



Examiners' Report

June 2023

International Advanced Level Geography WGE01 01

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June 2023

Publications Code WGE01_01_2306_ER

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Introduction

Most candidates managed to answer all questions on the examination paper, however there were an increased number of blank questions left by candidates during this examination series. Examples of student responses have been provided for centres for this paper in order to provide greater feedback on how candidates should approach questions.

Candidates are exposed to a wide range of key terms throughout this specification. In the exam some candidates struggled to define a hazard hotspot, and also found difficulty in applying the concept of the time-space compression. With regard to the physical processes, candidates struggled with the difference between convergent and conservative plate boundaries. They need to be clear on these processes.

With questions 5a and 6a (10 mark questions), these are based around using a resource and applying their understanding to it. Centres should make sure that candidates are given practice papers for this. Centres are advised to make sure that the candidates understand the command words as defined in the specifications. "Assess" requires higher-order thinking skills that involve candidates looking at several sides to an argument or question, weighing up issues, considering which factors/explanations are the most important and making supported judgements. Failure to demonstrate these cognitive skills limits the candidates' chances to get full credit.

"Global Challenges" contains a choice of World at Risk or Going Global longer essay questions. As in previous series the World at Risk option was more popular, with most candidates opting for these questions over the Going Global ones.

Question 1 (a)(i)

This question asked candidates to define the term "hazard hotspot". A significant number of candidates struggled to define this term with many articulating that it was an area impacted frequently by a hazard, rather than understanding it was the vulnerability of a location to more than one hazard. It is recommended that teachers regularly test candidates on key terms throughout their course of study.

1 (a) Study Figure 1 in the Resource Booklet.

(i) Define the term 'hazard hotspot'.

An area ~~where~~ which is vulnerable to hazards ⁽¹⁾
and where they occur frequently



ResultsPlus
Examiner Comments

This candidate response scored 0 marks as they have given the incorrect definition.



ResultsPlus
Examiner Tip

Centres are advised to expose and test students on the key terms contained in the specification throughout the course.

1 (a) Study Figure 1 in the Resource Booklet.

(i) Define the term 'hazard hotspot'.

(1)

Hazard ~~hotspots~~ hotspots ~~occur when~~ ~~an~~ is when an area or country has experienced 2 or more hazards.



ResultsPlus
Examiner Comments

This candidate response scored 1 mark.



ResultsPlus
Examiner Tip

This is the correct answer.

Question 1 (a)(ii)

Candidates were asked to explain one reason why the Philippines is affected by tropical cyclones. As the Philippines is a named case study within the specification it was expected that candidates would know its geographical context and location. Some weaker responses stated that the Philippines was an island surrounded by water, this was not enough detail to gain credit.

(ii) Explain **one** reason why the Philippines is affected by tropical cyclones.

Philippines

(2)

is a coastal region that

Philippines has average ocean temperature higher than 28°C. This high

ocean temperature would cause more evaporation and precipitation, result

in higher risk of tropical cyclones.



ResultsPlus
Examiner Comments

This candidate response scored 2 marks. 1 mark is awarded for recognising that the Philippines sits in an area with an ocean temperature of higher than 28°C (this is accurate as average annual temperatures in Manila are around 29.8°C), followed by 1 mark for explaining why that would lead to cyclonic formation i.e. evaporation.



ResultsPlus
Examiner Tip

This was a good description and scored full marks.

(ii) Explain **one** reason why the Philippines is affected by tropical cyclones.

(2)

This is because of the proximity to the ^{cyclones} ocean where
cyclones form along the ocean, which hits Philippines on
the coast.



ResultsPlus
Examiner Comments

This candidate response scored 0 marks. Whilst it is true that cyclones form along the Philippines coast, the candidate has not offered a reason for this formation.



ResultsPlus
Examiner Tip

California and the Philippines are named case studies in the specification and as such candidates should be able to explicitly reference their locational details.

Question 1 (a)(iii)

Candidates tended to perform well on this question with many picking up the full marks available. The majority of candidates picked up the marks by recognising that volcanic events led to damage to infrastructure/buildings which would be costly to rebuild. A number of candidates applied their understanding of why people chose to live next to volcanoes i.e. agricultural potential and the impact that the loss of agriculture could have on the economy. A small number of candidates drifted into social impacts and therefore did not gain credit.

(iii) Suggest **one** reason why the Philippines experiences high economic losses from volcanic eruptions.

(2)

Because the Philippines has a lot of farms and land which grow crops, when a volcanic eruption occurs it destroys the land and farms meaning they lose money to regrow the crops and trade.



This candidate response scored 2 marks. The response recognises that agriculture will be impacted i.e. destroys the crops (1) and therefore farms will lose money (1).



This was a concise answer scoring full marks.

(iii) Suggest **one** reason why the Philippines experiences high economic losses from volcanic eruptions.

(2)

The Philippines is a Leduc, which has high population and population density, as the risk equation says, risk ~~is related to~~ the magnitude of hazards, but also the vulnerability of the people in the affected area and the capacity of the government, both of them are respectively low for the country.



ResultsPlus
Examiner Comments

This candidate response scored 0 marks. The candidate has obvious knowledge of the risk equation but has not answered the question set.



ResultsPlus
Examiner Tip

Candidates should look to "BUG" the question before writing a response to ensure that they are specifically answering the question that has been set.

Question 1 (b)

This question was not answered well by a significant number of candidates. Many candidates did not understand the key term "convergent", and therefore many spoke about conservative plate boundaries and a small minority constructive/divergent plate boundaries. Convergent plate boundaries allowed candidates to write about either destructive and/or collision plate boundaries. The best responses had a clear understanding of the plates involved, i.e., oceanic and continental, and their properties.

(b) Explain why earthquakes occur at convergent plate boundaries.

(4)

At convergent plate boundaries plate move apart allowing magma to rise to the Earth's surface resulting into effusive eruption style at shieldte shielded ~~vol~~ volcanoes.



ResultsPlus
Examiner Comments

This response was awarded 0 marks. The candidate is writing about a constructive plate boundary and therefore gains no credit.



ResultsPlus
Examiner Tip

Centres should ensure that candidates have clarity regarding the different types of plate boundaries and the hazards that they create.

(b) Explain why earthquakes occur at convergent plate boundaries.

(4)

Earthquakes occur at convergent plate boundaries because of the way the plates interact with each other, by converging they slide past each other or in the same directions at different speeds which causes friction between the plates and disruption to the earth's surface causing tremors such as earthquakes.



ResultsPlus
Examiner Comments

This response was awarded 0 marks. The candidate is writing about a conservative plate boundary and therefore gains no credit.



ResultsPlus
Examiner Tip

Centres should ensure that candidates have clarity regarding the different types of plate boundaries and the hazards that they create.

(b) Explain why earthquakes occur at convergent plate boundaries.

(4)

At convergent plate boundaries, ridge-push - slab pull mechanism occurs where plates move towards each other and the denser oceanic crust subducts beneath the continental plate leaving a deep ocean trench and the oceanic crust is pulled deeper into the ~~oes~~ asthenosphere, melting. This creates a lot of pressure as extra magma is produced and ~~when plates pressure eventually~~ pressure eventually becomes so immense that plates move in sudden jolt, releasing energy in the form of seismic waves from the epicentre.



ResultsPlus
Examiner Comments

This response was awarded the full 4 marks available. The candidate recognizes that the plates are moving towards each other (1), the oceanic plate is being subducted under the continental plate (1), pressure builds up (1). Eventually, the pressure is released in a sudden jolt releasing seismic waves (1)



ResultsPlus
Examiner Tip

This candidate scored full marks with a clear description.

Question 1 (c)

There was variability in terms of quality of response for this question. The best responses were able to articulate clear reasons why regional droughts have **unusually** large human **and** economic impacts. The best candidates did this through discussing the impacts through applied named examples and addressed the "unusually" part of the question. The weakest responses tended to be generic, providing basic ideas e.g. people die without explaining why. These answers tended to remain within level 1. Most candidates were able to score level 2 for this question, showing the majority of candidates understood the impacts of droughts.

Many of the answers were unbalanced i.e. concentrating on one aspect, either human or economic. These responses were on the whole limited to Level 2 as they didn't address the "broad range" needed for Level 3.

(c) Explain why regional droughts can have unusually large human and economic impacts.

(6)

~~Drought will lead to hunger which means th~~
Drought will means that there will be ^{no} less rainfall
to plant crops or any other type of farming

forcing many people to starve or find other
alternatives which might be expensive

might lead to people drinking dirty water which
will lead to diseases like cholera and
typhoid.



ResultsPlus
Examiner Comments

This candidate response scored Level 1, 2 marks. The candidate covers basic ideas i.e. people drinking dirty water and diseases and lack of rainfall for crops. The response is not fully developed with some areas of the response lacking explanation i.e. why might people be drinking dirty water.



ResultsPlus
Examiner Tip

Centres are advised to expose candidates to a range of 6 mark questions throughout the course so that students become well practiced in explaining each of their ideas in detail.

(c) Explain why regional droughts can have unusually large human and economic impacts.

(6)

Regional droughts such as the 2007-2009 Californian droughts caused by a series of anticyclones can have large economic impacts such as the loss of water for agricultural meaning that crops are destroyed and dry up. This led to a loss in 21000 jobs in California during the drought, with 700 million USD in economic costs. Humans can also be impacted with water supply levels low (reduction of 90% in water supply) which can lead to regional areas to use their reserves so people can still cook, clean, shower and drink water. However, lower income families may suffer from an increase in the price of drinking water leading to dehydration.

(Total for Question 1 = 15 marks)



This candidate response scored Level 3, 5 marks. This response covers both human (reduction of availability water supply resulting in using up reserves, price of water increasing, dehydration) and economic (agricultural losses, jobs lost). The response therefore addresses a "broad range of geographical ideas". The candidate has also included reference to the Californian drought to provide applied exemplification which is a feature of level 3 responses. The candidate does not gain 6 marks because they have not fully addressed the "unusually" part of the question.



Candidates should look to "BUG" the question before writing a response to ensure that all parts of the question have been answered.

Question 2 (a)(ii)

As in previous series candidates performed well on this "describe" question. Candidates recognised the need to comment on the overall pattern seen, with the majority picking up the second mark through accurate use of data.

(ii) Describe the trends in global surface warming for the medium emission projection from 2000 to 2100.

(2)

For the medium emissions the global surface warming kept rising from the years 2000 until 2100. In 2000 it started at 0.2°C and by 2100 it reached 2.8°C this shows the rise between 2000 and 2100.



This candidate response scored 2 marks. The candidate has recognised that the medium emissions project continues rising (1) and has accurate data i.e. 0.2°C to 2.8°C (1).



The candidate scored full marks

Question 2 (a)(iii)

Candidates tended to pick up 1 of the 2 marks available on this question. Most candidates discussed the uncertainty regarding levels of future greenhouse emissions for 1 mark. Fewer candidates could then extend their response to explain why this might be the case i.e. linked to switching renewable energy, government actions etc.

(iii) ^{in 100 years} Suggest **one** reason why there are different temperature projections for 2100.

(2)

Depending on the growth of emissions, the temperature projections can differ. High growth emissions are ~~or~~ emissions much higher than medium and low growth emissions, ~~due to it being much~~ higher.



This candidate response scored 1 marks. The candidate has suggested a clear reason i.e. it depends on the growth of emissions (1). However, they then drift off the question focus by comparing the high, medium and low growth emission projects (1).



Candidates should be exposed to a range of 2 mark questions that focus on the command word "suggest one". This is a set skill of applying their own geographical knowledge to an unknown context and therefore should be practiced.

increasing for the medium emission projection.
(iii) Suggest **one** reason why there are different temperature projections for 2100.

(2)

There are different temperature projections for 2100 as the (population rise cannot be predict) different country's actions cannot be predicted towards global warming. Countries may come together on an agreement to reduce global warming, which would lead to low growth emissions projections, or no action might be taken leading to high growth emissions.



ResultsPlus
Examiner Comments

This candidate response scored 2 marks. The candidate identifies a clear reason i.e. a country's actions cannot be predicted (1) and then they gain the second extension mark for outlining a global agreement to reduce global warming (1).



ResultsPlus
Examiner Tip

The candidate scored full marks

Question 2 (b)

Candidates performed well overall in this question with responses covering a range of appropriate adaptations that farmers could make to respond to future global warming. Weaker candidates simply stated a response without then explaining why this would allow farmers to adapt to global warming.

(b) Explain **two** ways that farming could adapt to the impacts of future global warming.

(4)

- 1 Farming need to adapt the impact the global for global warming because they need to reduce the methane emission for agricultural practices or raising cattles that lead to global warming.
- 2 The farming need to adapt because the Farming will be affected by the drought if they not adapt so the Farming industries need to reduce the amount of greenhouse gases to prevent the future global warming.



ResultsPlus
Examiner Comments

This candidate response scored 0 marks. The candidate has not understood the question and instead has outlined how the impacts of future global warming could be mitigated against in the first section. The second section recognises that there will be an issue with droughts but does not address how farmers could adapt to this.



ResultsPlus
Examiner Tip

Candidates should look to "BUG" the question before writing a response to ensure that they are specifically answering the question that has been set.

(b) Explain **two** ways that farming could adapt to the impacts of future global warming.

(4)

1 drought resistant crops. Growing crops that require less water helps fight water insecurity.

2 Irrigation system. Applying controlled amounts of water with intervals when needed to not waste water.



This candidate response scored 2 marks. The candidate outlines that farmers could adapt by drought resistant crops (1) and irrigation systems (1), but does not gain the extension mark for either as they do not explain how each of those will help farmers to adapt to the impacts of global warming.



Candidates should be exposed to a range of 4 mark questions that focus on the command word "explain two". This is a set skill of identifying a clear reason and then providing an extension point that links back to the set question. In this case how that farming strategy could adapt to the changes that are likely to be brought about by global warming.

(b) Explain **two** ways that farming could adapt to the impacts of future global warming.

(4)

- 1 Self-irrigation systems could be installed in crop fields due to the likely increase of drought. This means that farmers do not have to pay more workers to irrigate the crops by hand.
- 2 GM crops can be developed that can withstand extreme climates caused by global warming. This ensures that there will not be any crop failures.



ResultsPlus
Examiner Comments

This candidate response scored 4 marks. The candidate outlines that self-irrigation systems could be installed (1) and then explained that this is needed due to the likely increase of droughts (1). The candidate then outlines that GM crops could be developed (1) that could withstand extreme climate caused by global warming (1).



ResultsPlus
Examiner Tip

This candidate scored full marks.

Question 2 (c)

The majority of candidates had a clear understanding of why sea level rise was a major risk. These candidates were able to score in level 2 by recognising that the physical geography of countries i.e. their height above sea level meant that some countries were particularly at risk. The best candidates showed clear understanding why sea level rise was of particular risk for some locations more than others. These candidates used applied examples such as the Netherlands, Bangladesh and the Maldives to explore the variations in vulnerability of these locations to sea level rise. A small minority focused on river flooding which was not appropriate for the question set.

(c) Explain why sea level rise caused by global warming is a major risk in some locations.

(6)

Sea level rise are higher threats to locations that have more low lying areas, and more coastlines. For example, Bangladesh is more vulnerable to sea level rises with their low lying land. While places like Mongolia ^{which} ~~with~~ doesn't have coastal areas would have less risks caused by the sea level rise.



ResultsPlus
Examiner Comments

This candidate response scored level 1, 2 marks. This candidate outlines one idea that areas which are low lying are most at risk and states that Bangladesh is one of these locations. The response therefore has a narrow range of ideas fitting the level 1 criteria.



ResultsPlus
Examiner Tip

To access Level 2 candidates should explore a range of relevant geographical ideas.

(c) Explain why sea level rise caused by global warming is a major risk in some locations.

(6)

Sea level rise is one of the many serious impacts caused by global warming, as many ice sheets, glaciers, and other sources - eg, the Siberian permafrost, are melting at rapid rates.

There are some locations which are highly vulnerable to this, including low-lying land like the Solomon Islands, which are unfortunately not economically developed enough to withstand the impacts. Sea level rise causes destruction to natural habitats, ecosystems, and housing and infrastructure near the coast; this results in large economic losses, resulting in high rates of migration out of the area. Low-lying lands with large populations are also highly vulnerable, as more people are exposed to dangers; this includes Amsterdam and London, which are predicted to be completely submerged in the far future.

(Total for Question 2 = 15 marks)



This candidate response scored level 2, 4 marks. The candidate's response covers some range of ideas, for example, low-lying lands and areas with high populations. The response also looks to explore the risk i.e. destruction of natural habitats and housing etc. The response is not level 3 as although the candidate includes named locations, these are simply stated as examples and do not add explicit information to extend on the response.



To access level 3 candidates should include applied named examples. These are not e.g. the Netherlands, but provide additional detail to the question whilst set in the context of a named location.

(c) Explain why sea level rise caused by global warming is a major risk in some locations.

(6)

Sea level rise is the average rise in global sea levels. Thermal expansion, melting of land-based glaciers and the isostatic rebound effect is increasing sea levels by 2-3 mm per year globally.

Some countries are ~~better~~ not prepared for sea level rise like richer countries. Tuvalu is a good example. Islands are also at much higher risks of sea level rise. Tuvalu consists of 9 tiny islands and has a very low-lying coast. No point on Tuvalu is greater than 4.5 metres so a few ~~metres~~ ~~the~~ metres increase in sea level would drown Tuvalu. Similarly, Maldives is another island at risk. Tuvalu is very poor and is unable to afford coastal defences from ~~the~~ coastal floods and sea level rise. This leads to impacts such as saltwater intrusion, reduction in copra exports and malnutrition.

Some areas are mega-deltas such as Bangladesh ~~at~~ where there is major agricultural activities so coastal communities are at high risk. Coastal flooding can push water upstream in rivers causing river flooding.

The River Thames experiences this but the UK has the resources to build flood-protection systems.

Some countries may already have economic instability, disease spread, war, malnutrition and poverty so further sea level rise will only worsen the economic situations.

Water resources, agriculture, biodiversity and **(Total for Question 2 = 15 marks)**

~~the~~ ~~livestock~~ can reduce. People may be forced to migrate and this can lead to conflict in other nations.



This candidate response scored level 3, 5 marks. This candidate approached the question through applied named examples and covers a range of reasons for the variation in risk. Tuvalu is used to highlight a country which is an island nation and low-lying i.e. it is physically at risk. The candidate also recognises that Tuvalu lacks the economic ability to put effective defences in place and highlights the impacts of this i.e. saltwater intrusion. The candidate then moves on to mega-deltas such as Bangladesh where agriculture is at risk, as well as river flooding. Here river flooding is appropriate as the candidate has explicitly explained the link to sea level rise. Finally, the candidate addresses locations which are already facing economic instability and therefore this will be exacerbated by sea level rise. The candidate does not score 6 marks as they have not considered which areas may not experience major risks in sea level rise e.g. the Netherlands due to its economic capacity.



Candidates should look to "BUG" the question before writing a response to ensure that all parts of the question have been answered.

Question 3 (a)(i)

Most candidates were awarded at least one of the three marks available. In some cases, candidates did not describe but gave reasons why the submarine fibre-optic cables were useful, which did not answer the question. The best responses recognised where the fibre optic cables were most prevalent e.g. between North America and Europe, as well as where they were not e.g. around southern South America.

(a) (i) Describe the distribution of global submarine fibre optic cables.

(3)

The distribution of global submarine fibre optic cables are greatly shown in the Atlantic ocean, Pacific Ocean, around Africa, Mediterranean and around ~~North America~~ South America. Less affected are the northern parts of the world like above Russia ~~and~~ Norway and Sweden.



This candidate response scored 3 marks. The marks were awarded for recognising the fibre optic cables run through named oceans (1), around continents e.g. South America (1) and have limited prevalence in certain areas e.g. above Russia (1).



This candidate scored full marks.

Question 3 (a)(ii)

The majority of candidates scored one mark on this question, for correctly explaining the role of fibre optic cables. The second mark was awarded for linking the role that fibre optic cables play in time-space compression. For a number of candidates, they chose to simply repeat the phrase rather than explaining that it meant that distant places appear closer together.

now
(ii) Suggest **one** way fibre optic cables have contributed to time-space compression.

(2)

Time-space compression is basically seeing everything closer than it is really. This is because cables contributed to instant communication, so we see everything closer, as we can communicate with someone 13,000 Km away from us.



This candidate response scored 2 marks. In this response the candidate recognises the role of fibre optic cables in instant communications (1) and then the idea that everywhere seems closer (1).



This candidate scored full marks.

Question 3 (b)

Candidates on the whole demonstrated sound geographical knowledge regarding the impacts of deindustrialisation in developing countries. Some candidates misread the question and instead focused on the reasons why deindustrialisation was taking place. Centres should aim to practice these types of questions which require a key idea, with the second mark coming from an extension idea. A number of responses were missing this extension idea and therefore were awarded 2 out of the 4 marks available.

(b) Explain **two** problems caused by deindustrialisation for developed countries.

(4)

1 When a country is financially disabled, they are most likely to experience. A country that has developed can have an effect due to deindustrialisation.

2 A country that is developed would have a challenge trying to deal with deindustrialisation.



ResultsPlus
Examiner Comments

This candidate was awarded 0 marks. The candidate is not answering the question so is awarded 0 marks.



ResultsPlus
Examiner Tip

Candidates should look to "BUG" the question before writing a response to ensure that they are specifically answering the question that has been set.

(b) Explain **two** problems caused by deindustrialisation for developed countries.

(4)

1 Unemployment - the unemployment rate will grow if the country is deindustrialising

2 ~~Abandoned~~ Abandoned buildings making the view of the city ~~very~~ ugly



ResultsPlus
Examiner Comments

This candidate was awarded 2 marks. The candidate has identified two impacts of deindustrialisation i.e. unemployment (1) and abandoned buildings making the city ugly (1) but neither have extension ideas for the second marks.



ResultsPlus
Examiner Tip

Candidates can develop this skill through classroom questioning. For example, teachers should when questioning ensure that candidates respond verbally with a clear reason and then ask them to extend on their idea.

(b) Explain **two** problems caused by deindustrialisation for developed countries.

(4)

- 1 One problem is the increase in unemployment. As factories close down, workers are left jobless and since they only acquire the necessary skills for their previous jobs, they find it hard to get employed.
- 2 As factories close down, most of them are left without any use and are left to ruin, which decreases the environmental quality, e.g. in Detroit, ^{USA} 90 000 factories were abandoned.



ResultsPlus
Examiner Comments

This candidate was awarded 4 marks. The candidate was awarded one mark for an increase in unemployment (1) with the extension mark being awarded for the fact they lack the necessary skills to gain other employment (1). The second reason was awarded marks for factories being closed down and left to ruin (1) with the extension of decreased environmental quality (1).



ResultsPlus
Examiner Tip

This candidate scored full marks.

Question 3 (c)

This question was accessible to the majority of candidates and displayed a range of marks. Level 1 responses outlined some basic ideas why global hubs existed. Candidates here tended to see global hubs at a country level i.e. China, showing a clear misconception in terms of scale. Level 2 responses could offer a range of ideas as to why global hubs benefitted from globalisation, however they tended to lack place specific details which were a common feature of level 3 responses.

(c) Explain why global hubs benefit the most from globalisation.

(6)

Global hubs benefit the most from globalisation, as they receive income, which is an economic benefit from globalisation. They can also benefit from TNCs. Also with the imports and exports.



This candidate response scored level 1, 1 mark. The candidate is awarded 1 mark for the basic idea that TNCs are located there and an implied link to imports and exports. The rest of the response i.e. the first paragraph does not highlight an additional reason.



Candidates should be able to explore a range of reasons but in enough detail that the explanation is clear and does not descend into a list of ideas.

(c) Explain why global hubs benefit the most from globalisation. ^{wider economy,} (6)

To begin with, ~~global hubs enable~~ ^{are} ~~their the~~ ~~are connected to multiple countries/~~ ~~nations, and connection being the main requirement for globalisation,~~ ~~this enables them to~~ ~~global hubs are well in touch with~~

To begin with, global hubs benefit most from globalisation as they are more interconnected / connected with the rest of the world compared to how ~~each~~ ^{the rest of} ~~country~~ the world is connected to each other. Therefore, global hubs are able to trade goods with ease between given countries without the ~~implication~~ ^{implication} of taxation and tariffs as ~~they all~~ ^{the countries} ~~partaking~~ in trade have lowered the ~~ext~~ trade borders.



ResultsPlus
Examiner Comments

This candidate response scored level 2, 3 marks. The candidate has identified a narrow range of ideas including trading and the implied idea of government attitudes i.e. lack of tariffs and taxes. It is not level 1 as the candidate has suggested appropriate responses, but they are not fully developed so is awarded 3 rather than 4 marks.



ResultsPlus
Examiner Tip

Candidates should ensure that their explanations are detailed and fully developed in order to move to top level 2 marks.

(c) Explain why global hubs benefit the most from globalisation.

(6)

One reason why global hubs benefit the most is because of strategic geographical location. For example, Singapore is situated in the gateway to East Asia, and therefore attracts lots of TNCs (FDI) who want to establish a foothold in the region. Its ability to build lots of harbours with Singapore being surrounded by oceans also makes it an attractive trade partner globally as access to imports and easy exporting makes trade far cheaper and easier, and increase volume of trade and BoP.

Another reason is pro-business policies. This means that in areas like Singapore or Dubai, it is very easy for businesses and TNCs to locate there as the government reduces taxes and make global hubs a cheap location for businesses to operate, thus increasing job opportunities which leads to a multiplier effect with more consumption due to more disposable income, so global hubs experience rapid economic growth.

(Total for Question 3 = 15 marks)



This candidate response scored level 3, 6 marks. The candidate identifies a range of reasons why global hubs benefit from globalisation, including, geographical location, access to oceans for trades and pro-business policies. Each of these is set in the context of the applied example of Singapore. The candidate also successfully applies a number of geographical concepts e.g. the multiplier effect.



This candidate scored full marks with a clear and full description.

Question 4 (a)(ii)

Candidates performed well with responses showing a good understanding of the implications for an ageing population. Some candidates in a similar manner to 3b struggled to articulate an extension point to gain the second mark for each of the impacts chosen.

(ii) Explain **two** challenges for countries that have an ageing population.

(4)

1. The government have to take care of them which asks a lot resources

2. Less taxes payed which affect the economy of the country



This candidate response scored 1 mark. The first reason does not give a clear enough reason in order to be awarded a mark. The second reason gains credit for less taxes being paid (1) but does not pick up the second mark as the extension idea is not clear enough i.e. how is the economy affected



Candidates should think relatively broadly for their initial explanation. In this example, the candidate could have said that an ageing population requires high levels of medical care (1) and as a result the government has to take care of them by diverting funds from other sectors such as education to pay for the increasing demand (1).

(ii) Explain **two** challenges for countries that have an ageing population.

(4)

- 1 High pension cost for the government which may lower investment in other infrastructure. This will cause infrastructure to not be developed to a full extent as government also need to pay for pensions.
- 2 Higher pressure on healthcare and medical facilities. This may be because of an increase in diseases such as dementia and alzheimers.



ResultsPlus
Examiner Comments

This candidate response scored 4 marks. This candidate was awarded marks for high pension costs for the government (1) which may lower investment in other infrastructure (1). Higher pressure on healthcare (1) due to an increase in diseases such as dementia and Alzheimer disease. (1).



ResultsPlus
Examiner Tip

This candidate scored full marks.

Question 4 (b)

This question was a challenge for a number of candidates who did not know the theories of Malthus and Boserup and therefore there was a high number of blank responses. Those that did know the theories managed to pick up the maximum four marks easily.

(b) Explain the differences between the theories of Malthus and Boserup.

(4)

Boserup believed that due the population continuing to rise eventually ~~the~~ will run out resources due to ~~there~~ being too high demand. Whereas Malthus believed as population grew technology would advance allowing people to produce resources more efficiently. and ~~therefore~~ he would not run out of resources



ResultsPlus
Examiner Comments

This candidate response scored 0 marks. Here the candidate has mixed up the two theories and so is not awarded any marks.



ResultsPlus
Examiner Tip

Candidates are advised to double check their responses to ensure that they reflect their best work.

(b) Explain the differences between the theories of Malthus and Boserup.

(4)

Malthus's theory states that population will grow at a faster rate than food resources, and that eventually famine and war will break out, removing some of the over-population.

Boserup states that "Necessity is the mother of invention" and that as population grows, technology will also advance to help us solve problems with food resource.



This candidate response scored 4 marks. The candidate has clearly articulated that Malthus's theory identified that population would grow at a faster rate than resources (1) and would lead to famine/war (1). Whereas Boserup believes that as population grows technological advancements (1) meant that the issues with food shortages would be resolved (1).



A very clear answer which scored full marks.

Question 4 (c)

Across the responses candidate had a clear understanding of what a megacity was with many choosing to define this key term at the start. Level 1 answers tended to address a narrow range of ideas e.g. more jobs in urban areas and/or they drifted into impacts of megacity growth meaning they couldn't access level 2 as some of their response was irrelevant. Level 2 answers tended to be unbalanced with many candidates focusing solely on economic factors with limited understanding of the idea of demographic. Level 3 responses had a clear balance between the two factors and included applied examples to provide supporting examples.

(c) Explain the demographic and economic causes of megacity growth.

(6)

Megacities are cities with over 10 million population.

~~Megacities may contribute to the country's economy due to increased population, working and paying tax.~~

people looking for housing and employment leads to megacity growth.

movement to megacities can take place due to family relations between people. They prefer to live with their loved ones.



ResultsPlus
Examiner Comments

This candidate response was awarded Level 1, 2 marks. In this response the candidate displays accurate understanding by defining a megacity. They outline that people looking for housing and employment leads to megacity growth, but this lacks explanation i.e. a link to rural-urban migration for example. A further basic idea of people moving to megacities is then introduced but this does not add sufficiently to the answer to move it to level 2.



ResultsPlus
Examiner Tip

In this question the candidate needed to focus on two elements i.e. demographic and economic causes. As a result candidates should "BUG" the question to ensure that they are answering each of the parts of the question that has been set.

(c) Explain the demographic and economic causes of megacity growth.

(6)

Megacities are cities that exceed the population of 10 million. Rural-urban migration may play a large role in terms of natural increase. In speed India, megacities like Mumbai are to attract foreign direct investment. This leads to the migration of youth population to cities. Once jobs are secured the youth will be more encouraged to start families, further increasing population. Cities like Mumbai are located on the coast and during the times of British this was established and used as a port. This increases trade, ^{efficiency} markets and therefore contributing to economic growth. Due to Mumbai having a literacy rate of 86% it further attracts investments, leading to more businesses especially IT services in Mumbai. Since India recently exceeded the population of China in 2023, it has a sufficient workforce. India is currently emerging as well, it is therefore trying to utilize its population as much as possible, further contributing to growth of megacities. India is trying to be a special economic zone.

(Total for Question 4 = 15 marks)

TOTAL FOR SECTION A = 60 MARKS



This candidate response was awarded Level 3, 6 marks. The candidate begins the response with a clear definition of a megacity. They then address the economic factors leading to their growth through Mumbai. A number of extended ideas are then presented to explain why migrants would be attracted to Mumbai i.e. a range of pull factors. The response does address the demographic reasons, but these are less clearly sign posted by the candidate i.e. natural increase, more encouraged to start families. The response has the characteristics of a level 3 response as the candidate has addressed a range of factors in conjunction with a named example.



This candidate scored full marks.

Question 5 (a)

Candidates tended to display a good level of geographical understanding in discussions on the sources of carbon dioxide and methane in particular. Nitrous oxide tended to be less well discussed. As with all resource-based questions, candidates are expected to use the resource directly to provide a sounding board for their ideas. Level 1 candidates tended to have little to no reference to the resource and discussed greenhouse gases as a whole rather than the reasons for the growth in individual gas amounts. Level 2 candidates tended to cover carbon dioxide well through the industrial revolution and into the growth of emerging superpowers such as China and India but were less clear on the origins of nitrous oxide. Level 3 responses had good coverage of each of the three gases and used the resource explicitly to tie their explanations to key points of change on the graphs.

(a) Suggest reasons for the changes in atmospheric greenhouse gas concentrations shown.

(10)

Throughout the years, technology has advanced at a very fast rate. Greenhouse gas concentrations ^{levels} from the 1500-1800 were very moderate and almost balanced, as humans progress and new inventions came to light. In the mid 1800's, these greenhouse gases began to increase. One of the biggest factors that led to this increase is the invention of cars. Cars release these greenhouse gases as a result of burning fuel or petrol.

There are many other reasons to why these greenhouse gases have seen an all time increase in the late 1900's to early 2000's. The burning of fossil fuels to make gas and petroleum is a key factor to these rises in concentration levels. Coal burning in factories and the cutting down of trees for wood and paper is one of the biggest factors that have led to these levels.



ResultsPlus
Examiner Comments

This candidate response was scored Level 1, 4 marks. The candidate here talks through the gases as collective greenhouse gases rather than focusing on the reasons for the changing levels of each gas shown. The factors discussed therefore tend to be generic e.g. invention of cars, burning of fossil fuels and cutting down trees. In addition, there is also no specific reference to supporting data from the resource which limits the candidate to Level 1 as the response contains isolated elements of geographical knowledge and understanding with limited connections to the resource provided.



For level 2 (5-7 marks) candidates should demonstrate mostly relevant geographical knowledge and understanding. They should also look to include supporting evidence from the resource.

(a) Suggest reasons for the changes in atmospheric greenhouse gas concentrations shown.

(10)

In the ~~middle of the~~ 19th century, the industrial revolution starts booming which can be the reason for the start of the increase. Before that however, carbon dioxide, ~~and~~ ^{and methane} nitrous oxide emissions stay relatively stable from 1500 to ~~the~~ the end of the 1700s were going above 290 ppb and ppm. A sharp increase begins to show around 1900 as modes of transport are becoming more used and the production of consumer goods increase. carbon dioxide has the biggest increase from ~~1500~~ ¹⁵⁰⁰ (280 ppm) to 2000 (415 ppm). *

This can be due to the widespread use of cars and factories emitting carbon dioxide as well as increased deforestation ~~of~~ which turns carbon from carbon sinks to sources. On the other hand methane has the lowest increase going from around 270 ppb (1500) to almost 340 ppb (2000) - only a 70 ppb increase in 500 years.

Nitrous oxide increases from 260 ppb (1500) to 390 ppb (2000) - a 130 ppb increase, which is 50% ^{increase} ~~more~~. Although carbon dioxide has the biggest increase in number, percentage wise nitrous oxide has increased the most.

*
- A 135 ppm increase in 500 years - a 48% increase



This candidate response was scored Level 2, 6 marks. Despite the relatively short response the candidate is able to cover all of the greenhouse gases and uses the resource well to identify the changing levels. There are some factors explored for example the Industrial Revolution, increased transport and deforestation but these are not fully explained by the candidate. At the end of the response the candidate returns to describing the trend in the resource which does not add additional credit as this has already been covered at the beginning.



For level 3 (8-10 marks) candidates should demonstrate accurate and relevant geographical knowledge and understanding throughout their response. With the use of supporting evidence providing a clear basis for their rationale and interpretation.

Question 5 (b)

Candidates tended to approach this in a methodical manner but tended to be better on preparation than prediction. Candidates tended to concentrate on either tectonic or hydro metrological disasters with the best responses included applied examples to provide supporting evidence. Some recognises that hazards such as earthquakes could not be predicted, and that magnitude played an important role in determining the impact as even developed countries such as Japan have experienced high economic losses. At the lower end candidates tended to discuss natural hazards as a whole rather than being able to discuss the clear differences in predicting a tropical storm versus a volcanic hazard.

(b) To what extent can preparation and prediction reduce the impacts of natural disasters?

(20)

Ans Natural disasters are something out of human control. Their impact and ~~are~~ losses cannot be escaped but reduced by preparations and predictions. The developed countries are more capable of reducing the impact of Natural Disasters. Most of the developed countries which are prone to disasters educate people the prevention Method from the disaster. Meanwhile developing countries fail to do so due to insufficient resources to do so. Predictions of Natural disaster can help government and people to ~~evacuate~~ evacuate from the location. ~~consequently~~ ~~area~~ ~~area~~ ~~area~~ If there ~~are~~ is enough preparation for ~~example~~ example Japan is a hotspot for tsunamies, so Japan has created big walls and other ~~obstacles~~ obstacles which reduces the impact of the wave. ~~the~~ •



This candidate response scored Level 1, 4 marks. The candidate begins by recognising that the impacts of natural disasters can be reduced by preparation and prediction. They move onto explaining that developed countries are more prepared as they can educate their population, whilst developing countries lack the resources to do so. They outline that predictions can help people to evacuate and touch upon preparation in terms of Japan with the building of sea walls. When looking at the level criteria the candidate has limited knowledge and makes limited connections. There is limited support bar the inclusion of the name of Japan. There is a limited argument, but no conclusion is attempted.



For level 2 (6-10 marks) candidates work would contain some relevant geographical knowledge and understanding but at times they might include inaccurate information. A key discriminator between level 1 and 2 is that level 1 will contain irrelevant information that is not pertinent to the question.

Phy Geog

mitigation / response / preparation / prediction
D. S. Atkes

Earthquake Drill
Lava Diversified System

Japan

Haiti

(b) To what extent can preparation and prediction reduce the impacts of natural disasters?

Park's Cycle

(20)

Impacts of natural disasters can vary due to different ~~the~~ factors, physical geography, intensity of natural disaster and type of natural disasters. Countries that are HEDC are usually better equipped for natural disasters, they usually suffer less from natural disasters.

The risk equation: $\frac{\text{Magnitude} + \text{Frequency of hazard} \times \text{Vulnerability}}{\text{Capacity to cope}}$

Suggests that the higher the capacity to cope, the lower the risk. The disaster management cycle suggests that mitigation, response, ~~preparation~~ and prediction are ~~is~~ important. Mitigation ~~is~~ can be prepared by building earthquake proof building ~~for~~ in case earthquake ~~is~~ happens, building lava diverse system in case of volcanic eruption ^{and} building sea wall if there is a tropical cyclone. Preparation can be prepared by holding earthquake drills for citizens to prepare in case an earthquake happen to reduce injuries and death. Prediction can be prepared by installing ~~earthquake~~ monitoring system to warn people when a natural disaster is ~~is~~ predicted, so that people can prepare to stay in safe places. Response is dealt with after a natural ~~is~~ disaster, medical aid should arrive the affected area as soon as possible to ~~save~~ help the injured. ~~engineer~~ For longer term response, engineers should repair the damaged roads so that people's lives go back to normal and food and supplies can be sent to the country.

In Kobe ~~area~~ earthquake in 1995, as the country has great preparation and prediction, according to Park's Cycle, the country is able to bounce back after the disaster as ^{the whole country} everyone is.

resilient. ~~However~~ Kobe earthquake has a magnitude of 7.0. The country has built earthquake resistant buildings, so it reduces the impact of the earthquake. ~~As people~~ Although it happened at 5am in the morning, ^{compared to other earthquake} not many people were ~~injured~~ injured and dead. Thanks to Kobe government's ^{preparation} they didn't require foreign aid like Red Cross, but they managed to deal with the problem themselves with its own medical system.

However, ~~the~~ ^{the} Haiti earthquake in 2010 cause great loss and destruction. According to the Park's model, the country is still not been able to recovery to its pre-earthquake state till now. LEDC are usually less prepared before the earthquake because they lack money and expertise. Haiti earthquake causes ~~huge~~ huge amounts of deaths, and its economy is still struggling. They mainly require foreign aid to help with the injured, and the capacity to cope is very low. Therefore, they suffer great loss from the earthquake.

In conclusion, preparation and prediction ^{greatly} reduce the impacts of different types of natural disasters. MEDC are usually less vulnerable as they are more prepared than LEDC.



This candidate response scored Level 3, 12 marks. The candidate outlines a clear plan for their response identifying a number of factors that can impact natural hazards i.e. physical geography, type of hazard and intensity. The inclusion of the hazard risk equation would provide a good approach to the question as long as the candidate covers preparation and prediction enough in the capacity to cope with the aspect of this. The candidate then lists a range of mitigation (preparation) and prediction strategies which cover a range of hazards. It would have been better to explain these and evaluate how effective they are at reducing the risk.

The candidate then moves onto introducing the case study of Kobe earthquake in 1995 and highlighted the preparation that was undertaken to reduce the impacts. The candidate has some knowledge and understanding here attempting to consider other factors such as timing of the event in terms of limiting the number of deaths. It is obvious that the candidate ran out of time here, so they moved onto considering the Haiti earthquake in 2010 and recognises the role that development plays in the impacts of natural hazards. There is a link back to the risk equation here as well.

In the conclusion the candidate outlines that MEDCs tend to be less vulnerable as they are more prepared. To some extent this has been proven by the candidate's response but there needed to be greater explanation of the different ways that different hazards could be predicted and prepared for.

Although the candidate has run out of time the response is not a level 2 as they have demonstrated geographical knowledge and understanding which is mostly relevant and accurate. There is a partial but coherent interpretation supported by some evidence, therefore addressing the level 3 criteria. This sits towards the bottom of level 3 due to the areas where their explanation lacks clarity.



Centres are advised to use up to date case studies so that candidates are aware of ongoing hazard risk.

(b) To what extent can preparation and prediction reduce the impacts of natural disasters?

(20)

Preparation and prediction of natural disasters vary greatly between country to country, the most evident comparison would be between developed and developing countries.

Governance plays an important part in preparation. Good governance in Japan means that people are educated on what to do in case of an earthquake or tsunami and there are trained emergency rescue teams ready. Therefore when the Tohoku earthquake occurred in 2011, there were only 16,000 deaths despite being a 9 magnitude earthquake and it only 2 weeks for the major highway through Tohoku region to open again. Poor governance in Haiti means that there are no emergency plans for an earthquake. Over 200,000 people were killed and it took 8 weeks for the government to finally have a coordinated management plan. However, 6 months after the disasters, more than 90% of rubble were still unrecovered and 9.8 million people remained in relief camps that have poor sanitation and lack of food supply. This greatly lowers the quality of life of people in Haiti. Therefore, governance plays a crucial role on how much and how longer would people's daily life be affected and their conditions of living post disaster.

Another important part of preparation is building codes. Japan.

frequently experience earthquakes so to prepare for disasters, many buildings are earthquake resistant, meaning that they are designed to sway with the ground shaking caused by seismic waves. There is also a tsunami wall around the city to reduce wave energy. This can greatly lower the number of casualties in Japan as most deaths occur from collapsed buildings. However, in countries like Haiti, or the poorest country in the northern hemisphere, many people building their own homes on unstable lands that are already vulnerable to landslides so when an earthquake occurs, houses and buildings easily collapse, increasing risk of injuries and deaths. Therefore in developed countries like Japan, preparing by building earthquake resistant buildings will result in fewer deaths but high economic losses as these buildings are expensive. The total economic loss of Japan for the 2011 Tohoku earthquake is well over \$250 billion. The reverse happens for Haiti, the buildings and properties destroyed don't cost a lot so there is lower economic loss of \$8 billion.

Prediction is also important in managing a natural disaster. Geophysical disasters are much more difficult to predict than hydrological ones. Although Japan has a great preparation plan and the most advanced ~~best~~ detectors in hand, they are only able to warn people barely a minute beforehand so the social, economic and environmental impacts is still great. ~~How~~ For hydrological disasters,

predictions means that ~~it~~^{it} can be prevented from happening at all ~~at tropical storm~~ if a strong wind can be stimulated where the storm was forming. Even if it can't be stopped, people would still have weeks or days to prepare or evacuate so number of casualties will be fewer.

In conclusion, preparation and prediction can reduce impacts of natural disasters to a great extent. In developed countries, it can reduce social impacts but there would still be more economic losses than developing countries.



This candidate response scored Level 4, 16 marks. The candidate begins by exploring the role of governance in preparing for natural disasters. This is then explored through the applied examples of the Tohoku and Haiti earthquake with relevant supporting evidence. The candidate then moves onto discussing the second aspect of preparation, the role of building codes and earthquake resistant buildings. The candidate has demonstrated sound knowledge and understanding on the first aspect of the question i.e. preparation. They then discuss that it is harder to predict geophysical hazards more than hydrological hazards and uses the example of Japan to highlight this. Whilst this is a valid point it is not fully developed, meaning that although there is some balance as they have covered both aspects of the question, preparation is stronger than prediction.

When applying the level criteria, the candidate demonstrates accurate and relevant geographical knowledge and understanding throughout the response. There is clear use of supporting evidence leading them into level 4. They are placed at the bottom end of this level as the answer needed more on the prediction side of the question to provide greater balance and the conclusion could have been more developed.



To achieve top marks candidates need to ensure that their responses are balanced and provide a clear line of argument throughout.

Question 6 (a)

This question was answered well by the majority of candidates, with candidates on the whole using the resource well. Most candidates focused on explaining why the USA had the highest number of migrants, as well as covering Germany, the UK and Saudi Arabia. As with 5a the best responses used the data from the resource explicitly within their response and suggested reasons why these countries were ranked as they were. A small number of candidates used no data from the resource at all and were limited to level 1 or bottom of level 2 due to generic reasons that were tied to no explicit country.

(a) Suggest reasons for the distributions of international migrants shown.

(10)

One reason for the distribution of international migrants mostly moving to the USA is because the US has one of the highest GDPs in the world. This means that it has high development and employment. Many international migrants move from their home countries seeking those things, which is what makes it so appealing for migrants.

In addition, the United States of America ~~has a high minimum wage rate. This means that the minimum wage~~ has a decent GDP per capita, making it appealing for people to migrate there for work.

Another potential reason for this distribution of migrants is that many of the other countries on the list may have much stricter immigration laws. This means that people are more likely to be declined travelling there. For example, Australia is known for having some of the strictest migration laws in the world.

Whereas Germany on the other hand, is known for having very flexible migration laws. This makes Germany much more appealing for migrants and therefore an area which hosts a large number of migrants.



ResultsPlus
Examiner Comments

This candidate scored Level 2 - 5 marks. The candidate covers the USA and Australia by name but has no use of the data from the resource. They have suggested some basic ideas of why people choose to move to these locations e.g. migrating for work and having a stricter migration policy in Australia. They just move into level 2 as they have mostly relevant geographical knowledge and make some relevant connections but the response is partial and lacking in explicit use of data from the resource.



ResultsPlus
Examiner Tip

For level 3 (8-10 marks) candidates should demonstrate accurate and relevant geographical knowledge and understanding throughout their response. With the use of supporting evidence providing a clear basis for their rationale and interpretation.

(a) Suggest reasons for the distributions of international migrants shown.

(10)

International migrants means people who moves from a country to another country for a reason maybe for jobs and in figure 6 it's shown that United States of America has the most international migrants it's top 1 people move to USA because they have huge economic and many jobs they can offer to anyone.

50 million of people are ~~trav~~ migrants to USA in 2020 for many things maybe it could be ~~fr~~ for tourist because they have many nice places.

Saudi Arabia is the ~~third~~ third because in 2020 it developed in many things economic and become more safe so the people ~~start~~ start moving to there for jobs and relaxing.

And Spain is the last because there are ~~no~~ many many activities that will

let the people migrants to there and Because
it is a rich country it is MEDC so
no one can afford living there but
it's a nice place more natural views.

United Arab Emirates it's not that big
country but it is safe and there economic
is good so many people would migrate to there for business
or jobs.



ResultsPlus
Examiner Comments

This candidate scored Level 1 - 3 marks. This candidate demonstrates the features of a level 1 response with isolated elements of geographical knowledge with some which is irrelevant. Whilst they have covered a range of the countries displayed in the resource, they have provided generic reasons rather than applying their geographical understanding and knowledge from their course of study.



ResultsPlus
Examiner Tip

For level 2 (5-7 marks) candidates should demonstrate mostly relevant geographical knowledge and understanding. They should also look to include supporting evidence from the resource.

(a) Suggest reasons for the distributions of international migrants shown.

(10)

The United States is seen to have the highest distribution of migrants exceeding over 40 million. It must be understood in the 20th Century the USA promoted the 'American dream' and allowed influx of migrants. Especially many Jews after World War 2. It is known as 'The Land of Immigrants' because it allows more economic growth due to diverse cultures, innovative ideas and obtaining the benefits of the skilled and unskilled workers.

Germany has the second which is coming close to 20 million due to especially since the nation has an open door policy for refugees in war-torn areas such as Syria, Lebanon, Jordan. This increased the international migrants exponentially.

While in Australia they have a more stringent policy for international migrants and mostly show favour to skilled workers or degree holders because they want these workers to benefit their country with the level of education they have received. Thus being ranked as the ninth.

Saudi Arabia is ranked third a little behind Germany because it employs many low skilled workers such as domestics from Sri Lanka, India to work in this country. Also being an oil rich country they are able to

And many manufacturing power plants and attract foreign firms
to be placed in the nation. Thus, promoting they also make
compounds for the migrant workers and supply housing which
encourages more flow of workers to the country.



This candidate scored Level 3 – 8 marks. The candidate explores a range of the countries displayed on the resource providing clear reasons why they are experiencing high levels of migration. The resource is used explicitly for three of the four countries that are discussed. The reasons provided for Germany could have been expanded by considering why the German government has allowed the high migrant levels e.g. to combat an ageing population. The candidate response shows the features of a level 3 response with accurate and relevant geographical knowledge throughout. They have made logical and relevant connections to the resource provided. They don't score higher as some aspects, as outlined above, could have been explained to provide a full and coherent interpretation.



For full marks candidates need to be able to demonstrate a full and coherent interpretation throughout their response and explore the question in a logical manner. This is often demonstrated through a clear structure to their essay.

Question 6 (b)

Candidates demonstrated a sound understanding of the role that governments can play in facilitating globalisation. A range of areas were discussed including China's open-door policy and the establishment of Special Economic Zones, as well as the UK's deregulation of the financial market. Higher level candidates recognised that not all national governments were pro-globalisation, and the example of North Korea was a regular feature in these responses. The best responses considered that other factors were more significant/important in promoting globalisation and a range of IGOs and TNCs were considered.

(b) Assess the extent to which national governments are the most important players in promoting globalisation.

(20)

National governments are the most important players due to them being the ones who take decisions for their countries. This means that they are the ones who decide if their countries can help in promoting globalization or not.

The other reason is because they are the ones who decide the trading of goods and resources of their countries. And as we know trading is one of the most important things in globalisation, so if the national government doesn't allow the trading it means there will be no ~~job~~ promoting of globalization in the country.



This candidate scored Level 1 – 2 marks. The candidate explores the basic idea that national governments control trading and recognises that this is an important component of globalisation. The response highlights the features of a level 1 response with isolated elements of geographical knowledge and limited logical connections.



For level 2 (6-10 marks) candidates work would contain some relevant geographical knowledge and understanding but at times they might include inaccurate information. A key discriminator between level 1 and 2 is that level 1 will contain irrelevant information that is not pertinent to the question.

(b) Assess the extent to which national governments are the most important players in promoting globalisation.

(20)

National governments are important players in promoting globalisation as they can decide how switched on or switched off they want their country to be. For example, a national government can promote and encourage globalisation by reducing travel and border barriers to make it easier for a citizen to travel in and out of the country and increase tourism as well. However, they also have the power to increase these barriers and keep their country switched off to the world. Using North Korea as an example, its government carries strict political views that prevent globalisation in areas such as the internet, by using a very large fire wall to keep unwanted information ~~unavailable~~ unavailable to its residents. As well as rejecting any offers of outsourcing to and from other countries in order to keep its domestic manufacturing. North Korea is an example of a national government hindering and discouraging globalisation due to political views.

National ~~governmen~~ governments can also promote ~~globalisation~~ globalisation by joining major trade blocs. Trade blocs such as NAFTA which is joined by Canada, America, and Mexico can decrease trade tariffs, and trade restrictions, which as well as ~~increasing~~ ^{implementing} rights for intellectual property traders.

TA018905883



can make trading between the members of the trade bloc, faster and cheaper and easier. This ~~encourages~~^{promotes} globalisation as due to trade blocs, trading is encouraged.

However TNCs compete against national governments on who is the most important player in promoting Globalisation. As TNCs hold almost the same amount of power as national governments in terms of trade and economic responsibility. TNC's also have large connections with other TNCs and even other national governments, they also encourage Foreign direct investments as they usually outsource materials and intellectual property from around the globe, which gives them more power and control^{and money} that lets them compete with these national governments.



This candidate scored Level 3 – 12 marks. The candidate begins by outlining that national governments can decide how switched on or off their country will be. This is explored through the idea that governments can make travel and border barriers easier for migration. There is a missed opportunity to fully explore this idea and apply it to an applied example. The example of North Korea has better application and is well explored. The response then moves onto national governments joining trade blocs before considering that TNCs may be more important than national governments in promoting globalisation. The response has the features of a level 3 with relevant geographical knowledge and understanding. The response is coherent and is supported by some evidence and whilst the candidate has considered the role of TNCs this is not fully developed resulting in an unbalanced response. The lack of a conclusion is a further limiting factor that stops the candidate moving higher up the level 3 marks.



For these question types students should come to a rationale conclusion that is substantiated i.e. proven by the line of argument that they have presented throughout their response.

(b) Assess the extent to which national governments are the most important players in promoting globalisation.

(20)

Globalisation is the increasing interdependence between countries in terms of political, social, goods, capital, trade, ^{culture} and information. Globalisation can bring many advantages to a country. ^{For the} ~~however~~ there are organisations that promote globalisation. To a certain extent national governments do play a role in globalisation. However there are international organisations that also play a role in promoting globalisation. One

One of the main steps taken by the national government is implementing "free trade blocs". This allows countries to trade freely with neighbouring and allied countries. This brings in ^{many} ~~a lot of~~ advantages such as increasing in the demand of a country's products, earning profits as there are no trade restrictions and it also encourages TNCs to set up businesses in their country. The second thing that a national government does is free market liberalism.

~~But~~ In 1945 America agreed to remove tariffs and taxes when trading. In Germany people were revolting in 1848 as they had to pay a tax everytime a good entered a border. This was when a customs union was formed, which is known as the "Zollverein". This was considered the largest free trade zone and it scrapped off all custom dues, taxes and tariffs. National governments also took steps such as privatisations. This is when the government grants permission for private businesses to take control of infrastructure services like railway services and departments. This plays a major role in encouraging businesses to start

up. National government also encourage^e business start ups^o by providing people with incentives and financial funding to start up a business. They also reduce their taxes so that people do get more encouraged to start up a business. National governments also encourage firms to start up their business so that consumers could buy cheaper goods. For example Outsourcing brands in China such as Nike. All of these economically improve globalisation in a country. National governments also encourage the people to have access to internet, news such as BBC so that they get more information and information is shared among the people. They also ~~encourage~~ ^{have} open borders so that anyone could migrate to their country which results in the spread of culture. National governments also encourage FDI so that their ^{so} economy grows when countries invest in them. Saudi Arabia has also changed its weekend to Friday - Saturday to keep up with trade activities in other countries.

Excluding national governments, there are also international organisations that play the role of promoting globalisation. They include WTO, World Trade Organisation, World Bank, International Monetary Fund. World Trade Organisation plays the role of improving trade within countries for example by improving liberal trade. They remove tariffs and taxes so that countries could trade more freely and earn profits. The International Monetary Fund and World Bank lend money and loans to developing countries so that they

could develop economically and promote trade. These international organisations are mostly seen to improve the economy of "switched off places" such as Sahel in Africa. They are places that don't experience globalisation due to lack of funds to develop or even unfavourable climate to produce commodities to trade. Therefore these international organisations help them prosper in globalisation.

Excluding all of these we should note that there are some governments that do not play a role in promoting globalisation as they view it as a "threat". For example China ^{is} gradually ~~has~~ restricted the spread of any ideas opposing the government and has used "censorship" in order to stop any news spreading around the world. In France the country has to have 40% of TV production in French origin, this is to prevent other languages overtaking the French language. South Korea remains isolated as the president KIM uses censorship and prevents the people from accessing internet so this results in them not being able to have ^{developing} access to globalisation.

This highlights that some governments don't even consider promoting globalisation. However we have to note that there are national ^{governments} or ^{well as} international organisations present to promote globalisation.

(Total for Question 6 = 30 marks)



This candidate scored Level 4 – 17 marks. The candidate begins with a clear and accurate definition of globalisation. The candidate explores a range of ways that national governments can promote globalisation including joining free trade blocs, free market liberalisation, business start-ups and encouraging TNCs through the reduction in taxes. There are clear links to each of these and how this promotes globalisation, although the section on business start-ups and tax reductions could have more clarity around this.

The candidate then moves on to discussing other players including IGOs such as the World Bank and IMF with mostly relevant geographical knowledge. They also then introduce the counter argument that national governments can choose to limit globalisation, applied through the example of China's great fire wall and France's tv production laws.

The response shows the key elements of a level 4 response with accurate and relevant geographical knowledge and understanding throughout. There is a full and coherent interpretation that is supported by evidence. It does not go higher in level 4 as the conclusion is not particularly strong considering the wealth of evidence and arguments that the candidate has presented.



To achieve top marks candidates need to ensure that their responses are balanced and provide a clear line of argument throughout.

Paper Summary

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

- Be clear on the definitions of key terms on this specification and be able to apply them to both short and longer response questions.
- When tackling a "describe the pattern" question, candidates should be careful not to mirror their points as these will not be awarded credit.
- Ensure you are exposed to a range of practice questions for questions 5a and 6a.
- If the question asks for "evidence" as in the context of the 20 mark extended questions: this can come in the form of examples, case studies, data, facts, detailed reference to places, concepts and geographical theory.

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>

