



Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE
In Geography (4WGE2)
Paper 01: Human Geography

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General Comments:

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

The structure of the paper is outlined below.

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

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

In **Section A** candidates choose on 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 some candidates attempted to address these command words, many still need to ensure that they have made relevant points to demonstrate they have addressed these command words. These extended response questions also require clear use of the resources. The questions include text to remind candidates to refer to the resources. In general candidates usually attempted to include use of the resources provided.

Hopefully you will find reading this document useful and that it helps you improve the performance of your candidates in future examination series.

Section A

Question 1 focuses on Economic activity and energy.

Question 1(aii)

Most candidates were able to provide a reason that population growth may not necessarily outstrip resources. The most common response related to technology.

The command word 'state' does not require a lengthy response. In this question one or two words were sufficient.

Question 1 (c)

In this type of question it's very important to use information directly from the resource. The question required candidates to suggest one reason why the activities were part of the primary sector. This was a photograph of farming activities. Candidates were effective at recognising the farming activities taking place and used this to link to definitions of the primary sector in terms of it involving extraction of raw materials. Some would start with the definition of the primary sector and then highlight the evidence from the photograph. Both were effective approaches. Where both marks were not awarded it was usually because there was no clear evidence from the resource and more of a general definition of the primary sector provided.

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

Question 1 (d)

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

Question 1 (e)

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

Question 1 (f)

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

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 shale gas/shale oil. Answers usually focused on the non-renewable nature of shale oil/gas, and on the environmental impacts of fracking. Sometimes candidates would not develop their answers about it being non-renewable energy which meant they were only able to score 1 mark for this part of the answer. On occasion candidates would get mixed up and confuse shale oil/gas with other non-renewable resources such as coal, but this was infrequent. Advantages tended to be more basic, with simple points on being able to generate more income.

Question 1 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding. They are not case study questions, but are in fact much more applied. The same skill, with the same Assessment Objectives, (AO3 and 4AO4) is tested in the other options which for Q2 and Q3. 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 the production of renewable energy. To reach the higher levels candidates needs 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. Many candidates structured their answer to consider developed and developing countries separately rather than considering the overall trends. The most effective responses made judgements about these differences as they worked through their reasons.

Question 2

Question 2 (aii)

Most candidates were able to state one characteristic of a tropical forest biome. Common responses referred to high rainfall and high humidity.

Question 2 (b)

With these types of questions, where there is an AO3 mark coming from the resource, it is key to use direct evidence. In this instance from diagram of global biomes. Candidates would often make reference either the altitude or latitude features shown on the resource, or one of the different biomes shown.

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

Question 2 (d)

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

Question 2 (e)

There were some detailed responses to this question to explain two reasons why conservation is used to manage some rural areas. Candidates tended to focus on the need to protect the landscape from further development, or to protect forests to avoid habitat loss and soil erosion. There were quite a few vague responses about the need to provide protection, but candidates did not always explain this further. It is important that candidates practice how to develop their ideas for these 2+2 explain questions.

Question 2 (f)

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

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 ways tourist pressures can affect rural areas. The question required a developed country context. While most did select a suitable country, there were some examples of a developing country context. The

majority of answers focused on negative points related to pressure on different resources, services and the potential for environmental damage, although there quite a few candidates who took a balanced approach by highlighting the potential for tourist pressures to lead to increased investment in services or amenities to be able to cope.

Question 2 (h)

This question required candidates to analyse the importance of natural ecosystems for the provision of services. These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding. They are not case study questions, but are in fact much more applied. The same skill, with the same Assessment Objectives, (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. Most candidates formed an argument which either suggested natural ecosystems goods or services were most important. Either approach was valid as this is an analyse question and although the question stated the provision of services, the coverage of ecosystem goods could be used as part of their analysis. Where a resource has several pieces of information there is no requirement for candidates to address all part of the resource. For example in this question candidates would often provide developed ideas about several of the services to effectively reach the top level of marks, but this was a selection of what was provided not all. Responses with marks in the lower level tended to provide more list like responses moving through the different points in the resource. The most effective responses provided a balanced analysis of the provision of services but also goods by natural ecosystems. Level 3 responses typically chose 3 of these (mix of services and goods) to form a judgement in a clear conclusion at the end.

Question 3 (aii)

Most candidates were able to provide a suitable definition of a greenfield site. There is not usually just one acceptable definition so as long as the definition is relevant and fits the key term it would be awarded the mark. There was only a couple of responses which did not clearly refer to greenfield site, or were too vague (e.g. a green area).

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 two marks. In this question there were many options candidates could choose from as there is lots of evidence that could be used from the urban landscape in the resource. Common answers focus around land use for transport, retail, industry and business.

Question 3 (e)

Overall this question had many well developed responses demonstrating clear knowledge and understanding of challenges caused by the development of urban informal housing areas. The question did not stipulate who these were challenges for, so responses could focus on challenges caused for individuals, communities, businesses or governments. There were a lot of well developed responses focusing on the challenges related to different aspects of quality of life for individuals, but also the difficulties this can create for authorities in terms of provision of services.

Question 3 (f)

As previously, these three-mark explain questions are less common, but can be challenging since there is a need to show a double development of the idea, or in this instance a single reason based on trends shown in the resource. For this question candidates were required to interpret a line graph showing air quality in selected cities to suggest one way rapid urbanisation could have affected a trend shown. Candidates were usually effective at highlighting the trend for a particular city. There were a lot of responses around the problems created by congestion and how this leads to increased emissions.

Question 3 (g)

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

Question 3 (h)

This question required candidates to analyse the possible reasons for the growth of cities shown in the resource. The resource provided data on global urban population and city numbers at 3 points, 1990, 2018 and 2030.

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding. They are not case study questions, but are in fact much more applied. The same skill, with the same Assessment Objectives, (AO3 and AO4) is tested in the other options in Q1 and Q2. The mark scheme also has a set of levels which are fixed from year to year. This question required candidates to analyse possible reason for changes shown in global urban populations and city numbers. Many candidates focused on the growth of megacities, or the general overall increase. It was encouraging to see that many candidates made good use of the resource. Even at the lower end of marks which focused on description of the data rather than explanation, there was clear engagement with the resource to form their answer.

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.

Section B

Please note that the comments in this section focus on Question 6 (urban environments) as this is the most popular question chosen as an option. The comments here also apply to 4 (economic activity and energy) and 5 (rural environments). The questions are provided in parallel and the resources for each are similar but with a different fieldwork context. In this paper there were a series of short response questions based on the familiar fieldwork context, and an extended response question on an unfamiliar fieldwork context. Candidates are provided space at the beginning of the familiar fieldwork context section to write 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.

Question 6: Investigating urban environments

Question 6(ai)

For this question candidates were required to state a potential risk that was managed as part of the enquiry. The majority of candidates focused on health and safety risks such as being hit by cars, but there were also some that focused on risks to collection of data (such as not being able to access enough participants) which were also creditable. In general candidates were able to provide a suitable response.

Question 6(aii)

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

Question 6(b)

In this question required candidates to identify a form of secondary data that was used, to explain how it was used to support the enquiry. Many candidates were able to identify a type of data collection method and often could provide a suitable explanation. It was encouraging to see often quite specific types of secondary data, such as particular reports, or websites with specific dataset mentioned. There were some well developed responses provided around the use of old photographs and old newspapers articles as well. Where

candidates had a specific type of secondary data, such as census data, they tended to more often develop their answers fully for the 3 marks as they often had a clear idea of how it was used. Weaker responses tended to provide more vague ideas such as map to provide an idea of the study location.

Question 6(c)

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

Question 6(d)

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

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 and being critical of them. This question focuses on an unfamiliar fieldwork context. This question asks candidates to evaluate the choice of equipment and the data collection methods used.

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

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?

Section C

Question 7: Fragile environments and climate change

Question 7 (bii)

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

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(c)

This question required candidates to explain two potential impacts of climate change on fragile environments. There were a lot of strong responses to this question demonstrating a clear understanding of the potential impacts of climate change. Where candidates didn't achieve full marks it was for more limited responses or where there was a slight steer away from the focus of question to consider causes of climate change instead. The most common responses focused on the potential for sea level rise, flooding and an increase in extreme weather events.

Question 7 (dii)

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

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

Question 7 (e)

The command word "assess" was one that a significant number of candidates had difficulty in understanding what it was they were meant to do. In the specification this is defined as: Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important. In other words candidates are required to rank and/or make a judgement in this case about the potential impacts of deforestation.

Candidates do not need to address all aspects of the resource they need to effectively use it to support their argument.

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

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

Question 7 (f)

This question along has both a unique command word, discuss, and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument. In this case candidates were required to use Figures 7b and 7c to discuss the view: Deforestation is the greatest threat to fragile environments. The question specifies which resources should be used. To reach the top level of marks, candidates do need to incorporate both resources into their answer. It is important that candidates remember this question requires their own knowledge and understanding to support their own ideas. There were a lot of strong responses to their questions which demonstrated good AO3 and AO4, but sometimes lacked in AO2. The resources provided candidates with evidence and ideas related to deforestation which led many candidates to form an argument that this was the greatest threat. Although there were other candidates who effectively formed discussion around how other issues such as desertification or climate change were a greater threat. Some candidates took the approach that there were a variety of threats that were equal. These approaches are valid, the important thing is that any judgement is supported through evidence and reasoning in the response.

Question 8 (a) (iii)

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

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

Question 8 (b) (ii)

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

annual migration but these were not always clearly linked to evidence from the resource relating to a pattern.

Question 8 (c)

This question required candidates to explain two impacts of tourism on the people of destination countries. There were many well developed responses focusing on the erosion of local cultures, but also the possibility for employment. Although the question did not ask for a positive and negative impact, many candidates took this approach. There were quite a few responses which were more focused on the impacts on the environment but they usually made a link to the people which was the focus of the questions i.e. air pollution leading to increased respiratory health issues.

Question 8 (e)

As in the previous 6-mark questions in Section C, the command "assess" was one that a very large number of candidates had difficulty in understanding what it was they were meant to do. In the specification this is defined as: Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important. In other words candidates are required to make a judgement, in this case about the role of trade blocs. This question focused on the role of trade blocs in creating a more globalised economy, using information provided in the resource about a particular trade bloc. At the lower end of marks candidates tended to lift information from the resource and provide some explanation of how this affected trade. Although this could gain some marks these types of responses did not provide developed ideas, or any assessment which is required for the higher level marks. The more effective responses made a clear judgement at the beginning trade blocs play a really important role, for example, and then explored volumes of trade, links with other countries and explained how this can lead to a more globalised economy.

Question 8 (f)

This question has both a unique command word and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument. For this question candidates were required to discuss the view: Trade has been the greatest driver of the global economy'. The question specifies which resources should be used. To reach the top level of marks, candidates do need to incorporate both resources into their answer. It is important that candidates remember this question requires their own knowledge and understanding to support their own ideas. There were a lot of strong responses to their questions which demonstrated good AO3 and AO4, but sometimes lacked in AO2. The most effective responses tended to make a clear judgement responding to the view at the beginning and then providing a series of ideas to support this, including alternative ideas to ensure there was balance in the answer (for example migration has been a key driver).

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 responses.

Question 9

Question 9 (b)(ii)

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

Question 9 (c)

This question required candidates two reasons bottom-up development projects can contribute to improved human welfare. Many candidates demonstrated good knowledge and understanding of bottom-up development projects with many clearly developed points. Responses tended to focus on the potential for bottom-up projects to have more involvement from local people and therefore the potential for improvements in their quality of life was greater. Most candidates scored marks on this question, it was just whether the initial points were developed which determined the overall marks. Candidates often mentioned specific types of projects such as focusing on water provision in named local communities, or support for agricultural training in particular villages. This level of detail is not required, although it is encouraging to see candidates have this level of knowledge and understanding and can recall this for relevant questions.

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

Question 9 (e)

As in the previous 6-mark question in Section C, the command "assess" was one that a very large number of candidates had difficulty in understanding 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. This question focused on the assessment of how useful the Human Development Index (HDI) is for

understanding patterns of development. The resource provided different dimensions of the HDI and the indicators that are involved to create this composite index. Candidates often demonstrate good understanding of how HDI can be useful, but also how it is flawed. The most effective responses to this question began with a clear judgement as a starting sentence and then returning to this at the end, demonstrating a clearly structured response.

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

Question 9 (f)

This question along with has both a unique command word and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument. For this question, candidates were required to discuss the view: Improvement in human welfare are mainly driven by economic development. The question specifies which resources should be used. To reach the top level of marks, candidates do need to incorporate both resources into their answer. It is important that candidates remember this question requires their own knowledge and understanding to support their own ideas. There were a lot of strong responses to their questions which demonstrated good AO3 and AO4, but sometimes lacked in AO2.

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.

Paper Summary

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

- When answering the extended response questions: Ensure that candidates are clear about the difference between the requirements for different commands words such as 'analyse', 'evaluate', 'assess' or 'discuss'.
- Candidates should be reminded that
 - 'analyse' questions require candidates to investigate an issue by breaking it down into different components and making logical, evidence-based connections between these components.
 - 'evaluate' questions require candidates to measure the value or success of something, and ultimately, provided a substantiated judgement or conclusion.

- 'assess' questions require evidence to determine the relative significance of something, considering all factors and identifying which are the most important.
- 'discuss' questions require candidates to explore the strengths and weaknesses of different sides of an issue/statement or question through reasoning and argument.
- Candidates need to appreciate that the extended writing questions 6, 8 and 12 marks are dominated by AO2, AO3 and AO4. Poorly balanced responses that concentrate on one of the AOs, or on AO1, in general will be confined to level 1 or low-level 2. As a result, candidates would benefit from practicing this type of question from the beginning of the course.
In the 12 mark extended response question in section C it is important that candidates remember there are AO2 marks, which require their own knowledge and understanding to be demonstrated as well as clear interpretation of the resources.
- Candidates should be reminded that while the extended response questions do not require a concluding paragraph, this is often the most effective way for candidates to demonstrate how they have met the command word, particularly where a judgement is required.
- It was encouraging to see that candidates are often making good use of the resources, particularly in the extended response questions. It is important in the lower tariff questions where there is a resource related to the question that candidates refer to it in some form where required. It is important that evidence from the resource is used to answer the question as these are targeting AO3 (application of knowledge and understanding).
- Candidates should consider the number of marks awarded for each question to guide how much they need to develop their ideas. A two mark describe question requires only some development to reach the second mark while a three mark explain question requires candidates to develop their response further. Where there is a question that asks candidates to explain two ideas then they only need to provide some development for each rather than providing almost an extended response answer for one of these ideas. While it is encouraging to see candidates have good knowledge and understanding of particular topics, if the question is only worth 2 marks then they are not using their time effectively by writing a long answer.
- Where questions require candidates to describe data it is important that they 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 (for example particular years where the pattern/trend changed), or through use of data to support the initial point.
- Candidates should spend some time reviewing the different stages of geographical enquiry to ensure they are aware of what takes place at the different stages. This will help candidates prepare for extended response questions in Section B which target different stages in the enquiry. Candidates should pay attention to the stage of the enquiry being assessed to ensure they are providing the right response, for example

recognising the difference between data collection methods and data presentation techniques.

- Candidates should also be really clear which type of geographical fieldwork they have completed and which question in the exam paper this will align with energy and economic activity, rural environments or urban environments.
- Candidates are encouraged to use the Sample Assessment Materials (SAMs), specimen papers and past papers to help familiarise candidates with the structure of the paper and the style of questions; this will hopefully avoid situations where the rubric has not been followed. Centres should spend time reviewing the examples in this report, and other support materials via the qualification page on the Pearson website. This will help candidates become more familiar with the range of command words and how they are attached to different Assessment Objectives.
- Candidates should be reminded to only write within the answer space provided, and not underneath or to the side of the answer space. If candidates need additional answer space they should use additional pages. Candidates should not be writing answers in the margins of the page, or on blank parts of pages in the exam script. Any answers on additional pages should be clearly labelled with the question number.

