



Examiners' Report

June 2023

Int GCSE Geography 4GE1 02R

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Introduction

The first sitting of this specification for Pearson Edexcel International GCSE Geography took place in 2019. Due to the global Covid-19 pandemic, there were only small entries for this exam made in 2020 and 2021 with a return to larger cohorts for 2022. In the 2023 series, there were no reductions in the number of marks for any sections of the paper, and both familiar and unfamiliar fieldwork contexts were included.

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

The paper consists of 3 sections. In this series, candidates only answered two 25-mark questions from Section A, one 20-mark question from Section B, and one 35-mark question from Section C. The fieldwork questions in Section B includes questions on both familiar and unfamiliar fieldwork contexts. The total number of marks for the paper was 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 two questions from Economic Activity and Energy, Rural Environments and Urban Environments. Candidates answered 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 were short response questions based on an unfamiliar fieldwork context followed by an 8-mark extended response question based on a familiar fieldwork context.

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

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

Question 1 (c)

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

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

Suggest **one** factor that has affected the location of this business park.

(2)

Good accessibility - There is an integrated network of roads that allows workers to easily commute to and fro from the park.

There is also loads of space available on the rural - urban fringe. More parking spaces for workers.



In this response, there's evidence from the photograph - the network of roads that is linked to the idea of commuting.

There is a second reason provided, but the candidate has already achieved full marks and the question asks specifically for just one factor.



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 (e)

The majority of candidates were able to identify ways that energy could be managed sustainably through reducing consumption of energy and production of energy from more renewable resources. Candidates were not always able to develop their ideas clearly.

(e) For a named developing or emerging country, explain **two** ways energy can be managed sustainably.

Named developing or emerging country

India

- 1 One way is that the usage of non-renewable energy resources, such as coal, can be reduced and renewable energy such as solar and hydro energy can be used.
- 2 Another way is to use the energy efficiently. That is, it can be used only when it's necessary and upto the need.



ResultsPlus
Examiner Comments

This response was awarded 2 marks for a developed idea about renewable energy.

The second part of the answer is too vague, as there is no indication of how anything is made more energy efficient.

2 marks overall.

(e) For a named developing or emerging country, explain **two** ways energy can be managed sustainably.

(4)

Named developing or emerging country

China

- 1 In China, the government has been introducing renewable energy sources, specifically solar energy. This reduces the country's reliance on non-renewable energy ~~be~~ by introducing a more sustainable, clean energy source.
- 2 The government also ~~encourag~~ encourages citizens to increase insulation usage in their households in order to prevent loss of energy during cold months, reducing the amount of energy spent on heating facilities.



ResultsPlus
Examiner Comments

This is a clear 2+2 response with developed ideas about renewable energy sources and insulation.

4 marks.

Question 1 (f)

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

For this question, there needs to be identification of a change that takes place to the energy mix that is shown in the resource. Further marks are then awarded for explanation of this reason. Some candidates chose to comment on the overall pattern, while others focused on specific energy type. Both approaches were acceptable, as they were interpreting the resource correctly.

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

Suggest **one** possible reason for a change in the energy mix shown.

(3)

because non-renewable resources
are running out so people are
shifting their use to renewable
sources.



In this response, the candidate has provided a reason i.e. the shift to renewable energy, but there is no change identified from the resource.

This was awarded 1 mark.

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

Suggest **one** possible reason for a change in the energy mix shown.

(3)

In Denmark, they are becoming more aware of climate change than they were in 2000. This is shown in Fig. 1b by the increasing proportion of renewables in 2020 such as ~~the~~ wind power and decreasing proportion of fossil fuels. This is done in an effort to lower their CO₂ emissions as a country to contribute less to climate change.



ResultsPlus
Examiner Comments

This response was awarded 3 marks as there is clear identification of a trend as well as a developed reason around the idea of becoming more aware of climate change.

3 marks.



ResultsPlus
Examiner Tip

These 3-mark 'suggest' questions can be challenging since they require "double development".

Candidates should be reminded that they need not copy the stem of the question before starting to give the reason.

Question 1 (g)

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

(g) Explain **one** advantage and **one** disadvantage of using renewable energy sources.

(4)

Advantage

One advantage of using renewable energy resources is that they ~~do not~~ can be replaced easily. Since they produce energy through natural processes, they can be used for ~~long~~ statistically forever.

Disadvantage

However, renewable energy resources are often very expensive to set up. This can lead one country to not being able to make renewable energy it's main source of energy production due to it's cost, and can only set up smaller amounts.



ResultsPlus
Examiner Comments

This is a typical 2+2 response for this question.

4 marks.

Question 1 (h)

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

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

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

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

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

Analyse reasons for changes in the employment sectors shown.

Refer to the resource in your answer.

(8)

Figure 1c shows high levels of primary employment during the pre-industrial stage - at ~~70-85%~~ 70-85%. Level of secondary employment increase from 20-30%, and ^{the} tertiary sector increases from 10-15%. The reason for high levels of primary employment is that there was no ~~de~~ machinery to help with these jobs (such as mining, fishing), and there was not enough skilled workers to have the ~~presence~~ presence of a quaternary sector.

Figure 1c then shows a massive decrease in primary sector employment in the industrial stage - from 85-15%. This is mainly due to the introduction of mechanisation; where machines replaced jobs that were previously done by humans. This caused a shift from primary to secondary and tertiary sectors. The percentage employed in the secondary sector increases and then ~~decrease~~ decrease - from 30-45% and then from 45% - 35%. ~~After~~ After the shift to ~~the~~ secondary, mechanisation also took away jobs in the sector as the secondary sector includes jobs such as manufacturers. People also believed that jobs in the secondary (and primary) sector were dirty and also did not pay much. This then caused a shift to the tertiary sector, shown in Figure 1c as an increase ~~to~~ from 15% - 50%. The tertiary sector includes jobs that provide services to other people, and so these jobs had a higher wage rate and less manual labour.

The post industrial stage featured the continued increase of the tertiary sector, from 50 - 55%. Secondary and primary both decreased, from 35 - 30% and 15 - 10% respectively. This stage showed the introduction of the quaternary sector (increasing from 0 - 5%). This sector consists of highly skilled jobs, related to ~~MIT~~ (for example). The shift from primary and ~~secondary~~ secondary to tertiary and quaternary is apparent through the years. The main cause of the shift is ~~from~~ due to increased wages and better working conditions. (Total for Question 1 = 25 marks)



ResultsPlus
Examiner Comments

This response reached Level 2 – 6 marks as there is clear use of the resource and some developed reason, but it lacks clear analysis to reach the top level.

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

Analyse reasons for changes in the employment sectors shown.

Refer to the resource in your answer.

(8)

Figure 1c shows the Clark-Fisher model, which illustrates sector shifts as a country experiences industrialisation.

Firstly, in the pre-industrial stage, employment is dominated by primary sector (70%, Fig 1c). This is due to many farmers carrying out subsistence farming for survival and a limited range of jobs due to ^{lack of} technology. ~~technology~~ This is reflected by the low secondary sector employment (Fig 1c). This is often the stage LICs are in (e.g. Kenya), due to their underdeveloped technology and economy.

Gradually, a country will shift into the industrial stage.

This is often caused by development in technology: mechanisation replaces human labor in agriculture, so the primary

sector shrinks (70% - 15%, Fig 1c). ^{As factories form due to machines and there are jobs} ~~In order to manufacture these machines,~~

people migrate to urban areas for the job opportunities, and employment in the secondary sector increases (55%, Fig 1c).

In modern LICs, this change is often catalyzed by globalisation bringing in new technology to the country, through TNCs and foreign investments.

Lastly, in the post industrial state where many HICs are at, primary & secondary sector employment both decreases and the tertiary sector grows (Fig 1c). This is due to first the high number of people in urban areas ^{for} ~~the~~ factory work making service provision easier. As the country

gross (GDP), the wealth per capita increases, so people have more disposable income to spend on services^(e.g. leisure), providing TIS growth. Another reason is since labor is cheaper in LICs, manufacturing & food are outsourced/imported from LICs, so these economic activities decrease. With the advancement of technology and (Total for Question 1 = 25 marks)

global collaboration due to international cooperation, the quaternary sector consisting of high-tech industries start to grow (Fig 1c) (e.g. pharmaceutical, aerospace engineering).

To conclude, the sector shifts in countries are mainly driven by movement of people by push/pull factors established through technological advancements (e.g. machines push people from rural areas due to less farming jobs, internet pulling people to rural areas as they can work remotely from a healthier environment).



This has reached Level 3 – 8 marks. To quote from the levels MS:

- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)
- Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4).

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



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

Question 2 (c)

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

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

Suggest **one** reason suburbanisation has led to changes in this rural area.

(2)

There are more people living in the suburbs than the inner city.



In this response there is a valid reason – more people moving to the suburbs, but there is no evidence from the photograph, so just 1 mark.

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

Suggest **one** reason suburbanisation has led to changes in this rural area.

(2)

More people moving to this suburban area that have an increase in needs, wants and facilities like bus routes and good electricity, ~~the~~ New Roads, more houses.



ResultsPlus
Examiner Comments

In this response, there is evidence from the photograph – the houses and the recognition that this is linked to more people moving to the area.

2 marks.



ResultsPlus
Examiner Tip

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

Question 2 (e)

In general, there was lots of good answers here which identified suitable ways farm incomes are being diversified in developed countries. The most common country chosen was the UK, but there were also some good examples focusing on the USA and Germany.

(e) For a named developed country, explain **two** ways farm incomes can be diversified.

(4)

Named developed country

~~UK~~ United Kingdom

1 Farmers can make their own farmers markets and 'pick-your-own' events with the food and flowers/crops they produce to earn income directly and to bring in more local customers.

2 They can utilise their farm land for non-agricultural uses, for example changing it into a dirt-biking track or a campsite for people to take in the scenic rural view. This brings in customers locally and from large cities, which brings income for the farmers at a greater rate.



ResultsPlus
Examiner Comments

In this response, there are two developed ways provided.

4 marks.

(e) For a named developed country, explain **two** ways farm incomes can be diversified.

(4)

Named developed country

to USA

1. The farmers can build ~~farms~~ a ~~zoo~~ ~~zoo~~ ~~whilst~~ ^{also} so they can diversify their income. Since it ~~also~~ ~~function~~ functions as ^{an} animal farm and a tourist attraction at the same time.
2. They can also diversify their farms by



ResultsPlus
Examiner Comments

In this response, there is only a developed idea in the first part about the animal farm creating a tourist attraction.

2 marks.

Question 2 (f)

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

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

Suggest **one** way the patterns shown in Figure 2b might change the characteristics of rural areas.

(3)

The patterns show a possible change in land use in rural areas. The figure shows people moving from urban areas to rural areas (counter urbanisation) in all ~~the~~ cities but Rzeszów and Białystok. The more people that move ~~to~~ to rural areas the more housing is needed ~~to~~ so ~~these~~ rural areas would be slightly more crowded.



ResultsPlus
Examiner Comments

This has scored 3 marks.

It identifies counter urbanisation and links this to the idea of how this may make rural areas more crowded.



ResultsPlus
Examiner Tip

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

Question 2 (g)

Most candidates were able to provide some relevant strategies that can be used to make rural living more sustainable in developing or emerging countries. There was no requirement for a named country. Many candidates displayed case study knowledge here even though it is not required.

(g) Explain **two** strategies being used to make rural living more sustainable in developing or emerging countries.

(4)

1 shifting the economy to tourism, so that the locals will protect the resources in the area as tourists tourism provides them with a higher income than selling the materials gained from the areas.

2 helping to build more facilities in the area, so that people would use the facilities instead of destroying the other areas for those purposes.



ResultsPlus
Examiner Comments

This response was awarded two marks as there is a developed idea around tourism to generate more income.

The second part is too vague as it does not explain what facilities or how this makes rural living more sustainable.

Question 2 (h)

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

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

The resource for this question was focused on rural and urban populations in Brazil over time. While the resource was intended to show an emerging country context as a prompt for analysis, many candidates showed a good level of knowledge about Brazil as well as emerging countries more generally. This meant they were able to interpret the resource accurately and use this to provide a clear analysis.

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

Analyse the factors that are leading to changes in rural areas in developing and emerging countries.

Refer to the resource in your answer.

(8)

Changes are occurring in rural areas ~~of~~ in NICs and LICs due to urbanisation and other processes, which will be examined through Brazil mainly, an NIC (Fig 2c).

The graph here shows that the Brazilian rural population is expected to decline from 1980, with the vast majority of the population living in urban areas by 2050 (Fig 2c).

This rural decline is occurring due to rural isolation in these countries. Since Brazil is an NIC, technology and road systems are not as developed, making transportation of goods & services to the rural areas difficult. This results in poor living quality of the residents in rural areas, so people, through rural-urban migration, move to urban areas for better job opportunities and education, thus reducing rural population (Fig 2c). This causes a negative multiplier effect, where people leaving means businesses can't operate, businesses leave and the living quality further declines. Furthermore, as Brazil is an NIC in the industrial phase, agriculture jobs are being replaced by machines, and also cheaper crops from imports, so farming is no longer a viable source of income and rural areas face poverty.

The figure also shows rapid population increase ^{50 - 225 million} of Brazil, but the rural population is declining (Fig 2c). This is because

While technology & better healthcare increases birth rate and reduces infant mortality rate in urban areas, the same cannot be said for rural areas with delayed development. Young people capable of having children have left the old behind for cities.

However, there may be hope for rural areas: as the urban population growth levels off at **(Total for Question 2 = 25 marks)**

250, meaning the country has most likely reached the post-industrial phase with better technology and tertiary sector employment (Fig 2c). This triggers counter-urbanisation, as people can now work remotely in Brazil, or are wealthy enough to consider retirement migration. The growth in tertiary sector may also promote tourism, which can help economic growth in Brazil's rural areas. ^{infrastructure}



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

Question 3 (c)

As mentioned previously, in this type of question it is very important to use information directly from the resource. Examiners will be rewarding an explicit reference to Figure 3a and the evidence taken from that image. There is no need to fill all the white space for the two marks.

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

Suggest **one** advantage of building on the greenfield site shown.

(2)

Close to road, making transportation of building materials
easy therefore making area suitable for building



This response gains 2 marks as it identifies the road and links this to the idea of being able to transport materials.

Question 3 (e)

Overall, this question was successfully answered when there was reasonable knowledge and understanding applied. There were a lot of well-developed answers for this question showing candidates clearly understood factors that can affect the rate of urbanisation.

(e) Explain **two** factors that affect the rate of urbanisation.

(4)

- 1 Population. High population would lead to rapid urbanization and vice versa, ~~more people~~

- 2 Distance from job. People prefer to live closer to where they work which could increase urbanisation.



In this response, 0 marks were awarded as the responses were too vague.

(e) Explain **two** factors that affect the rate of urbanisation.

(4)

1 Population increasing. This means more people are moving to the area of more babies are being born increasing the rate of urbanisation.

2 Decline in ~~see~~ primary employment. This means that more people seek higher paid jobs in the tertiary sector ~~too~~ affecting the rate of urbanisation.



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

Some candidates wrote too much on these sorts of questions and may well have found themselves with less time for the extended response questions later. There were also cases where candidates had provided more than two factors. The response area provides a guide for the number of factors, but this was not always noticed by candidates. This candidate demonstrates it is possible to achieve full marks by writing concisely.

Question 3 (f)

As mentioned in Q1(g), 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. Some candidates focused on overall trends while others focused on particular regions. Both approaches were suitable as it shows interpretation of the resource.

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

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

(3)

The level of economic development influences the urbanisation. In ^{Asia} Africa, the percentage of people in urban areas has increased from 39% to 52% as the Asian countries like China, India, Taiwan are experiencing large scale industrialisation which creates jobs in cities, allowing more rural urban migration. The pull factors are stronger and hence more people reside in urban areas to obtain better services.



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Examiner Comments

This response scored 3 marks as there is a clear trend identified and a well-developed reason.

Question 3 (g)

In this question, candidates were usually able to provide very detailed responses about strategies used to manage relevant challenges. Often, there was detailed case study knowledge about relevant groups of people and how they addressed environmental urban challenges. Occasionally, candidates would provide a developed country context rather than a developing/emerging country context. There were a lot of good responses around the increased use of sustainable transport and waste management schemes.

(g) For a named developing or emerging country, explain how **two** groups of stakeholders are trying to manage environmental urban challenges.

(4)

Named developing or emerging country

~~Brazil~~ Rwanda

1 The government has made ~~plastic bags illegal~~
single-use plastics illegal in attempt to reduce
waste disposal on landfills

2 The groups are planting trees in Rwanda to
reduce the amount of carbon emission footprint of
the urban areas, ~~making~~ ~~from~~ this would better
improve air quality.



ResultsPlus
Examiner Comments

In this response, the first part clearly identifies government and a suitable way to manage waste, but the second part does not identify a clear group so can only achieve 1 mark.

3 marks overall.

(g) For a named developing or emerging country, explain how **two** groups of stakeholders are trying to manage environmental urban challenges.

(4)

Named developing or emerging country

~~Tanzania. Curitiba, Brazil.~~
Curitiba

- In Curitiba, Brazil ~~the~~ there are better public
1. ~~The local politicians are now working to improve~~ transport systems involving buses which encourages people's access to social services. This allows people to leave their cars at home, thereby reducing pollution. Buses also run on ^{on!} biofuels reducing pollution further.
 2. ~~The local residents~~ ^{NGOs (N. In Curitiba,} the local residents themselves are working reduce waste that is produced by segregating waste and providing it to the *cambo verde* sites. This ~~so~~ This means that most waste is recycled and reduces the problem of waste ⁱⁿ ~~at~~ landfill sites. 70% of the residents are in favour of this.



ResultsPlus
Examiner Comments

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

Question 3 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding. They are not case study questions, but are in fact much more applied.

The same skill, with the same Assessment Objectives, (AO3 and AO4) is tested in the other options in Q1 and Q2. The mark scheme also has a set of levels which are fixed from year to year. Many candidates found this challenging as they did not really know how to use the resource as part of their argument.

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

Analyse the transport problems associated with rapid urbanisation.

Refer to the resource in your answer.

(8)

Figure 3c shows that Moscow had the highest level of congestion in the city, with 54% ~~to~~ followed by Mumbai at 53%. This also means that 54% more time is taken to reach the desired destination. The rapid urbanisation creates this consequence, which decreases air quality and leads to more people requiring medical aid. In return, less medical aid is available for people and therefore more death rate will increase.

3c also shows that high congestion means that more people would have to suburban areas, effectively leading to counter-urbanisation, as seen for the countries with lower congestion rates. They are also the high income countries, and have procedures in order to manage congestion effectively.



In this response, there is some development of ideas which is linked to the resource, but with limited details or explanation.

There is also no clear analysis of the problems, so this was awarded the bottom of Level 2 – 4 marks.



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

Question 4 (b)(iii)

Please note that the comments made on Question 4, Question 5 and Question 6 apply to the other contexts for the fieldwork section. The questions are provided in parallel and the resources for each are similar, but with a different context.

While candidates were often successful at plotting the data in part (b)(i) and identifying the anomaly in (b)(ii), some candidates found it more challenging to provide a suitable line of best fit. There were a range of responses for this question when what was required was a straight line in between the majority of the points on the graph.

- (b) (i) Plot the Environmental Quality Score for 40m and 60m (Figure 4b in the Resource Booklet) to complete the scatter graph below (Figure 4c). Some data has been plotted for you as an example.

(2)

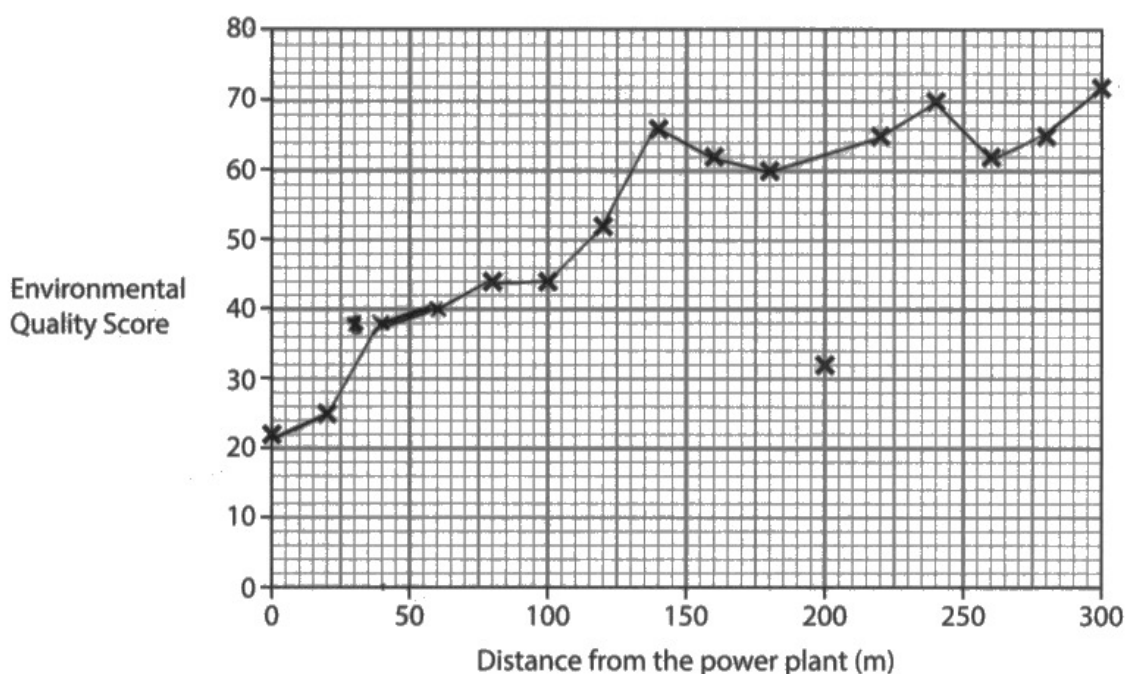


Figure 4c

- (ii) Identify at which distance there is an anomaly.

(1)

Distance from the power plant (200m), Environmental Quality score (32)

- (iii) On Figure 4c, draw a line of best fit.



This response obtained 0 marks as it joins all the points up rather than providing a line of best fit, as is shown in the mark scheme.

- (b) (i) Plot the Environmental Quality Score for 40m and 60m (Figure 4b in the Resource Booklet) to complete the scatter graph below (Figure 4c). Some data has been plotted for you as an example.

(2)

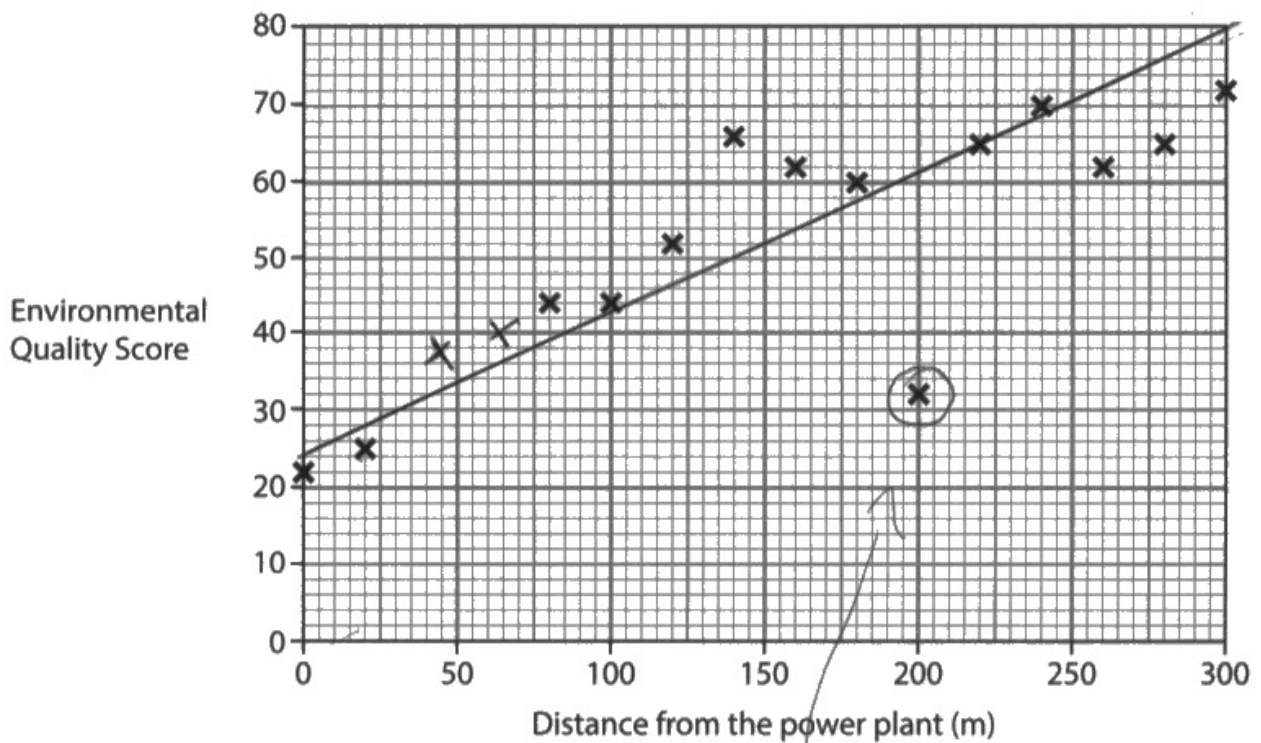


Figure 4c

- (ii) Identify at which distance there is an anomaly.

(1)

- (iii) On Figure 4c, draw a line of best fit.



This response provided a suitable line of best fit, so was awarded 1 mark.

Question 4 (d)

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

This question focuses on a familiar fieldwork context i.e. fieldwork that the candidates have undertaken as part of the course. This question asks candidates to evaluate the data collection techniques used by candidates in their own geographical enquiry. There were some excellent responses to this question showcasing some really interesting fieldwork. However, there were also some responses that did focus on other aspects of the enquiry process such as data presentation methods.

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

(d) You have studied economic activity and energy as part of your own geographical enquiry.

State the title of your geographical enquiry.

Evaluate how far your data collection methods allowed you to achieve your aim.

(8)

Geographical enquiry title

An investigation into the impact of energy consumption and mix within the UAE. One of our data collection methods was an environmental quality survey, this allowed us to have an idea as to what the people's opinions are, however, these opinions were subjective, so it could give an inaccurate image of what our feedback was. Furthermore, the people we asked were selected randomly, which could also cause inaccurate data to be received. In addition to this, the feedback we got was qualitative, making it harder to analyse the data and represent it. We also took photos of the sites, which provided us with specific details as to what was going on, on the sites, which helped us with our enquiry, however we took these photos randomly, which caused us to miss key aspects, making our data less reliable. Furthermore, we do not know the magnification of each image, which could also give us an inaccurate idea

of the data that we got.



ResultsPlus
Examiner Comments

In this response, the candidate achieved Level 2 – 5 marks as there is some explanation of methods, but lacks more detailed evaluation and a wider range of methods to reach the higher level.

Question 6 (a)(ii)

Please note that the comments made on Question 4, Question 5 and Question 6 apply to the other contexts for the fieldwork section. The questions are provided in parallel and the resources for each are similar, but with a different context.

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

(2)

Closed questions have limited variation in responses, so it is easier to compare between respondents (e.g. % of people that said yes) ^{and is less ambiguous.} It is also often faster than open-ended questions, making the questionnaire process efficient.



This response obtained 2 marks.

It makes a point about limited responses and develops this with the idea of being able to compare.

Question 6 (c)

This question required candidates to explain how secondary data could have been used to support this enquiry. Some candidates identified a specific type of secondary data which could be used, and these tended to be the responses that scored the most marks. Others took a more general approach about how secondary data could be used to compare to primary data.

(c) Explain how secondary data could have been used to support this enquiry.

(3)

Old
Newspaper articles or photos could have been used to support claims as well as being used to compare how the new bus station has impacted the area in comparison to the past.



This candidate provides a clearly developed answer related to old newspaper articles/photos.

3 marks.

(c) Explain how secondary data could have been used to support this enquiry.

(3)

By using qualitative data instead of quantity because there is already too much numbers ~~so~~ so to reduce the quantitative data.



ResultsPlus
Examiner Comments

This response does not identify a type of secondary data or explain how it could be used to support the enquiry.

Therefore, it did receive any marks.

Question 7 (c)

Usually, candidates were able to provide suitable causes of desertification. Where they tended to miss out on marks was when responses were too general, for example in change in rainfall, rather than lack of rainfall for extended periods of time.

(c) State **two** causes of desertification.

(2)

- 1 over cultivation
- 2 deforestation



ResultsPlus
Examiner Comments

This response was awarded 2 marks.

2 suitable causes provided.

Question 7 (d)(ii)

This question required candidates to compare the predicted changes for South America and Europe, as shown in the resource. Marks were awarded for a comparative statement and then, either development of their comparison or use of data to support the comparison.

(ii) Compare the predicted changes for South America and Europe.

(2)

- Figure 7a shows that South America has a mixture of areas with different yield change (e.g. +1.1 to +3, -1.1 to -3 and -5.1 to -10.10), ~~whereas~~ that are low but a bit high, whereas Europe has a mixture with a greater yield changes e.g. -10.1 to -30.0.



ResultsPlus
Examiner Comments

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



ResultsPlus
Examiner Tip

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

Question 7 (d)(iii)

This question required candidates to suggest one reason for the pattern shown. There were a lot of clear responses to this question which provided developed ideas related to climate change and how this could affect crops.

(iii) Suggest **one** reason for the predicted changes shown in Figure 7a.

(2)

There are less ~~the~~ crop yield in Asia and Europe,
this can be because of lower rainfall and desertification
due to climate change.



ResultsPlus
Examiner Comments

This response was awarded 2 marks as there was an idea around lower rainfall, linked to climate change.

Question 7 (d)(iv)

This question required candidates to provide an explanation of why the data shown might not be useful for understanding the impacts of climate change. There were some excellent responses here which showed candidates were able to be critical of how climate change is understood and what data is needed to understand its impacts.

(iv) Suggest **one** reason why the data shown in Figure 7a might **not** be useful when considering the impact of climate change.

(2)

Climate change can cause very unpredictable weather changes and extreme weather events such as drought. These can happen anywhere at any time so figure 7a could be inaccurate.



This response included a developed idea around the idea that climate change was unpredictable and was awarded 2 marks.

Question 7 (f)

This question required candidates to provide some developed explanations to obtain the 4 marks. This question focused on ways to reduce water-resource shortages. While there were a lot of general responses about reducing water use and water conservation, there were some excellent responses which showed detailed knowledge of specific strategies being used in particular places.

(f) Explain **two** ways to reduce water-resource shortages.

(4)

- 1 Water-spreading weirs reduce water shortages as they provide a stone barrier that prevents water from spreading out too much, meaning that water properly infiltrates the soil, reducing a water-shortage.
- 2 Stone walls also reduce water shortages as it provides a semi-permeable layer that collects rainwater. This can be drunk and used for crops, overall reducing water shortages as water is collected.



ResultsPlus
Examiner Comments

There were a lot of clearly developed responses with ideas around water-spreading weirs and stone walls.

This was a typical 2+2 response.

Question 7 (g)

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

In the specification this is defined as: *Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.* In other words, candidates are required to rank and / or make a judgement.

Few candidates were able to do this, instead simply resorting to copying the information provided about the different strategies.

(g) Study Figure 7b in the Resource Booklet.

Assess strategies used for sustainable tropical rainforest management.

Refer to the resource in your answer.

(6)

In Figure 7b we are shown information on sustainable rainforest management projects in Brazil. Brazil is known for its settlements and the deforestation of trees and how they are managing to slow it down. In the Figure 7b we are told that the ITTA (International Tropical Timber Agreement) in 2006 agreed to expand and diversify trade of harvested wood. Things can be put in place by allowing trees to only be cut down with a logging licence as well as helliloying so an area isn't damaged. This is needed as habitats will be destroyed as well as tribes who live in the Brazilian forest.



This response was awarded Level 1 – 3 marks as there is some use of the resource and description of strategies, but little development or detail.

(g) Study Figure 7b in the Resource Booklet.

Assess strategies used for sustainable tropical rainforest management.

Refer to the resource in your answer.

(6)

Tropical rainforests are fragile ecosystems which are under threat from human activities. They need to be managed sustainably as they are precious resources which reduce global warming. Figure 7b shows some national and international measures carried out to save tropical rainforests. A NAO in Brazil is involved in afforestation programmes and educating the people about agro-forestry. Involving community participation can greatly increase the success of the afforestation projects. But Figure 7c also shows that the Forest Code has been implemented, which allows farmers to deforest only 20% of the land ^{for farming.} ~~to farm the or~~ However, this law has proven to be difficult to enforce as it is hard to monitor activities in the dense rainforest. The ARPA scheme has been successful in creating 45 million hectares of parks and reserves helping to manage deforestation. The International agreements have been successful to some extent as governments are now conc. it has raised awareness about the importance of sustainable management of rainforest. To conclude, ^{sustainable} national tropical rainforest management is only possible with cooperation between different local, national and international nations.



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

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

This response scored 6 marks.



Greater familiarity with the 'assess' command instruction is strongly recommended for future examinations. It may help candidates to begin their answer with their assessment and then use evidence from the resource and their ideas to support this assessment.

Question 7 (h)

This question along with Q8(g) and Q9(g) has both a unique command word and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

(h) Discuss the view:

"Responses to climate change may be more effective if led by international organisations."

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

Refer to the resources in your answer.

(12)

Figure 7a shows the various countries' predicted ~~change~~ percentage change in crop yields and I can see that most of countries are experiencing decrease of predicted percentage in crop yields. It is because of climate change due to global warming caused by greenhouse effect. These days, many countries are operating industries and because of that greenhouse gases are produced such as CO₂ and CFC. These gases are staying in the atmosphere trapping heat which increases the temperature of Earth's surface and this causes desertification/droughts which can lead to decrease in crop yield. However, some countries are trying to manage this problem, for example ~~Mexico~~ Brazil. Figure 7b shows the sustainable rainforest management projects of Brazil. They are providing education about sustainable agroforestry to people so that many people can understand and give a small help for this project, and government creating rainforest to decrease the ~~of~~ soil erosion and CO₂ level. However, there is limiting amount of forests that can be cleared as there are a lot of polluted forests and it will cost a lot to clear

all the polluted forest. But to manage this, there was international tropical timber agreement at 2006 and it was really good agreement as they decided to ~~and~~ manage forests sustainably and promotes sustainable management of timber forests, so that the level of CO₂ decrease. However, without these solution, there will be more effective responses to climate change and this project is only one little step. Therefore, I hope many other countries can ~~manage the~~ manage and prevent climate change.



ResultsPlus
Examiner Comments

This response was awarded Level 2 – 6 marks.

The candidate includes some use of one of the figures and has some relevant ideas to support their opinion. Candidates need to do more than simply reference the Figures to show they have used them. This response could have been improved by greater use of both resources to inform ideas and include a wider range of discussion points.

Question 8 (c)(ii)

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

(ii) Compare the pattern for North America and Africa shown in Figure 8a.

(2)

North America has high level of foreign direct investment when compared to Africa. Most countries in Africa have either 1,000 - 10,000 or ~~10,000 - 100,000~~ 10,000 - 100,000 USD foreign direct investment.



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

Question 8 (c)(iii)

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

(iii) Suggest **one** reason for the pattern shown in Figure 8a.

(2)

How developed the country is, the more developed countries usually receive alot more foreign investment compared to underdeveloped countries.



ResultsPlus
Examiner Comments

This response was awarded 1 mark for a basic idea about development.

Question 8 (c)(iv)

This question required candidates to provide an explanation of why the figure might not be a good indicator of the global economy. Candidates showed good understanding that the global economy can be understood in various ways.

(iv) Explain why the data shown in Figure 8a might **not** be a good indicator of the global economy.

(2)

It favours FDI but does not show which countries are investing and to which country they are investing in. It only shows countries that have received FDI but not of countries that have given FDI.



This response was awarded 2 marks because it includes a developed idea around what the resource does not show.

Question 8 (e)

This question focused on the impacts of migration on donor countries. There were a lot of well-developed responses here. Some candidates chose to focus on positive or negative aspects while others provided a more balanced response providing a positive and negative impact. Where candidates did not obtain marks, it was often because they had focused on destination countries rather than donor countries.

(e) Explain **two** impacts of international migration on the countries migrants have left (donor countries).

(4)

- 1 They receive remittance which is sent back to families ~~by~~ which is a major source of income in many countries like ~~B~~Gambia and increases spending power & promotes local economy.
- 2 There is a brain drain because the country loses its skilled & young labour which means the economic growth is slow as ~~there~~ it is dependant on older people who are less skilled and aren't aware of modern technologies



ResultsPlus
Examiner Comments

This is a typical 2+2 response for this question with developed ideas about remittances and brain drain.

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

Question 8 (f)

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

In the specification, this is defined as: *Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.* In other words, candidates are required to rank and / or make a judgement. Very few were able to do this, instead simply resorting to copying the information provided about the different TNCs.

(f) Study Figure 8b in the Resource Booklet.

Assess the impacts of TNCs.

Refer to the resource in your answer.

(6)

In Figure 6b it shows that the shoe manufacturer TNC is accused of poor working conditions in some factories. This could be because TNCs install their factories in a low ~~costs~~ ~~are~~ costing area, so they do not care to provide workers with suitable facilities since they exploit them. In addition, in Figure 6b it shows that the research and pharmaceutical TNC has several programmes that help less developed countries. This ~~is~~ presents the impact of ~~the~~ TNCs to be beneficial to those that have less opportunity than others to work. Moreover, in Figure 6b it shows that the soft drinks manufacturer, TNC was accused of depletion of groundwater in India. This represents that TNCs use and exploit less ~~devel~~ developed countries ~~to~~ for their benefit to make ~~can~~ high profit while other places have to suffer their damage.



ResultsPlus
Examiner Comments

This response was awarded Level 2 – 4 marks as there are some developed ideas about the impacts of TNCs but it lacks clear assessment to reach the top level.

Question 8 (g)

This question along with Q7(h) and Q9(g) has both a unique command word and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

(g) Discuss the view:

"Advances in technology have been the most important factor driving the global economy."

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

Refer to the resources in your answer.

(12)

Global economy is the increasing interdependence of countries. This could be a result of various reasons. The main cause could be because of the appearance of the TNCs. As shown in Fig 8b, USA has set up soft drinks manufacturing units and research and development centre in India. This means that the Indian people are dependant on USA for jobs and wages whereas USA is dependant for trade of shoes. Advances in technology has lead to ~~mean~~ ^{mean that} infor quick transmission of information and decisions. ~~Also~~ This could lead to more ^{business} ~~trade~~ discussions. Also, the growth of trading blocs like the European Union or the NAFTA has lead to more ^{free} global trade ~~as~~ by breaking ~~the~~ ^{Fig} taxes because of national boundaries. This can be seen in ~~Fig~~ ^{Fig} 8a, as it shows that countries in North America has received ^{average} an investment of about \$1000000. This could be because of the NAFTA. In addition, developement in transport ~~means that~~ (land, air, sea) has ^{also} lead to ~~more~~ globalisation. ~~People~~ Mainly due to airplanes like Air Bus, Air India, the distance between place has become less important. Also, long journeys are

comfortable ^{increasing} making tourism. The ^{appearance of} ~~the~~ TNCs ~~also~~ has also led to people having more disposable income and paid leave. The advances in technology means that people no longer have to go to a unfamiliar places. These factors have increased the no. of tourist per year, thus increasing globalisation through TNCs like Thomas Cook, First Choice. The availability of ~~to~~ skilled labour has also led to globalisation. Developing countries like India, Phillipines and Thailand are being targeted by developed nations like USA, & UK for cheap and skilled labour. ^{Fig 8a, also shows that} ~~Advances in technology~~ developed nations ^{has} received the highest investment telling us that it could be mainly because of TNCs. In conclusion, I think that growth of TNCs ^{is} ~~is~~ a main factor for driving ^{the global} ~~in~~ ~~the~~ economy. It promotes both trade, and tourism which are ~~are~~ important flows ~~to~~ of the global economy.



ResultsPlus
Examiner Comments

This is a Level 3 response where the candidate shows good understanding of concepts and interrelationships in the geography. It includes a balanced discussion, however the conclusion is basic and could have been more detailed and justified.

Therefore, this was awarded 9 marks.



Candidates should practise being able to produce balanced responses to help them to provide material to discuss in these questions. Some past papers may be able to help with this, but also resources from newspaper and magazine articles on relevant topics are often good for practise doing this.

Question 9 (c)(ii)

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

(ii) Compare the pattern for Europe and South America shown in Figure 9a.

(2)

Europe has a higher overall GDP as countries like Italy and Finland have over 25,000 whereas South America has lower GDP as majority of countries (eg Peru) have between 2,501-10,000.



ResultsPlus
Examiner Comments

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

Question 9 (c)(iii)

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

(iii) Suggest one possible reason for the pattern shown in Figure 9a.

(2)
Lack of education, ~~the~~ ~~is~~ therefore people
have poor, low income jobs, meaning resulting
in a low GDP/ and also due to poor
education, people are unable to produce resources/goods.



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

Question 9 (c)(iv)

This question required candidates to provide an explanation for why the data may not show an accurate picture of global development. There were a lot of clear responses here which recognise that global development is complex and requires a greater range of data to be more clearly understood.

(iv) Explain why the data shown in Figure 9a may **not** show an accurate picture of global development.

(2)

There may be a large development gap in countries which is not shown as the GDP earned by higher wealth people overshadows the rest.



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

Question 9 (e)

This question was generally successfully answered by those who attempted it, with many scoring 4 marks showing good knowledge and understanding of the impacts of uneven development within a country.

(e) Explain **two** impacts of uneven development within a country.

(4)

1 Segregation; people earning more money will live in wealthier areas and people who don't earn as much will live in cheaper areas causing a divide which leads to tension, protests and potentially violence.

2 People are stuck in a poverty cycle; poor people who have not received received the best good education because they were not able to afford it are unable to get good high paying jobs, this means they are still in poverty and unable to send ~~send~~ their kids to a good school leading their kids to not have good jobs then repeat.



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

(e) Explain **two** impacts of uneven development within a country.

(4)

1. Can not always be maintained in the long term ~~part~~ as it would need more resources which the country cannot provide with.
2. Can be costly to maintain, ~~part~~ as it might need to be maintained frequently, eg. microhydro.



ResultsPlus
Examiner Comments

This response did not provide any clear impacts, so did not receive any marks.

Question 9 (f)

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

In the specification, this is defined as: *Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.* In other words, candidates are required to rank and / or make a judgement. Very few were able to do this, instead simply resorting to copying the information provided about the development approaches shown.

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

Assess the different views on how to tackle the development gap.

Refer to the resource in your answer.

(6)

The government approach while providing sustainable economic growth via employment does not take into account the possible lack of education to complete such projects as well as does not seem to consider social issues that may persist alongside economic growth.

The NGO approach though having a less intense and more gradual effect would minimise the chances of rapid development resulting in social issues becoming present and hindering the stability of the community.



ResultsPlus
Examiner Comments

This response was awarded 2 marks as there are only two basic ideas about the approaches provided in the resource.

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

Assess the different views on how to tackle the development gap.

Refer to the resource in your answer.

(6)

For the governments strategies, inferring to make "investment in large-scale infrastructure projects" will create a larger change in development as it benefits a larger group of people. This makes it more beneficial for ~~every~~ most people as, as it is a large scale, will have ~~a multi-use~~ more than a single use. However, this investment may marginalise local communities, who are often the least developed in this ~~development gap~~ development gap, and may be displaced or not even supported. This is as it is a form of top-down development.

Solar Aids view is a bottom up approach, targeting straight to the "rural communities in Malawi" by selling lights. This is more useful for these local communities as they themselves can be involved and educated in the development to renewable energy. However, it is on a smaller scale and may not ~~be~~ be as large or improvements as larger scale investments.

Intergovernmental agencies suggest the financial support of "loans and debt relief", while debt relief gives these less developed areas a bit more of relief and to put money into other projects, the loans counteract that, and may cause ~~poor~~ countries or areas needing to return this back, which leads to more debt.

A mixture of top-down and bottom up approaches are beneficial to bridge the development gap.



This response was awarded 5 marks as there is good explanation of the different views and it makes clear use of the resource. It lacked more explicit assessment to achieve the top mark.



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

Question 9 (g)

This question along with Q7(h) and Q8(g) has both a unique command word and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

For this discussion question, there needed to be an exploration of the strengths and weaknesses of strategies to reduce uneven global development, with a focus on international aid, or other strategies.

(g) Discuss the view:

"Uneven global development can be reduced most effectively through international aid."

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

Refer to the resources in your answer.

(12)

International aid is when richer and more developed countries send aid and financial aid to poorer countries.

Uneven global development is when some countries are more developed than other countries.

Figure 9a shows the GDP all around the world, inferring that European countries are more developed than those of South Africa. Figure 9a illustrates that certain areas of South America are beginning to have higher GDP's of 1000 and above.

Figure 9b shares information about three strategies used to reduce the development gap. Figure 9b highlights, that financial support is a key factor when reducing uneven global development. Figure 9b indicates that NGOs are established to reduce poverty and climate change in poorer countries.

Some people ~~are~~ argue, that social enterprises are a short term method to tackle uneven global development.

In the long term, large-scale infrastructure projects would ~~help~~ help reduce the uneven development as it provides

employment for locals. People argue that Bottom-up projects are not effective as they are not large enough to counter a development gap. Countries helped by richer-developed countries are usually in debt but are helped by debt relief provided by the country.



ResultsPlus
Examiner Comments

This response achieved Level 2 – 6 marks.

There is some attempt to link to both of the resources, but the ideas presented have limited explanation. They do make use of the resource, but could have taken these ideas further to aid the discussion.



ResultsPlus
Examiner Tip

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's the last question, it has a high tariff, so candidates should be encouraged to attempt it.

(g) Discuss the view:

"Uneven global development can be reduced most effectively through international aid."

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

Refer to the resources in your answer.

(12)

Uneven global development can be reduced by international aid, ~~therefore~~ there are several other ways to do so and international aid effectiveness is unique to the donor and receiver. Uneven global development stems from countries being behind on the development pathways, countries being inhibited from developing due to economic, social or political factors or locational factors. The donation of international aid to a low income country with <10000 USD as their GDP is beneficial as it helps financially support economic investments such as the multiplier effect for the tertiary sector and growth and help mechanise the secondary and primary sector. However, the money provided could come with strings attached if bilateral and not regulated by a multilateral agency, which would create interest to be paid or the surrendering of a valuable natural resource. For example the LIC of Sri Lanka received (2501-10000USD)

bilateral aid from the Chinese government (AHC) and now the Chinese government has partial control of their major ports and the country has a dependency on China. If the aid isn't regulated, the country could spend it in an unwise way which would hinder development and cause a loss of money to the Multilateral Aid Agency. These reasons make international aid have significant drawbacks in terms of reducing the development gap. Bottom up development, like Sunny Money and Wateraid in Kenya help the population ~~and~~ as they can directly interact with the people and help them without ~~affection~~ government assistance and can improve Quality of life directly. Large scale infrastructure projects are also a viable alternative as they allow for the entire country to develop socially, economically and politically in one (Total for Question 9 = 35 marks)

So unlike International aid



ResultsPlus
Examiner Comments

This response achieved Level 3, 10 marks.

There is good use of the resources with well-developed ideas about different strategies. There needed to be a clearer judgement with justification to summarise their argument and achieve higher marks for this question.

Paper Summary

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

- When answering the extended response questions: Ensure that candidates are clear about the difference between the requirements for different command words such as 'analyse', 'evaluate', 'assess' or 'discuss'.
- Candidates should be reminded that:
 - 'Analyse' questions require candidates to investigate an issue by breaking it down into different components and making logical, evidence-based connections between these components.
 - 'Evaluate' questions require candidates to measure the value or success of something, and ultimately, provide a substantiated judgement or conclusion.
 - 'Assess' questions require evidence to determine the relative significance of something, considering all factors and identifying which are the most important.
 - 'Discuss' questions require candidates to explore the strengths and weaknesses of different sides of an issue/statement or question through reasoning and argument.
 - It is important to use additional paper where responses are longer than the space provided, rather than spaces at the bottom of the page, or on blank pages.
- Candidates need to appreciate that the extended writing questions 6, 8 and 12 marks are dominated by AO2, AO3 and AO4. Poorly balanced responses that concentrate on one of the AOs, or on AO1, in general will be confined to Level 1 or low-Level 2. As a result, candidates would benefit from practising this type of question from the beginning of the course.
- It was encouraging to see that candidates are often making good use of the resources, particularly in the extended response questions. It is important in the lower tariff questions where there is a resource related to the question that candidates refer to it in some form where required.
- Candidates should consider the amount of marks awarded for each question to guide how much they need to develop their ideas. A 2-mark 'describe' question requires only some development to reach the second mark while a 3-mark 'explain' question requires candidates to develop their response further. Where there is a question that asks candidates to 'explain two ideas', then they only need to provide some development for each rather than providing almost an extended response answer for one of these ideas. While it is encouraging to see candidates have good knowledge and understanding of particular topics, if the question is only worth 2 marks, then they are not using their time effectively by writing a long answer.
- Candidates should spend some time reviewing the different stages of geographical enquiry to ensure they are aware of what takes place at the different stages. This will help candidates prepare for extended response questions in Section B which target different stages in the enquiry. Candidates should pay attention to the stage of the enquiry being assessed to ensure they are providing the right response.

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

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

