



Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE
In Geography (4WGE2)
Paper 1R: 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 (Modular), 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 remains the same and 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 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 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.

Question 1 (aii)

Most candidates were able to identify a type of employment that is often found in the informal sector. Common responses focused on selling food in the streets, shoe shining and rickshaw drivers.

The command word 'state' does not require a lengthy response. In this one or two words or a short phrase were 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. A common approach was to focus on the production of the car as the evidence of the resource and then explain how this was part of the manufacturing process which indicated secondary sector activity. Where candidates didn't score both marks it was often because they did not identify something specific from the resource.

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 shifts for a developed 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 shifts for each part. There were many responses about the shift from the secondary to the tertiary sector. 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.

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 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 were acceptable. Further markers are then awarded for the explanation of this reason which can be supported through use of evidence from the resource (for example figures to demonstrate a change between years).

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

give the reason. 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 using biomass to generate electricity. Answers tended to be stronger on the disadvantages related to the use of land that could otherwise be used for agriculture, or the creation of carbon emissions through its use. Candidates were sometimes a bit confused about whether was a renewable or non-renewable energy source and some referred to it as a fossil fuel.

Candidates should be able to categorise and define different sources of renewable and non-renewable energy, recognising the potential advantages and disadvantages of each for the people and environment.

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 the changes in global energy consumption recognising the trends for different regions shown. 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.

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

Question 2 (aii)

Most candidates were able to state a type of goods provided by natural ecosystems. The most common response was timber. Occasionally responses would be too vague, such as natural goods, or would state a service instead.

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)

For this question candidates needed to describe the characteristics of one the world S biomes shown in the resource. 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. The

majority of candidates focused on deserts or tropical rainforests focusing on rainfall, temperature and vegetation characteristics.

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)

In general there was lots of good answers here provided developed points about the impacts of rural isolation. Quite a few candidates referred to the negative multiplier effect and the impacts of this on the quality of life for residents. Sometimes points were simple and not developed, such as 'lack of employment opportunities'. Candidates should be encouraged on explain questions to avoid making simple statements on their own.

Question 2 (f)

In this question candidates needed 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 needed to develop this point to so consider how it could improve quality of life.

Question 2 (g)

Most candidates were able to provide some relevant explanations of impacts of rural-urban migration on rural environment. The question required 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 quite a few candidates who took a balanced approach by highlighting the potential for increased job availability.

Question 2 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding. They are not case study questions, but are in fact much more applied. The same skill, with the same Assessment Objectives, (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 a bar chart changes that farmers expect to make to their business in the next 3-5 years and this was to be used to analyse possible reasons for the changes farmers in the UK expect to make. Most candidates provided several reasons in their response, and what determined their level was the level of depth of these reasons, and if they addressed the command word 'analyse'. 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 choose two or three of the bars to refer to in their response and integrate them into the reasons being explored. 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.

Question 3 (aii)

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

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.

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

Question 3 (c)

For this question candidates were required to use Figure 3a to suggest one factor that has affected the land use shown. The resource was 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 a lot of evidence that could be used from the urban landscape in the resource. Common responses focused on transport, business and residential land uses.

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.

Question 3 (e)

For this question candidates were required to explain two challenges caused by high consumption in cities. Overall candidates responded with clear answers focusing on the high consumption of energy leading to carbon emissions, as well as issues around loadshedding.

Question 3 (f)

For this question candidates were required to suggest one causes of the percentage of informal employment shown on the resource. As mentioned in question 1g, 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. This particular question required candidates to suggest one causes 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 could be credited.

Question 3 (g)

This was another question that provided a country context for an explanation, in this case to explain two strategies used to improve quality of life in urban area, in a developed country context. There were a lot of clearly located responses, although there were also a lot of more 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.

Question 3 (h)

For this question candidates were required to analyse the reasons for different urbanisation trends experienced in the global regions shown. The resource provide data on urbanisation in Africa and North America. 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. 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. There were a lot of level 2 responses which included some suggestions of reasons, but these were often not clearly developed to reach the higher marks. Few candidates provided clear analysis of the reasons provided.

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: Geographical Enquiry

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(a)

For this question candidates were 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.

Question 6(b)

In this question required candidates to explain how a risk was managed as part of their enquiry. The question did 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.

Question 6(ci)

This question required 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 candidates who described a data collection method rather than how the equipment was used.

Question 6(cii)

This question required candidates to explain one advantage and one disadvantage of a primary data collection method used in their enquiry. There was 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 provided vague responses about 'being easy', 'taking too much time', often without clarifying which method was being discussed.

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 required 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 they needed to take their initial point and provide two

further developments of this. For examples, 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.

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. 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 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 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 (cii)

This question required candidates to interpret a world map showing the global annual change in forest area 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.

Question 7(d)

This question requires candidates to explain two approaches used to reduce deforestation. There were a lot of well developed responses to this question with candidates demonstrating good knowledge and understanding of approaches and how these worked. There were a few that provided vague responses about limiting deforestation. Common response focused around legal protection of areas, afforestation scheme and selective logging.

Question 7 (eii)

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 candidates were

able to identify the trend very clearly and then would provide further description related to the fluctuations or provided data to support their description, both very valid approaches.

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)

This question required candidates to assess the potential impacts of climate change. 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 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 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 (g)

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. This question required candidates to discuss the view that '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.

Question 8

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 exported goods and services 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 approaches to manage long-term migration. Candidates provided a variety of responses. There were those that focused on restrictions of the number of migrants, while others focused where migration could be selective. There were also candidates who interpreted this to consider how to manage the migrants once in the host country. These were all acceptable. While there were some candidates with only basic points there was a clear effort to try and develop most points made.

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 rank and / or make a judgement. This question focused on the factors that have contributed to a more globalised economy. At the lower end of marks candidates tended provide responses that resembled a list with a brief comment about the factor. Although this could gain some marks these types of responses did not provided developed ideas, or any assessment which is required for the higher level marks. The most effective responses made a judgement at the beginning, choose a couple of factors to explore and then justified why these were the factors that made the greatest contribution. The most well structured responses tended to be those that were awarded the higher level 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. 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. This question required candidates to discuss the view that '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 consider points about how this could impact quality of life through income and employment. As with many of the extended response question the stronger responses tended to be those that were well structured.

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

Question 9(aiii)

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

Question 9(bii)

This question required 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 demonstrate 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.

Question 9 (c)

This question required candidates explain two reasons why top-down development projects can improve human welfare. Many candidates demonstrated good knowledge and understanding of how top-down development projects have the potential to improve lives. Advantages tended to focus on the potential for projects to impact many people because of their scale and the amount of money involved. Some answers mentioned specific projects, such as particular infrastructure projects, which was not required but reinforced the relevance of their points. There were a few response who attempted to provide an advantage and disadvantage of top-down projects rather than focusing on how they can improve human welfare. It is important candidates pay close attention to the different elements of the question rather than just the topic focus.

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 were acceptable as the question ask 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.

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 the factors that contribute to improvements in human welfare. The resource provided 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 returning 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 an effective approach.

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)

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. 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.

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 practising 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.

