



Examiners' Report

June 2024

Int GCSE Geography 4GE1 02

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Introduction

This 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 under-performance 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 three sections. Candidates answer 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 include questions on both familiar and unfamiliar fieldwork contexts. The total number of marks for the paper is 105.

The exam 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 one question from Economic activity and energy, Rural environments and 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 points 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.

Please note that there are no comments or exemplars for question 4 and 5. There are comments and exemplars for question 6 as this is the most popular question chosen as an option and all advice and guidance applies to questions 4 and 5 too. The questions are provided in parallel and the resources for each are similar but with a different fieldwork context.

Question 1 (b)(ii)

Most candidates were able to identify a suitable job that could be found in the formal sector. Common responses including shoe shining, and jobs related to selling goods in the street. There were only a few candidates who identified formal sector jobs such as doctor or teacher.

(ii) State **one** job that can be found in the informal sector.

(1)

Shoe shining



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Examiner Comments

This answer includes a suitable job.



ResultsPlus
Examiner Tip

The command word 'state' does not require a lengthy response. One or two words are sufficient.

Question 1 (c)

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

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

Suggest **one** reason why the activities shown are part of the primary sector.

(2)

- Harvesting crops
- They are extracting raw materials so they can be made into something else



In this response there is an activity shown from the resource and then a reason why this is part of the primary sector. 2 marks awarded

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

Suggest **one** reason why the activities shown are part of the primary sector.

(2)

Primary sector is the production of raw materials, in figure 1a people are working on a gradient collecting hay, which is a raw material.



In this response the candidate starts with the idea related to the primary sector and then provides the evidence from the resource. 2 marks awarded.

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

Suggest **one** reason why the activities shown are part of the primary sector.

(2)

We can see people who are working the land
which is primary sector



ResultsPlus
Examiner Comments

This candidate just provides some evidence from the photograph for 1 mark.



ResultsPlus
Examiner Tip

In this type of response it's 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 (d)

Most candidates were able to state a reason or a decline in employment in the primary sector. Common responses included industrialisation and mechanisation as well as more general responses related to economic development.

Question 1 (e)

Many candidates were able to provide suitable positive and negative impacts of an economic shift for a developing or an emerging country. There is space for candidates to indicate their chosen country. Quite a few candidates were not able to select the right development context for their answer. The question does not require candidates to specify which sector shifts for the positive and negative impact. Therefore it was possible for candidates to choose different shifts for each part. There were many responses about the shift from primary sector industry to secondary industry, with the next most common response being about the shift to the tertiary sector.

(e) For a named developing or emerging country, explain **one positive and one negative impact** of an economic sector shift.

(4)

Named developing or emerging country

India

Positive

Growth of economy due to people working in higher sectors.

Negative

People have nowhere to work in lower sectors because of new technologies, however may not have the qualifications to work somewhere else.



This response has a basic idea for the positive impact and a developed idea for the negative impact. Therefore 3 marks overall.

- (e) For a named developing or emerging country, explain **one** positive and **one** negative impact of an economic sector shift.

(4)

Named developing or emerging country

Sierra Leone

Positive

It help shows countries weakned points and how they should work to develop if there are.

Negative

It affect the Country people because there will be low standard of living.



ResultsPlus
Examiner Comments

Where candidates didn't score marks it tended to be because they were too vague, as with this example that scores 0.

Question 1 (f)

The 3 mark 'suggest' questions can be challenging as there is a need to show a double development of the ideas. For this question there needs to be identification of a reason for the trend in the levels of investment shown in different areas for energy efficiency. The majority of answers focused on the investment in buildings as this was the largest part of each bar, although many did also comment on the overall trend. Both approaches were acceptable. Further markers are then awarded for the explanation of this reason which can be supported through use of evidence from the resource (for example, figures to demonstrate a change between years).

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

Suggest **one** possible reason for a trend in the levels of investment shown.

(3)

Figure 1b shows that energy efficiency investment has increased from approx. £255 billion ^{in 2015} to almost £300 billion in 2021. This is because over these past years, more people have been educated on the importance of saving energy. Therefore, people are more likely to invest more in energy efficient installations, ^{such as solar panels} increasing the amount of money spent on energy efficiency. ^{and diseases to spread rapidly}



This response recognises the increase in investment using evidence from the resource and then links this to education and how this may lead to further investment. 3 marks awarded.

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

Suggest **one** possible reason for a trend in the levels of investment shown.

(3)

Economic development will result in moving away from industry work, meaning that investments will increase in other areas.



ResultsPlus
Examiner Comments

This response does not score any marks as it does not have a clear reason linked to the resource.



ResultsPlus
Examiner Tip

Use of data to support an idea is a good way to ensure an idea is developed in the response.

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

Suggest **one** possible reason for a trend in the levels of investment shown.

(3)

Throughout 2015-2021 the energy efficiency investment is mostly toward buildings (eg; 2015 had a bit over ~~200~~ \$175 but in 2021 it increased to almost \$300). This ~~an~~ increase towards buildings overtime is due to the increase on population. As the population increases due to things like natural increase there are more homes and stores that need the energy to meet the needs of the rising population. It's a way to ~~not~~ ^{start} the energy gap ~~and~~.



This response focuses on a particular change on the resource rather than the overall trend which is a valid approach. The candidate uses data from the resource to support their ideas and reaches 3 marks.



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 (g)

The majority of candidates were able to provide developed explanation for advantages and disadvantages of hydroelectric power (HEP). Answers usually focused on the renewable nature of HEP, and on the potential habitat destruction through the creation of dams. Sometimes candidates would not develop their answers about it being renewable energy which meant they were only able to score 1 mark for this part of the answer. On occasion, candidates would get mixed up and confuse HEP with solar, but this was rare. In general candidates demonstrated excellent knowledge of HEP.

Advantage

Using hydroelectric power helps to generate electricity more efficient and sustainable.

Disadvantage

Building hydroelectric power can be expensive, and updating can be expensive too.



This response has a basic idea about being more sustainable and an idea about being expensive so just 2 marks achieved.

(g) Explain **one** advantage and **one** disadvantage of using hydroelectric power (HEP) to generate electricity.

(4)

Advantage

It provides electricity from a water source and provides electricity for many people in the area. It's a renewable source of energy and therefore means no greenhouse gases are emitted in energy production. Water management through dams.

Disadvantage

Often there's floods downstream in order to make HEP dams. This means ^{that} culture is lost, homes are destroyed and people have to relocate. CO₂ and other greenhouse gases occur through expensive transportation, assembling etc.



ResultsPlus
Examiner Comments

This is a clear 2+2 response with a developed idea about being renewable and the flooding associated with dams.

(g) Explain **one** advantage and **one** disadvantage of using hydroelectric power (HEP) to generate electricity.

(4)

Advantage

It is a renewable source of energy that ~~does~~ releases ~~comparitively less damage to the~~ much less greenhouse gases which leads to less ~~gas~~ being added towards climate change.

Disadvantage

Forests ~~is~~ and ~~tree~~ environments will be destroyed when creating dams to generate hydroelectric power.



ResultsPlus
Examiner Comments

This response has a developed idea about renewable energy leading to less greenhouse gases for 2 marks in the advantage section, but only a basic idea about destruction of forests to build dams in the disadvantage section, so 3 marks overall.

Question 1 (h)

These 8 mark style questions require 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 three levels which are fixed from year to year. There is an instruction on the paper that 'You must use the resource in your answer'.

Most candidates clearly used the resource to consider reasons for the differences in the energy mix shown in the resource. To reach the higher levels candidates need to do more than describe what is presented in the resource, but provide clear developed reasons. 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, for example, often starting their response with an idea about which reason was the most important.

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

Analyse the reasons for differences in the energy mix of these two regions.

You **must** refer to the resource in your answer.

(8)

The most important reason as to why there is a difference in energy mix is due to the geography of both regions. Figure 1c demonstrates that Africa utilises 10% more hydroelectric power in its energy mix than the European Union (EU) and 3% more solar power. This can be attributed to the ~~presence of long stretching rivers in Africa~~ greater number of rivers in Africa that are suitable for generating hydroelectric power, most notably the Nile, which many countries in Africa such as Egypt, Sudan and Ethiopia use to generate hydroelectric power, in contrast to Europe, where such rivers are only found in abundance in Scandinavian countries. Furthermore, Africa's ^{climate and} proximity to the equator means it is ~~much~~ able to receive, on average, much more solar radiation than Europe, making it a much more viable energy source in Africa than in Europe, ~~and~~ hence, ~~As~~ due to geography, Africa has higher proportions of hydroelectric and solar power energy.

The second most important reason for the differing energy mix is because of the abundance of oil ~~and gas~~ in the EU relative to Africa. Figure 1c demonstrates that the EU's ^{energy mix} ~~uses~~ consists of 31% ~~is~~ derived from oil, ~~is~~ ~~comp~~ contrasting the 15% ~~used~~ of Africa. This is because many countries in the EU, such as Norway, have incredibly large ~~to~~ oil reserves,

with Norway itself holding 1% of all oil in the world. As a result, \uparrow since it would be cheaper to use oil in the EU to generate energy than in Africa, it sees greater ^{relative} usage in the EU

A The third most important factor that causes the difference in energy mix is the difference in economic development. Figure 1c shows that the EU generates 10% (Total for Question 1 = 25 marks)

of its energy from nuclear sources, contrasting Africa's 1%. This is because on average, countries in the EU possess higher levels of economic development and hence have the resources, technology and ~~exp~~ level of education to produce scientists capable of generating nuclear energy (which ^{Electricity from} requires high levels of technology and expertise)

To conclude, various factors such as geography, difference in resources and economic development contributed to the difference in energy mix seen in figure 1c. \uparrow However, the large area ~~depicted~~ represented by figure 1c means many ~~var~~ ^{smaller} variations and factors are not taken into account.



This has reached level 3, 8 marks. To quote from the levels mark scheme: *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).*

This response 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 its final statement where there is a comment about the most important factor.

3 points

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

Analyse the reasons for differences in the energy mix of these two regions.

You **must** refer to the resource in your answer.

(8)

In figure 1c it shows Africa uses 5% of solar energy and European Union uses only 2%. This is because for solar energy to work and be efficient. There needs to be a lot of sun. Therefore Africa has a lot more sun than in the European Union. Which means it would be more beneficial and worth their money to use solar. Africa would be able to produce a lot of energy from solar.

In figure 1c it shows that the European Union uses 10% of nuclear energy and Africa uses 1%. This is because nuclear energy is expensive therefore Africa is an ~~emerging~~ ^{at} ~~country~~ ~~so is not very economic~~ low economic development. compared to European Union so don't have enough to buy but also the specialised workers and technology to make sure that it is efficient. As nuclear energy can be dangerous if not dealt with correctly.

In figure 1c it shows that in European Union they use 31% oil and in Africa they use 15%. Which is nearly half the amount. This is because oil is expensive to buy and import. In result

✓ European Union have more money and links to buy oil to use. As well as this the European Union has higher urbanisation which means they need the oil for factories and manufacturers more than Africa does.



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Examiner Comments

This response reaches level 2, 5 marks as there is clear use of the resource but there are only basic reasons provided.



ResultsPlus
Examiner Tip

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

Question 2 (a)(ii)

Most candidates were able to successfully state one characteristic of a desert biome.

Question 2 (b)

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 diagram of global biomes. Candidates would often make reference to either the altitude or latitude features shown on the resource, or one of the different biomes shown.

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

Explain **one** factor that can affect the distribution of biomes.

(2)

The weather or temperature may affect the distribution of biomes because each biome needs a difference in climate, otherwise it may be forced to change.



ResultsPlus
Examiner Comments

In this response there is a suitable factor but no explanation linked to the resource so 1 mark achieved.

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

Explain **one** factor that can affect the distribution of biomes.

(2)

Latitude - areas near the equator are often warmer with desert and tropical climates whereas tundra and ice caps are ~~near~~ further from the equator



This response has a relevant factor and links it to biomes included in the resource. 2 marks achieved.



When there is a resource candidates must explicitly refer to the resource to obtain full marks.

Question 2 (d)

This question requires candidates to state one way farming can affect rural environment. This could have been either positive or negative although most candidates tended to state ideas that were negative related to decreased fertility of the soil and eutrophication. Sometimes candidates provided answers that were too vague such as 'land used up'. While these 'state' question do only require a word or short phrase they do need to be specific for example 'land used up destroying habitats' would be credited.

(d) State **one** way commercial farming can affect rural environments.

(1)

It can lead to deforestation occurring as land is needed to facilitate the growth of crops and rearing of livestock



ResultsPlus
Examiner Comments

This response provides a relevant idea on deforestation for 1 mark. It would have been awarded the mark for simply putting deforestation.

(d) State **one** way commercial farming can affect rural environments.

(1)

Fertilisers can leak into water systems, poisoning wildlife.



ResultsPlus
Examiner Comments

Another suitable response for 1 mark.

Question 2 (e)

In general, there were lots of good answers here which identified reasons why accessibility is important in rural environments. There were some candidates that provided mirrored responses: important for businesses to have access to nearby towns and cities, and important for residents to have access to nearby towns and cities, but in general candidates were able to provide distinct points. Common responses included the need to be able to distribute goods, the need to access services, to improve the possibility of tourism, and to avoid rural isolation.

the ease in which one location is reached from another

(e) Explain **two** reasons accessibility is important in rural environments.

(4)

1 People who live in rural environments may need access to the CBD to access facilities such as hospitals in case of emergencies

2 People who live in rural environments need to be able to get to work every day on time



ResultsPlus
Examiner Comments

In this response there are two basic reasons around access to facilities such as hospitals and getting to work. They are both quite broad and there is no development of either idea so 2 marks awarded.

(e) Explain **two** reasons accessibility is important in rural environments.

(4)

- 1 Accessibility is needed by farms to transport crops to markets in urban areas. This allows rural farmers to earn an income. Lack of accessibility can lead to ~~the~~ abandonment of farms.
- 2 For tourism. Tourists can only visit rural areas if they are accessible, allowing a growth in tourism in rural areas, so ~~the~~ people in these areas will have employment opportunities.



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Examiner Comments

Two developed ideas provided in this response for 4 marks.

Question 2 (f)

In this question candidates need to use information from the resource to suggest a reason why diversification is important for farmers. Many candidates used data from the resource to support their answer.

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

Suggest **one** reason why diversification is important for farmers, using the information shown.

(3)

They earn more money and income if the farms are diversified. They earn an average of 7.5k income of funds. Allowing tourists to go for camping the farmer could get income or by charges accommodation and catering services. They could use it to build renewable sources of energy helping growth of the country.



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Examiner Comments

This response scores 3 marks. It identifies a suitable reason, provides development and reference to the figure.



ResultsPlus
Examiner Tip

These 3 marks 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 information from the resource.

Question 2 (g)

Most candidates were able to provide some relevant explanations of ways tourist pressures can affect rural areas. The question requires a developed country context. While most did select a suitable country, there were many that provided a developing country context. The majority of answers focused on negative points related to pressure on different resources, services and the potential for environmental damage, although there were quite a few candidates who took a balanced approach by highlighting the potential for tourist pressures to lead to increased investment in services or amenities to be able to cope.

(g) For a named developed country, explain **two** ways tourist pressures can affect rural areas.

(4)

Named developed country

UK

- 1 Increased tourism in rural areas can potentially lead to an increase in littering. This ~~reduces~~ makes these areas dirtier and therefore reduces the ~~the~~ quality of life for the people living there. This might cause people to move out.
- 2 ~~When~~ When more tourists access these rural areas, they take up housing. This increases home prices because of the higher demand and it then affects local people who won't be able to afford it. This causes locals to move.



This response is a 2+2 answer, with developed ideas around littering and housing.

(g) For a named developed country, explain **two** ways tourist pressures can affect rural areas.

(4)

Named developed country

United Kingdom England

1 ^{Tourists} People littering causes garbage and waste products to effect the forests in rural areas.

2 Tourists will scare the habitats of the rural areas in the UK such as the birds or other rare species found.



ResultsPlus
Examiner Comments

This response is more limited, providing a basic point about littering and scaring the wildlife. 2 marks achieved.

(g) For a named developed country, explain **two** ways tourist pressures can affect rural areas.

(4)

Named developed country

United Kingdom

1 Environmental degradation: some landscapes face considerable environmental pressure from tourism. Mainly pollution increases.

2 Some places have increased in property prices and rental costs, making it difficult for local people to afford housing.



ResultsPlus
Examiner Comments

This response has a basic idea about environmental degradation. Ideas around pollution are not credited unless the specific type of pollution is explored (air/water/noise/land etc). The second idea around property prices is developed. 3 marks awarded.

Question 2 (h)

These 8 mark style questions require 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.

The resource provided shows both ecosystem goods and services. Most candidates formed an argument which either suggested natural ecosystems goods or services were most important. Either approach was valid as this is an analyse question. As long as the judgement or argument they develop is supported. Where a resource has several pieces of information there is no requirement for candidates to address all part of the resource. For example in this question candidates would often provide developed ideas about several of the goods or services to effectively reach the top level of marks, but this was a selection of what was provided not all. Responses with marks in the lower level tended to provide more list like responses moving through the different points in the resource.

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

Analyse the importance of natural ecosystems for the provision of goods.

You **must** refer to the resource in your answer.

(8)

Natural ecosystems are communities of plants and animals and their interactions with their natural environment. Ecosystems can provide us with many goods, including provisions such as timber and medicinal plants, or services such as tourism or water recycling.

Figure 2c displays a range of goods and services, which are hugely ~~at~~ important and useful for human activities. 'Food and drink' is a given good. Ecosystems can provide foods such as fruit/berries that grow on trees that are important for human diets and trade. Many foods that humans eat come from natural ecosystems such as rain forests, where one can find brazil nuts ~~on~~ and other staple foods. Additionally, some tea and coffee drinks come from plants in natural ecosystems. It also shows 'materials' as a good. Materials such as wood are arguably the most important for humans. Timber can be used to build houses/furniture which supports the growing human population. Additionally, fuelwood can provide a necessary 'energy' source for many communities, which is also indicated on the source. Finally, a 'water supply' is also incredibly important. ~~for~~ Tree root systems can provide filtration and enable groundwater stores/aquifers to be used for drinking/sanitation. Furthermore, in vegetated ecosystems such

as rainforests, the constant stream of transpiration, evaporation and rainfall (also enabled by the temperature) creates a constant cycle of available water, which provides vital water security. In conclusion, natural ecosystems are incredibly important in providing goods, however these may be at risk from human over use / climate change, so we must preserve these vital sources.

(Total for Question 2 = 25 marks)



ResultsPlus
Examiner Comments

This response achieves level 3, 8 marks as it considers a range of ideas in detail and made good use of the resource. It also makes a clear judgement at the end.

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

Analyse the importance of natural ecosystems for the provision of goods.

You **must** refer to the resource in your answer.

(8)

- The importance of natural ecosystem for providing goods is very big, as it contains the basic thing living creatures need to survive.
- First, water supply, this is used into three different sections, industry, agriculture and domestic use.
- For the industry, it need the highest amount of waters as it what manufactures the things we need like cars, clothes and other.
- For the agriculture, crops are essential for us humans and other living things. agriculture can be used to get profit, by selling them.
- domestic use, is the human use, ~~the~~ humans use water to drink, shower or cook.
- The ecosystem provides materials which is used to build homes, factories, offices and much other. materials are very important as it the humans habitat.



ResultsPlus
Examiner Comments

This response achieves 4 marks as although it has simple ideas there are a broad range which is enough to move out of level 1 to the bottom of level 2.

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

Analyse the importance of natural ecosystems for the provision of goods.

You **must** refer to the resource in your answer.

(8)

In figure 2c, it can be seen that natural ecosystems ~~provide~~ offer more services than goods. Rather than being important for offering goods, it ~~can~~ can be said that natural ecosystems are important because they offer services such as flood management (trees and plants and soil absorb water), carbon storage (photosynthesis) and habitats for species, which increases biodiversity. Natural ecosystems offer 4 more services than goods.



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

Question 3 (a)(ii)

This question requires a definition of the term suburbanisation.

(ii) Define the term **suburbanisation**.

(1)

The outward expansion of an urban area, and an increase in the proportion of a population moving out to the suburbs.



An example of a suitable definition for 1 mark.

(ii) Define the term **suburbanisation**.

(1)

People move from urban city to the edge of the town.



This is another suitable definition for 1 mark.

There is not usually just one acceptable definition so as long as the definition is relevant and fits the key term it will be awarded the mark.



Candidates should ensure they can define, or recognise the definitions of any key terms used in the specification.

Question 3 (c)

As mentioned previously, in this type of question it's 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 space for the 2 marks. In this question there were many options candidates could choose from as there is lots of evidence that could be used from the urban landscape in the resource.

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

Suggest **one** reason for a type of land use that could be found in the urban area shown.

For transport, there is a railway ~~at~~ station⁽²⁾



In this response there is some evidence from the figure but no clear reason explored so 1 mark achieved.

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

Suggest **one** reason for a type of land use that could be found in the urban area shown.

(2)

Industrial land use could be found, since there are many transport methods nearby, ~~such as~~ for example, resources & cargo can be transported by boat easily since there is a river in the area.



This is awarded 2 marks as it highlights the industrial land use and links this to potential transport options. The response makes clear reference to the resource through the industry but also the boat transport on the river.

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

Suggest **one** reason for a type of land use that could be found in the urban area shown.

(2)

there is a train station in figure 3a this land is used for transportation and transportation links so people can access the city easily (go in and out and around) ~~and also~~



In this response there is the transportation land use identified and a reason explored related to access. 2 marks achieved.

Question 3 (d)

Most candidates were able to successfully identify a group of stakeholders.

Question 3 (e)

Overall this question produced many well developed responses demonstrating clear knowledge and understanding of challenges caused by the informal economy in cities. The question did not stipulate who faced the challenges so responses could focus on challenges caused for individuals, communities, businesses or governments.

(e) Explain **two** challenges caused by the informal economy in cities.

(4)

- 1 Taxes aren't being paid hence the government is loosing out on valuable income from informal employees which could aid the economy
- 2 Overcrowding and traffic congestion on roads due to rickshaws (tuk-tuks) or other modes of transports that aren't public or private being on the road. They



ResultsPlus
Examiner Comments

This response is 2 +2 marks for two clearly developed ideas.

(e) Explain **two** challenges caused by the informal economy in cities.

(4)

- 1 Taxes, The informal sector does not have to pay taxes, this reduces the city's income.
- 2 ~~Health~~ Health and safety, people in the informal sector are often exposed to hazards.



This response, although brief, does provide some development in the first part so gains 3 marks.

Question 3 (f)

As previously mentioned, 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** way rapid urbanisation could have affected a trend shown.

(3)

Figure 3b shows that between 2016 and 2018, Abu Dhabi had a large amount of $29 \mu\text{g}/\text{m}^3$ of $\text{PM}_{2.5}$ to $49 \mu\text{g}/\text{m}^3$. This could be caused by rapid urbanisation, as when many people come to a city, the traffic increases, leading to higher air pollution as the cars burn fossil fuels. However, after 2018 it dropped to $45 \mu\text{g}/\text{m}^3$, showing that rapid urbanisation can also lead to higher levels of research and development in a city, leading to more efficient technology.



This response scores full marks for including some data to demonstrate the trend and then linking this to traffic increases.

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

Suggest **one** way rapid urbanisation could have affected a trend shown.

(3)

Shown in figure 3b, the 4 cities experienced population growth and a decrease. This can be caused by air pollution therefore people will migrate.



In this example there is no relevant content, either information on a trend shown or a relevant idea. 0 marks.

Question 3 (g)

This is another question that provides a country context for an explanation, in this case ways that transport had been improved in urban areas. While most responses scored marks there were a lot of vague answers about investment in roads and trains or improved public transport. While points about investment in public transport can gain a mark, they need a development to get the second mark, so ideas around how this reduces travel time for residents, or reduces congestion. There were many well developed responses that demonstrated clear case study knowledge, particularly about Curitiba in Brazil which was a very common context seen in responses.

(g) For a named developing or emerging country, explain **two** ways transport has been improved in urban areas.

(4)

Named developing or emerging country

Brazil

- 1 In Curitiba they have a bus system around the whole city where you scan your tickets before going on and the buses have their own lane to avoid traffic and wait times so that there is less air pollution
- 2 In Brazil ~~th~~ in some cities they have also installed cable cars around some cities in order to make travelling uphill more efficient it is also supposed to be affordable for everyone.



ResultsPlus
Examiner Comments

This is a typical 2+2 mark response for this question with the example of Brazil.

Question 3 (h)

These 8 mark style questions require 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.

This question requires candidates to analyse possible reasons for changes shown in global urban populations and city numbers. Many candidates focused on the growth of megacities, or the general overall increase. It was encouraging to see that many candidates made good use of the resource. Even at the lower end of marks which focused on description of the data rather than explanation, there was clear engagement with the resource to form their answer.

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

Analyse the possible reasons for the changes shown.

You **must** refer to the resource in your answer.

(8)

One reason for the change could be to do with job opportunities. Masses amounts of people move to the city for many reasons. One of the main reasons is to look for a job. Eventually, when they find a job they will want to relocate and live there. This increases the population ~~that~~ thus increasing the size of the city. More and more people move from ~~urban~~ rural areas to urban areas. They will move to a small city because they don't want too much change which explains the increase in population size in small cities from 1.2 billion in 1990 to 2.2 billion in 2036.

Another reason for change would be displacement of humans from other countries. If someone's home country is in a war, no water security, food security and really struggling to provide its people with basic human necessities. They will leave the country and go to a different one. They will move to a city for work and then live their increasing population, for example in mega cities. There is an increase from 10 megacities to 43 megacities.

In conclusion the possible reasons for change is the job opportunities cities offer pulling people towards them and the displacement of people around the world resulting in them settling in other cities.



In this response there is some development of ideas which is linked to the resource, but there is no clear analysis of the reasons for the changes shown so reaches the top of level 2, 6 marks.

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

Analyse the possible reasons for the changes shown.

You **must** refer to the resource in your answer.

(8)

The number of cities ~~of~~ with population sizes of less than 500,000, ^{is predicted to} increased over the 40 year period ^{population} shown. They increased by about 1 billion. This is likely due to an increase in investment into new towns and cities which is prompted by other cities exceeding capacity. An example of this is Rockina, Brazil which was created when Rio exceeded its capacity. These new cities then reduce the pressure on services in the other city and the population of them grows as the facilities improve.

The number of megacities has also increased over the 40 year period. The number of them ^{is predicted to} increased by 33. This is likely due to ~~the~~ bright light syndrome. This is the idea that people are pulled to large cities due to the lifestyle that is presented and the quality of life they think they will have there. This increases population in large cities as more and more people are influenced to move there which often causing expansion and improved facilities which allow the process to continue.

Mid-sized cities have also seen an increase in numbers. There were 243 in 1990 and that increased

by over 200 in 2018. This change was likely due to rural-urban migration which occurred as a result of sectoral shift and people looking for higher paying jobs. People globally have moved ~~out~~ to the tertiary sector as countries develop and these jobs are found in the city. The most prominent reason for the changes shown is rural urban migration due to the fact that everyone is constantly looking for better work which causes this migration. (Total for Question 3 = 25 marks)



This example provides clear analysis of Figure 3c, developing logical reasoning and a clear conclusion which demonstrates their analysis. The response moves through different aspects of the resource with data to support and exploration of possible reason. A judgement is reached at the end which is required for the top marks in these 8 mark 'analyse' questions, as indicated by the level descriptors. Full marks achieved.

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

Analyse the possible reasons for the changes shown.

You **must** refer to the resource in your answer.

(8)

as we can see in Figure 3c the population in 1990 is just above 2 billion of the urban popⁿ population most of which been due to small cities which hold less than 500,000 people in urban areas we then see that in 2018 this rise by 2 billion and in 2030 predicted to be 5 billion but the reason for ~~urban~~ ~~away~~ mostly being in small cities this is because in the larger cities if they would be ~~left~~ ~~affected~~ out of the cities but in the smaller cities they ~~are~~



ResultsPlus
Examiner Comments

This response is much more limited, providing some basic description of the data from the resource. 2 marks awarded.



ResultsPlus
Examiner Tip

Candidates should practice using resources to analyse the importance of factors or ideas, demonstrating they can make connections between them to provide an evidenced informed analysis. Candidates should ensure they have a range of developed points and clear judgement to fulfil the 'analyse' command word in the question.

Question 6 (a)(i)

Please note that the comments in this section focus on question 6 (Urban environments) as this is the most popular question chosen as an option. The comments here also apply to question 4 (Economic activity and energy) and question 5 (Rural environments). The questions are provided in parallel and the resources for each are similar but with a different fieldwork context. In this paper there were a series of short response questions based on the familiar fieldwork context, and an extended response question on an unfamiliar fieldwork context. Candidates are provided space at the beginning of the familiar fieldwork context section to write the title of their enquiry. There were many candidates who provided very vague titles, or none at all. The responses in this section show where candidates have clearly understood different aspects of their own fieldwork. It is important that candidates are able to consider different aspects of the fieldwork enquiry process and are prepared to answer questions on any of these from the design stages through to evaluation.

6 Investigating urban environments

You have studied urban environments as part of your own geographical enquiry.

State the title of your geographical enquiry.

How far does Cheltenham conform to the Core
frame model.

(a) (i) State **one** potential risk that you managed as part of your enquiry.

(1)

Getting hit by oncoming traffic



This is a very typical response for 1 mark.

6 Investigating urban environments

You have studied urban environments as part of your own geographical enquiry.

State the title of your geographical enquiry.

Is Greenwich Quay's regeneration successful?

(a) (i) State **one** potential risk that you managed as part of your enquiry.

(1)

getting a cold or hypothermia

we wore suitable warm clothing to keep warm



ResultsPlus
Examiner Comments

There were also lots of answers that were concerned about the temperature when conducting fieldwork usually at the very extreme ends of the scale concerned with heatstroke, or as in this response, hypothermia.

Question 6 (a)(ii)

For this question candidates are required to explain one factor that affected the decision on the sites chosen to collect data. Most candidates focused on the practical nature of being able to get to the sites and back to school again which was a valid answer. There were also some that focused on their decision to use particular sampling methods which affect the sites that were chosen.

(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

Accessibility is a factor we considered we had to chose two sites where we could go and investigate ^{so they were not far away} ~~so the~~ and they must be related to the same CBD, one is ^{was less than} 1km away the other was around 2 kms away. Both sites had connections and were places where we could ~~research and find~~.



This is a typical 2 mark response with a developed explanation about accessibility.

(ii) Explain **one** factor that affected the decision on the sites you chose to collect your data.

(2)

The proximity between my school and the sites. Since if the sites were too far away it will be difficult to gather data quickly.



A large proportion of candidate wrote about the proximity to school for 2 marks.

Question 6 (b)

This question requires candidates to identify a form of secondary data that was used and to explain how it was used to support the enquiry. Many candidates were able to identify a type of data collection method and often could provide a suitable explanation.

It was encouraging to see often quite specific types of secondary data, such as particular reports, or websites with specific dataset mentioned. There were some good developed responses provided around the use of old photographs and old articles as well. Where candidates had a specific type of secondary data, such as census data, they tended to more often develop their answers fully for the 3 marks as they had a clear idea of how it was used. Weaker responses tended to provide more vague ideas such as a map to provide an idea of the study location.

with land use, from the centre.
(b) Explain **one** way secondary data was used to support your enquiry.

(2)

We used the Guildford management plan to see ~~to~~ the city council's plans for urban regeneration and urban reimagining in the area to see how they plan to change it ~~and~~



ResultsPlus
Examiner Comments

It was encouraging to see some candidates providing specific secondary data in their answers, like this example, which scores 2 marks.

(b) Explain **one** way secondary data was used to support your enquiry.

(2)

Historic photos allowed for comparison, showing pedestrianisation in the 70s ~~in the 70s~~ improved ~~environmental~~ environmental quality.



This candidate provides a developed idea about historic photos and how they were used for comparison. 2 marks.

(b) Explain **one** way secondary data was used to support your enquiry.

(2)

The timing of cars passing on a busy road.



There were some candidates who did not recognise the focus on secondary data, like this example, which scores 0 marks.

Question 6 (c)

This question requires candidates to explain one advantage and disadvantage of a data presentation technique used. There is no requirement to focus on the same technique for both, although many candidates chose to do so. The most common response focused on bar charts and pie charts. A common mistake made by candidates was to write about data collection methods rather than data presentation techniques. Many candidates also provided quite vague answers such as 'easy to read', or 'easy to compare' and while these could gain some marks they lacked development to achieve full marks.

(c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your enquiry.

(4)

Advantage

I used bar charts to show my data clearly as its easy to read

Disadvantage

a bar chart can be ~~potated~~ plotted incorrectly which causes the data to be incorrect.



ResultsPlus
Examiner Comments

This example scores 2 marks, as there are basic ideas about being easy to read but also the possibility for being plotted incorrectly.

(c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your enquiry.

(4)

Advantage

Quality data surveys that we used are clear and easy to read for a person that we will present our results for.

Disadvantage

Our opinion can be biased, so it can create a false perception of a city for a person that would read the enquiry results of enquiry.



ResultsPlus
Examiner Comments

Some candidates did not understand the focus of the question and did not write clearly about data presentation techniques such as this one which scores 0 marks.

bar chart - 2011

(c) Explain **one** advantage and **one** disadvantage of a data presentation technique you used in your enquiry.

(4)

Advantage

We used a word cloud to present ~~the~~ most common words/phrases ~~that~~ said during our interviews, with the most common ones being the largest. This allowed for easy interpretation as the data ~~is~~ was presented clearly.

Disadvantage

The word cloud ~~also~~ displayed ~~some~~ similar words/phrases such as 'clean' and 'no litter' in different clouds which resulted in our word cloud becoming congested and uninterpretable.



ResultsPlus
Examiner Comments

This example scores 4 marks as it provides a developed advantage and disadvantage of using word clouds. The most common responses were around bar charts and pie charts, but it was encouraging to see other data presentation techniques being used

Question 6 (d)

This question requires candidates to suggest one reason why conclusions from their enquiry were reliable. There were a lot of responses to this question with candidates explaining ideas about how they used particular sampling methods, how they repeated data collection or how they compared against secondary data. Where candidates didn't fully understand the question, they would sometimes write the conclusions from their enquiry.

(d) Suggest **one** reason the conclusions from your enquiry were reliable.

missed
(3)

Amount of people and vehicles decreased as you
and distance as well as the ~~type~~ type of buildings
which changed from the CBD therefore providing
new the environment changes as you go away
from the CBD.



Some responses did not clearly answer the question, instead providing ideas from their own conclusions. This response scores 0 marks.

(d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)

It was reliable as I used
Quantitative data from the government, on
the population increase which is a
reliable source of information. This
~~helped~~ helped the data collection
be ~~reliable~~ reliable and accurate.



ResultsPlus
Examiner Comments

This response scores 1 mark as although repetitive, it does have a valid idea about using a reliable source of information.

(d) Suggest **one** reason the conclusions from your enquiry were reliable.

Our conclusions ~~was~~ were based off ^{(3) multiple sources} both primary and secondary, and we shared the results with other groups who did the same sites at different times, so we knew our conclusion were not bias to the time of day or the collector. By diversifying out sources, we knew our conclusion was reliable



ResultsPlus
Examiner Comments

This candidate scores 3 marks for a fully developed response.

(d) Suggest **one** reason the conclusions from your enquiry were reliable.

(3)

We interviewed people of many demographics like age and gender.

This means data collected ~~is representative of~~ ^{reflects opinions of} ~~itself~~ different types

of people in the area ~~that~~ Data is representative of the target population, and conclusions drawn from the data is more reliable.



ResultsPlus
Examiner Comments

Another common approach was to consider the nature of the primary data as in this response which scores 3 marks.

Question 6 (e)

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 an unfamiliar fieldwork context. It asks candidates to evaluate the choice of equipment and the data collection methods used.

There were some excellent responses to this question where candidates took a very critical approach to the information provided in the resource. Candidates were very effective at critiquing the type of questions used in the interview guide as well as the range of equipment used. The more effective evaluations would make suggestions about how this enquiry could have been improved. Weaker response tended to provide an overview of the information provided in the resource, rather than taking an evaluative approach.

- (e) Study Figures 6a and 6b in the Resource Booklet. They show some of the equipment chosen and some of the data collection methods used, including an interview guide.

The aim of the student's enquiry was to investigate local residents' opinions towards the construction of a new train line to link some of the suburbs in Berlin, Germany.

Evaluate the choice of equipment and the data collection methods used.

You **must** refer to the resources in your answer.

(8)

Firstly, a fieldwork equipment list was shown. It has shown that the student plans on carrying out an environmental quality survey, take photographs and carry out interviews. ~~These~~ This includes both qualitative and quantitative data which is good, but there are only 3 collection methods used. They might also compare the photographs taken with the ~~the~~ photos in newspaper articles. However, the videos in these articles are secondary data and can only help ~~the~~ them understand more about the city's history or details. ~~Other~~ Furthermore, these data collection methods may not be the most suitable to the student's aim, as he can carry out more investigation, such as using the city council websites for the details of the new train line ~~at the~~ construction or take photographs of the places that will be constructed and changed afterwards.

Furthermore, a questionnaire guide is shown. There are 6 questions which is a suitable length, and the questions are a mix of closed and opened questions. However, in the first question, the student asks for the age group but ~~the~~ it is an open question. ~~The~~ The people being interviewed may not be comfortable in answering such private questions. Moreover,

question 3 is a slightly difficult question and the people may not understand or may not know how to answer. This is the same with question 5 and there is only one line for people if they want to elaborate more. Question 4 also only allows 2 options for the construction. A question extension such as "why" should be added so the investigation can be better supported with the public's opinion. ~~The~~ question 6 is a good question as it allows the people to rank their feelings and the results can be easily presented with a bar chart. (Total for Question 6 = 20 marks)

In conclusion, the student's data collection was mainly successful as they were helpful in answering the enquiry question. However, ~~some~~ some improvements can be made such as asking more questions or using other data collection methods - I think the interview was the most suitable data collection method.



In this response the candidate achieves level 3, 8 marks as there is clear evaluation of the equipment and data collection methods. There is a clear conclusion which reinforces the candidates' ideas, making a judgement about how successful they would be for the enquiry question demonstrating clear evaluation.

- (e) Study Figures 6a and 6b in the Resource Booklet. They show some of the equipment chosen and some of the data collection methods used, including an interview guide.

The aim of the student's enquiry was to investigate local residents' opinions towards the construction of a new train line to link some of the suburbs in Berlin, Germany.

Evaluate the choice of equipment and the data collection methods used.

You **must** refer to the resources in your answer.

(8)

having a video or voice data can really help in proving the reliability of your enquiry. A survey sheet can also really help in having a large range of opinions for you to form a conclusion on. A interview guide makes sure that you are aware of the questions you are asking and that you can know what type of answer you need to obtain. Reviewing news articles needs to be thorough and not published by someone who is clearly opinionated. the student needs to only share facts not opinions portrayed as facts. Photographs need to be clear and very formal.



This response achieves level 1, 3 marks as there are some relevant comments about the data collection methods from the resources but they are quite generic and do not provide clear evaluation.

- (e) Study Figures 6a and 6b in the Resource Booklet. They show some of the equipment chosen and some of the data collection methods used, including an interview guide.

The aim of the student's enquiry was to investigate local residents' opinions towards the construction of a new train line to link some of the suburbs in Berlin, Germany.

Evaluate the choice of equipment and the data collection methods used.

You **must** refer to the resources in your answer.

(8)

The environmental quality survey ~~is~~ good because it shows where ^{are} factors like air quality ~~are~~ worse and you can link it to what is surrounding the area. However, it doesn't directly link to the enquiry question as it doesn't use the opinion of residents but instead the students.

Interviews are a good collection method as it directly corresponds to the enquiry. The guide is also good because for example asking the age will give you context into the answers. However, there is no method of who to interview so it could be biased who they choose and so results will be less accurate. Also,

Using a mobile phone to take photographs is good because it is easy to use. Also, the photographs can be used to compare to the historical photos. However, photographs only show physical features and not features like pollution both air and noise.

In conclusion, the Interview guide could be improved by adding ~~a~~ ^{space} for explanation for the multiple choice questions. Also, you could ask more questions about the environment so the EQS is using opinions of the residents. Overall, the collection methods and equipment are good as they respond to the enquiry question.

(Total for Question 6 = 20 marks)



ResultsPlus
Examiner Comments

This response is awarded 6 marks as it includes some developed points that address both the equipment and data collection methods but the evaluation is more limited. The response does include suggestions for improvement and a brief conclusion.



ResultsPlus
Examiner Tip

Candidates should practice how to write effective evaluations using resources that are included in the paper. What parts of the resource demonstrate strengths of the enquiry, and which demonstrate weaknesses? Are there things which could be improved, and if so how could they do this, and why would it be important?

Question 7 (b)(ii)

This question requires candidates to interpret a world map showing the global distribution of drought risk to suggest reasons for the patterns shown. This question requires two developed ideas. It is important where questions make reference to a pattern that candidates address this by identifying a pattern. This could be through describing the data for a region or group of countries for example. This demonstrates their use of the resource for the AO3 marks. Candidates did demonstrate good understanding of the reasons for different levels of drought risk but these were not always clearly linked to evidence from the resource relating to a pattern.

(ii) Suggest **two** reasons for the pattern shown in Figure 7a.

(4)

1 Much of Asia is at high risk of drought. This could be because these nations are emerging/developing so much of their land is used for agriculture. This may lead to an increase in overcultivation which dries the land/soil out.

2 North Europe / Scandinavia have very low risk of drought. This is because they are further from the equator meaning they have cooler temperatures which means their land doesn't dry up as fast. They also get lots of rain and snow.



This response refers to regions and the data related to these regions which addresses the pattern part of the question. Then relevant reasons are provided so 2+2 for full marks.

(ii) Suggest **two** reasons for the pattern shown in Figure 7a.

(4)

- 1 A reason for the pattern shown might be how they are situated globally (next to the equator or away from it). Near the equator temperatures will become higher and draught risk will increase. Away from the equator there will be less draught risk due to lower temperatures.
- 2 Economic development of the countries, if the countries are more economically developed they will start measures and plans to reduce the risk of draught.



ResultsPlus
Examiners Comments

This response receives 3 marks as the first part of the answer includes reference to a pattern (related to the equator) and considers a reason. The second part focuses on a reason but without a pattern identified.

(ii) Suggest **two** reasons for the pattern shown in Figure 7a.

(4)

1 Because of the rainfall if they have very little rainfall in those affect countries / the drought will be higher.

2 And temperatures, for maybe the temperatures there are very high doing that water evaporates & quicker so all dries.



ResultsPlus
Examiner Comments

This is a typical response with two relevant reasons but no reference to a pattern from the resource. 2 marks.

Question 7 (c)

This question requires candidates to explain two potential impacts of climate change. There were a lot of strong responses to this question demonstrating a clear understanding of the topic. Where candidates didn't achieve full marks it was for more limited responses or where there was a slight steer away from the focus of the question to consider causes instead.

(c) Explain **two** potential impacts of climate change.

(4)

- 1 Rising sea levels as global temperatures increase causing more glaciers to melt, as well as increasing the rate of evaporation. This will cause many countries and coastal areas to flood putting around 40% of the global population at risk.
- 2 More hazards. Climate change makes extreme weather events more likely, severe, and frequent. More hazards such as monsoons or droughts and famines will cause ^{lots of} mass social, economical, and environmental issues.



This is a clear 2+2 response.

(c) Explain **two** potential impacts of climate change.

(4)

- 1 One impact of climate change would be an increase in temperature due to toxic gases being released by cars for example
- 2 another impact would be rising sea levels due to an excess amount of rain.



ResultsPlus
Examiner Comments

This response scores 2 marks for increased temperatures and increased sea levels.

(c) Explain **two** potential impacts of climate change.

(4)

- 1 Increased greenhouse gas emissions due to human burning fossil fuels for energy. The gas produced like CO₂ and methane are contributing to climate change.
- 2 Cutting down trees and deforestation for land and industrial buildings. This reduces trees that lower greenhouse gas, resulting in ~~the~~ low vegetation and high CO₂ emissions, leading to climate change.



There was the rare occasion where candidates did not address the question, focusing on causes of climate change rather than impacts. This response receives 0 as it focuses on greenhouse gas emissions and deforestation.

Question 7 (d)(ii)

This question requires candidates to describe data from a resource, in this case a variation in forest loss. Candidates could either focus on the different make up of reasons for forest loss between regions, or focus on the causes of loss within a specific region. The initial point of variation could be developed either through further description of the differences or through use of the data. The most effective responses would recognise where one of the causes of loss was highest (eg Central and South America with the highest for deforestation from agriculture, mining and urbanisation) and then provide a figure to support this. There were many candidates who did not focus on description but attempted to explain reasons for the differences shown, or provided definitions of deforestation, or the causes of wildfires.

(ii) Describe a variation in forest loss shown for 2001–2015.

(2)

There is an ~~increase~~ large amount of deforestation in central and south America, ~~therefore~~.



Some candidates did not identify a variation so could not score any marks, like this response.

(ii) Describe a variation in forest loss shown for 2001–2015.

(2)

Wildfires are caused when a fire is created in or near a forest and spreads throughout until a large part or all of the forest is on fire.



Some responses did not focus on description of the data, instead providing causes or impacts of the ideas shown in the resource, in this example, wildfires. This cannot be awarded any marks.

(ii) Describe a variation in forest loss shown for 2001–2015.

(2)

In Central and South America, North America, Russia, China and South Asia, ~~global~~ forest loss is very high. Whereas, in Southeast Asia, Africa, Europe and Oceania, forest loss is considerably less. E.g. in Central and South America, forest loss is 5.1Mha whilst only 0.5Mha in Oceania.



ResultsPlus
Examiner Comments

This response scores 2 marks as there is a variation identified about overall forest loss with some data used to support the point as development.

(ii) Describe a variation in forest loss shown for 2001–2015.

(2)

There is much higher total forest loss in regions like North, Central and South America than regions like Europe and Oceania.



ResultsPlus
Examiner Comments

This response provides a variation but does not develop this further with additional description or through use of the data, so is awarded 1 mark.



ResultsPlus
Examiner Tip

Candidates should practice writing descriptions of what can be seen in graphs. Can they describe differences, or particular features of the data? Can they effectively interpret the data to select suitable evidence to support their initial point?

Question 7 (e)

The command word 'assess' is one that a significant number of candidates had difficulty in understanding. 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 in this case about the potential impacts of deforestation. Candidates do not need to address all aspects of the resource they need to effectively use it to support their argument.

Answers at the lower end of marks would provide a brief comment about each impact, while more effective responses would choose two or three and make a clear judgement about which was the most important and why.

(e) Study Figure 7c in the Resource Booklet.

(2 marks) Assess the potential impacts of deforestation.

You **must** refer to the resource in your answer.

(6)

As shown in Fig 7c, there are many potential impacts of deforestation, however some are more important than others. Fig 7c shows increased atmospheric CO_2 is the most major impact, as it is what exacerbates the other impacts, through the greenhouse effect, where greenhouse gases absorb outgoing long wave terrestrial radiation but not incoming short wave cosmic radiation, heating the earth. This leads to increased droughts as the world gets hotter and seasonal rains fail, shifting climatic belts that disrupt the water cycle and negatively impact biodiversity, as well as causing increased flooding due to changes in climatic cycles, and increased extreme weather events. Higher temperatures also cause more wildfires. Secondly, disruption to the water cycle, an impact shown in Fig 7c, is the second most important impact as it leads to failure of (seasonal) rains that trigger droughts and wildfires, such as in the Sahel and Australia respectively. Third most importantly, increased flooding causes property damage and loss of biodiversity, which is the least important impact, largely because all the others have a 'knock-on' effect, where they exacerbate other issues, making increased CO_2 most important, then water cycle disruption, then drought, then wildfires, and finally, flooding then loss of biodiversity.



This response scores full marks. It does not have a summary assessment at the end but includes assessment throughout. The candidate uses ideas from the resource to structure their response.

(e) Study Figure 7c in the Resource Booklet.

Assess the potential impacts of deforestation.

You **must** refer to the resource in your answer.

(6)

We see that it can lead to an increase in wildfires, this is because the climate change heats up and can burn trees easier so the fires destroy trees which leads to animals losing habitats and can pose a risk to humans.

The loss of biodiversity happens because people cut down trees to get resources and building materials. ~~There are~~ Some animals live in trees so if you cut them down ~~you~~ they will lose their habitats and some can potentially go extinct.

It also causes more CO₂ to build up in the atmosphere. This happens because trees photosynthesise and release oxygen and absorb CO₂, so if there are less trees then less oxygen will be produced and more CO₂. More CO₂ in the atmosphere will build up. Climate change because it acts as a ~~barrier~~ barrier against sunlight.



This response includes relevant explanations about the impacts of deforestation but is more limited. The range of ideas moves it out of level 1 to level 2 – 4 marks. But there is no clear assessment to reach the higher 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 (f)

This question has both a unique command word, 'discuss', 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. In this case candidates are required to use Figures 7b and 7c to discuss the view: Deforestation is the greatest threat to fragile environments. The question specifies which resources should be used. To reach the top level of marks, candidates do need to incorporate both resources into their answer. It is important that candidates remember this question requires their own knowledge and understanding to support their own ideas.

There were a lot of strong responses to their questions which demonstrated good AO3 and AO4, but sometimes lacked in AO2.

(f) Discuss the view:

"Deforestation is the greatest threat to fragile environments."

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

You **must** refer to the resources in your answer.

(12)

Deforestation can be considered among one of the greatest threat to fragile environments because of the multiple impacts it has on the environment. ~~Both~~ figure 7b and 7c provide us show that the different reasons why countries lose their forest and inform us that some emerging countries lose forest due to deforestation from agriculture mining and urbanisation while developed countries suffer most of their forest loss because of wildfires and deforestation for logging to make paper and pulp. Despite these countries benefiting from ~~the~~ this ecosystem with good and services such as materials for construction ~~and~~ mining ~~to~~ food and drink, energy and farming, the impacts of deforestation may be considered much worse.

Figure 7c presents ~~us~~ ~~to~~ the different impacts of deforestation including loss of biodiversity, increased Atmospheric CO₂, Drought and flooding that comes to as a result of cutting down trees.

All these impacts are threats to biodiversity because it may lead to ~~exhaust~~ exhaustion of resources and wildlife.



This response is awarded level 2 – 5 marks. It includes reference to the figures and has some relevant but basic 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 include a wider range of discussion points.

(f) Discuss the view:

Global
Sea levels / climate
Global
Short term
Long term

"Deforestation is the greatest threat to fragile environments."

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

You **must** refer to the resources in your answer.

(12)

According to data presented in figure 7b and 7c deforestation is the greatest threat to fragile environments. In my view climate change is the most significant impact to fragile environment.

Figure 7c ^{and 7b} suggests all the potential impacts of deforestation and their significance. However all are local impacts and ~~can be managed~~ unlike climate change. Figure 7c shows that a local impact of deforestation is drought and their effect on fragile environments. Although droughts in severe cases may lead to soil erosion and therefore desertification it ~~can~~ is still only a local impact that if managed effectively and efficiently by GNO of Government ^{through using drought resistant crops} won't have a long term impact. Whereas ~~global~~ climate change is a long term impact which ~~affects~~ has a global affect on environments, increasing fragile environments all around the world's vulnerability.

According to 7b deforestation rates have had a significant decrease from 2001 to 2005. Therefore 7b supports the conclusion that deforestation can be managed and therefore not having as detrimental impact as climate change. One way of management could be through agroforestry and selective logging. Agroforestry allows for shrubs and ~~the~~ hedges to be planted once trees are removed this prevents soil erosion and the spread of desert like conditions. It is not threatening fragile environments as significantly. Figure 7b also suggests that wild fires in places such as North America are the leading cause of forest loss not deforestation by human activity. Whereas climate change has the most significant

(Total for Question 7 = 35 marks)

threat to fragile environments due to it requiring collaboration from many countries which is proven to be difficult and as it's a global impact with longer ~~longer~~ lasting impacts such as sea level rising and atmospheric temperatures rising it is the most significant affect to climate change.

To conclude deforestation is a threat to fragile environments supported by evidence in figure 7b and 7c however it is not the greatest threat to fragile environments. Climate change is as it's a global long lasting effect that has the hardest to manage impacts that are a greater threat to climate change.



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. They set out their view at the beginning and then return to this at the end with a clear conclusion. 12 marks achieved.



The descriptor for level 3 in this question highlights an important requirement: *Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout.*

It is important that a clear judgement is made. This is usually provided with a summary sentence or paragraph at the end of the response.

Question 8 (a)(iii)

This question required candidates to state one strategy used by countries to manage migration. Common responses related to the use of visas, quotas, a points based system and the use of border controls.

(iii) State **one** strategy used by countries to manage migration.

(1)

border controls



ResultsPlus
Examiner Comments

An acceptable response for 1 mark.

(iii) State **one** strategy used by countries to manage migration.

(1)

~~RESERVE~~ VISAS.



ResultsPlus
Examiner Comments

Another suitable response for 1 mark.



ResultsPlus
Examiner Tip

This is a 'state' question so a word or short phrase is sufficient.

Question 8 (b)(ii)

This question requires candidates to interpret a world map showing net annual migration to suggest reasons for the patterns shown. This question requires two developed ideas. It is important where questions make reference to a pattern that candidates address this by identifying a pattern. This could be through describing the data for a region or group of countries, for example. This demonstrates their use of the resource for the AO3 marks.

Candidates did demonstrate good understanding of the reasons for different levels of net annual migration but these were not always clearly linked to evidence from the resource relating to a pattern.

Question 8 (c)

This question requires candidates to explain one advantage and one disadvantage of mass tourism. There were a lot of well developed responses to this question often including case study knowledge, which is not required. Candidates demonstrated clear knowledge and understanding about the environmental impacts of mass tourism as well as its impacts on local residents.

(c) Explain **one** advantage and **one** disadvantage of mass tourism.

(4)

Advantage

Causes land degradation and air pollution. Increases income to the country and the economy of the country.

Disadvantage

Brings income to the country and economic growth. Causes land degradation and air pollution.



ResultsPlus
Examiner Comments

This response has a basic idea about income and a basic idea about air pollution. In the second part there are two basic ideas but only one can be credited so 2 marks awarded.

(c) Explain **one** advantage and **one** disadvantage of mass tourism.

(4)

Advantage

It improves the local economy. Some countries completely rely on tourism for their GDP so the lots of tourists coming in will allow them to develop and invest on building the region further and attract more people.

Disadvantage

Re It can be a loss of heritage. Tourists will come into the country and not speak the local language and/or will not appreciate the local culture and will stay at international hotels which won't help the country.



A clear 2+2 response for two developed ideas. 4 marks.

Question 8 (e)

As in the previous 6 mark questions in section C, the command 'assess' is one that a very large number of candidates had difficulty in understanding. 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.

This question focuses on the role of trade blocs in creating a more globalised economy, using information provided in the resource about a particular trade bloc. At the lower end of marks candidates tended to lift information from the resource and provide some explanation. Although this could gain some marks these types of responses did not provide developed ideas, or any assessment which is required for the higher level marks.

(e) Study Figure 8c in the Resource Booklet.

Assess the role of trade blocs in the creation of a more globalised economy.

You **must** refer to the resource in your answer.

(6)

Globalisation / increasing globalised economy is the process by which the world becomes increasingly interconnected and there are many causes of this including trade blocs, rise of TNCs and improvements in transport & technology. Figure 8c shows information on the RCEP trade bloc. The Figure 8c shows how important trade blocs are as it gives us information of the enormous combined GDP of US\$26.2 trillion between the 15 countries which have 30% of the global economic output while only being 15 countries. Trade blocs play a massive role in a more globalised economy as it causes companies / TNCs to locate abroad to get inside trade blocs making the world more connected. Companies locate inside trade blocs to avoid tax and tariffs as the ~~national~~^{national} borders are broken down for member countries so people can import & export products inside the trade blocs cheaper and more easily. Trade blocs also create new trading opportunities as member countries are encouraged to trade within the trade blocs to other countries. This The huge importance of trade blocs are emphasised by the figure 8c as you can see how high percentage of the global trade is in 1 trade bloc and there are many more across the globe including the EU. Therefore in conclusion trade blocs play a major role in globalisation as more countries can trade with each other forming more economic relationships between countries and TNCs locate abroad connecting countries together.



This is a level 3 response – 6 marks. There is clear assessment at the end. The candidates makes clear use of the resource to support their ideas.

Question 8 (f)

This question 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. For this question candidates are required to discuss the view: Trade has been the greatest driver of the global economy. The question specifies which resources should be used. To reach the top level of marks, candidates do need to incorporate both resources into their answer. It is important that candidates remember this question requires their own knowledge and understanding to support their own ideas.

There were a lot of strong responses which demonstrated good AO3 and AO4, but sometimes lacked in AO2.

(f) Discuss the view:

"Trade has been the greatest driver of the global economy."

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

You **must** refer to the resources in your answer.

(12)

Global economy is the economy across the world of many countries. Trade is the process of ~~showing~~ ^{selling} goods across other countries contributing to globalisation.

Figure 8b shows the development of aid received per capita (USD). This is an aspect ~~of~~ ^{of} that contributes to economic development and is shown in South Sudan a drastic increase in aid received in 2010 only 30 but peaked ^{in 2017 to} in 2018 at 200 and then dropped to 165 in 2019. Whereas Ethiopia had the lowest increase of aid from 1970 at 10 to 2019 at 30 per capita of aid received but overall it is shown across all countries that they need the aid as there is an increase, the demand as increased this thing could be because of economic demands ~~and~~ ^{and} war affairs also the economies contributing to globalisation ~~and is a form of trade from us to other countries.~~

this would show that trade isn't the only biggest drive for global economy.

Whereas Figure 8c shows the world's biggest free

trade organisation consisting of 15 countries and
share 28% of global trade which is a vast amount,
with a population of 2.2 billion and global economic
output of 30%. This would show there is a
vast need for free trade for for economy to thrive
and develop low income/emerging countries.



ResultsPlus
Examiner Comments

This is a more typical level 2 response which has some good use of the data from the resources to structure the response with some development of ideas. However, it lacks the range of ideas and own knowledge needed to support the points to reach the higher level. 8 marks.

(f) Discuss the view:

"Trade has been the greatest driver of the global economy."

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

You **must** refer to the resources in your answer.

(12)

Trade allows countries to connect with each other and exchange goods and services in order to satisfy their economic needs. Thanks to trade, countries are ~~able~~ able to import goods that are crucial and export goods for their financial benefit. As seen in figure 8c, the RCEP trade bloc has a 30% share of the global economic output. This suggests that there is positive economic growth and factors such as GDP are growing as a result.



ResultsPlus
Examiner Comments

This is a more typical level 1 response which has some relevant ideas about trade but does not provide much detail, or balanced discussion on how it has been the greatest driver of the global economy. There is a brief reference to one of the figures. 3 marks.



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 practice doing this.

Candidates should also practice being able to demonstrate their own knowledge and understanding (AO2) in these longer extended response.

Question 9 (b)(ii)

This question requires candidates to interpret a world map showing life expectancy to suggest reasons for the patterns shown. This question requires two developed ideas. It is important where questions make reference to a pattern that candidates address this by identifying a pattern. This could be through describing the data for a region or group of countries, for example. This demonstrates their use of the resource for the A03 marks.

Candidates did demonstrate good understanding of the reasons for different levels of life expectancy relating to access to healthcare, but these were not always clearly linked to evidence from the resource relating to a pattern.

(ii) Suggest **two** reasons for the pattern shown in Figure 9a.

(4)

- 1 Countries with the highest life expectancy are countries in western Europe, Australia, Canada as well as ^{anomalies} Chile and China. This is probably due to a higher stage of development ^{at least in western, like Afghanistan} which means better healthcare and quality of life. These countries
- 2 Countries with the lowest life expectancy are located in central Africa and a lot of areas surrounding it. ^{and higher mortality rates} This may be as a result of less development ^{but also} of the climate and harsh living conditions as it is next to the ^{sub-saharan desert}



ResultsPlus
Examiner Comments

This response is awarded 4 mark as there are two reasons explained, linked to the evidence from the resource.

Question 9 (c)

This question requires candidates to explain one advantage and one disadvantage of top-down development projects.

Many candidates demonstrated good knowledge and understanding of top down development projects with many clearly developed points. Advantages tended to focus on the potential for a larger impact based on the large scale nature of many top down development projects. Disadvantages tended to focus on how they do not usually address the needs of local people. Some answers mentioned specific projects, which was not required. Occasionally candidates would provide more than one advantage or disadvantage rather than developing them.

(c) Explain **one** advantage and **one** disadvantage of top-down development projects.

(4)

Advantage

It can have an effect on everyone and it is more effective ~~and~~ as it can be used for a whole country

Disadvantage

It is more expensive as it is trying to have a bigger effect and it has to cover a much larger population and area.



Even basic ideas, as long as they are relevant, can be credited. This response is awarded 2 marks (1+1).

(c) Explain **one** advantage and **one** disadvantage of top-down development projects.

(4)

Advantage

one Advantage is that a top down project effects lots of people in a positive way as they are normally large scale projects, so therefore increase the standard of living and quality of life of the population.

Disadvantage

However a disadvantage is that they are high risk, as if something goes wrong there is a lot of money that can be lost which can negatively effect a countries economy.



ResultsPlus
Examiner Comments

This response has two developed points for 4 marks.



ResultsPlus
Examiner Tip

Candidates should practice developing their points for these 4 mark questions. Particular attention should be given to the question requirement for one or two ideas (reasons/impacts/factors etc).

Question 9 (e)

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. 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.

This question focuses on the assessment of how useful the Human Development Index (HDI) is for understanding patterns of development. The resource provides different dimensions of the HDI and the indicators that are involved to create this composite index. Candidates often demonstrated good understanding of how HDI can be useful, but also how it is flawed. The most effective responses to this question began with a clear judgement as a starting sentence and then returned to this at the end, demonstrating a clearly structured response.

(e) Study Figure 9c in the Resource Booklet.

Assess how useful the Human Development Index (HDI) is for understanding patterns of development.

You **must** refer to the resource in your answer.

(6)

The HDI is very important because the higher the HDI the better the country is in terms of development. It states that you need more money and more knowledge leads to a higher HDI. HDI ~~measures~~ is measured from life expectancy and literacy rates and GNI per capita. This is a good way in measuring development as GNI contributes to the patterns of development in a country. The more money a country has the better the development as it sorts a lot of money to develop.



This response is limited. The points made are relevant to HDI which is the focus of the question but there is limited depth so just 2 marks.

(e) Study Figure 9c in the Resource Booklet.

Assess how useful the Human Development Index (HDI) is for understanding patterns of development.

You **must** refer to the resource in your answer.

(6)

The HDI is good for measuring development as it is a composite indicator which means that it covers multiple areas of development. This is good as development is complex and has many different factors. For example, there are social and economic factors which the HDI measures such as life expectancy and GNI per capita as figure 9c shows. Furthermore, all these factors are measured using statistics which are updated yearly which means that they are objective. This results in the data being valid and reliable.

However, it is argued that the HDI index doesn't cover enough factors. For example, as figure 9c shows, there are no physical or environmental factors such as mobility or diet. This results in the data heavily using economic factors to represent countries which doesn't fully represent development.



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 is awarded level 2, 4 marks.

(e) Study Figure 9c in the Resource Booklet.

Assess how useful the Human Development Index (HDI) is for understanding patterns of development.

You **must** refer to the resource in your answer.

(6)

- HDI is a very strong way to look at patterns of development. It takes 3 big factors into account, such as health, wealth, and education, as Figure 9c shows, giving a well-rounded measure of an area's development compared to many other sources of data that only use 1 factor. This means it can be compared with many other regions to give a more understanding of how areas develop. Compare, using simply a number to compare, and so find patterns through visualising the data in graphs.
- HDI also has weaknesses, such as its lack of showing equality. Because it takes averages of data, Figure 9c shows GNI per capita, mean years of schooling, and life expectancy, it neglects that some may be very high and others very low. It also is purely quantitative - it ignores subjective factors like happiness or wellbeing, so quality of life may be a better way to measure development between areas.

Overall, HDI is a strong index to see patterns, but needs to be used together with other indices such as the Gini coefficient and quality of life to show every facet of development.



This response provides a judgement at the beginning but also provides balance to the argument in the second paragraph. It provides clear reasons to support its points and provides a summary assessment at the end. The response uses elements of the resource to structure their response and provides clear assessment, therefore it is awarded full 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 (f)

This question 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. For this question, candidates are required to discuss the view: Improvement in human welfare are mainly driven by economic development. The question specifies which resources should be used. To reach the top level of marks, candidates do need to incorporate both resources into their answer. It is important that candidates remember this question requires their own knowledge and understanding to support their own ideas.

There were a lot of strong responses to this question which demonstrated good AO3 and AO4, but sometimes lacked in AO2. The most effective responses tended to make a clear judgement responding to the view at the beginning and then providing a series of ideas to support this, including alternative ideas to ensure there was balance in the answer (for example migration has been a key driver).

(f) Discuss the view:

"Improvements in human welfare are mainly driven by economic development."

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

You **must** refer to the resources in your answer.

(12)

Human welfare of a country can be improved by economic development. In figure 9b it shows from 2015 to 2019 Indonesia's population affected by food insecurity has decreased. A reason for this could be that the country started getting more income from trade which the profit could then be invested into social benefits like more agriculture. However figure 9c also shows from 2015 to 2019, Nigeria's population of food insecurity has rapidly grown. This suggests that maybe their economic income has reduced due to their natural resource price going down. This shows that human welfare can be very negatively be affected by economic development.

^{Human welfare}
~~Economic development~~ can also be driven by aid from other countries. Aid is a small loan of resources or money lent to an LIC which can help them regain social and economic stability. By doing this educational services can be opened as well

healthcare services this can improve a countries HDI, resulting in human welfare improvements.

It can also be improved through international strategies such as NGOs. These provide relief to an LIC country which can help them regain control and start improving their quality of life by providing food, water or money. An example of an NGO is water aid which provides safe and clean water security to struggling countries.

To conclude it could be argued that human welfare improvements are driven by economic development only as they can invest their money into healthcare and education but there is also other methods which provide countries with the same security to improve their quality of life such as NGOs or aid

(Total for Question 9 = 35 marks)



ResultsPlus
Examiner Comments

This response achieves level 3, 10 marks. There is clear use of the resource with well developed ideas about human welfare. There is a clear conclusion. But as was common on some of the extended response 12 mark questions, the AO2 was often lacking.

(f) Discuss the view:

"Improvements in human welfare are mainly driven by economic development."

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

You **must** refer to the resources in your answer.

(12)

I do agree with this statement to an extent. In figure 9b, it has shown that the food insecurity's effect on the people. With a high economic development, it means that the people are available to spend a higher amount of money, which means that the businesses could produce a more hygienic and better quality of food, which means a very high food security and less people would be affected.

On the other hand, to achieve a high economic development, these businesses will try and cut cost, which means that the quality and security would decrease, in order to maximise their profit.

In figure 9c, it is shown the knowledge, life expectancy and standard of living were taken account to the HDI. With a high economic development, the life expectancy would increase. This is because there would be more money for better medical equipment.

As there were more money, there would be more education which could have an improvement as well as the standard

of living due to a higher wage.



ResultsPlus
Examiner Comments

This response achieves level 2, 6 marks. There is some attempt to link to both resources but the ideas presented are basic. They do make use of the resource but could have taken these ideas further to aid the discussion.



ResultsPlus
Examiner Tip

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 it is the last question, it is 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 be clear about the difference between the requirements for different command words:
- 'analyse' questions require you to investigate an issue by breaking it down into different components and making logical, evidence-based connections between these components
- 'evaluate' questions require you 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 you to explore the strengths and weaknesses of different sides of an issue/statement or question through reasoning and argument.
- Appreciate that Q06, Q08 and Q12 (extended writing) 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, you would benefit from practising this type of question from the beginning of the course.
- In the 12 mark extended response question in section C it is important to remember there are AO2 marks, which require their own knowledge and understanding to be demonstrated as well as clear interpretation of the resources.
- While the extended response questions do not require a concluding paragraph, this is often the most effective way to demonstrate how you have met the command word, particularly where a judgement is required.
- Make 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 you refer to it in some form where required. It is important that evidence from the resource is used to answer the question as these are targeting AO3 (application of knowledge and understanding).
- The number of marks awarded for each question is a guide as to how much you need to develop your ideas. A 2 mark 'describe' question requires only some development to reach the second mark while a 3 mark 'explain' question requires further development. Where there is a question that asks you to explain two ideas then you only need to provide some development for each rather than providing almost an extended response answer for one of these ideas. If the question is only worth 2 marks then you are not using your time effectively by writing a long answer.
- Where questions require you to describe data it is important that you focus on description rather than trying to explain particular features of the data. Description can be identification of a trend or pattern (increase, decrease, fluctuation), which can be developed with further description (eg particular years where the pattern/trend changed), or through use of data to support the initial point.

- Spend some time reviewing the different stages of geographical enquiry to ensure you are aware of what takes place at the different stages. This will help you prepare for extended response questions in section B which target different stages in the enquiry. Pay attention to the stage of the enquiry being assessed to ensure you are providing the right response, for example, recognising the difference between data collection methods and data presentation techniques.
- Be really clear about which type of geographical fieldwork you have completed and which question in the exam paper this will align with: Energy and economic activity, Rural environments or Urban environments.
- Use the Sample Assessment Materials (SAMs), specimen papers and past papers to help familiarise yourself with the structure of the paper and the style of questions; this will hopefully avoid situations where the rubric has not been followed. Spend time reviewing the examples in this report, and other support materials via the qualification page on the Pearson website. This will help you to become more familiar with the range of command words and how they are attached to different Assessment Objectives.
- Only write within the answer space provided, and not underneath or to the side of the answer space. Use additional pages if you need more answer space; do not write answers in the margins of the page, or on blank parts of pages in the exam script. Any answers on additional pages should be clearly labelled with the question number.

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>

