountain range. The strongest answers were able to address the relative importance of the location of an emerging country with other factors which either have hindered or facilitated development. There were some excellent answers focusing on political unrest in Nigeria acting as a hindrance with India-based answers mentioning simmering tensions with neighbouring Pakistan over Kashmir.

Generally, AO2 knowledge was stronger than AO3 evaluation. Candidates who were able to progress from Level 2 to Level 3 were able to offer more AO3 evaluation of the relative importance of location, contrasting location with other factors such as economic liberalisation in India or, indeed, varied elements of physical geography which may be argued hinders development.

In terms of SPaG, some less-able candidates continued to make elementary errors such as lacking capitalisation for place names and writing without punctuation. It is worth reiterating to candidates that the four marks available are not based on spelling alone – good punctuation is just as important. Try to evaluate throughout your answer rather than leaving it until the conclusion. This will help you perform at a higher level in AO3, where you are marked on your ability to make judgements and support them with evidence.

(g) You have studied the reasons for the development of an emerging country.

Evaluate the importance of location in the development of a named emerging country.

(8)

Named emerging country

India.

India's location allows it to be a ~~very~~ key country for trade, however it is not the most important factor in its development as economic liberalisation in 1991 was more influential.

India is located in South-East Asia and is surrounded by many wealthy countries such as China, the UAE and Singapore. This attracts TNCs to the region and makes it a good spot to invest, however this is not the main reason behind all the investment that India receives, as prior to 1991 India ~~was~~ received very little investment and relied greatly on aid. Economic liberalisation was the main reason behind this changing, as it opened up India's economy by giving TNCs more control and stopping government interference with TNCs, resulting in more of them being attracted to the country.

India also has a large stretch of coastline which makes it very easy to trade with. It is easily accessible from Europe via the Suez Canal. However, again it received very little trade before economic liberalisation began. It could be argued that a more important factor in its development is its large workforce as it has a population of 1.4 billion. This workforce is also well-educated, speaks English and a source of cheap labour. This played a more important role in India attracting investment than its coastline did.

India is also cut off by the Himalayas in the north. These act as a physical barrier to trade and prevent India from being able to trade with China. This is an important hindrance in India's development, as you can argue.

that if this trade route was accessible they would have developed earlier. However as economic liberalisation did ~~not~~ allow them to develop in the end, I still see it as a far more important factor.

Other factors that are more important to India's development than its location include its being an open economy, its good education and healthcare system to ensure a healthy and well-educated work force, and its significant amount of outsourced service sector jobs in things such as ICT, which allowed further growth of the knowledge economy. India had started developing, but overall, economic liberalisation was the most important factor in India's development as it attracted TNCs to the area and allowed them to reverse large levels of investment.



**ResultsPlus**  
Examiners Comments

The candidate reaches the top of Level 3. The answer begins to deconstruct the question in the first paragraph by stating that whereas India's location has helped to develop its trading relationships, its location is not the most important factor in its development. There is a strong structure throughout the answer. The candidate reaches Level 3 by demonstrating an accurate understanding of the key issues relevant to the question (AO2). They make balanced judgements throughout, which are supported by evidence (AO3). Spelling, punctuation and grammar are good throughout with a range of specialist terminology, earning three SPaGST marks.

Response: 8 marks SPaG: 3 marks, Total: 11 marks

### Question 3 (a)(ii)

This question was well-answered by most candidates. The two-mark response most usually seen was a reference to an urban push factor and a rural pull factor. There was breadth in the responses with candidates giving varied reasons as to why urban to rural migration takes place with many candidates referring to the growth in home-working and the increasing number of jobs that are no longer tied to urban office locations. The main obstacle to achieving two marks was a lack of understanding of the term counter urbanisation with a sizeable number of candidates confusing this with urbanisation.

(ii) Explain **one** cause of counter-urbanisation.

(2)

Housing prices can be too high in urban areas, making people move out.



This answer requires a little more explanation for two marks. The urban push factor is identified (high house prices) but the explanation regarding the relative attraction of some rural areas (it's often cheaper) is lacking.

1 mark.

(ii) Explain **one** cause of counter-urbanisation.

(2)

Retirement, people could retire and not want to live in a busy city and would rather to live in a quite area with cheaper housing.



**ResultsPlus**  
Examiner Comments

Here, the candidate identifies that retirement is a reason for counter urbanisation. This is extended by explaining that rural areas offer a quieter way of life.

2 marks.



**ResultsPlus**  
Examiner Tip

Develop your initial point in this style of question, to gain full marks.

### Question 3 (b)(iii)

This calculation question challenged candidates to manipulate data from the resource. It was well-answered with around two-thirds of the candidates achieving both marks. Successful candidates identified that Botswana has the highest urban percentage of the population (70%) and Malawi has the lowest urban percentage of the population (20%). To calculate the range, candidates subtracted the lowest value from the highest value (70%-20%) to obtain a correct answer of 50%.

(iii) Using Figure 6, calculate the range of % urban population.

You must show your working.

Highest - lowest  
Botswana - Malawi  
70% - 20%

(2)

50

..... %



**ResultsPlus**  
Examiner Comments

This candidate shows the correct working out and the correct answer to obtain both marks.

2 marks.

(iii) Using Figure 6, calculate the range of % urban population.

You must show your working.

(2)

So %



Here, only the correct answer is given with no working out.

1 mark.

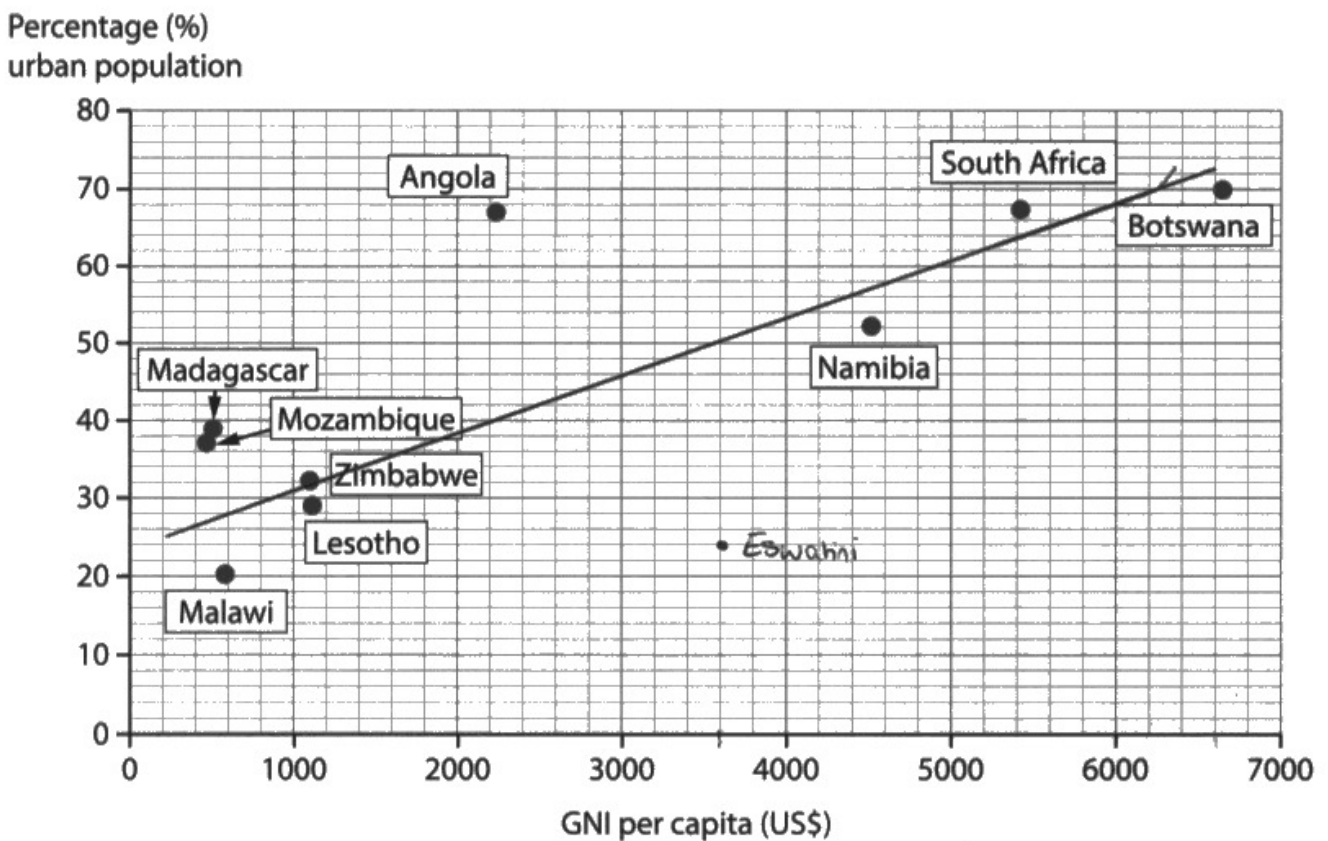


Do not forget to show your working – there will almost always be credit for it.

### Question 3 (b)(i-ii)

A common error when plotting lines of best fit is for candidates to draw their line through (0,0) or the 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 5-7 points either side of the line.

(b) Study Figure 6 which shows Gross National Income (GNI) per capita (US\$) and the % urban population for selected countries in southern Africa.



**Figure 6**

(i) Plot the data shown below to complete Figure 6.

(1)

Country	GNI per capita (US\$)	Percentage (%) urban population
Eswatini	3,600	24

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

(1)



In this response the candidate accurately plots Eswatini and draws a line of best fit with roughly an equal number of plots either side of the line. This response scores one mark for 3(b)(i) and one mark for 3(b)(ii).

### Question 3 (b)(iv)

This, as intended, required candidates accurately to interpret a graphical resource. Whilst the question was on the whole well-answered with 40% of candidates achieving three marks, a significant number of candidates did not make use of data as directed by the question. More successful candidates identified the positive relationship, included data and were able to identify outliers.

(iv) Describe the relationship shown on Figure 6.

Use data in your answer.

(3)

Positive correlation, as the GNI per capita increases, the urban population increases. For example, Malawi has 10% urban population and 600 GNI per capita whereas Botswana has 20% urban population and 6600 GNI per capita.



**ResultsPlus**  
Examiner Comments

A strong answer in which the candidate identifies the relationship and then describes it making good use of the data in Figure 6.

3 marks.

### Question 3 (c)

Candidates found this question challenging.

Many of the candidates identified a factor which influences urban land use but they found it difficult to link this factor (for example, the cost of land) with a geographical reason as to why it occurs.

Those candidates who answered the question well were able to identify a factor which influences urban land use and provide a valid explanation. The most common responses referenced the varying cost of land across an urban area, often referencing the high cost of land in city centres and attributing this to accessibility. It was evident that a sizeable number of candidates were unsure as to the meaning of urban land use and instead discussed the broader characteristics of urban areas.

(c) Explain two factors that influence urban land use.

COST access.

(4)

1. One factor is cost of land.  
The CBD has ~~ex~~ high demand, so land cost is high and as a result ~~buildings~~ buildings are built upwards (skyscrapers).
2. Another factor is accessibility.  
CBD has very good transport links (eg buses), which allow many people to ~~access~~ <sup>access the area so</sup> ~~access~~ are ~~the~~ a popular choice for businesses.



In this response, the candidate demonstrates a good understanding of the demands of the term 'urban land use'. Two factors which influence urban land use (the cost of land and accessibility) are identified and both are extended to explain how they influence urban land use.

4 marks.



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

### **Question 3 (d)(i)**

This was a very accessible question and it was pleasing to see the overwhelming majority of candidates gaining the mark. Many candidates were able to simplify the ratio to 1:3, although this was not necessary to receive the mark. Any suitable ratio was credited, with frequent answers being 12.1:36.3 and 2:6. It is worth reiterating to candidates that 1 mark calculation answers only require the correct answer.

### Question 3 (d)(ii)

This question examined the ability of candidates to make comparisons between two map resources showing the distribution of megacities in 2000 and their projected distribution in 2025. At the top end of the ability range, candidates were able to make three separate comparative statements, often making use of some of the stimulus material on the resource, such as referencing continents directly. At the lower end of the ability range, candidates often scored 1 mark for mentioning that in 2025 there are projected to be more megacities than in 2000.

'Compare' is a command word, which some candidates sometimes found difficult. It is important that candidates avoid purely descriptive comments and, where possible, incorporate comparative language into their answers.

- (ii) Using Figures 7a and 7b, compare the distribution of megacities in 2000 and 2025.

(3)

In 2000, there is around 4 megacities in the continents of North America, Africa, and Asia. The megacities are evenly distributed over the world. However, in 2025, there are significantly more megacities in Asia than anywhere else. The megacities are concentrated in Asia. Over 15 megacities in Asia, but there is only a small increase in ~~the~~ other continents. Distribution is now towards Asia.



**ResultsPlus**  
Examiner Comments

In this response, the candidate is able to make three separate comparative statements and therefore scores 3 marks.



**ResultsPlus**  
Examiner Tip

When answering resource based questions, make use of the labelling on the resources. In this case, making use of the names of continents is useful.

### **Question 3 (d)(iii)**

This was another question asking candidates to make direct reference to evidence from a resource in their answer, an aspect which was often omitted from responses.

Higher scoring responses were able to link evidence for the increased number of megacities from the resource, such as their increasing concentration in Asia, to reasons why the population of urban areas is increasing. Most commonly, the reason given was rural to urban migration, fuelled primarily by job opportunities in urban areas. Large numbers of candidates partially explained another potential reason for megacity growth, that being a large birth rate. However, this was often done without reference to birth rates exceeding death rates and therefore the concept of natural increase.

This style of question targets AO2 and AO3. Candidates are not expected to know about any other megacity than the one they choose to study in depth but they should know that rapid urban growth is primarily focused in Asia, Africa and South America and be able to apply their knowledge to the information shown. Candidates should therefore practise retrieving knowledge from unfamiliar places and link this to their wider learning.

(iii) Explain **two** reasons for the increasing number of megacities.

You must use evidence from Figures 7a and 7b.

- (4)
- 1 One reason is development. As countries develop more, such as India and China, many more people move to cities for more job opportunities, resulting in an increasing number of megacities in Emerging Countries.
  - 2 Another reason is natural increase. People who live in megacities will have children, and can often afford more children due to higher incomes, thus increasing the population and the number of megacities worldwide.

e.g. 14% increase each year in Mumbai, and the increase to 36.3 million people in Tokyo.



**ResultsPlus**  
Examiner Comments

This is a full-mark response that makes use of evidence from the resource, as is required by the question. The candidate is able to identify two reasons for the increasing number of megacities and explain why both reasons happen.

4 marks.



**ResultsPlus**  
Examiner Tip

If the question asks you to use evidence from a resource, make sure that you do so.

### Question 3 (e)

It appears that a large majority of candidates study Mumbai as their chosen megacity in an emerging or developing country and as a result most answers were focused upon elements of Vision Mumbai and bottom-up approaches such as those operated by Lok Seva Sangam (LSS).

In discussing the advantages and disadvantages of various urban strategies, the majority of candidates were able not only to access the AO2 requirements of the question but also offer elements of AO3 evaluation. Most candidates are aware of the difference between top-down and bottom-up strategies and many were able not only to evaluate the merits of top-down or bottom-up development strategies but were also able to make judgements as to the relative merits of top-down versus bottom-up development strategies.

Many responses tended to offer superficial coverage of the concept of sustainability which often proved an obstacle to accessing upper Level 2 and Level 3. However, a pleasing proportion of candidates did address sustainability with Level 3 answers able to offer evaluation as to whether certain strategies were stronger in their social, economic or environmental impacts. Lower level responses tended to go down the route of top-down development is on the whole bad, whereas bottom-up development is more beneficial for local people, although at all levels candidates were able to provide case-study knowledge to supplement their responses.

(e) You have studied top-down and bottom-up strategies in a named megacity in **either** an emerging or developing country.

Evaluate how successful different strategies have been in achieving sustainability.

(8)

Named megacity

Mumbai

In Mumbai the bottom up strategies ~~has~~ <sup>have</sup> been more focussed on improving population quality of life. For example with the Speed toilets have improved the Sanitation and hygiene of the population. The Slums ~~has~~ <sup>reduces</sup> the pollution in Mumbai. So there is a positive environmental impact. Furthermore with the ~~home~~ <sup>Home</sup> ~~based~~ <sup>based</sup> ~~production~~ <sup>production</sup> taking children from the Slums who have become involved in crime, in education this helps them find Jobs. ~~and~~ Neither of these projects do anything directly to achieve Sustainability. Therefore they are unsuccessful in achieving Sustainability.

Top down projects in Mumbai ~~on~~ <sup>or</sup> the other hand have been focussed on Sustainability. For example the Gauri rubbish site project. The Gauri rubbish site was a large area filled with rubbish.

This was a government run project which covered this site in green space and using the methane produced from the decaying waste waste as a source of fuel. This had a huge effect on the area, the air quality improved, a nearby river became less polluted. This project was significantly more successful in achieving sustainability.

(Total for Question 3 = 30 marks)



**ResultsPlus**  
Examiner Comments

Here, the candidate demonstrates a sound understanding of some of the top-down and bottom-up strategies in Mumbai (AO2). However, the concept of sustainability is addressed in a somewhat superficial way and is not fully understood. The answer is less-balanced than the previous response and offers a polarised viewpoint – top-down strategies are successful whereas bottom-up are not. The AO3 component of the response is therefore an unbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence only occasionally.

Level 2, 6 marks.



**ResultsPlus**  
Examiner Tip

Try and offer a balanced argument in your extended answer responses.

(e) You have studied top-down and bottom-up strategies in a named megacity in either an emerging or developing country.

Evaluate how successful different strategies have been in achieving sustainability.

(8)

Named megacity

Mumbai

I believe Vision Mumbai, a top-down project, has been the most successful in achieving sustainability in Mumbai. It aims to create 1,000,000 low cost homes to replace slums. Already, it has rehomed 200,000 people and destroyed 45,000 homes in the slums. Furthermore, it introduced 72 new roads to railways in 2015, and has created 325 new green spaces. It has also introduced a 'clean car regime' and widened roads to reduce traffic, decreasing air pollution. However, these new 14-storey apartment blocks have ripped apart communities, and rent is very high. Beaches remain heavily polluted and unfit for leisure activities. Despite this, Vision Mumbai has been more successful in achieving sustainability than bottom-up projects in Mumbai.

A less successful bottom-up project is Lok Seva Sanghram, which aims to reduce leprosy and TB in Dharavi slums. It has cured 75% of the 28,000 people it has treated since 1976. It has also reduced leprosy cases to just 419, and in 2015, hired full-time medical staff. It also uses street theatre to <sup>teach</sup> ~~provide~~ people about germicidal and hygiene. However, as it is run by an NGO, the project's funding is unreliable. It also focuses on just 2 districts, and impacts only a very small area of Mumbai. Therefore, I believe Lok Seva Sanghram has not been as successful in achieving sustainability as Vision Mumbai.

Overall, as Vision Mumbai impacts a wider area, ~~and~~ and has more reliable funding of \$40 billion, ~~it has~~ I believe it has been able to more successfully achieve sustainability. Despite its success in reducing leprosy in Dharavi slum, I believe Lok Seva Sangham has had less success as it has impacted far fewer people.



This is an excellent response to this question, which:

- contains an excellent level of understanding covering some of a top-down and bottom-up strategy adopted in Mumbai (AO2).
- makes judgements regarding the relative successes and failures of the various schemes (AO3).
- has a final concluding paragraph, which further addresses the command word of the question, making summative comments on the success of the schemes.

Level 3, 8 marks

## Paper Summary

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

- Questions are formulated using the wording from the specification. This year, many candidates lost marks by not understanding the meaning of key terms, for example: 'urban land use' in Q03(c). Centres should prepare candidates for the exam using the wording from the specification. Candidates should also be encouraged to produce a glossary of the meaning of key words from the specification.
- Centres should prepare candidates to differentiate between the command words 'assess' and 'evaluate' in the extended response questions.
- In extended responses, candidate answers should have an element of balance between AO2 and AO3. Answers that focus heavily on one of the assessment objectives to the detriment of the other cannot advance beyond Level 2. Page 39 of the specification provides detailed guidance on the use of the assessment objectives.
- The extended writing responses often require candidates to include case study knowledge, with questions being worded to focus on locations at a specific level of development. Candidates should be given ample opportunities to practise questions focusing on developing, emerging and developed countries. Definitions of these terms can be found on page 48 of the specification.
- Generic answers, which could be applied to almost anywhere, rarely advanced beyond Level 1. Candidates should be encouraged to provide evidence to substantiate their writing.
- In questions where candidates are asked to explain, suggest or describe two factors, it is important that they use sufficiently different factors to obtain the full marks available. In addition, candidates should include a sufficient number of developmental links reflecting the mark tariff.
- Questions immediately following a resource almost always will require that the candidates make use of that resource in their answers. These questions are targeting AO3.
- Candidates should be given ample practice with resource-based questions in their exam preparation.
- Candidates should be as accurate as possible when asked to complete graphs or diagrams.

## **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>

