



Examiners' Report June 2023

GCSE Geography 4GE1 02

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Introduction

The first sitting of this specification for Pearson Edexcel International GCSE Geography took place in 2019. Due to the global Covid-19 pandemic, there were only small entries for this examination made in 2020 and 2021 with a return to larger cohorts for 2022.

In the 2023 series, there were no reductions in the number of marks for any sections of the paper, and both familiar and unfamiliar fieldwork contexts were included.

This Examiner's report is intended to provide an insight into performance on Paper 2: Human Geography, in particular analysing the majority of questions in terms of what went well and where common mistakes and underperformance were evident. Exemplar responses from 'real' scripts have been used to demonstrate good practice and highlight common pitfalls encountered by candidates.

The paper consists of 3 sections. In this series candidates answered two 25-mark questions from Section A, one 20-mark question from Section B, and one 35-mark question from Section C. The fieldwork questions in Section B included questions on both familiar and unfamiliar fieldwork contexts. The total number of marks for the paper was 105.

The examination includes multiple-choice questions, short, open response, calculations and extended response questions. The exam command words which are used in the paper are defined in the specification. Each of the questions is mapped to one or more of the Assessment Objectives (AOs).

In **Section A**, candidates choose two questions from Economic Activity and Energy, Rural Environments or Urban Environments. Candidates answer two of these questions. The final part is an 8-mark extended response question that targets AO3 and AO4.

In **Section B**, candidates choose one out of three fieldwork related questions relating to Economic Activity and Energy, Rural Environments or Urban Environments. In this paper there are short response questions based on an unfamiliar fieldwork context followed by an 8-mark extended response question based on a familiar fieldwork context.

In **Section C**, candidates choose one out of three questions covering Fragile Environments and Climate Change, Globalisation and Migration or Development and Human Welfare. This section includes a range of question types finishing with a 12-mark extended response question which targets AO2, AO3 and AO4.

An important part of the extended response question is the particular command word that is used. The use of 'analyse', 'evaluate' or 'discuss' requires candidates to consider how to address these in their response, moving beyond simple explanations and demonstration of knowledge. While many candidates are attempting to address these command words, many still need to ensure that they have made relevant comments to demonstrate they have addressed these command words. These extended response questions also require clear use of the resources. The questions include text to remind candidates to refer to the resources. In general, candidates usually attempted to include use of the resources provided.

Question 1 (c)

In this type of question, it is very important to use information directly from the resource.

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

Suggest **one** factor that has influenced the location of this factory.

(2)

One factor is its proximity to a water body (lake or could be a sea (perhaps a fjord as Norway)) which makes it ideal for transporting resources to and from the factory via Ships (as seen in fig-1a)



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Examiner Comments

In this response, there is evidence from the photography through the reference to the water body, and then explanation of how this influences the location in terms of being able to transport resources.

2 marks.



ResultsPlus
Examiner Tip

In this type of response, it is very important to use information directly from the resource. Hence the need to use clear evidence from what is shown, rather than what might be assumed.

Question 1 (e)

The 3-mark 'explain' questions are less common, but can be challenging since there is a need to show a double development of the ideas.

For this question, there needs to be identification of a change that takes place to secondary sector employment that is shown in the resource. Further marks are then awarded for explanation of this reason.

(e) Study Figure 1b in the Resource Booklet.

Suggest **one** possible reason for changes to secondary sector employment.

(3)

As shown on figure 1b of Germany's secondary sector has decreased by $38-37=11\%$, because of the global shift in manufacturing where many factories move to some less economically developed countries like China and Tanzania, which would explain the increase of secondary sector of workforce. 27% in China and 17% in Tanzania.



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Examiner Comments

In this response, the candidate recognises the decrease shown for Germany and links this to a global shift in manufacturing as the reason and develops this further by suggesting where the employment may have moved to.

3 marks.



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Examiner Tip

These 3-mark 'suggest' questions can be challenging since they require 'double development'. Candidates should be reminded that they need not copy the stem of the question before starting to give the reason.

Question 1 (f)

The majority of candidates were able to identify advantages and disadvantages of using non-renewable energy resources. Occasionally they would get these mixed up with renewable energy resources, but this was not common.

(f) Explain **one** advantage and **one** disadvantage of using non-renewable energy sources.

(4)

Advantage

Can produce energy all year round - it is not dependent on the weather, so energy is you have energy security all year round, unlike renewables that depend on weather to produce energy.

Disadvantage

Emits greenhouse gases. These greenhouse gases are trapped in the atmosphere, leading to increased global temperatures and therefore global warming. This leads to the death of marine life due to changes in their habitat.



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Examiner Comments

This is a clear 2+2 response with developed ideas about a reliable supply of energy and the production of greenhouse gases.

4 marks.

(f) Explain **one** advantage and **one** disadvantage of using non-renewable energy sources.

(4)

Advantage

they are very efficient compared to the renewable energy, for example nuclear power plants

Disadvantage

They will eventually run out, meaning that they can't be used forever



ResultsPlus
Examiner Comments

This response was more limited but does provide a basic advantage and disadvantage, so just 1+1 – 2 marks as there is no development of these ideas.

Question 1 (g)

The majority of candidates were able to identify a suitable developed country and ways that they are trying to increase energy security.

Answers usually focused on having a wider energy mix and reducing consumption. On occasion candidates would not provide the right country context, instead choosing a developing or emerging country context. It is important that candidates read the question carefully to ensure they are providing a response with the right country context.

(g) For a named developed country, explain **two** ways it has tried to increase energy security.

(4)

Named developed country

Germany

1 Trading with other countries to provide security.

2 A lot of variety of different renewable energy sources which are sustainable.



ResultsPlus
Examiner Comments

This response has a suitable country context but only a basic idea about trading and using a different energy source, but they are both quite vague.

2 marks.

(g) For a named developed country, explain **two** ways it has tried to increase energy security.

(4)

Named developed country

~~to~~ the U.K

1. The UK has built many ~~wind farms~~ off-shore wind farms, particularly off the coast of north Wales. This means that the U.K. ~~has~~ is making their own energy and doesn't have to rely on imports from other countries.
2. The U.K. has an ever-increasing amount of solar panels, particularly on ~~public~~ ^{private} buildings. Solar energy is a renewable source of energy, so the U.K. doesn't need to worry about it running out.



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Examiner Comments

This is a clear 2+2 response with very clear explanation related to the UK and the idea of offshore windfarms and increasing solar panels.

Question 1 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding.

They are not case study questions, but are in fact much more applied. The same skill, with the same Assessment Objectives, (AO3 and AO4) is tested in the other options which for Q2 and Q3. The mark scheme also has a set of levels which are fixed from year to year.

Many candidates clearly used the resource to consider the differences in informal employment. To reach the higher levels, candidates need to do more than describe what is presented in the resource, but provide clear developed reasons; in this case about reasons for the patterns of informal employment.

The command word 'analyse' needs to be addressed to achieve full marks. Many candidates found this last part challenging as they did not really know how to demonstrate analysis. Although it was encouraging to see that some candidates were able to address this often starting their response with an idea about which reason was the most important, for example.

Analyse the reasons for the patterns of informal employment.

Refer to the resource in your answer.

(8)

Figure 1c shows that the countries with highest corruption levels have highest informal economy. Africa has its informal economy with 71.9%. Countries such as Nigeria have a high corruption^{level}, causing more people to work in informal economy as they do not have to pay taxes to the government and they can work ~~when~~ whenever they want. Figure 1c reinforces this with the informal economy in Middle East at 68.6%.

Figure 1c ~~str~~ also shows that developed countries have low informal economy rates. In Europe and Central Asia the informal economy is 20.8%. Due to them being developed there are better paid job opportunities so there is less unemployment. Also, developed countries have higher rates of healthcare and education. ~~If there is more~~ ~~educated~~ ~~per~~. As more people are educated they work in well paid, high end jobs. This means less people need to work in informal ^{the} economy.

To conclude, I think the most significant pattern

of informal economy is how developed a country is. As even developed countries can be corrupt, but this may not effect the economy as much as developing countries.



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Examiner Comments

This response reached Level 2 – 4 marks as there is clear use of the resource, but there are only basic reasons provided.

Analyse the reasons for the patterns of informal employment.

Refer to the resource in your answer.

(8)

Figure 1c shows that levels of informal and ~~formal~~ formal employment vary spatially across the continents, with continents like Africa having 71.9% ^{of people} in informal employment and Europe and Central Asia having 20.8% in informal employment.

A key reason for varying percentages is level of development. Africa has many developing countries where there are fewer formal jobs as the economy has not yet grown as much as in developed ~~countries~~ ^{regions}. This means that only 28.1% of people are in formal employment because many countries ^{there} are just beginning their industrial phase. Europe and central Asia are highly developed as a whole and so have only 20.8% of people in informal employment. This is because there are many jobs in the formal sector due to high levels of investment.

Another key reason for ~~varying percentages~~ ^{the} varying percentages of employment is rate of rural to urban migration. In Europe, there is minimal rural to urban migration as the quality of life in both locations is high so there are few push factors. Indeed, many cities are experiencing counter-urbanisation instead. This

means there are enough jobs in cities for all the people.
However, premature ^{urbanisation} ~~development~~ due to push factors ^{being brought} in
areas such as Africa mean there are not enough formal
jobs for the huge number of migrants so people turn
to informal employment as a source of income.

(Total for Question 1 = 25 marks)

Another factor is level of education. Levels of education
are quite high in Europe and the Americas so most
people are qualified enough to be formally employed.
However, in places such as Africa where ~~the~~ the
education systems are not as good, people are
underqualified and struggle to get formal employment
and so take on informal jobs instead.

I think economic development is the most important
factor in establishing these patterns as it also affects
the quality of education and the quality of life which
affects migration.



This has reached Level 3 – 8 marks.

To quote from the levels mark scheme it:

- 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).

It provides detailed discussion of the information provided in the resource and there is evidence of analysis and it even summarises this at the end in the final statement where there is a comment about the most important factor.



Approaching this particular set of AOs is a learnt skill and must be practised as part of the learning.

Question 2 (c)

With these types of questions, where there is an AO3 mark coming from the resource, it is key to use direct evidence. In this instance from the photograph.

(c) Study Figure 2a in the Resource Booklet.

Suggest how natural hazards can cause changes in rural areas.

(2)

Depending on the scale of the natural hazard, it can cause small damage, ~~to~~ or obliterate houses and villages.



In this response, the evidence from the photograph is the damage to houses which gets the AO3 credit but there is no development of this idea (AO2) so just 1 mark.

(c) Study Figure 2a in the Resource Booklet.

Suggest how natural hazards can cause changes in rural areas.

(2)

~~nature~~ Natural hazards can destroy homes and infrastructure around a rural area e.g. schools and hospitals leaving the injured people no where to get healthcare aid.



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Examiner Comments

In this response there is evidence from the photograph – destruction of buildings – and then this idea is developed with the idea of not being able to access healthcare.

2 marks.



ResultsPlus
Examiner Tip

When there is a resource, candidates must explicitly refer to evidence from it to obtain the full range of marks.

Question 2 (e)

In general, there were lots of good answers here which identified suitable ways farm incomes are being diversified in developing or emerging countries.

Some candidates missed the developing/emerging country part of the question and provided information based on developed country contexts. Where this happened, the most common answer was about bed and breakfasts in the UK. Although it was also good to see some detailed responses about strategies in developing/emerging country contexts that went beyond generic ideas about farm shops and leisure activities.

(e) For a named developing or emerging country, explain **two** ways farm incomes are being diversified.

(4)

Named developing or emerging country

Kenya

1 Farms are opening horticulture businesses. Kenya has a hot temperature most of the year so tropical flowers are grown and then sold as a way of making profit.

2 farms are also being diversified by opening B&Bs. These increase tourism as there are options to stay in a rural area. This increased the profit made by the farmer.



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Examiner Comments

In this response, there are developed reasons around horticulture and bed and breakfasts.

4 marks.

Question 2 (f)

In this question, a mark was given for the identification of a pattern shown, i.e. a movement out of cities to suburbs, or into cities, then further marks for development based around a logical reason.

(f) Study Figure 2b in the Resource Booklet.

Suggest **one** reason for the pattern shown in Figure 2b.

(3)

In figure 2b we can see that there is a large outflow to the suburban areas in Poland. This could be due to pull factors like better quality of life or an increase in development of the suburbs which leads to more suburbanization.



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Examiner Comments

This response has scored 3 marks.

It identifies the outflow to suburban areas, and then provides a reason related to quality of life and development with the idea of suburbanization.



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Examiner Tip

These 3-mark questions can be difficult, so candidates need to practise how to model a response that develops a single idea or reason and makes reference to a pattern or trend being shown in the resources.

Question 2 (g)

Most candidates were able to provide some relevant strategies that can be used to improve quality of life in rural environments.

There was no requirement for a named country.

Many candidates displayed case study knowledge here even though it is not required.

(g) Explain **two** strategies that improve quality of life in rural environments.

(4)

- 1 Improving roads. Often rural areas have old or poorly built roads which makes them less accessible. Building better roads could create opportunities for income in rural areas for example through tourism.
- 2 Improving access to internet in rural environments can help reduce rural isolation. It could also encourage people to move ~~there~~ to rural areas as they would be able to do home office work.



This response is a 2+2 answer, with developed ideas around improvement to roads and access to the internet.

Question 2 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding.

They are not case study questions, but are in fact much more applied. The same skill, with the same Assessment Objectives, (AO3 and AO4) is tested in the other options. The mark scheme also has a set of levels which are fixed from year to year.

Many candidates found this challenging as they did not really know how to use the resource as part of their argument.

Analyse the factors that affect the structure of rural populations in developing countries.

Refer to the resource in your answer.

(8)

In fig 2c we can see that there is more population in urban environments in Nigeria than in rural environments because in fig 2c there is over 5% of 20-24 population living in urban environments compared to 3% in rural environments. A first factor affecting this may be that there has been a lot of rural-urban migration. This may be a cause of better ^{quality} living of life and more job opportunities in urban areas. Therefore young populations will migrate and in rural areas only old people will remain. As a result the younger population as we can see in fig 2c of rural environments will decrease. As well fertility rates will decrease because of only an ageing population, as a result 0-4 population will be smaller as in urban its 10% and in rural its only 7.4% of population. Secondly, there has been an increase in ^{desertification} ~~education~~ in Nigeria. Therefore young populations will seek a better ^{living conditions} ~~career~~ because they can't grow crops in rural environments or rear livestock. ^{This} ~~Therefore~~ means that they will be forced to migrate to rural areas where they can feed their families and live in good conditions and not starve. As a result there will be less people living in rural environments and people will prefer to "start over" where there

is more potential of thriving. Rural areas will increasingly become harder to live in because of less fertile countries especially in areas of the Sahel. On whole urban population is higher than rural population in Fig 2c because of better living conditions and job opportunities for young educated people. As a result rural population will decrease because of the negative multiplier effect. (Total for Question 2 = 25 marks)



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Examiner Comments

With a resource such as Figure 2c, candidates could refer to the general pattern between rural and urban or different age groups or focus on specific parts of the data.

This response achieved Level 3 – 8 marks as it considered a range of factors in detail and made good use of the resource.

Analyse the factors that affect the structure of rural populations in developing countries.

Refer to the resource in your answer.

(8)

In developping countries, more and more people move to urban areas and cities due to the rural exode and the urban area development.

Most elder people prefer to stay where their families and jobs were, and so the ~~be~~ number of elderly in and outside the cities is relatively the same.

Many middle-aged and young people move to the urban areas, searching for a better life for their families or more working opportunities.

As many families move to the urban areas, there are generally more children and teenagers in urban areas than in rural areas because they moved there with their parents and family.



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This is a typical Level 1 response (3 marks) which provides a series of basic points linked to the resource, with little development.

Question 3 (c)

As mentioned previously, in this type of question it is very important to use information directly from the resource.

Examiners will be rewarding an explicit reference to Figure 3a and the evidence taken from that image.

There is no need to fill all the white space for the 2 marks.

(c) Study Figure 3a in the Resource Booklet.

Explain **one** advantage of building on a brownfield site.

(2)

one advantage is there is already transport connections available. This is good because ~~also~~^{if they're} building a factory, it makes it easier to ship goods.



This was awarded 2 marks as it uses explicit information from the photograph (transport connections) and links this to the idea of being able to ship goods.

Question 3 (e)

Overall, this question was successfully answered when there was reasonable knowledge and understanding applied.

(e) Explain **two** factors that have led to the emergence of megacities.

(4)

- 1 Rural-urban migration: people ~~move~~ migrate from rural areas to urban areas as the pull factors and push factors make them desire urban areas such as higher quality of life and seeking employment.
- 2 Natural increase: People in cities have children in the city, meaning population increases at an exponential rate and also means a younger generation is present to work in the city in the future.



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Examiner Comments

In this example, the candidate has clearly done enough to get 2+2 marks with developed ideas around rural to urban migration and natural increase.

Some candidates wrote too much on these sorts of questions and may well have found themselves with less time for the extended response questions later.

There were also cases where candidates provided more than two factors. The response area provides a guide for the number of factors, but this was not always noticed by candidates.

Question 3 (f)

As mentioned in Q1(e), these 3-mark 'explain' questions are less common, but can be challenging since there is a need to show a double development of the idea, or in this instance, a single reason based on trends shown in the resource.

(f) Study Figure 3b in the Resource Booklet.

Suggest **one** reason for a trend shown.

(3)

Brazil is an emerging economy so is undergoing economic development, meaning the growth of rural secondary and tertiary sectors leading to rural-urban migration. Therefore, from 1960 to 2020, according to figure 3b, population % living in urban areas increases from 48 to 86%.



This response scored 3 marks as there is a recognition of the increase in population living in urban areas, with a developed idea about rural to urban migration. In resources where there are multiple countries shown, candidates can focus on overall trends of specific trends.

Question 3 (g)

In this question, candidates were usually able to provide very detailed responses about strategies used to manage relevant challenges.

Often there was detailed case study knowledge about relevant groups of people and how they addressed environmental urban challenges. There were a lot of good responses around congestion zones and recycling projects. There were a lot of responses that focused on the UK.

(g) For a named developed country, explain how **two** different groups of people manage environmental urban challenges.

(4)

Named developed country

Spain

1. It has groups of voluntary people that go everyday to the center of the cities to collect the rubbish that is in the floors and then recycle it.
2. In urban areas ~~informal~~ informal employment is everywhere so the government ~~made~~ made some laws that will have serious consequences to every business that have informal employees.



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Examiner Comments

Some responses were vague like this one, which only really has a basic idea about people recycling.

1 mark.

(g) For a named developed country, explain how **two** different groups of people manage environmental urban challenges.

(4)

Named developed country

Copenhagen Denmark.

(Denmark)

- 1 In Copenhagen, politicians manage environmental urban challenges through ~~investment~~ providing funding. For example politicians provided funding for the 'super cycle highways' which reduces the amount of private transport and thus air pollution.
- 2 In Copenhagen in Denmark, industrialists have developed the 'Copenhill' waste to energy power plant. This involves using 400,000 tonnes of waste and converting into electricity for more than 30,000 homes reducing the use of fossil fuels which give off atmospheric pollutants.



This is a typical 2+2 response for this question with clear groups identified and developed ideas.

Question 3 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding.

They are not case study questions, but are in fact much more applied.

The same skill, with the same Assessment Objectives, (AO3 and AO4) is tested in the other options in Q1 and Q2. The mark scheme also has a set of levels which are fixed from year to year.

Many candidates found this challenging as they did not really know how to use the resource as part of their argument.

Analyse the environmental problems associated with rapid urbanisation.

Refer to the resource in your answer.

more people
more cars (8)
clean pollution

One environmental problem of rapid urbanisation is a rapid increase in population. ~~Here~~ This can lead to overcrowding and the urban areas infrastructure cannot handle that number of people. This can put a strain on resources and congestion as more people means more cars on the road. This can lead to increased car emissions which can negatively impact air quality. As seen in figure 3c, Delhi has a high amount of air pollution of 122 which suggests it might suffer from this environmental problem which stems from rapid urbanisation.

Another problem of rapid urbanisation is due to rapid ~~high~~ rise in population, urban areas cannot meet housing demands. This can lead to the formation of informal settlements. However informal settlements lack proper infrastructure which could lead to contaminated water from sewage and pollution. Informal settlements are also likely to use more basic sources of energy such as coal fires which releases ^{particles which pollute} air pollution. As seen in figure 3c, Baghdad has a high level of air pollution of 88 which suggests this city might suffer from this problem.



In this response, there is some development of ideas which is linked to the resource, but there is no clear analysis of the problems.

This was awarded the top of Level 2 – 6 marks.

Analyse the environmental problems associated with rapid urbanisation.

Refer to the resource in your answer.

(8)

One of the most major impacts or environmental problems that comes along with rapid urbanisation is the amount of ^{air} pollution. Urbanisation increase means that more people are living in cities and urban areas, so more vehicles are being used. Vehicles release greenhouse gases, resulting in the greenhouse effect and ultimately, global temperatures rising. Countries with megacities have most amount of air pollution, as can be seen in figure 3b. For example, ~~Delhi~~ ~~Delhi~~ Delhi in India has an extremely high rate of air pollution. This is due to the fact that megacities contain people with the population of over 10 million. This means that more people are using vehicles, and more factories are burning fossil fuels and coal, which all contribute to the high rates of air pollution. Along with that, the countries that are less developed and also contain megacities don't have the money to manage these impacts, which eventually worsens over time as the population increases. Another environmental problem is deforestation. Due to more people living in urban areas, the demand for resources increases, so more factories need to be built. In order to build these factories and industries the space is needed, which is often gained by cutting down trees. By cutting down trees, the carbon dioxide concentration increases in the air and less oxygen is produced, which also leads to climate change. Figure 3c also shows us that areas with less population have significantly low levels of air pollution, like Sao Paulo, Mexico city and Moscow. Moreover, countries that can manage environmental problems are the developed countries with cities like Abu Dhabi

as figure 3c demonstrates. These countries can afford to reduce the impacts of environmental problems.

Overall, the environmental problems that are associated with rapid urbanisation are all interlinked as one problem leads to another. The most major of these problems is climate change and air pollution. Deforestation is also major as it can lead to the loss of habitat (Total for Question 3 = 25 marks) for animals and the loss of biodiversity, meaning flooding and leaching are likely to



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Examiner Comments

There is clear analysis of Figure 3c in this response, developing logical reasoning and a clear conclusion which demonstrates their analysis.

There doesn't have to be a conclusion in this form as some candidates were analytical in their opening statement or throughout the text, but in this case, the candidate summarises their ideas clearly.

8 marks.



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Examiner Tip

Candidates should practise using resources to analyse the importance of factors or ideas, demonstrating they can make connections between them to provide an evidenced informed analysis.

Question 4 (a)(ii)

Please note that the comments made on Q4, Q5 and Q6 apply to the other contexts for the fieldwork section.

The questions are provided in parallel and the resources for each are similar but with a different context.

(ii) Explain why open questions can be useful in a questionnaire.

(2)

It allows you to voice an opinion on the question rather than a yes or no answer



In this response, there was a basic idea about being able to get an opinion.

1 mark.

(ii) Explain why open questions can be useful in a questionnaire.

(2)

To give context. This gives people a chance to provide their reasoning of their choice - this can help the students understand why they want certain things to happen.



This response obtained 2 marks as there is a developed explanation about respondents being able to provide a reason for their choice which aids understanding.

2 marks.

Question 4 (c)

In this question, candidates were required to identify an additional data collection method that could have been used and provide an explanation.

Many candidates were able to identify a type of data collection method and often could provide a suitable explanation.

(c) Explain **one** other data collection method the students could have used in this enquiry.

(3)

Use of bar graphs - the students could have created/drawn bar graphs to show the number of people who understand the benefits of making homes on sustainable compared to those who do not understand that.



Some candidates did not recognise that the focus of the question was on data collection methods rather than presentation methods. Another common mistake was to explain a sampling method rather than a data collection method.

This response was awarded 0 marks as it focused on data presentation methods.

(c) Explain **one** other data collection method the students could have used in this enquiry.

(3)

The students could have done an interview. By using a semi-structured interview the students can ask the standard questions as well as new questions based on the responses. This way the students can get a wider variety of information.



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Examiner Comments

This candidate provided a clearly developed answer related to interviews.

3 marks.

Question 4 (d)

This is a question which is split into AO3 and AO4. In other words, identifying ideas directly from resources and then making sense of them in a geographic way.

This question focuses on a familiar fieldwork context i.e., fieldwork that the candidates have undertaken as part of the course. This question asks candidates to evaluate the data presentation techniques used by candidates in their own geographical enquiry.

There were some excellent responses to this question showcasing some really interesting fieldwork. However, there were also some responses that did focus on other aspects of the enquiry process such as data collection methods.

Candidates are provided space to provide their geographical enquiry title. They do not receive marks for this, but it provides context for the response that follows.

(d) You have studied economic activity and energy for your own geographical enquiry.

State the title of your geographical enquiry.

Evaluate the data presentation techniques you used.

W
H
S
W
O

(8)

Geographical enquiry title

What are people's attitudes to the proposed solar farm in Little Heath Lane near Berkhamsted

In our enquiry, we used a word cloud to represent the opinions and comments made on the local council website about the solar farm. We did this to indicate the main points of opinions of people which was useful for analysing attitudes. This presentation was good as the size of the words represented the frequency of the comment, this meant that we could identify the most common comments which could be used to represent the community. But, this was not useful as not all comments had the same phrasing so we had to pick specific words which manipulated the data and could change the initial point of the person. Instead, I could use colour to identify how extreme the comment was to help identify the brackets of opinions made by people.

We also annotated photographs of the site from different perspectives to show the location and the impact it could have on surrounding environment. This was good because we were able to identify any crucial problems with location or analyse its suitability. But, this presentation technique was not good because the comments were subjective and hard to collect into simplified annotation. I could do differently the photos (Total for Question 4 = 20 marks) used and I could take them myself instead of using photos from the planning website.

Overall, I think that my data presentation techniques were ~~so~~ good but many improvements can be made to improve accuracy and reliability.



ResultsPlus
Examiner Comments

In this response, the candidate achieved Level 3 – 8 marks as there is clear evaluation of a range of data presentation methods.

There is a conclusion which reinforces the candidate's ideas.

(d) You have studied economic activity and energy for your own geographical enquiry.

State the title of your geographical enquiry.

Evaluate the data presentation techniques you used.

(8)

Geographical enquiry title

To investigate why ~~some of~~ Birmingham UK use a lot of energy than other cities around UK. I used Questionnaires for my enquiry. I also used Stratified because it doesn't take a lot of time to collect my data. Also it is an accurate way of knowing why many homes in Birmingham use a lot of energy sources.



ResultsPlus
Examiner Comments

This response provides an example of a response that focused on data collection methods rather than data presentation methods, therefore it was awarded 0 marks.

Question 6 (d)

Evaluate the data presentation techniques you used.

(8)

Geographical enquiry title

looking at the changing use of land over time in urban areas

we used bar charts to present most of our data. bar charts are very easy to read and are good at presenting most types of data that involve numbers. The bad thing about bar charts is they aren't very visually stimulating so they are boring to look at. We also used pie charts. These are usually colorful so are interesting to look at but only really work with percentages so aren't good for most types of data. we used photos which had to be analysed which are very good as you can see it yourself what happened and how the area changed. Although photos are good they are open to bias as everyone has their own opinion.



ResultsPlus
Examiner Comments

This response achieved Level 1 – 3 marks as there are some relevant comments about bar charts and photos but they are quite generic and do not provide clear evaluation.

The title for this enquiry is also quite vague so it is more difficult to understand if the methods being explained are relevant.

Question 7 (c)

There were a lot of detailed answers for this question which was only 2 marks.

While it is encouraging to see candidates have a good understanding of the natural causes of climate change, it is important that they don't spend too much time on these questions and as a consequence don't have enough time for the longer questions.

(c) Explain **one** natural cause of climate change.

(2)

Sea levels rise due to glaciers melting, meaning large bodies of ice fall into the ocean and over time increases sea level. (due to temperature rise).



When candidates did not score marks on this question, it was often because they provided an impact of climate change rather than a cause.

This response did not receive any marks as it provided an impact of climate change rather than a cause.

(c) Explain **one** natural cause of climate change.

(2)

One natural cause of ~~the~~ climate change is that of the Milankovitch cycles. The relationships between eccentricity, obliquity & precession ~~together~~, and the relative positions of the Earth to the Sun, affect the amount of solar radiation reaching the Earth & therefore affects climate change.



ResultsPlus
Examiner Comments

This response was awarded 2 marks for a clear explanation.

Question 7 (d)(ii)

This question required candidates to compare the level of risk for Asia and North America as shown in the resource.

Marks were awarded for a comparative statement and then either development of their comparison or use of data to support the comparison.

(ii) Compare the level of risk for Asia and North America.

(2)

Asia is more at risk compared to North America as it is closer to sea level whereas North America is higher above than Asia. 10-50 million people are at risk in Asia compared to 1-9.9 million



ResultsPlus
Examiner Comments

This response was awarded 2 marks for a comparison of the continents and use of data to support it.



ResultsPlus
Examiner Tip

World maps are frequently used in examinations so it is a good idea for candidates to be able to recognise how to interpret patterns, trends, differences and similarities in such resources.

Question 7 (d)(iii)

This question required candidates to suggest one reason for the pattern shown.

There were a lot of clear responses to this question which provided developed ideas related to coastal populations and low-lying coastlines.

(iii) Suggest **one** reason for the pattern shown.

(2)

Many of the most populated Asian countries in East, South and Southeast Asia have large amounts of people residing in coastal urban areas, increasing the risk of large amounts of their populations.



This response was awarded 2 marks.

Question 7 (d)(iv)

This question required candidates to provide an explanation of why the data shown is useful for understanding the impacts of climate change.

Candidates were usually very clear about how this was useful in terms of being able to understand the potential impacts of climate change and, as a consequence, understand where to target more adaptation and mitigation efforts.

(iv) Explain why the data shown is useful for understanding the potential impacts of climate change.

(2)

It can be useful as it depicts exactly which areas are at highest risk to rising sea levels which is an impact of climate change so it allows us to take action in those areas and try and reduce impacts



This response was awarded 2 marks.

Question 7 (e)

This question was a 'state' question, so candidates just needed to provide a short response, in this case causes of deforestation.

Some candidates started to provide explanations of these causes, but it is not necessary. State questions require candidates to provide a simple response.

(e) State **two** causes of deforestation.

(2)

1 Agriculture

2 Commercial logging



ResultsPlus
Examiner Comments

Candidates usually scored some marks on this question.

Agriculture and commercial logging were some of the most common responses, as seen in this response which was awarded 2 marks.

Question 7 (f)

This question required candidates to provide some developed explanations to obtain the 4 marks. This question focused on the impacts of deforestation.

(f) Explain **two** impacts of deforestation.

(4)

- 1 It leads to soil erosion as there are no longer any roots of trees that will bind the soil together, which will make soil can damage the soil and make it infertile.
- 2 It leads to ~~the~~ an increase in carbon dioxide levels as less trees are present to absorb CO_2 in the atmosphere, therefore ~~the~~ since CO_2 is a greenhouse gas, it can contribute to global warming.



There were a lot of clearly developed responses showing good understanding of the impacts of deforestation.

This was a typical 2+2 response.

(f) Explain **two** impacts of deforestation.

(4)

- 1 less photosynthesis occurring meaning less carbon dioxide is being consumed and less oxygen is being let out.
- 2 climate loss habitats destroyed due to cutting down trees leaving some animals without a place to live.



ResultsPlus
Examiner Comments

This response was awarded 2 marks as there are valid impacts (less CO₂ being absorbed and habitat destruction), but there was not enough development of these ideas to gain any further marks.

Question 7 (g)

The command word 'assess' was one that a significant number of candidates had difficulty in understanding what it was they were meant to do.

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 required to rank and / or make a judgement. Few candidates were able to do this, instead simply resorting to copying the information provided about the different strategies.

Assess strategies used to reduce threats from desertification.

Refer to the resource in your answer.

(6)

Figure 7b shows different strategies of dealing with desertification in China, Mali and Senegal and globally.

Figure 7b shows that China installed solar panels and established greenhouses for growth and also used afforestation for the planting of more trees.

China is an emerging country therefore couldn't finance to implement renewable energy sources. Afforestation is also a sustainable way to reduce threats from desertification as we replant trees. Furthermore, plus using greenhouses is extremely beneficial as when desertification occurs soil erosion occurs which means that crops can't grow. However through greenhouses, we can provide the plants with constant light, humidity, good temperature, CO_2 concentration and a lot of water for growth.

Remote sensing is also used ~~to~~ to show the changes in soil qualities to be able to find what areas are most at risk, however, what are done next is what actually matters as we are trying to take action.

Wells were also used for irrigation and livestock in order for their sustenance.

People were also educated on the ways to manage tree nurseries such as through reforestation, afforestation and crop rotation. This makes sure soil is nutrient rich and stable.

In my opinion, I believe, greenhouses are the most effective way to reduce threats as they allow more crops to grow without suffering from desertification. This means that more plants are available to retain CO_2 from the atmosphere.



There were, however, some stronger responses like this one which provides some assessment in relation to how effective the strategies area.

This response addresses several points in the resource and explores the different strategies presented in the resource. They do not need to address areas shown in the resource. Candidates could select a couple of ideas from the resource to base their assessment.

This response scored 6 marks.



Greater familiarity with the 'assess' command instruction is strongly recommended for future examinations.

It may help candidates to begin their answer with their assessment and then use evidence from the resource and their ideas to support this assessment.

Question 7 (h)

This question along with Q8(g) and Q9(g) has both a unique command word and unique set of AOs (AO2, AO3 and AO4).

What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

(h) Discuss the view:

P2 - against
P3 - conc.

"Strategies to reduce threats to fragile environments should be led by governments."

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

Refer to the resources in your answer.

(12)

Strategies to reduce threats ~~to~~ to fragile environments should be led by governments because they have the power to ~~give~~ ^{give} permission and funding for projects. This is shown in Figure 7b by the government-owned company in China that ~~has~~ ^{has a} strategy to install solar panels and plant vegetation. This kind of work has to be ~~government~~ ^{government} approved, meaning that governments should be the ones to lead strategies to reduce threats to fragile environments. Furthermore, Figure 7a shows that there are different threats to different countries. This means that strategies to prevent these will also be different. Therefore each government should establish ~~their own~~ ^{their own} strategies based on the unique threat to fragile environments in their country.

However, strategies to reduce threats to fragile environments should not be led by governments. They should be international because Figure 7a shows that there is a threat to most countries in the ~~world~~ world. This means that countries should come together to solve a problem that impacts the whole world, such as COP26 and the Paris Agreement. However, some could also argue that the work should be led by ~~non-governmental~~ ^{non-governmental} organisations as they are organisations that specialise in the area. Figure 7b shows they can teach

people how to manage tree nurseries, showing that they have good knowledge in the area. Another example of this is UNICEF's Great Green Wall in the Sahel. Non-governmental organisations possess greater knowledge and more experience so they should lead strategies ~~to~~ ^{to reduce} threats to fragile environments.

In conclusion, I partially agree with the statement. There are different threats to fragile environments in each country so I think that strategies led by the government are definitely necessary. However, the threats to fragile environments ~~is~~ are a global matter and therefore there should be a few international agreements to increase awareness and give funding to countries who might need it. Non-governmental organisations also play a crucial role as LICs might struggle to fund projects. Therefore I believe strategies should be led by not only governments, but internationally, and by non-governmental organisations also.
(Total for Question 7 – 35 marks)



This is a Level 3 response where the candidate has shown clear understanding of concepts and interrelationships in the geography.

They deconstruct ideas across the two resources and make a clear judgement which is supported.

(h) Discuss the view:

"Strategies to reduce threats to fragile environments should be led by governments."

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

Refer to the resources in your answer.

(12)

~~One way in which it should be led by the government.~~
Some people may believe strategies to reduce threats to fragile environments should be led by governments. This is supported in fig 7b by Elion Resources Group (Chinese government-owned company) which installs solar panels to generate electricity and establishes greenhouses ^{to tackle desertification} for growth of crops. Furthermore, it could be argued that it is the governments responsibility to alert civilians of the potential dangers associated with sea level rise ^{in fig 7a} and ways to combat it. Many cities and governments have made the leap from recycling schemes and biofuel transport this has encouraged many people to take part and be alert to the dangers. Moreover, the government have more mainstream influence so can easily spread the message.

On the contrary, many non-governmental and international organisations are stepping to spread the word. It could be argued that without the cooperation

of the people it is impossible for the government to change anything. ^{In fig 70} Saeed change in Mali and Senegal build wells for more than 30,000 inhabitants and their livestock. Moreover they train people to manage tree nurseries to ensure energy supply.

To conclude, in my opinion, threats to fragile environments should be recognised and led by the government with government funding. But it is the responsibility of the people to cooperate and put these plans into action to prevent climate change.



ResultsPlus
Examiner Comments

This response was awarded Level 2 – 6 marks.

The response includes some use of one of the figures and has some relevant ideas to support their opinion. Candidates need to do more than simply reference the Figures to show they have used them.

This response could have been improved by greater use of both resources to inform their ideas and included a wider range of discussion points.

Question 8 (c)(ii)

(ii) Compare the patterns shown for Asia and for South America.

(2)

Asia is shown to have far more of its GDP coming from tourism than South America as there are multiple Asian countries with over 10.9% of their GDP coming from tourism while the highest in South America is under 10.9%.



This response was awarded 2 marks as there is a comparative statement about the two continents and some data used to support it.

Question 8 (c)(iii)

(iii) Suggest **one** possible impact of the global pattern shown.

(2)

Cultures can get diluted as tourism leads to globalisation and the world becoming more interconnected. Asian cultures may be diluted for example.



This response was awarded 2 marks for a developed idea around cultural dilution and the link to global interconnectedness.

Question 8 (c)(iv)

This question required candidates to provide an explanation of why the figure might be a good indicator of the global economy.

- (iv) Explain why the data shown in Figure 8a might be a good indicator of a global economy.

(2)

Tourism makes up a pretty significant percentage of most economies which can indicate a global economy.



This candidate provides a valid idea around it being a significant part of economies, as shown in the resource, but does not develop this any further.

1 mark.

- (iv) Explain why the data shown in Figure 8a might be a good indicator of a global economy.

(2)

Because it shows that people from other countries are visiting different countries, and spending money there, meaning there is more communication and connections between these countries, bringing their economies closer together.



This response was awarded 2 marks because it has a more developed idea about the data indicating people travelling between countries and how this brings economies closer together.

Question 8 (d)

This question required candidates to name two global institutions that can influence the global economy.

Most candidates were able to obtain marks here. Where candidates did not obtain marks, it was usually because they had provided a national or regional institution rather than a global one.

(d) Name **two** global institutions that can influence the global economy.

(2)

1. The International Monetary Fund

2. World Trade Organisation.



ResultsPlus
Examiner Comments

This response shows a typical response for this question which identified the International Monetary Fund (IMF) and the (WTO) and was awarded 2 marks.

Question 8 (e)

This question focused on the impacts of migration on destination countries.

There were a lot of well-developed responses here. Some candidates chose to focus on positive or negative aspects while others provided a more balanced response providing a positive and negative impact.

Where candidates did not obtain marks, it was often because they had focused on donor countries rather than destination countries.

(e) Explain **two** impacts of migration on destination countries.

(4)

1. Destination countries gain better, higher skilled workers as they have migrated to the country for job opportunities. Therefore, the destination country has better people to work for them and increase their economy.
2. More migration means that there is a greater increase of population in the destination country. This can put a strain on the countries resources and services, possibly leading to a lack of housing, food and job opportunities.



ResultsPlus
Examiner Comments

This is a typical 2+2 response for this question with developed ideas about access to skilled workers and potential strains on country resources.

Some candidates identified potential countries that could be destination countries. This was not required, but it did demonstrate clear understanding of the impacts.

Question 8 (f)

As in the previous 6-mark questions in Section C, the command 'assess' was one that a very large number of candidates had difficulty in understanding what it was they were meant to do.

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 required to rank and / or make a judgement. Very few were able to do this, instead simply resorting to copying the information provided about the different TNCs.

Assess the role of TNCs in globalisation.

Communication

Refer to the resource in your answer.

(6)

Firstly, I believe that TNC's aid globalisation to a large extent as we can see in figure 8b, the TNC's work in over 39 countries and the soft drinks manufacturer in over 200. This shows that countries will trade, communicate via commodity chains and become much more interdependent as TNC's will rely on other countries for raw materials. This shows a large reason for increased globalisation.

However, also, transport improvements has aided globalisation. As well transport links have allowed different products to be sold in more than 200 countries. If the transport infrastructure was so minimal, TNC's would not be possible to occur as goods would not be able to be transported across different countries and no production chains would be viable, showing that transport improvements are a more important factor of globalisation.

Lastly, I think that modern day communications has led to a more globalised economy than TNC's. For example in figure 8b we see that the research and pharmaceutical TNC has 99 000 employees worldwide. If there was no way of communicating with these people, no information would be able to be shared and you would have to travel there in person, again also showing transport is very important. Overall I think that communications is less important than transport as it would not be physically possible for a TNC to run otherwise, and I think TNC's contribute to globalisation a lot but not as much as the other factors.



This is a Level 3 response – 6 marks.

There is clear assessment from the outset within their introductory statement. This is supported throughout and reinforced at the end. The candidates makes clear use of the resources to support their ideas.

Assess the role of TNCs in globalisation.

Refer to the resource in your answer.

(6)

Globalisation is when countries tend to shrink into one global economy. TNCs help in globalisation by making bonds between countries stronger and lets them trade / export and import goods for each others benefits. Research and pharmaceutical TNCs tend to employ alot of labour and produces Jobs in many countries worldwide. This Tnc helps other less developed countries making a trade relationship with them. In the soft drink manufacturing TNCs it tends to gain a lot of income specially in the quaternary sector but too much dependancy on a paticular country can result in an arise of conflicts and eventually war.



This response was awarded Level 2 – 3 marks as there are only basic ideas around the role of TNCs.

There is some use of the resource, but it is limited.

Question 8 (g)

This question along with Q7(h) and Q9(g) has both a unique command word and unique set of AOs (AO2, AO3 and AO4).

What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

(g) Discuss the view:

"The advantages of globalisation outweigh the disadvantages."

Use Figures 8a and 8b from the Resource Booklet, and your own knowledge and understanding to support your answer.

Refer to the resources in your answer.

(12)

Globalisation is the process of creating a more connected world, ~~with~~ with increased numbers of goods (trade) and people (migration and tourism) worldwide. ~~The~~ Globalisation has many advantages. For example, it mixes different cultures together as people migrate from place to place. It also brings labour opportunities and technological advances. It also decreases barriers between countries and you can address holiday destinations in other countries in an easier way and improve your quality of life. Figure 8a shows how thanks to tourism, the GDP of almost every country is increasing, contributing to the government's and country's economy and to the global economy. People being brought together also allows education on other cultures and countries, so you are more aware of the world you live in. Figure 8b shows TNCs, which are companies that operate in more than one country and ~~are~~ increase the global

economy in a drastic way, for example, by bringing job opportunities on labour, so unemployed people can gain money, and then buy a house, food and utilities, increasing quality of life. For example, the shoe manufacture says in the Figure to have 1.09 million workers.

However, globalisation has many disadvantages. The appearance of TNCs increases the development gap, and poor countries remain poor. It also makes local businesses unable to compete with them, so they can't gain money and expand. TNCs exploit their workers as they seek an advantage of manufacturing their products in LEDCs, which cannot defend as they live in poverty. As Figure 8b says, the shoe TNC is accused of poor working conditions. Other disadvantages of globalisation include

(Total for Question 8 = 35 marks)

Conflicts between different ethnic groups living in an area due to more migration. The poorer countries will not gain more efficient economic links with each other so they will remain isolated and poor. As Figure 8a shows, some countries such as Colombia gain very little GDP from tourism, from 1.8 to 6.1%. These countries suffer more from the disadvantages of tourist such as more pollution, congestion and crime.

In conclusion, the advantages of globalisation may outweigh the disadvantages, but something must be done to reduce them.



This is a Level 3 response where the candidate shows good understanding of concepts and interrelationships in the geography.

They also deconstruct ideas across resources, with explicit use of data and evidence.

There is also a clear conclusion which shows the bringing together of judgements around the advantages and disadvantages of globalisation.

(g) Discuss the view:

"The advantages of globalisation outweigh the disadvantages."

Use Figures 8a and 8b from the Resource Booklet, and your own knowledge and understanding to support your answer.

Refer to the resources in your answer.

(12)

Globalisation helps other countries develop by ~~paying~~ ~~tax~~ ~~which~~ for example when TNCs work on other countries they pay tax which helps them develop they also provide them with jobs and help the people earn a living.

It also connect countries to each other and make them depend on each other more.

But some TNCs go to other countries and ~~do~~ disturb other peoples peace for example they can go to rural areas and give people alot of work and pay them little money. ~~Another~~ Another thing is that some tourist destroy other

peoples culture while visiting there
country.

It is better when countries work
together because other countries
have thing that others don't.



ResultsPlus
Examiner Comments

This is a more typical Level 1 response which has some relevant ideas about globalisation and TNCs but does not provide much detail, or balanced discussion of the advantages and disadvantages of globalisation.

There are no clear references to the resources to support their answer.



ResultsPlus
Examiner Tip

Candidates should practise being able to produce balanced responses to help them provide material to discuss in these questions.

Some past papers may be able to help with this, but also resources from newspaper and magazine articles on relevant topics are often good for practise doing this.

Question 9 (b)

Candidates were required to 'state two ways' of measuring inequality. Usually, candidates were able to obtain marks here recognising there are a range of different ways that inequality can be measured.

(b) State **two** ways of measuring inequality.

(2)

1 Gini coefficient

2 Corruption index



This was a typical response for this question, awarded 2 marks for two correct ways to measure inequality.

Question 9 (c)(ii)

This question required candidates to compare the patterns shown for South America and Africa. Marks were awarded for a comparative statement and either development of this comparison or the use of data.

(ii) Compare the level of aid received by South America and Africa.

(2)

Whereas, the South of America and countries such as Brazil have received little aid of between 0.3-8 ODA countries in Africa have received lots of Aid. For example Niger has received between 32.9 - 41.2 ODA.



This response was awarded 2 marks for a comparative statement and use of data to support it.

Question 9 (c)(iii)

This question required candidates to provide a possible reason for the pattern shown.

(iii) Suggest **one** possible reason for the pattern shown.

(2)

Economic development - most countries in South America are emerging countries while most countries in Africa are developing. The economic system of developing countries are less stable so they need money to invest in various systems to help countries develop.



ResultsPlus
Examiner Comments

This response was awarded 2 marks for the reason (economic development) with development.

Question 9 (c)(iv)

This question required candidates to provide an explanation for why the data shown may be useful for understanding patterns of global development.

- (iv) Explain why the data shown in Figure 9a may be useful for understanding patterns of global development.

(2)

It can show which regions have received the most aid and can be compared with past data to see how trends change and how aid can impact the level of development within a country.



This response provides an example of a developed idea that was awarded 2 marks.

- (iv) Explain why the data shown in Figure 9a may be useful for understanding patterns of global development.

(2)

It offers a visual display of the countries in need of aid so the wealth gap is easily recognized.



This response was awarded 1 mark for a basic idea about how the data may be useful.

Question 9 (d)

(d) State **two** types of international aid.

(2)

- 1 Bilateral Aid
- 2 Multilateral Aid



This was a typical response for this question.

2 marks.

Question 9 (e)

This question was generally successfully answered by those who attempted it, with many scoring 4 marks showing good knowledge and understanding about how uneven development within a country can affect human welfare.

(e) Explain **two** ways uneven development within a country can affect human welfare.

(4)

1. One way uneven development can affect human welfare is that some areas of a country have more unemployment. In Italy, ^{unemployment} ~~unemployment~~ in the South is 3 times that in the North, which means that ^{people in} ~~people in~~ areas with more ~~un~~employment have a lower standard of living.
2. Another way uneven development ^{can} affect human welfare is through improved infrastructure in certain places. In Italy, all of the airports are in the north, and the South has poorer transport links. This means it can be harder to travel for jobs or recreational reasons, which worsens human welfare.



This was a typical 2+2 response with clear developed ideas.

Question 9 (f)

As in the previous 6-mark question in Section C, the command 'assess' was one that a very large number of candidates had difficulty in understanding what it was they were meant to do.

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 required to rank and / or make a judgement. Very few were able to do this, instead simply resorting to copying the information provided about the development approaches shown.

(f) Study Figure 9b in the Resource Booklet.

Assess the advantages and disadvantages of bottom-up approaches to support development.

Refer to the resource in your answer.

(6)

One advantage of bottom up development is lower costs. For example, figure 9b tells us that in India "local labour for low cost" is used which is beneficial as it means more money can be spent on other important areas while still maintaining support for locals.

One disadvantage of bottom up developments is their small scale and time taken. This is shown when in figure 9b, ~~bottom~~ top down development is shown to provide help in multiple sectors at once like education and finance which is something bottom up development is unable to do. It also only has an effect on local areas whereas applying finance into seeds has a nation wide effect.



ResultsPlus
Examiner Comments

This response provides a basic advantage and disadvantage and makes reference to the figure, but there are no well developed ideas provided and there is limited use of the figure to support the ideas.

This was awarded Level 2 – 3 marks.

Assess the advantages and disadvantages of bottom-up approaches to support development.

Refer to the resource in your answer.

↳ inexpensive

↳ quickly

(6)

One advantage to bottom-up development is that it is inexpensive, this expense ~~is not~~ can be seen in figure 9b, where it says "low-cost education" this low cost is an advantage as it means the education is still reaching the area, but the project can also run in other areas. However this "low-cost" can be a disadvantage as it means the education isn't as good, and so they wouldn't be able to get tertiary jobs.

Another advantage of bottom-up development is that it can happen quickly, as seen in figure 9b, "provides farmers with seeds" this is a quick and easy process that allows the process to be put in place and see the out-come quickly.

Another advantage of bottom-up development is that it is small-scale, so the locals have a say, as seen in figure 9b, "helps residents in informal settlements" this is an advantage as it affects the people in those places and the money doesn't go to TNCs like in top-down, however this can be a disadvantage as it's small scales so it doesn't affect many people.

In conclusion, there are advantages such as its quick, inexpensive and local, but there are disadvantages such as it is small-scale and not as big funds.



This candidate makes a clear attempt to assess some of the approaches shown in the resource and link to their own knowledge.

Level 3 – 6 marks.



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

Question 9 (g)

This question along with Q7(h) and Q8(g) has both a unique command word and unique set of AOs (AO2, AO3 and AO4).

What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

(g) Discuss the view:

"International strategies to reduce uneven global development are the most effective."

Use Figures 9a and 9b from the Resource Booklet, and your own knowledge and understanding to support your answer.

Refer to the resources in your answer.

(12)

Figure 9a shows international aid given to countries whilst Figure 9b shows how local, bottom up development has helped people improve their lives.

International aid given to countries generally can help to reduce the global development gap as it is given to countries to help improve the lives of citizens however this doesn't necessarily mean a country develops. In places like India where there are a lot of weather hazards (such as monsoons) a lot of damage can be done to infrastructure in these events. This means money & supplies given to India (-0.3-8.0% according to 9a) ~~may~~ might not be used for developing the country but rather repairing damage so that it doesn't start to un-develop. This is why bottom up development projects are useful and seen as more helpful as seen in figure 9b by SPARC as they actually provide resources for development in a community (the building of houses) which helps residents ~~to~~ improve their lives rather than restore it.

International aid can also be misused. ~~or~~ Corrupt governments like in South Africa (which receive -0.3-8.0% of

aid (according to 9a) do not distribute money given to them to develop the country to projects for the people. This is incredibly ineffective as not only do the citizens of the country receive no benefit but the money is wasted when it could have gone to another country with a less corrupt government that actually would have spent it on people's needs.

All the bottom up development strategies shown in 9b (SPARC, BRAC, World Vision) ~~keep~~ are local projects that help local people. Whilst it is ~~evident~~ evident from the figure that these projects improve people's lives, they are small scale (when compared to the rest of the country they operate in) so they do not have the capacity to supply/meet the needs of every citizen there. This is why they aren't as effective as top down development projects funded by governments (using money/resources given to them by aid) as these projects usually can cover a larger area of a country (due to the larger funding). These projects don't always meet the needs of the people ~~them~~ and can be ~~inconvenient~~ (Total for Question 9 = 35 marks)

inconvenient to locals however can boost development by attracting

TOTAL FOR SECTION C = 35 MARKS
TOTAL FOR PAPER = 105 MARKS

investors from TNC'S. An example of this is the 'Mumbai Marorait' which isn't used by the public because it is inconveniently located ~~however~~ however does attract investors to India to help develop the country.

In conclusion international strategies have more potential to reduce uneven development (due to larger budgets) however don't really improve the lives of ~~the~~ citizens so don't really develop the country, if used incorrectly.



This response achieved Level 3 – 12 marks.

There is clear use of the resource with well developed ideas about different strategies. While a final conclusion is not required, this response is supported by a conclusion which aids the structure of the response and reinforces the ideas presented.

(g) Discuss the view:

"International strategies to reduce uneven global development are the most effective."

Use Figures 9a and 9b from the Resource Booklet, and your own knowledge and understanding to support your answer.

Refer to the resources in your answer.

(12)

It could be argued that international strategies to reduce uneven global development are the most effective since it allows countries to develop international relationships which helps with trade and the idea of aid projects. Good international relations allow the country to sell goods to these countries and also receive ~~goods~~ ³⁰⁰⁰⁰. By receiving education from ~~these~~ international countries it allows the people to gain and take advantage of skills being provided in which they can use to receive income. For example, "uses local labour for low-cost construction" means these people get jobs to help construct houses for people to live in. Increase in ~~housing~~ housing means more shelter and warmth which allows the people to stay healthy and be able to be productive to be able to work and go earn money. By providing farmers with vegetable seeds to help them grow more food increases food security, more food means it can either be sold for income or used for family to make them healthy and productive to be able to work.

Although ~~the~~ ~~some~~ people may disagree and believe international strategies are the most effective way to reduce

uneven development. For example, bottom-up top-down
aid which is aid received from the government to
provide more infrastructure and help transport links so
other areas of the country are more accessible ~~not easy~~
which makes accessible to job opportunities, increasing income.
Also if aid is received within the country it shows how the
corruption of a country is low. which helps reduce uneven
development. It also reduced by transport links as
people can access all over the country which makes
the country seem less divided. And allows people from
each areas to work in the other area.

To conclude, I agree with the treatment as international
and ~~help~~ ^{helps} relations for trade but also means goods
and ~~services~~ services + primary income can be received.



ResultsPlus
Examiner Comments

This response achieved Level 2 – 8 marks.

There is some attempt to link to both resources, but the ideas presented are basic. They do make use of the resource with direct quotes but could have taken these ideas further to aid the discussion.



For discussion questions, there needs to be an exploration of the strengths and weakness for strategies to reduce uneven global development, or a discussion of alternative approaches.

Candidates should practise blending their own ideas with unfamiliar resources that are provided. In these longer extended answers, the skills of analytical discussion are very important. Although this is the last question, it has a high tariff, so candidates should be encouraged to attempt it.

Paper Summary

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

- When answering the extended response questions, ensure that candidates are clear about the difference between the requirements for different command words such as 'analyse', 'evaluate', 'assess' or 'discuss'.
- Candidates should be reminded that:
 - 'Analyse' questions require candidates to investigate an issue by breaking it down into different components and making logical, evidence-based connections between these components.
 - 'Evaluate' questions require candidates to measure the value or success of something and, ultimately, provide a substantiated judgement or conclusion.
 - 'Assess' questions require evidence to determine the relative significance of something, considering all factors and identifying which are the most important.
 - 'Discuss' questions require candidates to explore the strengths and weaknesses of different sides of an issue/statement or question through reasoning and argument.

Candidates need to appreciate that the extended writing questions with 6, 8 and 12 marks are dominated by AO2, AO3 and AO4. Poorly balanced responses that concentrate on one of the AOs, or on AO1, in general will be confined to Level 1 or low-Level 2. As a result, candidates would benefit from practising this type of question from the beginning of the course.

It was encouraging to see that candidates are often making good use of the resources, particularly in the extended response questions. It is important in the lower tariff questions where there is a resource related to the question that candidates refer to it in some form where required.

Candidates should consider the amount of marks awarded for each question to guide how much they need to develop their ideas. A 2-mark 'describe' question requires only some development to reach the second mark while a 3-mark 'explain' question requires candidates to develop their response further. Where there is a question that asks candidates to explain two ideas, then they only need to provide some development for each rather than providing almost an extended response answer for one of these ideas. While it is encouraging to see candidates have good knowledge and understanding of particular topics, if the question is only worth 2 marks, then they are not using their time effectively by writing a long answer.

Candidates should spend some time reviewing the different stages of geographical enquiry to ensure they are aware of what takes place at the different stages. This will help candidates prepare for extended response questions in Section B which target different stages in the enquiry. Candidates should pay attention to the stage of the enquiry being assessed to ensure they are providing the right response.

Centres are encouraged to use the Sample Assessment Materials (SAMs), specimen papers and past papers to help familiarise candidates with the structure of the paper; this will hopefully avoid situations where the rubric has not been followed. Centres should spend time reviewing the examples in this report, and other support materials via the qualification page on the Pearson website. This will help candidates become more familiar with the range of command words and how they are attached to different Assessment Objectives.

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>

