

INTERNATIONAL GCSE

Geography (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES

PAPER 2

Pearson Edexcel International GCSE in Geography (4GE1)



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Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering Pearson Edexcel International GCSE in Geography (4GE1) specification. The Paper 2 exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at questions from all Sections of Paper 2 from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and where relevant, guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

Due to the nature of optionality in the different sections, questions are taken from a range of topics areas, but the demand and assessment objectives (AOs) remain the same in different options. For example, an example of Question 1(i) could be used to better understand Questions 2(i) and 3(i). For the fieldwork questions, they have all been taken from Question 4 as all questions are parallel and use very similar resources.

1.3 Further support

A range of materials is available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Examiner's Report and other assessment and support materials available on the [Pearson Qualifications website](#).

1.4 Assessment objectives

This document references the assessment objectives, which are as follows:

		% in International GCSE
AO1	Demonstrate knowledge of locations, places, processes, environments and different scale.	15–16
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none">• concepts and how they are used in relation to places, environments and processes• the interrelationships between places, environments and processes.	25–26
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	34–35 (approx. 13% applied to fieldwork context(s))
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	24–25 (approx. 10% used to respond to fieldwork data and context(s))

Question 1(f)

Explain **two** reasons why the production of energy varies between countries. (4)

Mark scheme

Question number	Answer	Mark
1(f)	<p style="text-align: center;">AO2 (4 marks)</p> <p>Award 1 mark for a reason and a further expansion mark, up to a maximum of 2 marks each.</p> <ul style="list-style-type: none">• Availability of energy resources (1) places which have a lot, e.g. oil, often consume in high amounts (1).• Price of energy (1) will impact on supply and demand within a region or country (1).• Some places countries have larger populations (1) therefore will demand more energy (1).• In some hot countries, they require more cooling (1) so more energy is needed to operate fridges and air-conditioning (1). <p>Accept any other appropriate response, e.g. related to level of development.</p>	(4)

Exemplar response A

- 1 Economic development of country.
If the country has ^{large} quaternary sector employment, ~~the~~ this uses IT equipment so more energy would be required for the resources, so more must be produced.
- 2 Population of country.
If a country has a larger population, there will be ^{often} more people who can afford and who will require energy, so energy demand is higher, hence meaning production must be higher.

Examiner's comments:

This response was given 4 marks.

Both parts of the response (1+2) have a reason, e.g. economic development of a country (1) and then a fully developed idea which is in the context of the response given. In 2019, these types of responses had a mean score of around 3 in most instances. Candidates did not get full marks when they did not properly develop both ideas or were only able to offer one reason.

Exemplar response B

- 1 It depends on how much accessibility a country has to energy. If they have don't have a stable type of energy and therefore they can't produce as much.
- 2 How developed a country is. If a country is more developed they can spend more money on newer technology and can spend more money on producing energy

Examiner's comments:

This response was given 3 marks.

The two ideas present here have been credited as valid reasons: accessibility and level of development. However, credit through explanation has only been rewarded in the second answer – ideas around technology and access to money or resources. The 'stable' type of energy is simply not a clear enough explanation to be given the second mark.

Question 1(i)

Study Figure 1c in the Resource Booklet.

Analyse the reasons for changes in primary and quaternary employment.

(8)

Mark scheme

Question number	Indicative content
1 (i)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO3</p> <ul style="list-style-type: none"> • The primary sector is working with natural resources which includes farming, fishing, forestry mining and quarrying. • The quaternary sector is involved in information and communications as well as R&D and development. Universities are an important part of this sector.

	<ul style="list-style-type: none"> • The relative importance of primary and quaternary sectors (together with secondary and tertiary) is a good indicator of the level of economic development. • In general terms a LHD / developing economy relies heavily on the primary sector, whereas a county with VHHD has a recently, but rapidly growing quaternary sector. • Sectoral shifts are wedded to the development process (pathway) and it is a result of several other factors that come into play, including rural-urban migration, increasing wealth as well as wider considerations such as globalisation and developments in ICT. <p>AO4</p> <ul style="list-style-type: none"> • Figure 1c shows the decrease in primary from the pre-industrial, to industrial to post-industrial stages. • On Figure 1c, it can be seen that the most dramatic (steepest) drop in employment occurs for the primary sector during the industrial phase. • Figure 1c shows that absolute decline in numbers employed in primary sector, post-industrial, are relatively low. • Figure 1c shows that the in the post-industrial phase there is a growth of quaternary, starting from a 0 base. • Overall the percentage employed in quaternary remains low in the post-industrial, peaking at about 5% <p>Note only credit information and discussions around primary and quaternary employment.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4-6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7-8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Exemplar response A

At the pre-industrial change the primary sector makes up for 70% of employment. This is due to farming and fishing being the countries main source of income. As the country moves into the industrial stage, the primary sector decreases as the secondary sector increases. Factories take over as they offer ~~an~~ better wages.

For example, in China, due to the global economy they have most there GDP from the secondary sector, as they are in the industrial stage. However they have a little primary sector and a large population, this has lead to food shortages.

In the post-industrial stage the primary sector drops down to 10% because of ~~an~~ agricultural machines replacing many workers. More people move to the tertiary sector for better wages and a higher quality of life. The quaternary sector begins to appear as it is further research and studies which need money. This sector grows as health and research becomes higher priorities.

Examiner's comments:

This response was given 4 marks.

This item in the examination, similar to Q2i and Q3i, uses resource material as part of the question and so responses with too much case study material here are always likely to be locked into L1. These extended writing questions have an AO balance of AO3(4) and AO4(4).

Analyse is defined as: 'Investigate an issue by breaking it down into individual components and making logical, evidence-based connections about the causes and effects or interrelationships between the components.' In other words, students need to 'blend' what the resource shows (and make explicit reference to it) with their own geography understanding.

In this response, just into Level 2, there is some understanding shown through explanation, but limited logical connections between the resources and their own knowledge and understanding. There are also some generalisations about the economic structure of China and little analysis of the quaternary aspects. This response would have benefited from a short summative statement to identify which reason might have been the most significant.

Exemplar response B

As can be seen in Figure 1c the primary sector ~~starts off~~ ^{percentage} starts off with the highest ~~level~~ of employment at 70%.

This is because ~~it is~~ in the ~~post~~ preindustrial section and Figure 1c shows there was very little technology and if there was any it was very underdeveloped so many people were ~~then~~ employed in the primary sector as you didn't need an education due to it being ^{manual} ~~physical~~ labour.

However as can be seen in Figure 1c as you move into the industrial section there is a sectoral shift from primary to secondary so the primary sector falls to 15% by the end of the industrial period. This is because more people ^{hired} are being ~~forced~~ to work the machinery. As can be seen in Figure 1c during the post industrial section the primary sector falls to 10%. This is again due to a sectoral shift so people are ~~becoming~~ becoming unemployed. This often happens after a country ~~starts to~~ industrialises as during this process they are developing rapidly so the younger generation becomes more educated so find jobs in the tertiary and quaternary learning & companies in the primary sector without enough people to work for them.

This is ~~so~~ why ~~in~~ Figure 1c the quaternary sector increases from 0% to 5% as the population is more educated so they want to go into the ~~more~~ higher paid jobs which are in more demand. It is also because now that the country is developed there is a higher demand ~~for~~ for technology so the research is done in the quaternary sector.

Examiner's comments:

This response was given 8 marks.

A strong answer that was rewarded the top of Level 3. There is good use of the evidence from Figure 1c, including the extraction of data (e.g. use of percentages). This meets the 'accurate information' statement in the mark scheme. The response links together ideas logically and uses sophisticated ideas and terminology, e.g. 'sectoral shift'.

Again, this answer could be modified to perhaps improve its quality if so required; although it has already reached the standard needed for Level 3. Some candidates awarded 8 marks finished their answers with a short closing statement, which shows good practice (however, it is not a requirement when answering questions using command word **analyse**).

Question 2(g)

Study Figure 2b in the Resource Booklet. Suggest **one** reason for the trend shown. (3)

Mark scheme

Question number	Answer	Mark
2(g)	<p style="text-align: center;">AO1 (1 mark) / (AO3) 2 marks</p> <p>Award 1 mark for an identification of a reason and a further 2 marks for extension through explanation or description, up to a maximum of 3 marks.</p> <ul style="list-style-type: none">• There is an increase in the amount of grain produced 100m tonnes (1949) to 621m tonnes (2015) (1) as farms have become more mechanised (1). They use machines efficiently to produce greater yields (1)• There is an increase in the amount of grain produced 100m tonnes (1949) to 621m tonnes (2015) (1) as farms have become larger (1) and therefore there is more land in agricultural production (1). <p>Accept any other appropriate response, which may include ideas around population increase and globalisation.</p>	(3)

Exemplar response A

The amount of grain produced by China due to increased instances of commercial farming so more grain is produced for sale in markets to others in China who are ~~the~~^{no} longer farmers and to sell to other countries as prices of the grain from China are cheaper ~~and~~ so foreign countries buy grain from China.

Examiner's comments:

This response was given 2 marks.

The AO balance in this response requires reference to the resource, Figure 2b. When resources are provided, candidates must always show how they have extracted meaning, data or evidence from them and include them as part of their response. If the first sentence had said about grain production increasing, and ideally provided a date and/or some data, then this would have got to 3 marks. Instead, the examiner cannot see an explicit link to the resource so has been unable to award the third mark.

'Trend' is a term that many candidates find difficult to access so it is always worth providing a glossary for candidates to use and access during their geography course.

Exemplar response B

Globalisation. Back in 1949 China would only have to produce enough grain to feed its own population but now it has to produce enough to export to other countries as well.

Examiner's comments:

This response was given 3 marks.

The key here is '1949', which shows direct use of the resource and then a brief argument which is built around an explanation of the reason (globalisation) which shows clear geographical understanding.

So, the marks are broken down as: Globalisation (1) '... idea about having enough grain to feed its own population (1) and now produces enough to export (3)'.

Links to the resource mostly tend to be more implicit than explicit, and the use of data in the form of 'number of tonnes' would have been welcomed; nonetheless, there is sufficient for the maximum 3 marks.

Question 3(h)

For a named developed country, explain **two** ways the rural-urban fringe has been developed.

Named developed country.

(4)

Mark scheme

Question number	Answer	Mark
3(h)	<p style="text-align: center;">A02 (4 marks)</p> <p>Award 1 mark for initial development idea and an additional 1 mark for development through further explanation or exemplification. Maximum of 2 marks when no named developing country is used in context, or a developed country is used instead.</p> <p>A range of countries and examples could be chosen, e.g. switching to using “greener” energy, ways of improving quality of life, “hortsiculture”, housing, transport etc.</p> <ul style="list-style-type: none"> • In urban areas of Spain, the government have promoted the use of solar panels to generate electricity (1) this generates farm income for people in the rural-urban fringe (1). • In Spain, NGOs have worked with the government to pay for infrastructure improvements (1) which have lifted some people out of poverty as they can travel more easily from the rural area to the cities offering better employment (1). • Adding infrastructure such as public transport (1) which makes it easier for people to commute to work (1). <p>Accept any other appropriate response.</p>	(4)

Exemplar response A

Named developed country England.

- 1 ~~The rural or~~ Greenfield land is being developed by ~~also~~ building more houses to help and ~~cope~~ overcome over population and the housing crisis.
- 2 Adding infrastructure eg public transport so that it is easier for people to commute into work.

Examiner's comments:

This response was given 4 marks.

Two clear ideas are presented around new housing (1) – linked to population growth and growth of infrastructure, and (2) – to cope with new housing/population demand.

Exemplar response B

Named developed country United Kingdom

- 1 Business and ~~retail/s~~ science parks have been developed on the ~~Urban~~ rural-urban fringe in the UK. They have been developed here because of the masses of space, which they can use for the expansion of buildings.
- 2 Greenfield sites have been developed on the rural-urban fringe. They are great because they improve the environmental quality and they improve the air quality/pollution.

Examiner's comments:

This response was given 3 marks.

This response gets 2 marks for its initial idea – 'science parks have been developed (1) because of the space (1)'. The second idea about Greenfield sites has initial credit (1), but in

this instance the examiner did not credit the development as being correct. In the UK, greenbelt was established as a planning measure to prevent urban sprawl rather than to improve air quality or prevent pollution.
With an AO2 response such as this, the geography has to be valid in terms of reason.

Question 4(a)(ii)

Explain **one** way this sampling technique helped you to collect reliable data or information.

(2)

Mark scheme

Question number	Answer	Mark
4(a)(ii)	<p style="text-align: center;">AO3 (2 marks)</p> <p>Award 1 mark for a reason further mark for extension through explanation, up to a maximum of 2 marks:</p> <ul style="list-style-type: none">• It allowed find out about the spatial variation in the area of study (1) so that we knew that we would get good spatial coverage to minimise bias (1).• Stratified sampling was used as we had census data about the towns population (1) so we could design a fair sampling frame for the questionnaire about energy that we were using (1). <p>Accept any other appropriate response, e.g. asking "different people" is allowable.</p>	(2)

Exemplar response A

It is reliable because it is repeatable and reproducible so anyone could do it and compare results.

Examiner's comments:

This response was given 2 marks.

The reason in this fieldwork response is the idea around repeatable/reproducible. Although it is similar to reliability in meaning, it was given as an acceptable reason in this instance as it was well linked to a development around being able to compare results.

Exemplar response B

Asking questions helped me to
collect some reliable data that
I need

Examiner's comments:

This response was given 0 marks.

This response was typical of a response which scored 0 marks where the candidate simply described either a fieldwork method or technique. There is no linkage to reliability, or an understanding of how that links to a particular sampling strategy.

Clearly, Section B in both Paper 1 and 2 of the International GCSE presents challenges for a number of candidates, not least in terms of understanding specialist terms that are associated with enquiry and fieldwork data collection.

Question 4(d)

Explain **two** limitations of the method that you used to collect qualitative data.

(4)

Mark scheme

Question number	Answer	Mark
4(d)	<p style="text-align: center;">AO3 (4 marks)</p> <p>Award 1 mark for limitation of a method and a further expansion mark, up to a maximum of 2 marks each.</p> <p>Nature of qualitative techniques utilised will vary depending on the location as well as the context of the investigation.</p> <ul style="list-style-type: none">• Interview data from a number of respondents were used to find out about attitudes towards energy use (1) but it was only a small sample (1) so we could not be convinced about the strength of the conclusions (1).• Digital photographs were taken of the fieldwork equipment to measure noise (1) so that this could be later used to help evaluate the methods and their reliability (1) but the photos did not include an effective scale (1).• Field notes recorded aspects of the site location and a description (1). The notes difficult to do since we did not know the history of the area (1) so I was unable to trust their validity (1). <p>Accept any other appropriate response, allow questionnaires and EQA / Bi-polar (as opinion) as being qualitative data.</p>	<p style="text-align: center;">(4)</p>

Exemplar response A

1 We took pictures however these only represented part of the site we were investigating and only about 2 pictures were taken at each venue

2 We used google maps however this only partly worked as some people's phones had died and the weather was rainy so it was difficult to see the screen

Examiner's comments:

This response was given 4 marks.

'Qualitative' and 'quantitative' are terms associated with fieldwork that are often used in assessments and need to be well understood by candidates.

In the first part of this answer, 'pictures' - and only representative of part of the site - gets the first mark and there is credit for a linked idea of only taking two pictures at each venue. In this instance, it was decided to allow this as a development of their first idea rather than treating it as a separate idea.

In part (2), Google Maps is allowed as another piece of qualitative information (it could also be counted as secondary as well) and this idea around phones running out of batteries linked to being difficult to see was also credited as the same, linked idea.

Candidates should practise these sorts of responses so that they can be more confident in developing a single idea for 2 marks.

Exemplar response B

- 1 It was subjective, which meant that it was not entirely reliable because we ~~misidentified~~ ~~land use~~ ~~misidentified~~ land use.
- 2 We could only see the first floor of buildings so our results reflected that, did not take into account ~~of~~ other land uses and different floors

Examiner's comments:

This response was given 2 marks.

The first idea, around being biased/reliability/subjectivity is not clear – so no credit. However, the second part of the answer is stronger – ‘land-use’ and an explanation around the fact that it was only ground floor gets 2 marks here.

Candidates need to be advised that these questions can be quite technical in terms of language and access. A fieldwork glossary of terms is a good idea.

Question 4(e)

Study Figures 4a, 4b and 4c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into developing energy resources.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new biomass power station in a rural part of Ireland.

The student used three different presentation techniques to help understand people's opinions towards the proposed energy development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8)

Mark scheme

Question number	Indicative content
4(e)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO3</p> <ul style="list-style-type: none">• Both Figures 4a and 4b do show some outcomes from the fieldwork surveys, therefore it is possible to make some sense of what the student found.• Perhaps not all data has been presented.

- Figure 4a seems incomplete as the nature of the questions asked is not present on the key so it's difficult to draw conclusions.
- Figure 4b only shows one picture, so this might be biased as some could have been missed, therefore this technique is limited in its appropriateness.
- Recognition of issue in presentation (both Figure 4a and b) may be flawed in terms of approach and usage.
- An evaluation of how far the presentation techniques can be trusted may be provided.

AO4

- In Figure 4a there is no totals column for the Peoples Responses
- In Figure 4a, some rows have incorrect addition
- In Figure 4a the strongly agree category has been
- In Figure 4a the colours may be the wrong choice of plot technique
- In Figure 4b only 2 opinions are shown (there may have been more).
- In Figure 4b the viewer doesn't know anything about the time the photo was taken, and therefore the frequency of lorry movements etc.
- In Figure 4b don't anything about the area / context of where the image is take.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1-3	<ul style="list-style-type: none"> • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4-6	<ul style="list-style-type: none"> • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7-8	<ul style="list-style-type: none"> • Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Exemplar response A

Figure 4a presents data numerically and shows numbers in a table which can be used to calculate totals and averages. The results clearly show the opinions of different candidates, but it is also suggested that the student has received a different number of answers for each question. This makes that the data less reliable because some answers may have more or different opinions and the results may not accurately affect people's views.

Figure 4b shows an issue with transport that is clearly annotated to show the problem with large lorries taking up small spaces. However, this does not provide quantitative data or show the views of people living in the area. There are also very few points or annotations and the image may be difficult for people to understand without additional explanation, so it is not a very effective technique.

Contrastingly, figure 4c shows a direct opinion from a resident which means the source is likely more reliable and reflective of views in the area. The direct quote shows that the data has been unaltered and ~~the opinion~~ there is an obvious preference.

However, this technique is again qualitative, and cannot be used for graphs or charts. There are also not enough quotes to show a clear opinion from multiple people. The first data set used is definitely the most effective in presenting a result.

Examiner's comments:

This response was given 8 marks.

This response was placed in Level 3 and awarded 8 marks for a very good analysis and evaluation of both figures. This response has developed strands and chains of reasoning which clearly demonstrate recognition that both resources have flaws but do show some outcomes from the fieldwork. The answer is well structured, and the candidate uses high-level terminology, e.g. 'reliability', 'quantitative', etc.

Another point to note is that the response shows a reasonably good balance between AO3 and AO4. AO4 calls for direct and explicit use of the resources whereas AO3 calls for showing an understanding of the implications or meaning of the resources in relation to the question. The last paragraph at the end of this answer provides some closure and opinion.

Exemplar response B

Figure 4a is effective in showing that generally more people agree than disagree, however, he could have included a 'strongly agree' option, to the right of 'slight agreement'. The table shows that ~~some~~ people agree with question B, but most disagree with question D. But the student could have included in the table what the questions were. ~~It~~

The student has got a variety of presentations: a table, a picture, and a quote. However, the picture doesn't give much information, e.g. we know there's a big lorry on a small road, but we don't know what people's views on that are. In addition, the student didn't justify, or give a reason for, annotating the 'overhanging trees.'

Examiner's comments:

This response was given 3 marks.

This response is more like a series of statements rather than a developed evaluation of the resources provided. It has been scored at the top of Level 1. The response does not explicitly make reference to the range of resources provided so in this instance it lacks balance.

For these sorts of question, candidates are going to access Level 3 when they show detailed chains of reasoning rather than a series of individual statements. Also, this level requires the 'deconstruction' of information and the related application of knowledge and understanding.

Question 7(b)(ii)

Suggest **two** reasons for the pattern shown on Figure 7a.

(4)

Mark scheme

Question number	Answer	Mark
7(b)(ii)	<p style="text-align: center;">AO2 (2 marks) / AO3 (2 marks)</p> <p>Award 1 mark for the identification of a possible reason for the pattern shown on Figure 7a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2 marks per idea.</p> <ul style="list-style-type: none">• Energy consumption can be linked to development (1) so countries which are rich and developed, e.g. USA have greater energy demands (1).• Low population densities mean that there is least energy consumed (1) so smaller amount of total emissions (1).• Manufacturing in places like China (1) helps explain the countries high total carbon footprint (1).• Cheap availability of oil, e.g. Middle East creates demand for carbon-based energy (1) as the fuel is lower cost and affordable (1) <p>Accept any other appropriate response.</p>	(4)

Exemplar response A

1 China has the largest population in the world, so there is a very high demand for energy leading to higher CO₂ emissions from cars, factories etc.

2 Kenya is an LIC and can't afford to use much fossil fuel so they use sustainable methods.

Examiner's comments:

This response was given 3 marks.

'Pattern' is a term that students often find challenging. It can be most easily shown in this instance by referring to a particular region, group of countries, or an individual country. In other words, there needs to be some reference to an element of the map (there are two AO3 marks here). The mark scheme also allowed e.g. low population densities as a reason for the pattern – derived explicitly from the map resource.

The first part of this response has been given 2 marks – 'leading to' is a key phrase for the explanation of the reason. The second part is somewhat short on explanation. The candidate needed to go beyond the 'afford much fossil fuel' and the 'sustainable methods', which is not really relevant.

Exemplar response B

- 1 Rapidly developing countries like India and China have high amounts of CO₂ emission because of their urgency and ~~pre~~ priority to develop the country rather than protect the environment.
- 2 HICs like USA and many European countries like UK have high electricity and energy demand, so as to supply it they may burn fossil fuels that release CO₂.

Examiner's comments:

This response was given 4 marks.

This is a 2+2 response. Countries are identified and reasons given. Note the language again – 'because of...' and 'so as to supply...'. These connectives are often key in demonstrating that an explanation has been given. Note the number of these types of questions across the whole of the International GCSE – they number quite a few in total.

Question 7(c)

Explain **two** negative effects of deforestation on people in fragile environments.

(4)

Mark scheme

Question number	Answer	Mark
7(c)	<p style="text-align: center;">AO1 (2 marks) / AO2 (2 marks)</p> <p>Award 1 mark (AO1) for identification of effect and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea:</p> <ul style="list-style-type: none"> • Loss of species richness from increased heat and heatwaves (1) so this means increased temperatures will greatly affect places where ecosystems are already under stress (1). • Sea level rise affecting many low lying coastal areas and world cities (1). Linked effects of salinization and loss of biodiversity (1). 	
	<ul style="list-style-type: none"> • Droughts, and prolonged drought for some areas (1) leading to loss of health and ecosystem stress (1). • Knock-on effects may be increased tensions over natural resources at risk from climate change (1) and even greater risk of conflict in areas with fragile environments (1). <p>Accept any other appropriate response, e.g. can be linked effects on people through environmental degradation.</p>	(4)

Exemplar response A

1. Deforestation means the ground is less fertile, this means crops struggle to grow leading to food shortages this can be worse for LIC countries who can't afford to import food this can cause people to starve.
2. Deforestation can also be dangerous, because it can lead to mudslides, mudslides are dangerous and catch people off guard, they can and often cause loss of life if you encounter one.

Examiner's comments:

This response was given 4 marks.

Again, this is a 2+2 response. There are two well-developed ideas here – deforestation leading to infertile (soils) (1) – this means that crops will struggle to grow therefore increasing food expense because of imports (1).

Also risk of mudslides from deforestation (1) and loss of life (1) is the most relevant point in the second part of the response.

Exemplar response B

1 If there is too many CO₂ it's bad for people's healthy, more people will get ill.

2 It will cause ~~get global warming~~ greenhouse effect

Examiner's comments:

This response was given 1 mark.

There is just one mark here for an idea around CO₂ and health, linked to deforestation. The effects of CO₂ are of course more indirect than direct; however, it was thought that there was just enough here for a single mark credit. Again, this illustrates the need for strong AO2 knowledge across the specification in order to deal with and explain questions such as this. In the summer 2019 series, the mean mark for this question was 2.79.

This response also illustrates another characteristic of a number of candidates who answer the question without making specific reference to the question asked, i.e. here, implying that they are writing about 'the effects of deforestation'.

Question 7(f)

Discuss the view “Those people contributing the most to climate change will experience the greatest impact”.

Use Figures 7a, 7b and 7c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)

Mark scheme

Question number	Indicative content
7 (f)	<p style="text-align: center;">AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO2</p> <ul style="list-style-type: none"> • Responses to climate change are many and varied. • Responses can be shorter-term as well as longer term and they can be mitigate (reduce cause) or adaptation (live with impacts) • Responses can be localised, e.g. managing traffic, more sustainable buildings and heating systems. • Responses can be based round “polluter pays” principle or more of an incentivised solution, e.g. FITs to encourage green energy technology. <p>AO3</p> <ul style="list-style-type: none"> • Countries, places and regions which have the greatest carbon footprints do not always have the most robust solutions in terms of responses. • Cutting of CO₂ emissions is complex, controversial and politically difficult, especially taken as a long-term objective where growth and development might be at risk. • In order for mitigation responses to be effective, many would argue that they need top be global, rather than country or even regionally-based. • Some places might see adaptation as the best responses as they have the resources and technical capability to withstand shorter and longer-term climate change shocks and impacts. • The development pathways to secure money for climate change responses going from the richest nations to the poorest to counter the most significant drivers is seen as a good approach. <p>AO4</p> <ul style="list-style-type: none"> • Figure 7a shows “hotspots” in China, India and USA especially as well as much of Europe if taken as a region in itself. • Figure 7a shows some countries and regions have made very little contribution to carbon emissions, e.g. parts of Sub-Saharan Africa.

Question number	Indicative content	
	<ul style="list-style-type: none"> • Figure 7b shows a range of different drivers which are all linked to human activity and climate change. • Figure 7b shows causes that can operate at different geographical scales. • Figure 7b shows that deforestation can be linked to agricultural land conversion e.g. livestock farming. 	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1-4	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5-8	<ul style="list-style-type: none"> • Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9-12	<ul style="list-style-type: none"> • Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Exemplar response A

Climate change are the changes occurring in the global atmospheric conditions. Climate change results to global warming which causes polar ice caps to melt, sea levels to rise and total average temperature around the world to rise as well.

To start with, due to climate change ice sheets and glaciers are continuously melting. This means that the sea levels are rising at a much higher rate causing a global upheaval since many people will start migrating in search of a home. This will happen in Russia where 5,000 metric tonnes of carbon dioxide which is a greenhouse gas are produced.

Furthermore, weather systems will become much more extreme. Rain intensity will be much increased, cold snaps will be more frequent and tropical storms will gain more power. This will take place in the USA where because the country produces 10,000 tonnes of carbon dioxide. Also, desertification in Kenya will be much increased even though Kenya is less than 500 metric tonnes of carbon dioxide. A lot of livestock will die due to the fact the soil becomes

much less usable and crops die leading to famine.

Also, China is likely to suffer greatly from climate change due to the fact that it produces ^{about 9 gigatonnes} ~~10,000~~ metric tonnes of carbon dioxide and it is also producing manufactured goods. The country will experience a decrease in life expectancy since diseases like Malaria will move at higher latitudes and altitudes. *

In addition, India which again produces 10,000 metric tonnes of CO₂ will suffer due to the fact that food insecurity increases dramatically and wars will start leading to a rising in mortality rates.

To conclude with, even countries like Australia and Kenya that don't produce a lot of CO₂ are likely to suffer due to the fact that desertification is likely to take place. All of the world will suffer if the Kyoto Protocol (1997) and the Paris Agreement (2015) is not put to good use. (Total for Question 7 = 35 marks)

Examiner's comments:

This response was given 9 marks.

Preceding questions within each topic follow a chain of thought with resources that are used to amplify the answer to a 12-mark question. This final 'f'-part question has both a unique command instruction (**discuss**) and a unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation of the specific resources and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument. The characteristics of a Level 3 response are one where the candidate shows a good understanding of concepts and interrelationships in the geography. They also deconstruct ideas across resources, with explicit use of data and evidence. A conclusion is a clear way of providing closure on the argument and ideas presented and then making a judgement around the view itself.

This response has been awarded 9 marks, getting it into the bottom of Level 3. In the main, the response shows accurate understanding of concepts and the interrelationship of places, environments and processes. They also apply understanding of the resources (AO3) and make connections leading to some judgements. AO4 calls for evidence from the direct use of a range of source material that links to their argument.

To get to the top of Level 3, the response needed to be aligned more closely with question focus – i.e. contributing vs impact, and then link that to an 'agree or disagree' idea (discussing the view).

Question 8(f)

Study Figure 8c in the Resource Booklet. Assess the different factors that have enabled globalisation.

(6)

Mark scheme

Question number	Indicative content
8(f)	<p style="text-align: center;">AO3 (3 marks)/AO4 (3 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO3</p> <ul style="list-style-type: none"> • There is now a global economy and few regions are not affected, or part of globalisation although they have different levels of connectivity. • The most important factors are likely to be transport technology and ICT. But the effects of these will vary spatially and will depend on the geo-political arrangements in that country / region. • Others would argue global shift and changes in the operations of TNCs (remote-working and outsourcing) have been a key driver and some places, this is a factor that in the future will likely be very significant. • Causal factors are often interlinked and there can be a chain of events that encourage and enable globalisation • There could be some factors that in some regions are local or cultural which are not on this list and should not be overlooked. <p>AO4</p> <ul style="list-style-type: none"> • Figure 8c shows a range of different causes which are all possible drivers of globalisation • Figure 8c shows causes that can operate at different geographical scales. • Figure 8c indicates that there is only a limited number of causes, but for some places there may be more.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4-6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
		<ul style="list-style-type: none"> Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Exemplar response A

Transport is now cheaper and faster allowing people to move to different countries with ease. Communication is very easy and free with 'whatsapp' allowing people to easily work across borders, allowing a global economy. TNC's connect ~~each~~ ^{the} countries by operating globally. For example, Apple is a world wide business with its HQ in America for labour and its shops scattered across the world to increase its ^{range of} customers.

Examiner's comments:

This response was given 3 marks.

Reference to the Examiner's Report in relation to this question reveals how many candidates found it difficult to interpret the **assess** command instruction. In the specification, this is defined as:

'Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.'

In other words, candidates are expected to identify which they think is the most important though not necessarily provide evidence as to why that choice has been made. Very few were able to do this, instead simply resorting to copying the information provided, typically resulting in a Level 1 response. This answer is an example of a pattern of responses in this category – the response being descriptive, with items of information lifted directly from the resource. Also, it is relatively brief and there is not a clear attempt to identify what is most important.

Exemplar response B

One is TNC's. TNC's ~~to~~ invest in poorer countries (foreign direct investment) by building factories and infrastructure there. This improves the economic development of the host country.

Another is transport technology, this allows consultants, ~~and goods~~ to travel between head quarters and factories many miles away. Containerisation has made it very easy to transport goods over long distances, reducing friction of transport.

Finally, modern communications allow decisions to be made instantaneously, allowing parts of companies to be distanced very far apart. Overall, modern transport has had the biggest role in the creation of a global market, as it ~~has~~ has made distance completely negligible. Modern communications however supports this, allowing things to happen seamlessly.

Examiner's comments:

This response was given 5 marks.

This response covers a better range of explicit information adapted (rather than directly lifted) from Figure 8c and therefore shows a blending of AO3 and AO4. There is some assessment, albeit implicit rather than explicit, that was enough to get the work securely into Level 2. The AO3 in this question is signally an ability to make sense of resources and cover a number of strands: **interpret, analyse, evaluate** and **make judgements**. It is the interpretation and judgement that are especially significant here – applying understanding to an unfamiliar situation.

Note that the **assess** command does not require a conclusion or an evidenced judgement.

Question 9(g)

Discuss the view “International strategies are only one part of the solution to closing the development gap”.
Use Figures 9a, 9b and 9c from the Resource Booklet and your own knowledge and understanding to support your answer. (12)

Mark scheme

Question number	Indicative content
9 (g)	<p style="text-align: center;">AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO2</p> <ul style="list-style-type: none"> • There are arrange of factors that control uneven development including social, economic, political as well as environmental • Uneven development is strongly associated with the development gap • There are different strategies from local, regional, national and international that can be used in an attempt to reduce inequality <p>AO3</p> <ul style="list-style-type: none"> • A main impact of inequality lack of available and access to resources. However, different groups of people have different opinions about which strategy is the best/most effective – so this is complex to manage. • The challenge of global management of the issue is that crosses international boundaries – and therefore international cooperation is crucial– but these agreements are never straight forward to arrive at, or to implement. Different countries and placers will have different approaches to sustainability. • Fertility and IMR is very strongly linked to sustainable development, and some would argue the “gap”. Solutions based on family planning may be national as well as international • Inequality can vary spatially and temporally, which means that management solutions often have to be tailored locally or regionally, so the global aspect is difficult. • Each (sustainable) development strategy has its own advantages and disadvantages. <p>AO4</p> <ul style="list-style-type: none"> • Figure 9a shows that big differences global inequality rates in 2017 • Figure 9a shows red “hotspots” of South Africa and parts of the S America, Russia and China, whereas the lowest rates are in Canada and Scandinavia in northern Europe • Figure 9b shows a range of different trends for different regions based on HDI. • Figure 9b shows Tunisia and Brazil have had marked decreases in the HDIs since 2010.

Question number	Indicative content	
	<ul style="list-style-type: none"> • Figure 9b shows on comparison most regions have had similar rates of increase in HDI, but since 2010 the rates have increase has slowed in most regions. • Figure 9c shows causes that can operate at different geographical scales. • Figure 9c indicates that there is only a limited number of causes, but for some places there may be more. 	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Exemplar response A

I agree with this view to an extent. I agree with it as in order to close the development gap, countries need external boosters to help with that. International strategies such as globalisation or trade can help developing countries come out of debt and become more developed as they can provide something which they may not have too much of to countries which need it. Source 9c shows this in a way as if a country does not have a certain resource available, countries can trade together as countries with few natural resources find it hard to create products that can be sold on world markets. This can prevent a country from developing, increasing the development gap. However, it is not only international strategies which countries need for development. Internal boosters are also key in closing the gap. If a government is corrupt, the country can lead to being unequal and problems such as inequality can emerge. An example is South Africa in figure 9a, it has recently gone through political instability causing it to be one of the highest inequality countries there are.

Examiner's comments:

This response was given 5 marks.

This response is typical of a lower Level 2 answer. Although there is a link to the agree/disagree idea (first line), it is the AO4 and AO3 ideas that are mostly scarce here. They come from direct use of the resources (evidence) and the ability to apply understanding. There is a mention of Figure 9b and 9c, and there are judgements that are supported by evidence only occasionally. The response needs structure and an identifiable conclusion that could provide synthesis and closure.

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