



Examiners' Report

June 2024

Int GCSE Geography 4GE1 02R

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Introduction

This paper consists of 3 sections. Candidates answer two 25 mark questions from section A, one 20 mark question from section B, and one 35 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 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 a 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 remind candidates to refer to the resources). In general, candidates did attempt 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 (a)(ii)

Most candidates were able to identify an advantage of informal employment. The most common response was related to the idea of not paying taxes. The question did not stipulate who the advantage was for so focusing on advantages for the individual was appropriate, and was the most common approach. There were also quite a few responses that focused on the ability to have flexible working hours. Very few mixed up the question and provided a disadvantage.

(ii) State **one** advantage of informal employment.

(1)

no need to pay taxes



This response provides a relevant advantage (1 mark).

(ii) State **one** advantage of informal employment.

(1)

~~blown fields~~ ~~8~~ ~~air~~ Air pollution will
reduce



There were some responses where no clear advantage could be understood, like this example which scores 0 marks.



The command word 'state' does not require a lengthy response; one or two words or a short phrase is sufficient. In some cases for a 'state' question there are two lines to prevent candidates going on to additional paper for such a short answer, but this does not mean that they have to fill the answer space.

Question 1 (c)

In this type of question it's very important to use information directly from the resource. Most candidates were able to provide a clear reason for why the activity in the resource is considered part of the secondary sector.

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

Suggest **one** reason this is considered a secondary sector industry.

(2)

Secondary sector involves processing raw materials building such as microchip and assembling such as cars. The image shows assembling of cars in a huge industry.



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

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

Suggest **one** reason this is considered a secondary sector industry.

(2)

Figure 1a shows the assembling of different parts of a car to manufacture a car. This is a secondary sector activity since it involves the processing, assembling and manufacturing of materials into a finished goods.



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Examiner Comments

In this response there is an activity shown from the resource and then a reason why this is part of the secondary sector. It identifies assembly of the car and links this to manufacturing (2 marks).



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 (e)

Many candidates were able to provide suitable positive and negative impacts of an economic shift for a developed country. There is space 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 the secondary to the tertiary sector.

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

(4)

Developed country

United States

Positive

It allows the country to
advance advance in technology

Negative

It can limit the production
of the other two sectors and slow
it down



ResultsPlus
Examiner Comments

Some candidates provided brief responses and it was not always clear which sector shift was being referred to, although there could still be creditable points. In this response the idea of advances in technology as a positive impact and slowing down production in other sectors were both credited, but there is no development (2 marks).

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

(4)

Developed country

Germany

Positive

Incomes tend to be higher in the tertiary and quaternary sectors, leading to people having more disposable income, to spend on luxuries and amenities, boosting ~~the~~ Germany economy.

Negative

People with less qualifications in primary and secondary sectors, may be out of jobs, if their jobs became redundant, ~~so~~ leading to higher rates of unemployment.



ResultsPlus
Examiner Comments

This response has provided a developed positive and negative impact of a shift (2+2 = 4 marks).

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 of sustainable energy. The most common responses focused on the increased investment in renewable power or electric vehicles as these were the most obvious increases for the different elements shown. Although many did also comment on the overall increase in investment. Both approaches are acceptable. Further markers are then awarded for the explanation of this reason which can be supported through use of evidence from the resource (eg figures to demonstrate a change between years).

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

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

(3)

from 2017 to 2022, renewable ~~en~~ power increase from ^{around 250 to 500} ~~A~~ because
people are more concern about environment and renewable sources
won't deplete but non renewable is running out, non renewable
release greenhouse gas which worsen global warming



This response recognises the increase in investment, using data to support their idea, and links this to an idea related to the concern for the environment which is developed (3 marks).

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

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

(3)

~~With the need for energy increasing due to~~
There is a need for more sustainable fuels as fossil fuels globally are being used up and energy demand globally keeps on increasing due to countries developing



ResultsPlus
Examiner Comments

This response has a developed relevant idea but there is no evidence from the resource so cannot gain any higher than 2 marks.



ResultsPlus
Examiner Tip

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

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

Question 1 (g)

The majority of candidates were able to provide developed explanation for advantages and disadvantages of solar panels. Answers usually focused on the renewable nature of solar panels, and on the lack of reliability due to the need for sunlight to function. 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. In general, candidates demonstrated excellent knowledge of solar power.

(g) Explain **one** advantage and **one** disadvantage of using solar panels to generate electricity.

(4)

Advantage

~~There~~ The energy ~~is~~ comes from a renewable source because the energy comes from the sun. ~~It also produces no carbon dioxide~~ ~~doesn't produce carbon dioxide~~

Disadvantage

This source of energy is highly dependent on the weather. For example, solar panels will be less effective in winter because ~~there~~ there is less daylight.



ResultsPlus
Examiner Comments

This response has a basic advantage of solar panels, and a developed idea about it being dependent on the weather (1+2 = 3 marks).

(g) Explain **one** advantage and **one** disadvantage of using solar panels to generate electricity. ^{morey also need fuel need}

(4)

Advantage

it is a renewable source so will not run out and does not produce carbon dioxide so it doesn't contribute to global warming. No climate change.

Disadvantage

It is not reliable because some days it may not be much sunny or it is windy so ~~that~~ therefore can not generate to produce electricity.



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Examiner Comments

This is a clear 2+2 response with a developed idea about it being renewable as an advantage and about it not being reliable as a disadvantage (4 marks).

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 4AO4), is tested in the other options for questions 2 and 3. The mark scheme also has three levels which are fixed from year to year.

There is an instruction on the question paper that 'You must use the resource in your answer'. Most candidates clearly used the resource to consider reasons for the changes in global energy consumption. 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, 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 the possible reasons for changes in global energy consumption.

You must refer to the resource in your answer.

(8)

Figure 1c shows that global energy consumption is increasing on average. However, only fossil fuels are presented on the figure, whereas in reality, renewable energy resources such as solar, wind and hydro-electric are also increasing.

Figure 1c shows that ~~oil~~^{gas} consumption has had the largest increase from 1981-2021 whereas coal has had the smallest increase. This is because, governments have become more aware that coal ~~is~~ produces particulates and impurities when burned, which can harm health. On the other hand, gas is more clean, ~~despite~~ and less polluting, despite being a bit more expensive. Therefore, the rise in gas consumption may be due to the fact that population rises are growing, which means more housing is needed. Consequently, gas being the most efficient ^{compared to} ~~out of~~ oil and coal is being used more for cooking and heating homes.

Another reason for the general increase according to figure 1c is the greater investment into technology

and machinery, especially in emerging countries where industrialisation ^{is taking place} ~~takes~~. This is because due to the higher availability of coal in emerging countries as a cheaper source of fuel compared to oil and gas. Therefore, the graph shows a gradual rise in coal consumption from 1981-2021 despite gas and oil being more preferable. (Total for Question 1 = 25 marks)

One final reason is that more rural-urban migration occurs as economic development takes place. Therefore, more people live in cities which requires more energy from fossil fuels such as gas to power homes. Meanwhile, more investment into public transport is done to cater to the needs of the increasing population. Consequently, oil consumption has risen significantly as well from 1981-2021.

In conclusion, the global energy consumption is increasing mainly due to increasing urban population. Consequently, demand for services increases. However, it's not just fossil fuel consumption rising as international agreements such as Paris in 2015 have pledged a rise in renewables for energy consumption, in order to reduce dependence on fossil fuels.



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).

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.

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

Analyse the possible reasons for changes in global energy consumption.

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

(8)

Global energy consumption from fossil fuels from 1981-2021,
As time goes by the global population increases and that means there are more people to demand for use of energy. In figure 1c you can see that all fossil fuel consumption has increased. Oil and gas already had a large level of consumption to begin with in 1981. In 1981 oil's consumption was at around 58,000 and gas with 70,000. The increase in oil consumption went from around 58,000 to just under 80,000 in 2021. This could be caused by the development of technology, as time goes by we become more reliant on our use of technology as it's more convenient for example, the use of cars has increased this could have been the reason for oil consumption's increase and gas increase. There has also been an increase in secondary sector and tertiary sector. The manufacturing sector had increased drastically oil, coal and gas are all used to manufacture goods in factories. Technology is a very big factor in the increase in consumption of fossil fuels as we use more technology day by day and we are still developing more. Another reason could be because more people are using machinery instead of human labour as it's easier and more efficient.



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Examiner Comments

This response reaches level 2, 5 marks. 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.

Question 2 (a)(ii)

Most candidates were able to state a service provided by natural ecosystems. There were lots of responses related to production of oxygen, provision of habitats for wildlife as well as tourism.

(ii) State **one** service provided by natural ecosystems.

(1)

Humans interfactS with nature.



ResultsPlus
Examiner Comments

Occasionally responses would be too vague like this one which scores 0 marks.



ResultsPlus
Examiner Tip

Some candidates do mix up ecosystem goods and services. It is important candidates are able to recognise the difference between these and are able to identify which are goods and which are services.

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 case from a diagram of global biomes.

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

Describe the characteristics of **one** of the world's biomes shown.

(2)

Named biome

Deserts .

Desert biomes are often located between the tropics of cancer and tropic of capricorn usually by the equator. This means that deserts are usually exposed to sunlight for longer periods of time meaning that deserts are always hot and have very little fertile soil for plant growth.



ResultsPlus
Examiner Comments

This response describes characteristics related to its location, the temperature and the nature of the soil which is clearly linked to a biome provided on the resource (2 marks).



ResultsPlus
Examiner Tip

When there is a resource candidates must explicitly refer to it 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 eg 'land used up destroying habitats' would be credited.

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

(1)

Deforestation for more agricultural land.



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 intensive farming can affect rural environments.

(1)

Intensive farming can include overcultivation which leads to desertification.



While one word responses are acceptable, short sentences can also be effective as in this response which has a clear point about overcultivation (1 mark).

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

(1)

Provides source of food but only a small amount



ResultsPlus
Examiner Comments

This response does not have a clear idea about how intensive farming can affect rural environments so scores 0 marks.

Question 2 (e)

In general, there were lots of good answers here with impacts of counter-urbanisation clearly explained. Common responses focused on the increased population and how that affected the environment. There were also a lot of responses about how this increased the price of housing in rural areas.

(e) Explain **two** impacts of counter-urbanisation on rural environments.

(4)

1. Counter urbanisation has ~~pos~~ negative impacts on rural environment, as the population rate increase in rural environment's the production rate will be less.
2. counter-urbanisation can cause housing challenges in a rural environment.



ResultsPlus
Examiner Comments

In this response the first part has a basic idea about population increase, but the second part is too vague, as it is not made clear what the housing challenges are. So just 1 mark overall.

(e) Explain **two** impacts of counter-urbanisation on rural environments.

(4)

1 Houses in rural environments will be more expensive. This is because the demand for housing increases as there is counter-urbanisation, therefore housing prices increase.

2 There might be an increase in pollution. As there is more people now in rural environments due to counterurbanisation, more energy will be consumed, therefore, ^{more carbon emission which leads to} pollution increase.



ResultsPlus
Examiner Comments

In this response there are two developed impacts, the first related to increased demand and the second about increased energy. Candidates should be encouraged when writing about pollution to clarify which type of pollution they are referring to. In this case the candidate scores marks for increased energy consumption (1) more carbon emissions (1) as the pollution point is not qualified.

Question 2 (f)

In this question candidates need to use information from the resource to suggest a way that investment in rural Viet Nam could improve quality of life. Many candidates used data from the resource as a starting point for their answer which was an effective approach. They recognised for example that just over half of the investment was in rural transportation, or that collectively, clean water and irrigation combined to over 13%. Candidates then need to develop these points to consider how it could improve quality of life.

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

Suggest **one** way investment in rural Viet Nam could improve quality of life.

It could improve it by building ⁽³⁾ houses for people to live in while still being connected with each other as a community.



This response has a basic idea about being provided with houses which is relevant, but there is no further development or information from the resource (1 mark).



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 information from the resource.

Question 2 (g)

Most candidates were able to provide some relevant explanations of impacts of rural-urban migration on rural environment. The question requires a developing or emerging country context. While most did select a suitable country, there were many that provided a developed country context. The majority of answers focused on negative impacts 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 increased job availability.

(g) For a named developing or emerging country explain **two** impacts of rural-urban migration on rural environments.

(4)

Named developing or emerging country

Brazil

1 An impact is the negative multiplier effect as when more people migrate to urban areas, the population in rural areas decrease making it difficult for businesses to find employees and customers leading to their closure.

2 Another impact is that as more people leave rural areas, farming becomes less profitable leading to farms having to diversify to have an extra source of income. An example is creating a cafe in their farm shop.



ResultsPlus
Examiner Comments

This response is a 2+2 answer, with developed ideas around the negative multiplier effect and the loss of profit in farms (4 marks).

(g) For a named developing or emerging country explain **two** impacts of rural-urban migration on rural environments.

(4)

Named developing or emerging country

Thailand

1 Some people move to ~~the~~ urban because of job so, that if they move to urban area there will be less crops from rural area.

2 And in Rural areas people will decrease and if they abandon their home the government will take over.



This response is more limited, providing basic points about less crops and abandoned homes (2 marks).

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 (4AO3 and 4AO4), 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 and candidates are required to analyse possible reasons for the changes shown in farm diversification. Most candidates formed an argument around the need for increased income and linked this to the different types of diversification shown. 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 the overall need for diversification to ensure a sustainable income, and would focus on the activities around building and solar energy ensuring coverage of more than one element of the resource. Responses with marks in the lower level tended to provide more list-like responses of why farms diversify their activities rather than incorporating what is shown in the resource.

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

Analyse possible reasons for the changes in farm diversification.

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

(8)

It is shown in figure 2c that ~~an~~ ^{an} increasing percentage ~~of~~ ^{of} farms have started to diversify ~~and~~ ⁱⁿ England and this percentage is gradually increasing.

Diversification is when ~~farms~~ ^{farmers} have ~~another~~ ^{another} source of income and diversification ~~may~~ ⁱⁿ England ~~has~~ ^{has} stemmed from rural-urban migration and urbanisation as when more people migrate to urban areas farms become less profitable due to a decrease in employment and customers leading to them having to turn to other sources of income. This impact was so strong that, as can be seen in the figure, more than 50% of farms in ~~the~~ ^{England} have diversified between the years 2011-2021 and it is gradually increasing. Diversification some of these farms may be using is creating a petting zoo or picnics etc.

~~The~~

The figure also shows a gradual increase of farms diversifying but in more sustainable ways, as presented in the figure, over 20% of farms in England are producing solar energy as a means of extra income but in a more socially conscious and sustainable way. This may have also been ~~encouraged~~ ^{encouraged} by the government as farmers win varying land use revenue subsidies from the government.

Overall, as urbanisation continues, many ^{more} farms
may have to ~~be~~ ^{diversify} as well to be able to keep
themselves ^{afloat} in developed countries such
as England as rural depopulation is a major issue.



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Examiner Comments

This response has a series of developed ideas and some good use of the resource but lacks clear analysis to obtain a higher marks (6 marks).

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

Analyse possible reasons for the changes in farm diversification.

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

(8)

There are many possible reasons why there has been changes in farm diversification like rural to urban migration and counter urbanisation. ~~and diversification~~ ~~and diversification~~

Firstly, Rural to urban migration could have caused changes in farm diversification due to people migrating to urban areas from rural areas which means that there are less customers for farmers to buy their crops which means that farms diversify due to the ~~low~~ low amount of revenue they gain from crops, which means that farmers diversify their ~~some~~ activity as seen in Figure 2c farms with diversified activity have increased by 20% since the year 2011.

Secondly, Counter urbanisation could have caused changes in farm diversification due to the increase of percentage of population in rural areas, which means that farmers diversify their economic activity to attract more customers to their farm so they can gain revenue and diversify their income if something happens to the crops yield like death

of crops.



ResultsPlus
Examiner Comments

This response has two ideas with some use of the resource but there is limited development so enough to get out of level 1 (4 marks).

Question 3 (a)(ii)

Most candidates were able to provide a suitable definition of counter-urbanisation. On occasion there were definitions provided that were more closely aligned with urbanisation instead.

(ii) Define the term **counter-urbanisation**.

(1)

The process in which people move from urban areas to rural or sub-urban areas, often due to the changes in desires like the preference of living in a quiet area.



This response includes a suitable definition for 1 mark.

(ii) Define the term **counter-urbanisation**.

(1)

When urban populations migrates to rural areas



This response provides 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 a lot of evidence that could be used from the urban landscape in the resource.

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

Suggest **one** factor that has affected the land uses shown.

(2)

The photograph displays an area with a vast traffic network with roads and highways which exemplify the city centre being a central business ^{district} ~~centre~~ due to the increased accessibility.



This gets 2 marks as it highlights the roads and highways shown on the photograph and links this to the central business district.

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

Suggest **one** factor that has affected the land uses shown.

(2)

~~The availability of~~ The body of water that surrounds the city. This means that ships can import and export goods, therefore there could be industrial sites next to the water.



In this response there is reference to the water shown in the photograph and linked to industrial land use in the area (2 marks).

Question 3 (d)

The majority of candidates provided a suitable source of air pollution in cities. On occasion candidates would provide the name of a greenhouse gas rather than a source of pollution.

(d) State **one** source of air pollution in cities.

(1)

Vehicles from Congestion



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Examiner Comments

This response scores 1 mark.

Question 3 (e)

Overall this question has many well developed responses demonstrating clear knowledge and understanding of ways urbanisation can cause housing challenges in cities that are growing rapidly. Common responses focused on the demand outstripping supply, but also the impact on the price of housing and the implications this had for people in cities.

(e) Explain **two** ways urbanisation can sometimes cause housing challenges in cities that are growing rapidly.

(4)

1. urbanisation increases the population of people in urban areas so the population may be too large to provide housing for the whole population so people may be forced into informal settlements.
2. due to population exceeding house supply, prices of houses increase so become unaffordable to lower-income workers so are forced into informal settlements potentially.



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Examiner Comments

This response scores marks for two developed ideas, one around increased population and the price of houses increasing (4 marks).

Question 3 (f)

This question requires candidates to suggest one cause of the percentage of informal employment shown. As this is a 'suggest' question, as long as the cause is plausible for what is shown in the resource, then it can be credited.

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

Suggest **one** cause of the percentage of informal employment shown on the resource.

(3)

People move to the informal sector with the majority likely because of the taxes being very high or the benefits of having freedom. Also lack of education can lead to those extreme rates that are shown.



This response scores 1 mark for lack of education. There is no clear development of this point or reference to the resource.

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

Suggest **one** cause of the percentage of informal employment shown on the resource.

(3)

In fig 3b a reason for 86% of informal employment in Kampala (Uganda) is due to lack of education. This is as the government doesn't have enough expenditure to afford high quality education, thus disabling the population from applying to skilled tertiary sector jobs as the population isn't educated or skilled enough to meet formal job standards.



This response is awarded 3 marks as it has clear reference to the resource with a developed point about the lack of education.

Question 3 (g)

Here candidates have to explain two strategies used to improve quality of life in an urban area, in a developed country context. There were a lot of clearly located responses, although there were also a lot of vague answers about investment in housing or transport without a clear link to the improvement in quality of life. Quality of life can cover a range of aspects of urban life, so there were a great range of answers that were credited from those relating to strategies to address air pollution to education. There were many well developed responses that demonstrated clear case study knowledge, particularly congestion charges or public bike schemes as efforts to reduce air pollution.

(g) For a named developed country, explain **two** strategies used to improve quality of life in urban areas.

(4)

Named developed country

~~United Kingdom~~ Canada.

1. Implement more sustainable ways of living such as sustainable energy and sustainable transport.

2. ~~increase~~ Improve qualities of public facilities (ie healthcare, education) so it may be better and more accessible.



A vague answer which only really has a basic idea about sustainable transport, and improved healthcare/education (2 marks).

(g) For a named developed country, explain **two** strategies used to improve quality of life in urban areas.

(4)

Named developed country

Netherlands

1. Investment in ^{cycling infrastructure} ~~public transport~~, which promotes less car usage therefore less traffic congestion and less air pollution.
2. Investment in green spaces ~~and~~ parks. These offer the people ~~more~~ areas to do social and recreational activities.



ResultsPlus
Examiner Comments

Although this looks brief it is an effective response which provides two developed strategies related to cycling infrastructure and green spaces (4 marks).



ResultsPlus
Examiner Tip

Candidates do not need to fill the answer space to achieve full marks.

Question 3 (h)

This question requires candidates to analyse possible reasons for the rates of past and project urbanisation. 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 the response.

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

Analyse the reasons for rates of past and projected urbanisation.

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

(8)

In the past (1950), 50% of Europe's population was living in ~~total~~ urban areas whereas in 1950, only 15% of Africa's population lived in urban areas. This was because Europe had already been through its industrial phase so ~~not many~~ whereas in Africa, the continent was still quite dependent on the primary sector and hadn't yet industrialised. This means less people moved to urban areas. Furthermore, education in Africa was still at a low rate and many people didn't have qualifications so they couldn't work in better paying jobs which are focused in urban areas whereas in Europe, ^{most} people had qualifications and were able to work in secondary / tertiary jobs located in urban areas. For the future, both Africa and Europe has a predicted increase in the total % of the population living in urban areas. In Africa, this may be because TNC's put their factories there ~~as~~ ^{as} there is cheaper labour so they reduce costs and increase profits. More people start working in factories and this causes the multiplier

effect where an increasing amount of people move to urban areas for work. In Europe an increase in urbanisation may be because there are more services which people can afford due to their higher disposable incomes so they move to urban areas. In the end, people end up ~~having~~ moving to urban areas due to pull factors.

(Total for Question 3 = 25 marks)

TOTAL FOR SECTION A = 50 MARKS



ResultsPlus
Examiner Comments

In this response there is some description of the resource making reference to both African and Europe, and some exploration of reasons, but not in great detail. There is no clear analysis to reach the higher levels (5 marks).

This fits the level descriptor for level 2:

Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally.



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)

Please note that the comments that follow for question 6 (Urban Environments) also apply to question 4 (Economic Activity and Energy) and 5 (Rural Environments). Question 6 was the most popular option from section B so it makes sense to provide exemplars and commentary for this question. 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.

For this question candidates are required to state a type of sampling used in their enquiry. The majority of candidates were able to provide a suitable form of sampling with the most common responses being random and systematic.

6 Investigating urban environments

State the title of your geographical enquiry.

To what extent has development changed the characteristics of areas within Dubai

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

(a) State **one** type of sampling used in your enquiry.

(1)

Systematic sampling



1 mark achieved.

Question 6 (b)

This question requires candidates to explain how a risk was managed as part of their enquiry. The question does not state whether this was a health and safety risk or a risk related to the collection of suitable data for their enquiry; responses taking either of these approaches were credited.

The most common responses related to risks from traffic or temperatures experienced during fieldwork. Most candidates were able to provide a description of how this was managed, although quite a few candidates simply stated the risk.

(b) Explain **one** way you managed a risk as part of your enquiry.

(2)

We made sure to stay a safe distance away from the side of the road to prevent accidents or collisions from occurring.



This candidate provides a risk (accidents/collisions) and explains how this was managed (stay a safe distance) for 2 marks.

(b) Explain **one** way you managed a risk as part of your enquiry.

(2)

So much traffic causing people to crash.



This example provides a risk (the traffic/crashing) but does not explain how this was managed, so just 1 mark.

(b) Explain **one** way you managed a risk as part of your enquiry.

the enquiry.
(2)

Since Dubai is hot plan do the investigation
at cool temperatures, like the afternoon or
early mornings to prevent heat stroke.



ResultsPlus
Examiner Comments

Common risks mentioned by candidates included temperature related risks, as in this example, which scores 2 marks as it highlights how this was managed (doing the work at a particular time).

Question 6 (c)(i)

This question requires candidates to describe how one piece of equipment was used to collect primary data. Candidates were usually able to provide a suitable equipment, often including mobile phones. There were a few responses that described a data collection method rather than how the equipment was used.

(c) (i) Describe how you used **one** piece of equipment to collect your primary data.

(2)

Our mobile phones. We created surveys on our phones for random strangers to answer as we collect our data.



A common piece of equipment mentioned was a mobile phone and these answers tended to explain how they used them, as in this example which scores 2 marks.

(c) (i) Describe how you used **one** piece of equipment to collect your primary data.

(2)

~~I used a questionnaire paper to allow people to convey their thoughts and document their ratings on their overall quality of life~~
I used a stopwatch to ~~count~~ how measure time while I counted how many cars I could see.



This response scores 2 marks as both the equipment and description of how it was used is provided.

Question 6 (c)(ii)

This question requires candidates to explain one advantage and one disadvantage of a primary data collection method used in their enquiry. There is no requirement for candidates to focus on the same data collection method for the advantage or disadvantage.

While there were a lot of strong response showing good understanding of data collection methods used, there were a lot of responses that were vague and mentioned 'being easy', 'taking too much time', often without clarifying which method was being discussed.

- (ii) Explain **one** advantage and **one** disadvantage of a primary data collection method you used in your enquiry.

(4)

Advantage

Interviews were taken to find the people's views. The questions consisted of both open-ended and close ended questions providing us with a broad perspective on the matter.

Disadvantage

Many people refused to take the interview and due to which all of the population wasn't represented equally leading to errors in the conclusion.



ResultsPlus
Examiner Comments

This response provides two developed points about the use of interviews (4 marks).



ResultsPlus
Examiner Tip

Where candidates are asked about their particular methods or techniques they should be encouraged to begin their response by stating which methods or technique they are referring to.

Question 6 (d)

This question requires candidates to explain one way they tried to make sure their results were accurate. The most common responses focused on repetition of data collection, or comparison against secondary data. As a 3 mark question, candidates need to take their initial point and provide two further developments of this. For example, collecting data at different sites, to ensure data from a range of people across the city, to ensure the data collected was representative of the local population.

(d) Explain **one** way you tried to make sure your results were accurate.

(3)

when we counted the number of cars or vehicles we had multiple people counting to make sure our results were accurate.



This example includes a basic idea of having multiple people counting (1 mark).

Quite a lot of candidates took this approach and then said this would make it more accurate but didn't explain further why this was the case.

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 resources. Candidates were very effective at critiquing the data presentation methods used. The more effective evaluations would make suggestions about how the data presentation methods could have been improved. Weaker responses 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 data presentation methods used by the student.

The aim of the student's enquiry was to investigate how a new retail development has affected the city centre.

The student collected data at five sites in the city centre. The data included an environmental quality survey, a questionnaire with people in the city centre and taking photographs.

Evaluate the data presentation methods used by the student.

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

(8)

The student has presented data from the EQS as a bar chart, and the answers to the questionnaire in a pie chart.

Using a bar chart to present the EQS scores makes it easy to read the score, while also presenting all the sites in one graph. However, the bar chart only goes to gradings of 5 units, and each site's score is between the gradings, and this can make it hard to read exact scores. It would be better if the student used smaller gradings (e.g. 2), or use a histogram which can count the number of units of EQS score. Site 3 has a negative EQS score, which contrasts with the other 4 sites with scores of at least ≥ 8 . From the bar chart alone, it seems like an anomaly, and further information should be provided at site 3 to justify the outlier.

By presenting answers to the questionnaire in a pie chart, it is also easy to see the ratio of answers given. This makes for the question because the people asked will give an answer on a scale of distance; however, this method may not work for more open-ended/qualitative questions potentially also asked in the

What
questionnaire, e.g. "How do you think of the new retail stores?"
Also, the chart does not disclose who was interviewed, and this could potentially skew the results as the people do not necessarily have to travel just because of the retail development. For example, a person who travelled 51-100km could have run a marathon, but that information is left out of the pie chart.
In conclusion, the student's methods (Total for Question 6 = 20 marks)

of presenting data through bar and pie charts makes it easy to understand quantitative values and ratios of answers. However, to give more accurate results/justify outliers, the data should be presented alongside extra pieces of information explaining why such a trend has been noticed.



This response achieves level 3, 8 marks.

There is clear evaluation of the data presentation methods. The response is evaluative throughout, making observations about the different methods, highlighting various issues with them and how they could be improved. There is conclusion which reinforces the candidate's ideas.



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 (c)(ii)

This question requires candidates to interpret a world map showing the global annual change in forest area to suggest two developed reasons for the patterns shown. 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 In Europe or developed countries, there are more forest gains because they have more money to invest into replanting trees and conserving those areas.

2 Africa has a lot of forest loss since ~~they~~ their land is getting desertified by deforestation as they are trying to grow their industry and don't have the money to stop desertification.



This example chooses continents with the relevant pattern (loss or gain of forest) with reasons provided (4 marks).

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

(4)

1. Figure 7a shows that there is forest gain in the majority of developed European nations. This may be due to rising ^{awareness} ~~interest~~ from ~~the~~ annual climate agreements leading to higher levels of forest conservation in developed countries.
2. Figure 7a shows that there is forest loss in ^{developing} countries like Nicaragua and Egypt. These countries may ~~it~~ be deforesting land so that resources like ~~wood~~ wood or timber can be sold to ~~be~~ exported to other countries for profit leading to ^{and development} economic growth.



This question is awarded 2+2 for two reasons linked to patterns shown on the map.

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

(4)

1 People cut down forests where they aren't protected from the government.

2 Some governments depend on their forests use them as a source of financial development which is why they allow logging in their countries.



ResultsPlus
Examiner Comments

This response only includes two reasons and no references to patterns from the resource (2 marks).



ResultsPlus
Examiner Tip

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

Question 7 (d)

This question requires candidates to explain two sustainable rainforest management strategies. There were a lot of well developed responses to this question with candidates demonstrating good knowledge and understanding of strategies and how these worked. There were a few that provided vague responses about planting more trees, but this was infrequent.

(d) Explain **two** sustainable rainforest management strategies.

(4)

- 1 Agroforestry through planting crops whilst also planting trees, to reduce number of trees left and improve soil quality as well as provide more habitats for ~~wildlife~~ wildlife, ~~more~~ increasing biodiversity and crop yields.
- 2 Selective logging where only certain trees are being cut down for fuelwood. This can also be combined with afforestation and replanting trees.



This response includes two relevant strategies – agroforestry and selective logging (4 marks).

(d) Explain **two** sustainable rainforest management strategies.

(4)

1 Governmental regulations. The government could ~~also~~ ~~only~~ control the amount of ~~trees~~ ^{trees} that are logged annually to prevent ^{and loss of biodiversity} desertification, being a sustainable way to manage rainforest

2 Afforestation. After logging, people should replant the trees that have been cutted down, this would ~~also~~ protect the soil from the heat and ~~also~~ allow more plants to grow sustainably



ResultsPlus
Examiner Comments

This candidate states the strategy and then provides an explanation which is a valid approach (4 marks).

Question 7 (e)(ii)

This question requires candidates to describe data from a resource, in this case sea level change.

Candidates tended to focus on the overall trends across the time period. Generally they were able to identify the trend very clearly and then provide further description related to the fluctuations or provide data to support their description, both very valid approaches.

(ii) Describe the trend in sea level change shown.

(2)

As the years progress, the sea level is rising significantly. As in 1970 it was 30mm and in 2020 it was 215. However, the line does fluctuate.



ResultsPlus
Examiner Comments

This example includes identification of the trend and then uses data to support it (2 marks).

(ii) Describe the trend in sea level change shown.

(2)

The ~~sea~~ sea level rapidly increases after 1980, as ~~it~~ global warming occurs. ^{because of industrialisation} As stated in the ~~Mata~~ Milankovitch theory, ^{hot} areas will grow hotter and ^{cold areas} ~~other~~ will be colder. The global warming causes ~~ice~~ ~~ice~~ polar icecaps to melt, increasing the water content in the sea. The addition of water causes the sea level rise.



There were quite a lot of examples, like this one, that focused more on explanation rather than description (1 mark).

(ii) Describe the trend in sea level change shown.

(2)

The sea level change is always increasing, however it fluctuates by increasing and the decreasing slightly.



In this example there is identification of a trend, but then rather than using data, it provides further description (fluctuation), which is creditable (2 marks).



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 (f)

The command word 'assess' is 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, in this case about the potential impacts of climate change. 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 provided 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.

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

Assess the potential impacts of climate change.

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

(6)

Figure 7c shows the potential impacts of climate change. Climate change has many impacts. ~~One~~ Due to higher temperatures, there is an increased risk of fires which is a worrying factor because it can lead to destruction of homes and migration, as well as destroying farming land and ^{causing} food insecurity, both of which are ~~it~~ shown in figure 7c. Heat stress is another impact, and it can cause changes in growing seasons as some seasons become too hot to grow food. This ~~lead~~ leads to farmers being unsure when the best time to grow food is, leading to lower output and food insecurity. Heat stress also poses a risk to physical health of humans, leading to more death. Climate change causes sea levels to rise and increased flooding, leading to destruction of homes. This is a very worrying factor because destroying homes mean more trees have to be cut down ~~to~~ for materials to build houses, and deforestation worsens climate change. Finally, I think food insecurity is the factor that is the most worrying and will become a big problem in future. It can lead to malnutrition, famine and starvation. Food being more scarce can also lead to more conflict as countries fight over scarce resources.



This response explores different impacts. It explains why certain impacts are a risk, and who for, but importantly it includes some detailed assessment at the end about which they think is the most important and why (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 (g)

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. 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.

Candidates are required to use Figures 7b and 7c to discuss the view: *climate change is the greatest threat to fragile environments*. Most candidates took this view demonstrating good understanding of the interrelated nature of climate change impacts and recognising that other threats such as deforestation and desertification were linked to climate change.

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

(g) Discuss the view:

"Climate change 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)

Climate change is the primary reason for the trends shown in figure 7b, as the atmospheric temperature rises even minorly globally, the ice caps on the North and South pole begin to melt which causes sea levels to rise. This is a huge threat to fragile environments as flooding occurs which damages wildlife and ecosystems as well as the areas inhabitants. For example, Tuvalu - a small island nation in the Pacific ocean - is sinking due to this very issue. Being only 5 meters above sea level, ^{it is very vulnerable} the trend in figure 7b demonstrates ^{a difference of} sea levels have risen consistently over the last century from 35 mm to 215 mm in 2020. Islands like Tuvalu are prone to damage due to this change and its 11,500 inhabitants must be evacuated by 2050 - by which the island will become inhabitable. This is directly because of global warming and demonstrates how its effect on sea levels can wreak havoc on fragile environments like islands.

Figure 7c also brings attention to many issues climate change can entail - primarily an increased frequency of natural disasters. Only flooding, heat waves and forest fires are mentioned in figure 7c but climate change can also catalyse so many more disasters. These include hurricanes, ~~that was~~ tsunamis and tropical storms. These can destroy habitats, reducing biodiversity in fragile environments as well as affecting human activity. Global warming allows more

areas to reach the 27° , tropical storms require to form and increase sea levels which cause flooding. Also mentioned in figure 7c, food growth is also directly impacted by climate change, not only affecting humans economically and socially, but also causing a changed feeding regime in wildlife and disrupting food chains.

As well as these points, fragile environments such as coral reefs are affected by climate change and rise in ocean temperature causing coral bleaching and acidification. This kills biodiversity and destroys these fragile environments globally.

All in all, it is clear climate change is the driving force causing damage to fragile environments on a global scale. With ^{increased} natural disasters such as tropical storms in the Philippines in recent years for example and coral bleaching in the Great Barrier Reef, it is undeniable fragile environments are incredibly vulnerable in the face of climate change. Although other factors may contribute to these issues, climate change is the most significant instigator. (Total for Question 7 = 35 marks)



This is a level 3 response where the candidate has shown clear understanding of concepts and interrelationships in the geography. They deconstruct ideas across the two resources and make a clear judgement which is supported.

The level descriptor for level 3 in this question highlights an important requirement for this question: *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.

(g) Discuss the view:

"Climate change 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)

Even though there are ~~more~~ dangerous threats such as people doing illegal logging and littering of things like a lit cigarette which could start a forest fire, climate change is still probably the greatest threat to fragile environments as the sea level will continue to rise and eventually will cause ~~the~~ most of the low land countries to flood if nothing is done to stop it. Food not being able to be grown is not only a problem for humans but also the animals that live in the fragile environments as their habitats as the ones who eat mainly nuts and fruits will have nothing to eat ~~with~~ which can cause the entire food chain to slowly reduce and become extinct. The forest fires can also destroy these habitats that the animals live in which means that they have to migrate and this can cause mutations for adaptation and not have the same animal. People ~~is~~ having to migrate is also a ^{complex} problem as some places will have too many people and no housing which could lead to homelessness increasing and unemployment which could lead to economical issues with a country.



This response is awarded level 2, 5 marks.

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

One of the level descriptors for level 2 fits this descriptor quite well:
Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2)

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 A03 marks.

Candidates did demonstrate good understanding of the reasons for different levels of exported goods and services 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 8a.

(4)

1. Level of economic development. Areas such as Europe or America has a high value of exported goods and services compared to African countries due to a higher level of economic development resulting in a higher quality and quantity of goods exported.
2. Transport technology. In areas such as Africa, there is limited access to the most efficient transport technology, so they may not be able to export as much goods compared to European or Asian countries.



This response provides two patterns and relevant reasons (2+2 = 4 marks).

(ii) Suggest **two** reasons for the pattern shown in Figure 8a.

1 One reason of the pattern shown in figure 8a (4)
is the economic factor of these countries.

2 Another reason for this is the population in
these countries that make a difference.



This response is too vague; it does not provide any clear patterns or reasons for what is shown in the figure (0 marks).

Question 8 (c)

This question requires candidates to explain how geopolitical relationships between countries affect trade and tourism.

There were a lot of well developed responses to this question often including references to specific countries and relationships, which is not required for this question. As with other 4 mark 'explain' questions with two parts, there needs to be two developed responses.

(c) Explain how geopolitical relationships between countries can affect trade and tourism.

(4)

Trade

reducing trade tariffs ^{and taxes} allows nations to trade more frequently and more easily as they trust each other more because they're more involved ~~in~~ through importing and exporting goods so they can form trading blocs such as EU and NAFTA.

Tourism

reducing the need for visas and all-in-one package holidays makes travelling to a foreign country ~~be~~ more easy for tourists this could be due to post-war alliances and colonial relationships allowing more tourists into a country.



This response provides 2 developed points related to trade tariffs and the use of visas (4 marks).

Question 8 (e)

As in the previous 6 mark questions in section C, the command word 'assess' is one that a very large number of candidates have difficulty in understanding what exactly it is they are 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.

This question focuses on the factors that have contributed to a more globalised economy. At the lower end of marks candidates tended to provide responses that resembled a list with a brief comment about the factor. Although this could gain some marks these types of responses do not provide developed ideas, or any assessment which is required for the higher level marks. The most effective responses made a judgement at the beginning, chose a couple of factors to explore and then justified why these were the factors that made the greatest contribution. Well structured responses tend to be the ones that are awarded the higher level marks.

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

Assess the factors that have contributed to a more globalised economy.

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

(6)

Figure 8c says Trade and this is true as more trade blocs form more free trade happens because of less tariffs so cheaper to trade. TNCs in figure 8c is also important since they are profit driven they go to undeveloped countries with cheap labour so the undeveloped country contributes to global economies. Modern transport in 8c is also important as previously ~~perishable~~ perishable products like vegetables couldn't be traded as they would rot but now they are sold all over the world far from their origins. 8c says IT and communication and this is essential as without it TNCs wouldn't be able to run global operations. 8c says trade blocs and this is true as trade blocs increases trade with member countries helping the global trade. 8c finally says Availability of labour as without the labourers there wouldn't be an economy as the economy needs work to grow.



This candidate has written briefly about several of the points from the resource, but with no clear development or assessment so remains in level 1 (3 marks).

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

Assess the factors that have contributed to a more globalised economy.

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

(6)

There is a range of factors that contribute to a more globalised economy. For trade, a good relationship between countries allow relaxed borders to exchange goods between countries which benefits both sides, increasing their economy through exports and imports. TNCs allow host countries to increase their economy by buying land in urban city centres where land use is most expensive as well as improving nearby transportation and facilities which not only improves the economy but also quality life of citizens. Modern transportation is crucial for globalisation as it shortens the friction of distance between people because traveling to other countries now only takes maximum one day. Technology use such as the internet ~~an~~ increases the connection of people online which creates knock on effects towards tourism which leads to the multiplier effect which benefits the country's economy. Trade blocs like EU or ASEAN promote free trade between countries and is a group of countries that want to benefit themselves and countries around it by using the same currency or relaxing its barriers for trading. Lastly, availability of labour means that people are migrating from country to country to find a economically stable ~~the~~ job so they can earn more money and use their disposable income to contribute back to the the society and improve real economy.



ResultsPlus
Examiner Comments

This is a level 2 response as it does explore a range of factors. There is some hint at assessment through some of the language eg transportation is crucial (5 marks).

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. The question specifies which resources should be used and 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.

Candidates are required to discuss the view: "*The impacts of globalisation are greater for economies rather than people*". Most candidates took the view to suggest that this was the case and would explore ideas around trade and TNCs, although there were a lot of responses that also considered points about how this could impact quality of life through income and employment.

There were a lot of strong responses to their questions which demonstrated good AO3 and AO4, but sometimes lacked in AO2. As with many of the extended response question the stronger responses tended to be those that were well structured.

(f) Discuss the view:

"The impacts of globalisation are greater for economies rather than people."

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)

I partly agree with the view that impacts of globalisation are greater for economies rather than people. However, globalisation still has a large impact on people. Figure 8b shows that the number of male international migrants has grown from 84 million in 2000 to 144 million in 2020. International migration has both positive and negative impacts on both the economy and the people. Migration provides a new life and better jobs for many people. This improves the lives of people and it can also improve the economy since more people are able to work. Figure 8c states that modern transport affects the global economy. It affects the economy because goods can be imported and exported to different countries and more countries are able to be reached with modern transport. This also benefits trade and countries can earn more money from this. Modern transport can also increase tourism. Tourism also has positive and negative impacts on people. For example, culture can be lost if tourism rapidly grows in a country. For example ~~the~~ countries like Cyprus try to ~~reduce~~ reduce the affect of tourism and the loss of culture by educating tourists on the local culture.

Without globalisation, the economy will be severely impacted. This will also then ~~of~~ affect ~~the~~ for many people. However, I believe that the impacts of globalisation affect the economy slightly more than people.

Figure 8c shows that trading blocs affect the global economy. Those ~~of~~ positively affect the economy because countries can trade much more easily, which will lead to an improvement in the economy. For example the European Union (EU) is a trading bloc that benefits the countries in it. The UK used to be a part of the ~~EU~~ EU but it left to control the ~~sets~~ amount of ~~migrants~~ migrants in the UK. This had quite a negative impact on the economy and ~~the people~~ people. Less people were able to migrate to the UK, this means that their quality of life would have been affected and they would have less access to jobs if they can't move to the UK. It also affects the economy because they are not able to trade freely with the powerful countries in the EU. Therefore this will damage the economy and cause the UK to lose money. This has a greater impact on the economy than on people so I partly agree with the statement that globalisation has a larger impact on the economy than people.



This is a level 3 (10 marks) response that shows good understanding of concepts and interrelationships in the geography. They deconstruct ideas across resources, with explicit use of data and evidence. There is also a clear conclusion which shows the bringing together of judgements around the advantages and disadvantages of globalisation. There is some AO2 present but this could have been stronger which prevents it from reaching full marks.

(f) Discuss the view:

"The impacts of globalisation are greater for economies rather than people."

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)

Globalisation is the process by which the world has become more connected. Globalisation is considered as the degree of connectivity between countries and regions. Globalisation is a complex set of ideas driven by processes and flows. Globalisation has certainly increased many economies as the enhancement of transport and communication technology has made trade easier. Globalisation has also resulted in international corporations such as TNEs to be used in many countries as they invest in certain countries to help the country prosper financially. However, the argument about globalisation not benefiting people is partially true as TNEs are unloyal and can cut off investment in places, leaving them with financial problems. However, while the TNEs are still investing in a country, employees are provided with an opportunity for greater income, improving quality of life and living conditions. Figure 8c, shows how different factors can affect the global economy. Figure 8b shows the increase in global migrants for male and female. Figure 8c ~~shows~~ ^{suggests} how these factors are not the only factors that impact the global economy.



This is a typical response that just gets out of level 1 as it does demonstrate some good understanding of globalisation, but many of the points are not explored in any depth. There are brief references to the resources towards the end to achieve level 2, 5 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 questions.

Question 9 (a)(iii)

This question requires candidates to state a historic factor that can affect inequality within countries. Most candidates were able to do this, with the most common responses relating to colonialism.

(iii) State **one** historic factor that can affect inequality within countries.

(1)

Colonialism, which could put a country in poverty
and ^{make} another country very rich.



This response provides a sentence related to colonialism (1 mark). It would have scored the mark at colonialism.

Question 9 (b)(ii)

This question requires candidates to interpret a world map showing patterns in global fertility 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 fertility relating to access to education, healthcare, and changing career aspirations, 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 Majority of the countries with a fertility rate of 4.1-5 are in Africa, this is due to the lack of healthcare and little accessibility there is to birth control.
 - 2 All countries in Europe have a low fertility rate of 0-2 because many people focus on careers and tend to not have many kids.



ResultsPlus
Examiner Comments

This response includes reference to patterns in the data shown in the resource and relevant reasons (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 (c)

Many candidates demonstrated good knowledge and understanding of bottom up development projects with many clearly developed points. Advantages tended to focus on the potential for projects to focus on the needs of local people. Some answers mentioned specific projects, which is not required. It was encouraging to see that few candidates mixed up bottom-up and top-down development projects.

NOT READ! SOME SURVIVE.

(c) Explain **two** advantages of bottom-up development projects.

(4)

- 1 One advantage of bottom-up development is that it directly benefits the individuals in need. This is because bottom-up development projects provide access to necessary resources and ~~an~~ appropriate technologies that is suited to the ^{specific} community.
- 2 Another advantage is that bottom-up development is less susceptible to corruption from the government such as financial aid and top-down projects. This ensures that the benefits of the project do not remain with people and government officials in power and actually reach the general population.



ResultsPlus
Examiner Comments

This response is a clear 2+2 response with developed ideas about benefitting local people and the potential to avoid corruption (4 marks).

(c) Explain **two** advantages of bottom-up development projects.

(4)

- 1 Cheap. Bottom-up development projects are cheap because advanced technology is not used therefore making the projects cheaper.
- 2 Bottom-up development projects are often controlled by the community.



This response is more brief but includes a relevant basic point about them being cheaper, and how they can be controlled by the community (2 marks).

Question 9 (d)(ii)

This question requires candidates to describe data from a resource, in this case GDP over time. Most candidates focused on the overall trend, although a lot focused on one particular country. Both approaches are acceptable as the question asks for a trend.

Generally candidates were able to identify the trend very clearly and then would provide further description through use of the data to show the size of the change. There were some responses that provided explanation for the trend rather than further explanation. It is important where candidates are asked to describe the data that the response focuses on this, rather than providing explanation or attempting to suggest reasons.

(ii) Describe a trend shown.

(2)

a positive trend is shown - as the years increase, so does the GDP



This response scores 1 mark for identification of the trend, but no further description.

(ii) Describe a trend shown.

(2)

Figure 9b shows that Chile's GDP increases ~~steadily~~ ^{steadily} from 1990 to 2020 as it increases ~~from~~ by 0.2 US\$ trillions from 1990 to 2020



This response includes a trend but also data to support as further description (2 marks).

Question 9 (e)

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

This question focuses on the assessment of the factors that contribute to improvements in human welfare. The resource provides a series of relevant factors. Candidates often demonstrated good understanding of the different factors. 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. There were some where the approach to assessment was to categorise some of the factors as economic and some as social. This was also effective.

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

Assess the factors that contribute to improvements in human welfare.

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

(6)

Figure 9c shows that education and employment affect human welfare. This is because as more people have access to education, literacy rates increase but also the supply of skilled labour also increase, which in turn increases the number of people employed. As more people are ~~also~~ employed, they have more disposable income meaning that more people pay taxes. The government can then use funds from taxes to reinvest into improving healthcare, education and infrastructure. Given that figure 9c shows that income is also a factor,

Moreover, figure 9c shows that Access to safe drinking water ^{is a factor} affecting human welfare. This is because if there is a lack of it so people will be more susceptible to diseases like Cholera which would then put a strain on hospitals and doctors. Furthermore, instead of the government investing into education and infrastructure they would have to prioritize investing it into healthcare. As a result, slowing down development.



ResultsPlus
Examiner Comments

This response explores some of the factors that affect human welfare with some development and links between ideas, but lacks clear assessment to reach higher marks (4 marks).

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.

There were a lot of strong responses to their questions which demonstrated good AO3 and AO4, but sometimes lacked in AO2. This question required candidates to discuss the view that *'progress in development can be best measured through economic indicators'*. There were some strong responses which understood the complex nature of development which is not necessarily easily represented through any one indicator. To reach the top level of marks, candidates must incorporate both resources into their answer and use their own knowledge and understanding to support their own ideas.

(f) Discuss the view:

"Progress in development can be best measured through economic indicators."

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)

Figure 9b shows ~~the~~ the GDP for countries from 1990-2020. I believe that progress in development should be measured through comparisons of previous years. This is because this allows for progress being easily displayed. Moreover, a comparison between countries in the same region would be ideal as the countries have similar natural resources. Economic indicators provide how well the economy of a country is progressing.

Figure 9c lists social indicators which are important when comparing development. However, social indicators are not reliable as they vary and change from person to person. Moreover, social indicators are more opinion based than economic indicators.

Furthermore, economic indicators seem to be the best way to measure progress in development.

In Conclusion, I agree with the view because of easier comparisons between economic indicators.



This response includes some basic ideas related to each of the resources. It does make a conclusion but it is not explained. This is typical of a level 1 response (4 marks).

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

(f) Discuss the view:

"Progress in development can be best measured through economic indicators."

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)

Indicators are factors within a country that prove a view. Although economic indicators are very suitable indicators for measuring progress in development, social and environmental are also valid in doing so.

Economic indicators such as GDP shown in figure 9b is a suitable indicator for development as it shows an increase in \$ over time, this shows that due to whatever factors, a majority of countries develop economically over time. However, although economic indicators such as GDP, PPP or GNI could be useful in monitoring development progress, other factors such as environmental factors or social factors also contribute to development. Figure 9c shows social factors such as education, education is a major indicator of development as measures such as HDI, human development index, takes into account literacy rates. The higher a country's literacy rates, the more developed. Additionally, healthcare could be another major indicator of development, as decreased ^{death} _{birth} rates indicates more advancement and development in this area.

Additionally, figure 9C shows environmental factors / indicators, such as access to clean water, this could be a vital indicator of development as if a country has had access to clean water, diseases can spread, and this indicates the government has no funds, implying low development.

In conclusion
~~As a result~~, although economic indicators are good measures of development, other factors such as environmental and social indicators could play a massive role in overall quality of life. The better the quality of life, the more developed.



ResultsPlus
Examiner Comments

This response achieves level 2, 8 marks.

There is clear use of the resource to structure the discussion and there are some developed ideas about economic, social and environmental indicators. The question has only stated economic so the candidate has considered how to structure this discussion. If some of these points and indicators had been explored in more depth, about how they could be used to measure progress in development, this could have moved the response up to level 3.

Paper Summary

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

- When answering the extended response questions, ensure you are clear about the requirements for different command words such as 'analyse', 'evaluate', 'assess' or 'discuss'.
 - 'analyse' – investigate an issue by breaking it down into different components and making logical, evidence-based connections between these components
 - 'evaluate' – measure the value or success of something, and ultimately, provide a substantiated judgement or conclusion.
 - 'assess' – evidence to determine the relative significance of something, considering all factors and identifying which are the most important
 - 'discuss' – explore the strengths and weaknesses of different sides of an issue/statement or question through reasoning and argument.
- 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. 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 own knowledge and understanding to be demonstrated as well as clear interpretation of the resources.
- Remember that while the extended response questions do not require a concluding paragraph, this is often the most effective way for you to demonstrate that 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 it is referred to, 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).
- Consider the number of marks awarded for each question to determine 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 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 a question is only worth 2 marks, you are not using your time effectively by writing a long answer.
- Where questions require you to describe data it is important 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 to 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, eg recognising the difference between data collection methods and data presentation techniques.
- Be really clear 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.
- You are encouraged to use the Sample Assessment Materials (SAMs), specimen papers and past papers to 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. Review support material 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. Do not write in the margins of the page, or on blank parts of pages in the exam script. Use additional pages if you need more answer space and make sure these are 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>

