

Pearson Edexcel A Level Geography

9GE0-20P4

New to Edexcel

First teaching in 2016

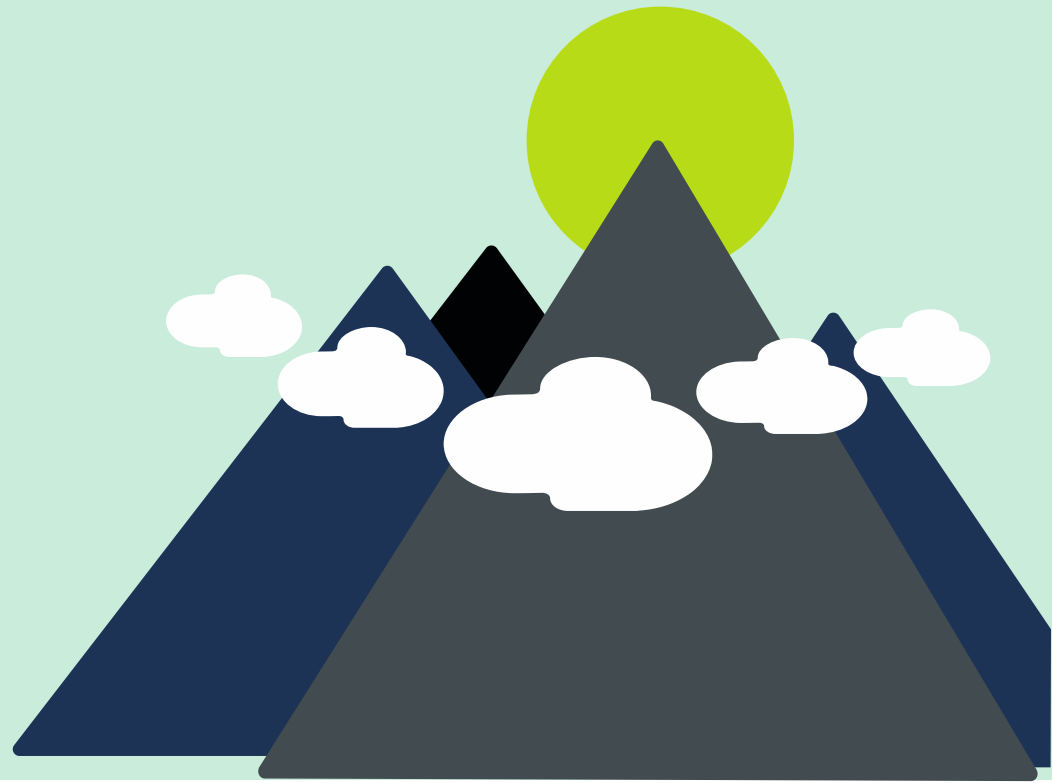
First assessment in 2018



Agenda

Timing	Topic
5 mins	Welcome
10 mins	Introduction: overview of content and specification
25 mins	Understanding the assessment requirements and examples of student work
10 mins	Non-Examined Assessment (NEA)
5 mins	Support from Pearson, free and published resources
5 mins	Contacts for further help

Introduction: overview of specification, content, and planning



Mapping Pearson Edexcel Geography

- This was a new course in 2016
- 60% of the content is 'core' and common to all Awarding Bodies
- Therefore we share similar course content to AQA, OCR and Eduqas
- It can be used to teach AS Geography as a stand-alone course, or as a two year GCE A level course.

Pearson Edexcel Geography

- Topics 1 to 4 of the A level specification also form the AS specification:
 1. Tectonic Processes and Hazards
 2. Landscape Systems, Processes and Change
 3. Globalisation
 4. Shaping Places

Pearson Edexcel A level Geography

- A level Geography has another 4 topics
 5. The Water Cycle and Water Insecurity
 6. The Carbon Cycle and Energy Security
 7. Superpowers
 8. Global Development and Connections
- In addition, candidates must submit an Individual Investigation as a Non-Examined Assessment (NEA)

GCE specification overview

Area of Study 1: Dynamic Landscapes	Area of Study 2: Dynamic Places
<p>1. Tectonic Processes and Hazards</p> <p>2. Landscape Systems, Processes and Change</p> <p>(Either 2A 'Glaciated Landscapes' Or 2B 'Coastal Landscapes', plus a minimum of 1 day of physical geography fieldwork)</p>	<p>3. Globalisation</p> <p>4. Shaping Places</p> <p>(Either 4A 'Regenerating Places' Or 4B 'Diverse Places', plus a minimum of 1 day of human geography fieldwork)</p>
Physical Systems and Sustainability	Global development and connections
<p>5. The Water Cycle and Water Insecurity</p> <p>6. The Carbon Cycle and Energy Security</p>	<p>7. Superpowers</p> <p>8. Global Development and Connections</p> <p>(Either 8A: Health, Human Rights and Intervention Or 8B: Migration, Identity and Sovereignty)</p>

Planning overview

- An editable course planner is available in the pack, which suggests plans for teaching for one or two teachers.

Edexcel 2016 AS and A level GCE Geography course planner

- If two teachers are sharing the teaching, how will you split the topics?
- Do you plan to enter any candidates for AS?
- When will you do compulsory fieldwork days?
- When will you introduce the NEA?

Help with planning:

- Each Topic has either three or four Enquiry Questions, and each Enquiry Question has three sections of detailed content, for example:

Enquiry question 1: Why are some locations more at risk from tectonic hazards?	
Key idea	Detailed content
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a. The global distribution and causes of earthquakes, volcanic eruptions and tsunamis. (1)
	b. The distribution of plate boundaries resulting from divergent, convergent and conservative plate movements (oceanic, continental and combined situations).
	c. The causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes.

- Schemes of work and booklets on each Topic can be found on the [Pearson website](#), under the Course materials tab, then Teaching and Learning Materials

Scheme of work



Topic 8A: Health, Human Rights and Intervention
| DOCX 161.1 KB | 30 August 2016

Topic booklet



[Topic 8A: Health, Human Rights and Intervention](#)
| PDF 851.7 KB | 02 February 2017

Things to consider when planning:

1. Geographical skills
2. Place contexts
3. Synoptic themes
4. Fieldwork & Independent investigation

1. Geographical skills

- Students are required to develop a range of skills, see p91-92 on the specification.
- Most of these will be familiar from other Awarding Bodies' geography courses.
- Maths skills have a special [Guide](#) on the website.
- Qualitative and quantitative approaches to data (e.g. coding and statistical tests)
- Much support elsewhere as well, for example [FSC guide](#) to statistics

Skills are integrated into the specification, for example:

Enquiry question 1: What are superpowers and how have they changed over time?	
Key idea	Detailed content
7.1 Geopolitical power stems from a range of characteristics of superpowers.	a. Superpowers, emerging and regional powers can be defined using contrasting characteristics (economic, political, military, cultural, demographic and access to natural resources). (1)
	b. Mechanisms of maintaining power sit on a spectrum from 'hard' to 'soft' power, which vary in their effectiveness.
	c. The relative importance of these characteristics and mechanisms for maintaining power has changed over time (Mackinder's geo-strategic location theory).

'Integrated skills' are **signposted** within the detailed content

'Integrated skills' are then **detailed** at the end of each content section

Guidance for integrating geographical skills for Topic 7

The following skills provide suggested opportunities for integrating the full range of skills outlined in the geographical skills appendix (*Appendix 1*). These skills are **not** exclusive to the topic areas under which they appear; students will need to be able to apply these skills across any suitable topic area throughout their course of study.


- (1) Constructing power indexes using complex data sets, including ranking and scaling.
- (2) Mapping past, present and future sphere of influence and alliances using world maps.
- (3) Using graphs of world trade growth using linear and logarithmic scales.
- (4) Mapping emissions and resource consumption using proportional symbols.
- (5) Plotting the changing location of the world's economic centre of gravity on world maps.
- (6) Analysing future Gross Domestic Product (GDP) using data from different sources.

Pause and reflect on your skills...



- Which topics and skills are you or other members of the department more or less confident at delivering within your Geography course?
 - What do you think your strengths are?
 - What are your concerns/questions?
 - What sort of support do you think you'll need?

Pearson Edexcel offers support, which will be explained later.

2. Place contexts

- Throughout the content there are **place contexts** from developing, emerging and/or developed countries (defined on p.94 of the specification).
- Where place contexts should be taught, a  symbol is used in the specification content.



Enquiry question 3: How successful is the management of tectonic hazards and disasters?	
Key idea	Detailed content
1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.	a. Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends. (6); research into the accuracy and reliability of the data to interpret complex trends.
	b. Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. ( 2004 Asian tsunami, 2010 Eyafjallajökull eruption in Iceland (global interdependence) and 2011 Japanese tsunami (energy policy))
	c. The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster ( the Philippines).

2. Local and Contrasting places on Paper 2

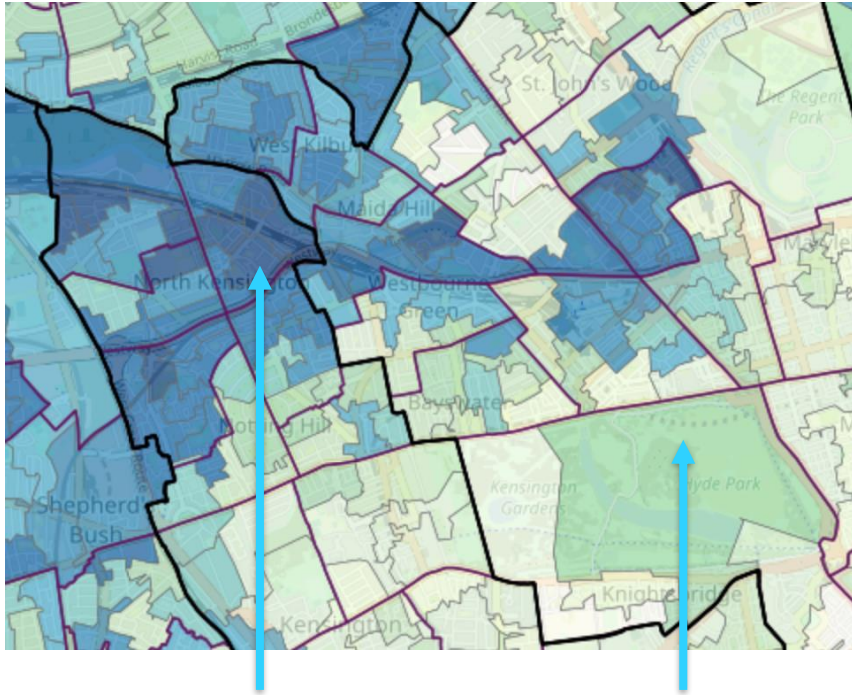
- Shaping Places: choice between Regenerating Places and Diverse Places
- Enquiry Question 1 on both 4A and 4B, and 4A.6 and 4B.6 require candidates to study their local place and a contrasting place.

Students should begin by studying the place in which they live or study in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They should then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped. A local place may be a locality, a neighbourhood or a small community, either urban or rural.

- Scale? Location?
- **Useful links:** IMD (http://dclgapps.communities.gov.uk/imd/iod_index.html)
- Datashine: <https://datashine.org.uk>
- Consumer Data Research Centre:
<https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTTTFFT/10/-1.9948/51.3489/>

Place contexts:

Choosing your local and contrasting places



North Kensington
(contains Grenfell)

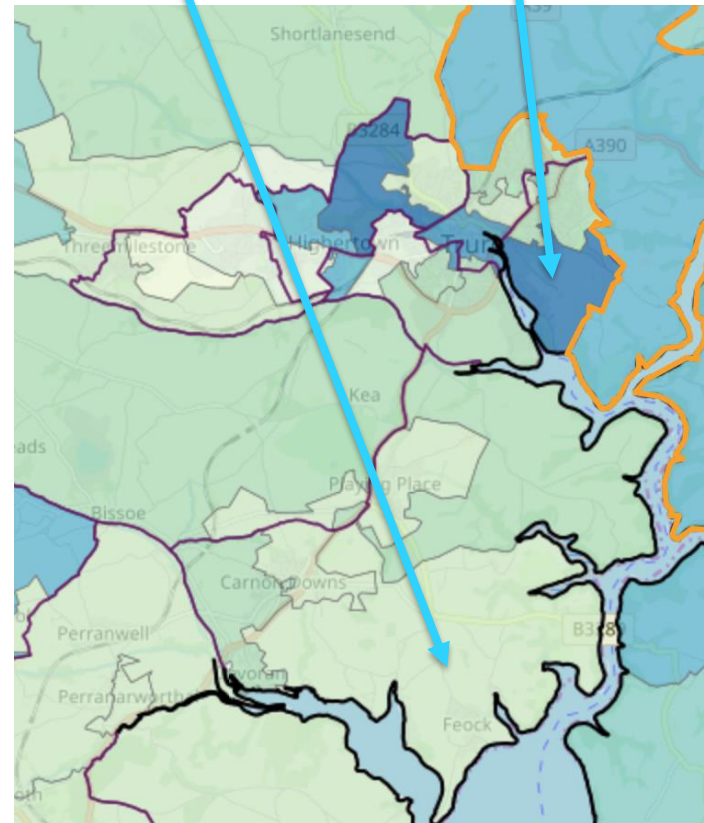
Knightsbridge
(contains Harrods)

Contrasts in Kensington, west London

**Contrasts in the Truro area,
Cornwall**

Feock
(low deprivation
rural)

Trehaverne
(social housing)



Pause and reflect...

- What is your 'local' place?
- Which location would work for your 'contrasting place'?
- In what ways do they have contrasts?

3. Synoptic themes: Units 1-4

	Players (P)	Attitudes and actions (A)	Futures and uncertainties (F)
1. Tectonic Processes and Hazards	<ul style="list-style-type: none"> Local and national governance. Roles of scientists, planners, engineers, NGOs & engineers and resilience of communities. 	<ul style="list-style-type: none"> Resilience 	
2. Landscape Systems, Processes & Change		<ul style="list-style-type: none"> Range from exploitation to preservation. Direct/indirect actions on natural systems. Unforeseen consequences. 	<ul style="list-style-type: none"> Climate warming mitigation and adaptation: both needed for stability.
3. Globalisation	<ul style="list-style-type: none"> WTO, IMF, World Bank, EU, ASEAN, govts. (economic liberalisation, attracting FDI), TNCs Opportunities for disadvantaged groups. 	<ul style="list-style-type: none"> Pro- and anti-globalisation Environmental movement Pro- and anti-immigration Actions of NGOs and pressure groups 	<ul style="list-style-type: none"> Environmental consequences of resource consumption.
4. Shaping Places	<ul style="list-style-type: none"> Increasing roles of TNCs, IGOs. Partnerships between government, charities and developers. Government as main 'gatekeeper' (open or closed-door policies). Planners and developers (controversial decisions). 	<ul style="list-style-type: none"> Range from cultural erosion to enrichment. Variation in local community. Attachment to places. National vs. local needs/opinions (NIMBYism), Urban vs. Rural. Govts. foster or suppress diversity. Intergenerational and global cultural trends. 'Success' dependent on attitude. 	<ul style="list-style-type: none"> Regeneration priorities and strategies. Future success depends on past decisions; differing legacies.

Synoptic themes: Units 5-8

	Players (P)	Attitudes and actions (A)	Futures and uncertainties (F)
5. The Water Cycle & Water Insecurity	<ul style="list-style-type: none"> • Role of planners (managing land use). • Various players in trans-boundary and internal conflicts. 	<ul style="list-style-type: none"> • Contrasting attitudes to water supply (e.g. smart irrigation, water recycling → mega dams). 	<ul style="list-style-type: none"> • Projections of future drought/flood risk. • Projections of future water scarcity.
6. The Carbon Cycle & Energy Insecurity	<ul style="list-style-type: none"> • Role of TNCs, OPEC, consumers, governments. • Role of business in developing reserves vs. environmental groups & affected communities. 	<ul style="list-style-type: none"> • Attitudes of global consumers to environmental issues. • Attitudes of different countries, TNCs and people. 	<ul style="list-style-type: none"> • Uncertainty of global projections.
7. Superpowers	<ul style="list-style-type: none"> • Role of TNCs in maintaining power and wealth. • Role of powerful countries as 'global police'. • Role of emerging powers. 	<ul style="list-style-type: none"> • Actions and attitudes of global IGOs, different countries. • Attitudes in relation to resources. • Contrasting cultural ideologies. 	<ul style="list-style-type: none"> • Uncertainty over future power structures.
8. Global Development & Connections	Players, attitudes and actions, futures and uncertainties, comprise a significant portion of this topic and so are not individually signposted.		

A level synoptic questions:

Paper 3 (see 9GE03 Question paper and resource booklet)

- Paper 3 is a synoptic investigation that will link explicitly and/or implicitly to these synoptic themes (see p. 9 of the A level spec).
- The synoptic themes should be integrated into teaching to prepare students for the style of questions in Paper 3.

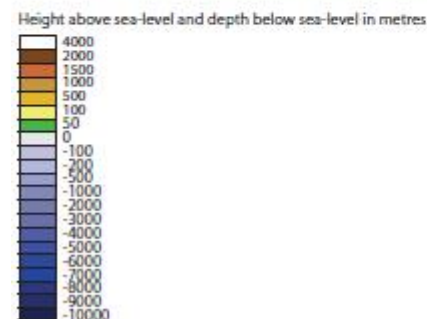
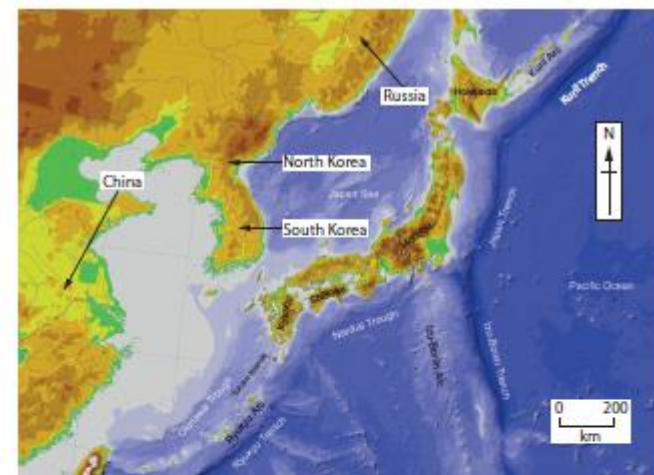


Figure 1
Japan in its regional setting

SECTION A

Japan – a hazardous place

Japan is an archipelago made up of four main islands: Kyushu, Shikoku, Honshu, and Hokkaido. Honshu is the largest and most highly populated and provides over 80% of Japan's Gross Domestic Product (GDP).

26% of Japan's total population of 127 million live in the Greater Tokyo region on Honshu.

With an average population density of 340 per km² Japan is one of the most densely populated countries in the world.

The country is subject to many natural hazards; to earthquakes and associated tsunami, but also eruptions from its 110 active volcanoes – 47 of these pose an imminent threat.

Japan's geologic history as an island-arc system means that it has no natural mineral resources.

With its mountainous interior and steep slopes, over 60% of the country is forested and very little is available for arable farming and food production.

Despite these challenges Japan has the world's third largest economy with very high standards of living. It has one of the healthiest populations resulting in the longest life expectancy globally.



[Pearson Edexcel A level Geography](#)

Paper 3: preparing students for the synoptic investigation - Online Event

| ZIP 5.6 MB | 29 April 2020

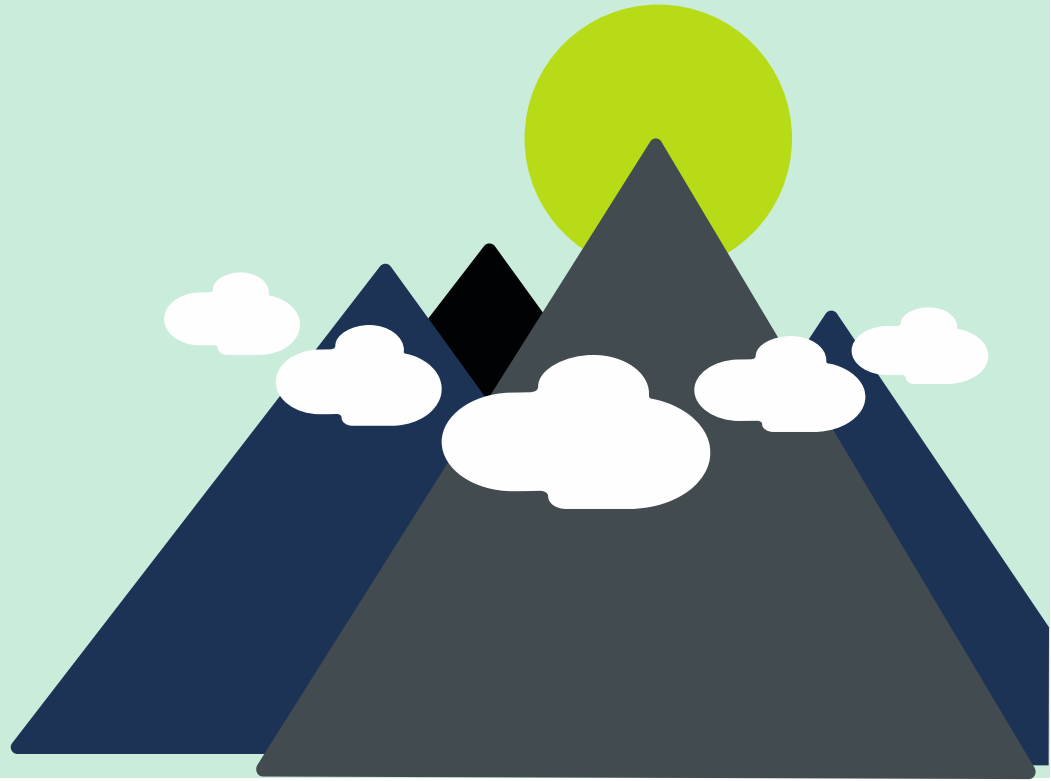
4. Fieldwork and Independent investigations

- The specification requires students to complete a minimum of **4 days of fieldwork** during their A level studies.
- Two days in year 12 and two days in year 13 are suggested.
- It is good practice to carry out fieldwork at the same time as taught content from the specification where possible
- Landscape Systems, Processes & Change and Shaping Places provide the setting for AS fieldwork questions in 8GE01 and 8GE02 exams
- They would also provide useful training for skills needed for the NEA for A level students. Carbon and Water topics would also provide appropriate themes
- This fieldwork will enable students to develop the skills necessary to carry out the investigation independently.

Independent investigation

- Students produce coursework of **3000-4000 words** based on an 'independent investigation', which can relate to any specification content.
- This unit is **internally assessed** and **externally moderated**.
- Further details on support are explained later.

Assessment and exam papers



Assessment principles for A level and AS

- Our assessment structure is straightforward to navigate.
- Questions **ramp in demand** within each section.
- There is a **clear and consistent** relationship between command words, mark tariffs and skills.
- Levels based mark schemes are explicit about the use of appropriate Assessment Objectives in these extended response questions.
- The Independent Investigation requires a range of skills, particularly **independent study**, **research** and **extended writing skills**, that will prepare students for higher education.

Assessment Objectives

	Students must:	AS Level	A Level
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scale	40%	34%
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	35%	40%
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> investigate geographical questions and issues interpret, analyse and evaluate data and evidence construct arguments and draw conclusions 	25%	26%
Total		100%	100%

A Level AO breakdown

PAPER	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	13	15.75	1.25	30%
Paper 2	13	15.75	1.25	30%
Paper 3	5.5	6	8.5	20%
Independent Investigation	2.5	2.5	15	20%
Total for A Level	34%	40%	26%	100%

AS level: assessment overview

- Include short open response, calculations and resource questions.
- Also 6, 12 and 16 mark extended writing questions.

Paper 1 (90 marks)	Paper 2 (90 marks)
50% of qualification	50% of qualification
<ul style="list-style-type: none">• Section A: Tectonic Processes and Change• Section B: <u>Either</u> Glaciated <u>Or</u> Coastal Landscapes <p>Resource booklet contains information about geographical issues within a place-based context.</p> <p>And geographical skills, fieldwork and synoptic thinking.</p>	<ul style="list-style-type: none">• Section A: Globalisation• Section B: <u>Either</u> Regenerating <u>Or</u> Diverse Places <p>Resource booklet contains information about geographical issues within a place-based context.</p> <p>And geographical skills, fieldwork and synoptic thinking.</p>

A level assessment overview: Papers 1 & 2

- As with paper 3, these will include short open response, calculations and resource questions.
- Also 6, 8, 12 and 20 mark extended writing questions.

Paper 1 (105 marks)	Paper 2 (105 marks)
2 hours and 15 minutes 30% of the qualification	2 hours and 15 minutes 30% of the qualification
<ul style="list-style-type: none"> • Section A: Tectonic Processes and Change • Section B: <u>Either</u> Glaciated <u>Or</u> Coastal Landscapes • Section C: The Water Cycle and Water Insecurity • Section D: The Carbon Cycle and Energy Security 	<ul style="list-style-type: none"> • Section A: Globalisation • Section B: <u>Either</u> Regenerating <u>Or</u> Diverse Places • Section C: Superpowers • Section D: <u>Either</u> Health, Human Rights & Intervention <u>Or</u> Migration, Identity & Sovereignty

A level assessment overview: Paper 3 & NEA

Paper 3 (70 marks)	Independent Investigation (70 marks)
2 hours and 15 minutes 20% of the qualification	Submission deadline: 15 May before exams 20% of the qualification
<p><u>Synoptic Investigation:</u></p> <p>Resource booklet contains information about geographical issues within a place-based context.</p> <p>This links to the 3 synoptic themes and is rooted in 2 or more of the compulsory content areas.</p> <p>Must answer <u>all</u> Qs in Sections A, B & C.</p> <p>As well as 8 mark extended writing questions, there are 18 mark and 24-mark essays.</p>	<p><u>Written report:</u></p> <ul style="list-style-type: none">• Purpose of investigation: 12 marks• Field methodologies: 10 marks• Data representation & analysis: 24 marks• Conclusion & evaluation: 24 marks <p><u>Total: 70 marks</u></p>

AS and A level command words:

Explain (3, 4 or 6 marks)	Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.
Suggest (3 or 6 marks)	Used in a question with a resource, candidate should 'provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.
Assess (9 marks for AS and 12 marks for AS and A level)	Use evidence to come to a judgement about the relative significance of something. Give balanced consideration to all factors and identify which are the most important.
Evaluate (16 marks for AS 18, 20 or 24 marks for A level)	Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.

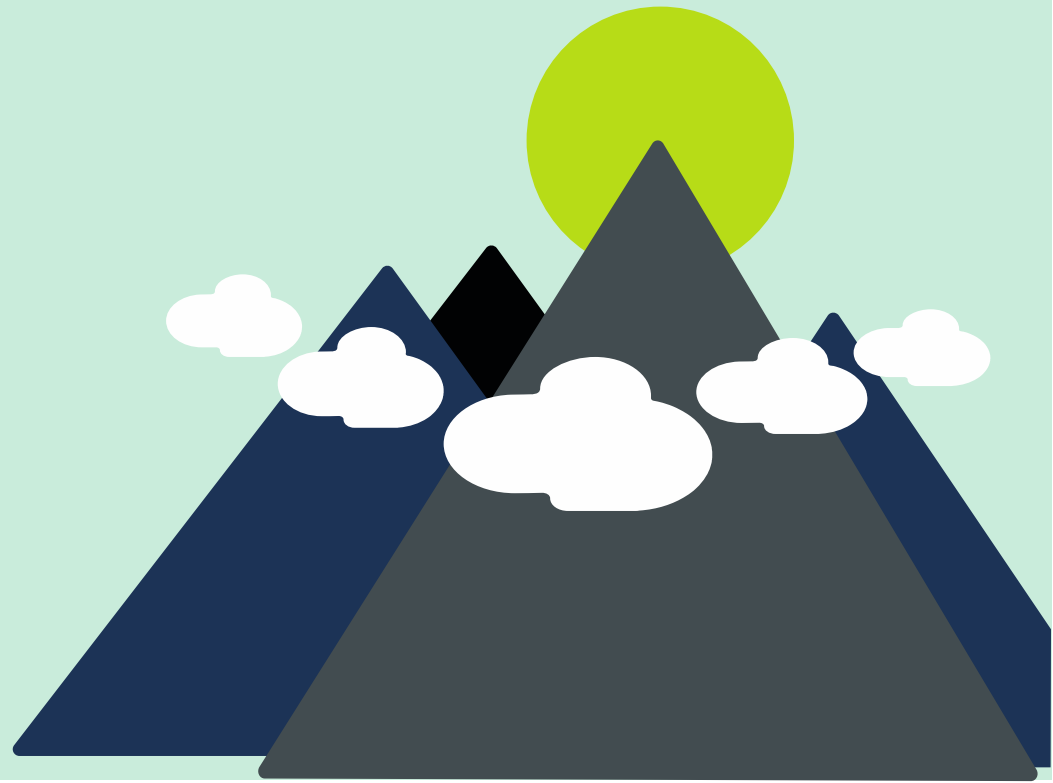
Extended writing and assessment objectives

		Total	AO1	AO2	AO3
AS	Explain	6	6		
	Explain (resource-based)	6	3	3	
	Fieldwork Questions - Assess	9			9
	Assess	12	3	9	
	Synoptic Questions - Evaluate	16	4	12	
A level	Explain	6	6		
	Explain (resource-based)	6	3	3	
	Explain	8	8		
	Assess	12	3	9	
	Evaluate	20	5	15	
	Synoptic Paper - Analyse	8	4		4
	Synoptic Paper - Evaluate	18	3	9	6
	Synoptic Paper - Evaluate	24	4	12	8

Summary

- Assessment objectives (AOs): their meaning and use in different exam papers and questions
- Design of exam papers and extended writing questions
- Consistent use of command words

Marking activities from June 2019 papers using the different command words



Command word examples:

Explain 3 with a resource

4 (a) Study Figure 4a in the Resource Booklet.

Explain **one** impact of the changes in biofuel production in Brazil on the carbon cycle.

(3)

The following resources relate to Question 4.

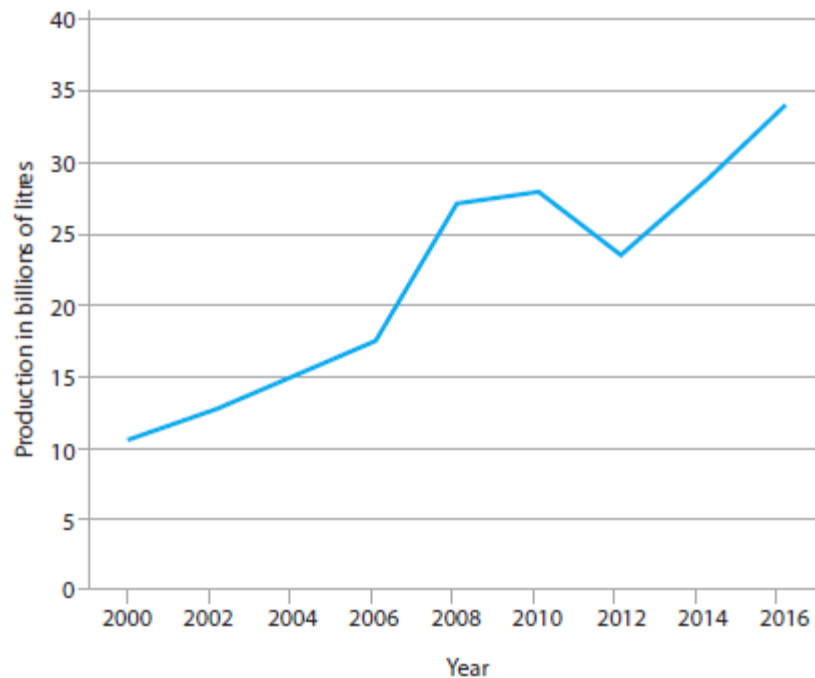


Figure 4a

Biofuel production in Brazil, the world's second largest producer, 2000-2016

Mark scheme

Question number	Answer	Mark
4(a)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify that there was an increase in biofuel production in Brazil and a further 2 marks for expansion on the possible impacts up to a maximum of 3 marks. Possible answers may include:</p> <ul style="list-style-type: none"> • Biofuel production in Brazil has increased (1) leading to the loss of trees (1) and so reducing carbon sequestration (1). • The increase in biofuels from 10.5 billion litres to 34.7 billion litres (1) has meant more land has to be cleared for cattle ranching (1) and so increases methane production (1). • The increase of biofuel production in Brazil (1) means deforestation has increased to provide land for biofuel production (1) therefore there is more CO₂ in the atmosphere (1). <p>Accept any other appropriate response.</p>	(3)

Sample (see 9GE01 Examiners' report p31)

Explain **one** impact of the changes in biofuel production in Brazil on the carbon cycle.

(3)

The increase in production of biofuels results in the deforestation of large areas of land. As a result less CO_2 is taken up by photosynthesis and stored in organic compounds. More remains in the atmosphere as well as added to due to the burning of forests. In turn this accelerates the green house effect causing global warming.

Commentary

The candidate receives 1 mark for stating that there is an increase in biofuel production and then a further 2 for explaining that this will increase the amount of carbon in the atmosphere as a result of less photosynthesis.

Candidates are reminded that the use of data from such resources is strongly recommended.

Command word examples:

Explain 4 marks (never has a resource)

- 1 Explain how **one** theory of development can help an understanding of global patterns of power.

(4)

Mark Scheme

(See 9GE03 mark scheme p4)

AO1 (4 marks)

Award 1 mark for identifying a reason why one theory of development helps explain global patterns of power and a further 3 marks for expansion up to a maximum of 4 marks. For example:

- Modernisation theory suggest that through the development of strong (state) institutions (1) these institutions include law courts, a banking system and the development of research institutions (1) which create an environment for investment and thus industrialisation (1) which provides the wealth for the development of military and economic power (1) leading to even pattern in theory (1)
- Dependency theory argues that many countries cannot develop independently (1) because the core countries control their economies (1) and colonial and post-colonial systems make it impossible for the peripheral countries to compete (1) which locks them into perpetual dependency and poor rates of economic development (1) and therefore a reinforcement of inequalities and an uneven pattern of power(1)
- World systems theory suggest that rich countries keep poorer countries poor (1) an thus maintain their power (1) by using local elites a sallies in delivering raw materials as cheaply as possible (1) and providing markets for imported manufactured good s and services (1) and therefore a reinforcement of inequalities (1)

There are other possible theories drawn from geopolitics and international relations – Mackinder, Myrdal, soft power/hard power etc., but do not accept 'theory of global shift', 'theory of outsourcing' and similar.

Sample

- 1 Explain how **one** theory of development can help an understanding of global patterns of power.

world System theory

(4)

One development theory is the world system theory which describes the relationship between Core, Semi-periphery and periphery. This ~~the~~ can help in understanding global patterns of power as it indicates that HICs which fall into the Core region, maintain power of the Semi-periphery and periphery regions through making them dependant through things like trade and aid; which essentially increases the disparity between the ~~the~~ varying region and maintains similar patterns (Total for Question 1 = 4 marks)

Commentary

This answer meets the needs of the question by suggesting that trade and aid play a large part in maintaining power in the core and dependency in the periphery.

Obviously, there is more to be said about the details of that relationship but this is a 4 mark question so the depth of the answers will be modest but the points do need to be explanatory and the link back to the question explicitly, as they are here with references to 'global patterns of power'.

This response was awarded 4 marks.

Command word examples:

Explain 6 marks without a resource

(b) Explain why regeneration usually improves people's local living environment.

Mark scheme (part 1)

3(b)	<p style="text-align: right;">A01 (6 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p>
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Mark scheme (part 2)

- 'Living environment' is a broad term so allow improved biodiversity, new public access to parks, and ideas of improving where people live.
- Regeneration improves the living environment through removal of polluting activities and derelict land/buildings, cleaning up rivers, removing of graffiti.
- Regeneration often involves clearing a site and improving the physical environment in a number of ways. These create a social amenity for the public or workers/shoppers/residents.
- Improvements in air quality and appearance may improve public health and engagement/perception of a place as people take pride in their area.
- Improvement in living environment is often part of top-down schemes, to encourage visitors and change the image of the place.
- Allow discussion of how regeneration may lead to overcrowding/congestion.
- Examples are likely to be useful, for example Markham Vale, Swansea, Glasgow, Stratford and Olympic Park.
- Accept different interpretations of living environment to include perceptions of the local area.

Answers which do not address the living environment (either physically or through people's perception) explicitly are unlikely to reach L2.

Mark scheme (part 3)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Sample

(See 9GE02
Examiners'
report p21)

(b) Explain why regeneration usually improves people's local living environment.

(6)

Because regeneration is the process of making an environment more attractive to people and when this is completed local living environment is improved. For example regeneration occurred on London Dockland where 60% of the land was derelict and abandoned, which is not aesthetically pleasing nor healthy, this was turned into dockland facing apartments, which not only improves the environment but boosts the economy and allows the people chance to utilise the nice area, and a market was created meaning that to do so the streets were cleaned and new paving slabs were laid, directly improving the local living environment. Along with the environment is the sense of community, when regeneration occurs people become intrigued and want to explore the area, commonly activities are put on to assist with this, e.g. Hull when it was city of culture. This means that people in the local area socialise over the regeneration and they become more interconnected which creates a sense of community and interrelatedness, therefore it improves people's local living environment. Lastly it can create opportunity and prosperity which boosts well being of locals.

Commentary

6 marks are scored here. Two settings provide the context here. The environment at London Docklands is improved through clearing derelict land, and economic benefits follow as investment is encouraged. Community activities and a sense of community often also accompany this, perhaps more so in Hull (the second setting) than in Docklands.

Two different locations allow a 'broader range of ideas' to be included. Thus there is a range of ideas here and some detail and development making this a level 3 answer, well focussed on the question throughout.

You may well be able to use your local or contrasting places in these 6-mark questions. Look for opportunities to refer to your studies and use facts to provide 'detailed and fully developed support'.

Command word examples:

Explain 6 marks with a resource

Study Figure 3b in the Resource Booklet.

(b) Explain the contribution of coastal deposition to the development of this landscape.

(6)



Figure 3b

A coastal plain landscape

Mark scheme (1)

(See 9GE01 Mark scheme p19)

AO1

- Coastal plain landscapes (sandy and estuarine coasts) are found near areas of low relief and result from supply of sediment from different terrestrial and offshore sources, often in a low-energy environment.
- Transportation and deposition processes produce distinctive coastal landforms (beaches, recurved and double spits, offshore bars, barrier beaches and bars, tombolo's and cusped forelands), which can be stabilised by plant succession.
- Vegetation is important in stabilising sandy coastlines through dune successional development on sandy coastlines and salt marsh successional development in estuarine areas.
- Human actions will affect the development of these landscapes both through negative and positive actions.

AO2

- Figure 3b shows a coastal plain landscape with a sandy beach with vegetation succession inland.
- The sandy beach could have been developed firstly through the process of longshore drift of eroded material with subsequent deposition possibly through the process of settlement in a low energy environment through the action of constructive waves.
- A possible view is that this is an area of a large tidal range where sand dries out and then through aeolian processes such as saltation sand is driven on to land by on shore winds.
- Figure 3b shows progressively dense vegetation moving inland suggesting a spatial succession.

Mark scheme (2)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

(b) Explain the contribution of coastal deposition to the development of this landscape.

(6)

Sample

(see 9GE01
Examiners' report p21)

Coastal deposition occurs when material is eroded by waves and transport before being released when the waves lose energy. This has caused a beach to form ^{in the foreground,} where rocks have been broken down due to attrition and are deposited. The waves seem to be low energy so there may be more constructive waves, causing deposition. The sandstone has formed in the foreground on the right due to wind blowing ~~eroding~~ sand. The deposition of sand ~~is~~ provided material to be blown and produce the sand dune. The deposition of sand on the beach provided an environment for pioneer species to grow - such as marram grass. Plant succession has then taken place, where pioneer species make the environment less hostile and more favourable for other species to grow (e.g. by adding humus). This has contributed to plant growth all the way into the background.

Commentary

This answer was placed in Level 3 and awarded 6 marks. This demonstrates accurate and relevant geographical knowledge and understanding of how deposition may have contributed to the development of this landscape. It applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between the photograph and the question.

This answer had a range of ideas which were accurate and relevant including beach formation as well as details on wave type as well as succession with a focus on the development of the landscape.

Command word examples:

Explain 8 marks (does not has a resource)

- (b) Explain why governments vary in their definition and protection of human rights. (8)

Mark scheme

(1)

(See 9GE02 Mark scheme p27)

- Likely HR for discussion include: freedom of speech, right to education, equality for women.
- The UDHR is not legally binding so countries can adapt their interpretation of it according to their needs/agendas.
- Some emerging powers have transitioned to more democratic governments, supporting human right to freedom of speech, for example in election campaigns in India and Brazil.
- Levels of development may hold back countries from implementing desirable human rights like primary education for all.
- Rights for women are limited in Saudi Arabia due to interpretations of Islam by religious and state leadership.
- More authoritarian governments like China and North Korea do not allow any discussion of politics, restricting freedom of speech.
- In the 1950s, 60s and 70s, South Korea and Singapore pushed through economic reform and did not allow people to speak out for fear of encouraging communism.
- Freedom of speech (first amendment in USA and article 19 in UDHR) may be used as an excuse for expression of racist views and is likely to lead to opposition so governments seek to restrict right to speak.
- In the past, radical imams in UK have encouraged militant Islamism and have lost their right to preach, and some are now in prison, because government is fearful of others joining their cause or ISIS in Syria/Iraq, or of bombings/ violence in UK.
- There is a tension between the right to say what you think and the duties and responsibilities to prevent incitement to hate, for example.

*Do not expect separate discussion of definition **and** protection of human rights, but do expect some definition of what rights are being talked about for upper L2 and L3 answers.*

Mark scheme (2)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3-5	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	6-8	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Sample (See 9GE02 Examiners' report p49-50)

- Human Rights Act 1991
- Geneva Conventions
- European Convention on HRs (ECHR) - 28 EU members
- Universal Decl of HRs - 47 members
- Soviet Union - Nazism + Fascism
- 5 Africa - didn't agree with apartheid system

(b) Explain why governments vary in their definition and protection of human rights.

(8)

Governments may vary in their definition and protection of human rights due to being involved in different ~~human~~ rights organisations or legally binding contracts. For example, the European Convention of Human Rights involves 47 member states, including the current 28 EU members, and outlines 14 articles of human rights that it believes should be followed. This has ~~and~~ since been legally enforced by the 1991 Human Rights Act, which uses the ECHR to outline its laws. This act applies in countries such as the UK, however there has been past controversy over human rights between the UK and other countries. It is still widely debated whether human rights apply in combat zones as many cases were brought forward against British soldiers for the abuse of innocent civilians during the Iraq war. Although the British counter argument suggested that these rights don't apply in combat zones, especially based on the articles of a right to life and liberty, much in compensation was awarded to many families for a breach of the Human Rights Act.

Further, the Universal Declaration of Human Rights involves 47 members and includes many different rights such as freedom of expression and the right to a fair trial, that it feels all should live by. However, some countries failed to sign up to the Declaration when it was first constructed due to a misalignment of values. For example the Soviet Union, who felt that it didn't align with Fascism and Nazism, as well as South Africa, as they had an apartheid system that the declaration would not agree with. Other countries also did not sign up based on the articles

that expressed freedom of religion & belief. Therefore protection on human rights would differ in such countries due to differing beliefs. // It may also vary due to the type of government, such as the authoritarian government of China in contrast to the democratic government in India. China, led by the Communist party, sees human rights as a western idea that threatens their power and therefore 'curtails' many human rights, according to the Human Rights Watch. In contrast, India has a good media and judiciary system.

Commentary

7 marks scored. There is rather a lot of history and background to the UDHR here, and it takes a while before marks begin to be scored. Then there is a discussion of whether human rights apply in time of war, and then some discussion (not fully clear) about why some governments did not sign up to the UDHR. 'Type of government' is identified as a reason definitions vary, with reference to China and India.

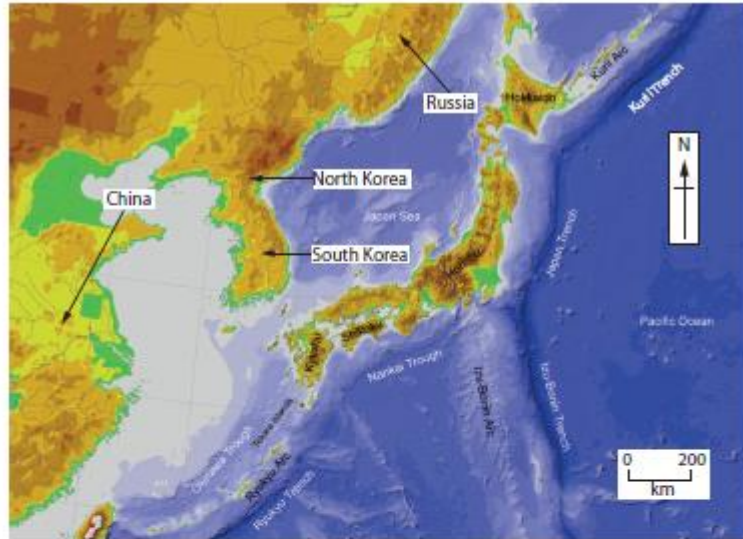
A few human rights are briefly mentioned here (right to life and liberty, and freedom of expression and belief) but they are not fully explained or linked to the reasons given. For a higher level 3 mark, more detail on the rights and the reasons why they are either upheld or not would be required.

Analyse 8 marks (based on a resource)

(see 9GE03 Question paper and resource booklet p20-21)

3 Study Figure 1 and Figure 2 in Section A of the Resource Booklet.

Analyse the pattern of earthquakes in Japan and its surrounding region.



Height above sea-level and depth below sea-level in metres

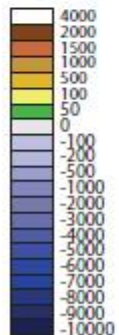


Figure 1

Japan in its regional setting

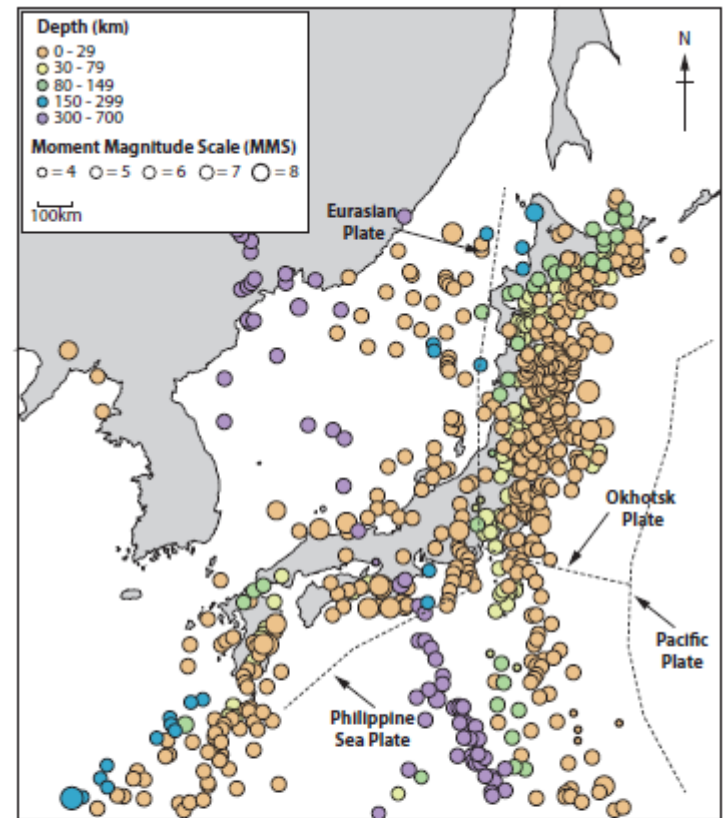


Figure 2

Location and depth of large earthquakes in Japan and its surrounding region, 1960-2015

The Japanese archipelago (islands) lie at the junction of four tectonic plates; the Pacific and the Philippine Sea oceanic plates and the Okhotsk and the Eurasian continental plates.

There are many fault planes where frequent earthquakes are generated by the subduction of the Philippine and the Pacific plates.

20% of all global earthquakes of magnitude 7 or greater (MMS scale) occur in and around Japan with 30 of these events taking place in the past century.

Mark scheme (see 9GE03 mark scheme p8-9)

AO1 (4 marks)/AO3 (4 marks)

AO1

- In a subduction zone, plate subduction forms a trench and uplift area parallel to the trench and causes igneous activity and earthquakes.
- Such uplift area is called a volcanic island arc or island arc because it is an arc-shaped chain of islands and volcanoes.
- Volcanic arcs formed on the edge of continent without marginal seas are continental margin arcs.
- The arrangement of major landforms, distribution of volcanoes, and geotectonic subdivisions of southwest Japan are parallel to trenches off the Japanese Islands.
- Plate subduction at trenches is responsible for these features, and island arcs and trenches, therefore, can be regarded as an island arc-trench system.
- Earthquakes are distributed according to these subduction zones with depths controlled by the type of boundary.
- Japan is an island-arc destructive tectonic boundary

AO3

- Most earthquakes appear to be associated with ocean trenches and subduction
 - There are exceptions to this with earthquakes on the north-western coast of Japan most notable.
 - Many of these exceptions are high magnitude so much so that one might conclude that north-west coast Japan is prone to bigger quakes than south east coast Japan.
 - The highest magnitude quakes appear to be in the Japan trench and the Kuril trench.
 - Vast majority of earthquakes are also quite shallow between 0 and 80 kms.
 - Most of the high magnitude MMS
 - 8 'quakes are shallow whilst deep (300-800km) are generally MMS 5 or 6
 - There is a line of very deep earthquakes in the Izu-Bonin arc
-
- There is a cluster of deep-seated quakes in the Japan Sea and on the (North Korean) coastline.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7-8	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Accept any other appropriate response.

Sample (see 9GE03 examiners' report p12-13)

— player
— attitudes + actions
— lack of imports maybe? — future + uncertainty
3 Study Figure 1 and Figure 2 in Section A of the Resource Booklet. — tectonic plates
Analyse the pattern of earthquakes in Japan and its surrounding region. (8)

From analysing both figure 1 and 2, it is evident from the images that earthquakes with a depth of 0-29 km are more frequent in deeper ocean waters such as the Japan Trench, in the North-eastern ^{northern} part of region of Japan. This is ^{due} to the Okhotsk and Pacific Plate meeting at a perpendicular angle. This conservative plate boundary ^{run} together at different speeds and directions, inevitably resulting in a release of pressure and seismic ^{and} waves. This has been a ^{re occurring} event between 1960-2015 in Japan as Figure 2 displays more than 800 patterns of earthquakes.

Earthquakes ^{occur} close to where the tectonic plates are as these areas are essentially where the most pressure is built up from ^{the movement of} plates and the build up of pressure. Examples being near the Eurasian and ^{Philippine} Philippine Sea plate boundary, which all meet at a perpendicular angle - resulting in ^{the} appearance of plate earthquakes.

These constant patterns can consistently take a toll of Japan's level of economy as some TNCs are weary of locating their headquarters in a country where known multiple earthquakes annually. The Tohoku earthquake in 2011 is a great example as Japan lost over \$360 billion from damages - all of which TNCs want to avoid. Many people are left displaced with not ^{governmental} help as they are focusing on rebuilding the economy ^{first}. (Total for Question 3 = 8 marks)

Commentary

This answer illustrates a key element in the assessment process: the philosophy of positive marking. Most of the material on page 6 is irrelevant to this question although it would have worked quite well as a summary to an answer to Q04!

However what comes before is a real attempt to engage with the resources and make comments about the relationship between plate boundaries and the distribution of earthquakes. Not all of this is correct, but the inferences are plausible and thus rewardable and the candidate brings their own understanding of tectonics to their answer; for example, the reference to different earthquake waves.

This response was awarded 7 marks.

You cannot lose marks so, if in doubt, always include a point that you are unsure of.

Command word examples:

Assess 12 marks (with or without a resource)

- (b) Assess the methods used in local communities to reduce the impact of globalisation on the environment.

(12)

Mark scheme (1) (See 9GE02 mark scheme p5-6)

A01

- Globalisation has created losers for the physical environment
- Costs/negative impacts: developed world (dereliction, contaminated land, unemployment) and developing world (loss of productive land/plastic waste) as well as global scale environmental costs linked to mass transportation (large ecological footprint).
- Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society

A02

- Methods used by local communities (in developed, emerging or developing world) to reduce environmental impacts include local sourcing, grow your own, transition towns, recycling, plastic bag ban. Allow local protest groups.
- Environmental impacts of globalisation include contaminated water supply, atmosphere, soil, loss of biodiversity/productive farmland, resource depletion and waste disposal, global warming as a result of transport of goods/people.
- In developed countries, former industrial locations have been left derelict and are expensive to clean up/re-use. If there is little government/TNC investment, local communities may take initiative.
- Ethical consumption/local sourcing puts pressure on TNCs to improve environmental record e.g. cut transport pollution but costs/choice are issues.
- Local pressure groups encourage individuals, TNCs, councils, or governments to seek sustainable solutions, e.g. Todmorden/ Totnes, transition towns.
- Recycling/upcycling/circular economy alters demand for new goods and seeks to reduce waste and designs for the reuse of components.

Assessment:

- This is likely to include judgement about how successfully methods reduce impacts, for example: many are small scale, expensive, and often only an option for the better off. This could be comparative. which is best?

- Locally produced vegetables may be more environmentally damaging (heated greenhouses) than moving goods from a warmer places (Spain).
- Buying locally in UK reduces earnings for suppliers in developing world, cutting their earning and ability to support their families.
- Local responses can form part of an attempt to live a more ethical lifestyle.
- National scale policy/action is often prompted by local scale initiatives (e.g.recycling, renewable energy strategy).
- Assessment could also include discussion of the scale of the negative environmental impacts of globalisation and the extent to which these strategies will help reduce them.

Allow assessment about effects of local strategies on people (e.g. loss of sales for overseas farmers or benefits to community engagement).

Mark scheme (2)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate. (AO1) • Applies knowledge and understanding to geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding to geographical information/ideas to produce an interpretation that is not relevant and/or supported by evidence. (AO2) • Applies knowledge and understanding to geographical information/ideas to produce an unbalanced argument that lacks coherence and makes judgements that are generic and/or unsupported by evidence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding to geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding to geographical information/ideas to produce an unbalanced, partially-supported argument that is drawn together with some coherence in order to make judgements. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding to geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding to geographical information/ideas to produce a balanced, fully-supported argument that is drawn together coherently in order to make rational judgements. (AO2)

Sample (see 9GE02 Examiners' report p7-8)

(b) Assess the methods used in local communities to reduce the impact of globalisation on the environment.

(12)

One method that is used in local communities to reduce the impact of globalisation would be to buy products that are sourced from local areas. I believe that this is the most successful method of reducing the impact of globalisation on the environment because buying locally sourced goods avoids using transport like aviation and container boats. This helps the environment because these methods of transport pollute the environment massively because they burn fossil fuels in order to work which then releases harmful gases into the atmosphere which can destroy and kill various things in the environment for example plants are not able to photosynthesise as well with these harmful gases in the air that are produced by these methods of transport so by avoiding this by buying goods locally you are preventing this from happening. Another method that can be used to prevent the environmental impacts of globalisation would be sustainable communities. I believe this is the next best way to reduce environmental impacts of globalisation. This is because sustainable communities like B&B BEDZED aim to reduce their carbon footprint which helps the environment and they use only renewable energy which also helps the environment. This reduces environmental impact of globalisation as these communities although due to globalisation they are all consumers they consume things

in a way that affects the environment least for example renewable energy is used to power their homes which doesn't involve fossil fuel energy at all which helps to conserve the environment. However this method is not as good as buying locally sourced goods because these communities are very expensive to construct and during their construction they use vast amounts of nuclear energy which has a negative impact on the environment. Finally the last method that local communities can use to try and limit the environmental impacts of globalisation is to ~~source~~ recycle and waste as little as possible. Due to globalisation everywhere is becoming more westernised which means changes in diet and the way we live. One thing local people can do is recycle and waste less. This will help to save the environment as recycling means less landfill areas and so these areas can be used for farming instead. And if as a community you waste less then you won't need to consume as much which helps the environment as less things have to be imported. However this method is not as successful as the above methods because it's hard to practice this on a large scale and so its impacts on the environment are limited.

Commentary

The candidate examines methods, linking each to a specific environmental impact caused by globalisation. Comparative points are made about the relative value of the different methods.

For full marks, an overall judgement about how far methods like these can counter the environmental impacts of globalisation would be useful.

Making your judgement clear from the start can help you structure your argument, making your essay more 'coherent', and enabling you to make relevant connections to the essay title throughout. Separate paragraphs for each new method/impact would have improved the structure here.

Command word examples:

Evaluate 20 marks (without a resource)

(d) Evaluate the view that the rate of glacier movement is mainly determined by variations in the mass balance of a glacier.

(20)

Mark scheme (see 9GE01 Mark scheme p14-16 for the full version)

AO1

- Different factors explain rates of glacial movement and variations in rates.
- Glacial mass balance system and the relationship between accumulation and ablation in the maintenance of equilibrium.
- Polar and temperate glaciers have different rates of movement because of different temperatures of ice.
- There are different processes that are important in the movement of glaciers (basal slip, regelation creep, internal deformation).
- A number of factors control the rate of movement (altitude, slope, lithology, size and variations in mass balance) with both positive and negative feedback in the system.
- The rate of glacier movement varies from time to time but also from place to place on and within the glacier.

AO2

- Warm ice moves faster than cold ice because there is basal sliding and bed deformation taking place whereas cold ice can only move through internal deformation processes.

Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)
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Sample (extracts) (See 9GE01 Examiners' report p16-18)

- (d) Evaluate the view that the rate of glacier movement is mainly determined by variations in the mass balance of a glacier. + Type of glacier Topography (20)
+ Altitude + Latitude

The mass balance of the glacier refers to its budget - this is simply the difference in inputs to the glacier and outputs from the glacier. It certainly plays a huge role in ~~determining~~ determining the rate of glacier movement ~~however in other~~ So much that it is the main determinant of the rate of glacier movement, I think.

Variations in the mass balance determine the ~~rate~~ rate of glacier movement because simply, if inputs during the zone of accumulation exceeds outputs during the zone of ablation, then the glacier will advance down slope but will retreat if outputs > inputs. This has been the trend for the past 19 years since 2000 - 70% of the glaciers worldwide have retreated up slope and lost up to 30% of their original mass. For example, the Mer de Glace in France lost 5% of its initial mass since 2000.

Variations in the mass balance of ~~the~~ a glacier are clearly very significant as there haven't been any exceptions where a positive mass balance has led to negative net movement and vice versa. Therefore, obviously, the greater ~~the~~ the mass balance the more extreme the rate of glacier movement will be.

Overall, based on my evidence, there are multiple factors which determine the rate of glacier movement however these either are insignificant such as the nature of a glacier because it is a rare occurrence or originally root from the dynamics of a glacier and therefore its mass balance. ~~Therefore, overall~~ I think that the arguments for glacier type ~~is~~ was significant ~~but~~ the main determinant of ~~the~~ the type of glacier is its mass balance so this favors my original view. Also, my final point on topography wasn't as significant ~~because~~ as because in reality there are many glaciers on steep slopes which are slow so it is inaccurate - also the cause of this tends to be due its mass balance so again, my initial argument is favored. Therefore, overall, I agree with the view that the rate of glacier movement is mainly determined by variations in the mass balance of a glacier.

Commentary

This answer reached Level 4 and was awarded 17 marks.

This demonstrates accurate and relevant geographical knowledge and understanding of the influences on the rate of glacier movement.

The candidate applies this knowledge and understanding to produce a full and coherent interpretation that is supported by evidence and comes to a rational, substantiated conclusion.

This was a well-supported response with details on the rate of movement for a range of ideas that comes to a clear judgement. The answer could have been improved if the candidate had considered internal and external rates of flow.

Command word examples:

Evaluate 24 marks (with a resource)

6 Evaluate the view that Japan's status as a significant global power is unsustainable.

(24)

See the whole 9GE03 resource booklet in the pack, at the end of the Question paper, on p18-30.

Mark scheme (See 9GE03 Mark scheme p16-18)

There is no 'correct' answer here, although answers that argue that whilst climate change is significant in the long term the short term threats of political disputes and trading issues are more of a threat in the short term, are likely to dominate

AO1

- Patterns of power change over time.
- There are emerging 'superpowers' who challenge existing patterns of power.
- Tensions can arise over the use of resources.
- Rising economic importance of both China and India.
- Existing superpowers face existential challenges of their own.
- Future balance of power is uncertain with a range of possible outcomes.

AO2

Possible arguments for 'not sustainable'.

- Japan's shrinking population poses a significant threat to its economic development.
- Japan's energy mix and dependency on fossil fuel imports, makes it very vulnerable to global turmoil.
- Japan's historic suspicion of foreigners makes it hard to develop 'soft' power successfully.
- The risks of earthquakes are so high and so costly, its economy is constantly going to face these challenges impacting on its international status and its ability to pay for either 'hard' military power or 'soft' power alternatives.
- Japan may be increasingly overshadowed by its powerful neighbours – both China and South Korea are immediate competitors for its exports markets which will impact on its economy.
- Reshoring trends (US) and shrinking global demand will impact negatively on Japan's export potential which allied to its shrinking domestic demand is very difficult to combat.

Possible arguments against 'not sustainable'

- Predicting the future is fraught with difficulty.
- Japan's history of technical innovation suggest that they will overcome the obstacles.
- Recent history suggests that they are able to overcome the reality of their hazardous location e.g. the data shows significant advances since the 2011 tsunami event.
- A smaller population may reduce costs to the state and allow more investment in both 'soft' and 'hard' power.
- Technical innovation in robotics and renewable energy is likely to reduce its dependency on fossil fuel imports.
- Tokyo is a very successful global city and will help maintain Japan's status.
- Both the US and China face problems of their own which make them more vulnerable.
- The very high military budget of the US is a major drain on its resources especially as it is now No 2 in GDP.
- The lack of democratic systems in China and high levels of inequalities in several emerging superpowers (e.g. Brazil) pose threats.
- Japan by contrast has lower levels of inequality and a smaller wage gap which may make it more sustainable.

AO3

- **Table 1** on the examination paper shows inequalities and happiness data which may be useful exploring issues in existing and emerging superpowers e.g. unhappy Chinese, very unhappy Indians.
- **Table 1** also shows that Japan remains the world's third largest economy.
- **Figures 1-7** and accompanying text show a mixed picture with demographic (population) issues and the threat of earthquakes posing significant challenges to Japan but also sectors of its society that give cause for optimism e.g. low levels of inequality.
- **Figure 8** shows that Japan is more globalised (as measured by KOF) than all its 'competitors' in the superpower stakes other than the US.
- **Figure 8** also shows that Japan's economic score is relatively weaker than the other two.
- **Figure 8** also shows that it isn't as globalised as any of its competitors, other than China in 'political' globalisation'.
- **Figure 9** shows that Japan has a relatively modest military budget.
- **Figure 9** also shows that almost all military budgets are dwarfed by the US.
- **Figure 10** shows that Japan is modestly successful in its use of 'soft' power.
- **Figure 10** also shows that Japan has improved its 'soft' power position between 2015 and 2017.
- **Figure 11** shows that Tokyo is in the top-three global cities.
- **Figure 11** also shows that it is especially high scoring in 'Economy' and 'Livability'.
- **Figure 12** shows that Tokyo and other Japanese cities are very exposed to risk of disasters with high costs to both people and the economy.

Sample (See 9GE03 Examiners' report p35-37)

6 Evaluate the view that Japan's status as a significant global power is unsustainable.

(24)

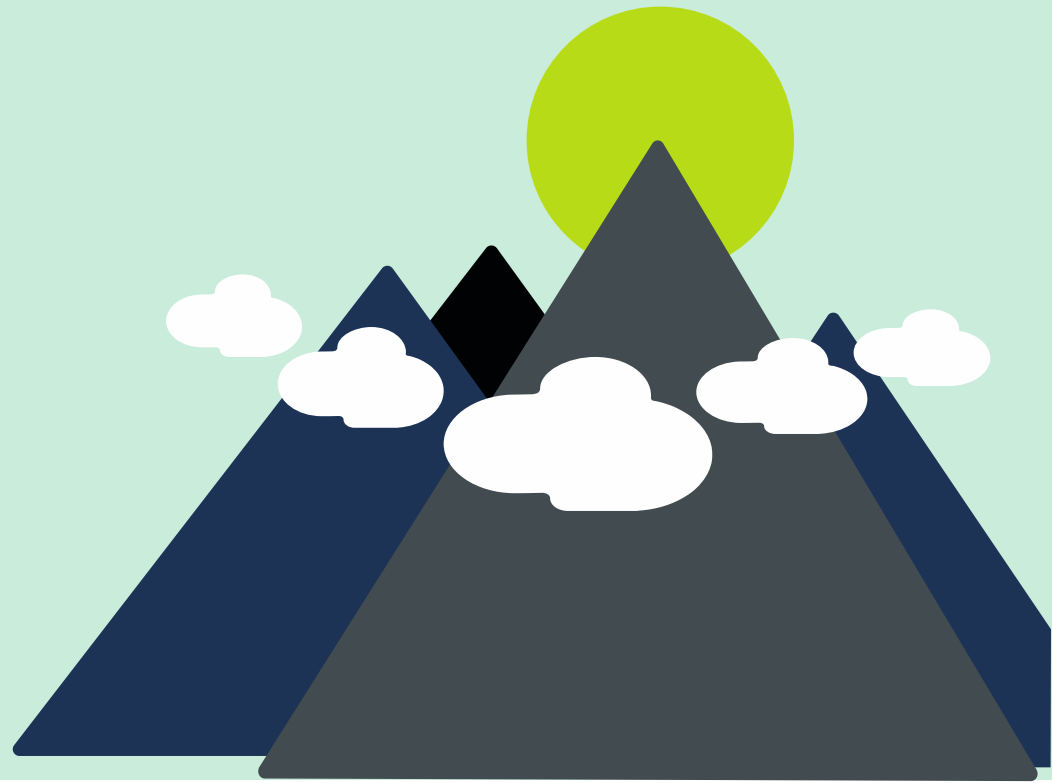
Sustainability is the ability to cater to the needs of the current generation without preventing other future generations from doing the same.

~~It could be argued~~ Japan's ^{position as} ~~status of~~ a global power is unsustainable as ~~the~~ geographically it is situated on a hazard hotspot and is located at the junction of 2 plates, continental and oceanic. This means it is prone to multiple hazards including hydrological ones such as tsunamis. As an island it is also relatively at risk of floods in coastal ^{low-lying} areas. ^{Some of these} ~~These~~ hazards are set to increase with the rise of global temperatures ^{the increase of} ~~there~~ ^{would} ~~hazards~~ come the increase in hazard preparedness.

Sample 1 continued (further extracts)

Overall, the view that Japan's status as a significant global power is unsustainable is true to some extent, as ^{cultural} the attitudes and actions of ^{Japanese} residents is ^{reducing} ^{the ability of} preventing in-migration to compensate for low fertility rates. ~~so~~ In the long-term, if this ^{attitude} doesn't change or adapt and governments do not take action then Japan's ^{global power} status may not be ~~be~~ ^{larger} be viable however in the short term

Non-Examined Assessment: Individual Investigation



Stage	Description
Purpose, identification of a suitable question/aim/hypothesis and developing a focus	Identify appropriate field research questions/aims/hypotheses, based on their knowledge and understanding of relevant aspects of physical and/or human geography. Research the relevant literature sources linked to possible fieldwork opportunities presented by the environment, considering their practicality and relationship to compulsory and optional content. Understand the nature of the current literature research relevant to the focus. This should be clearly and appropriately referenced within the written report.
Designing the fieldwork methodologies, research and selection of appropriate equipment	Consideration of how to observe and record phenomena in the field and to design appropriate data-collection strategies taking account of sampling and the frequency and timing of observation. Demonstrate knowledge and understanding of how to select practical field methodologies (primary) appropriate to their investigation (may include a combination of qualitative and quantitative techniques).
Information collation and data representation and analysis	Know how to use an appropriate diagrams, graphs and maps, and using geospatial technologies to select and present relevant aspects of the investigation outcomes.
Analysis and explanation of information	Use techniques appropriate for analysing field data and research information. Demonstrate the ability to write a coherent analysis of fieldwork findings and results linked to a specific geographical focus.
Conclusions and critical reflection on methods and results	Use knowledge and understanding to interrogate and interpret meaning from their investigation (theory, concepts, comparisons), through the significance of conclusions. Demonstrate the ability to interrogate and critically examine field data (including any measurement errors) in order to comment on its accuracy and/or the extent to which it is representative and reliable.
Recognising the wider geographical context	Explain how the results relate to the wider geographical context and use the experience to extend geographical understanding. Show an understanding of the ethical dimensions of field research.

Further support from Pearson Edexcel for the Individual Investigation

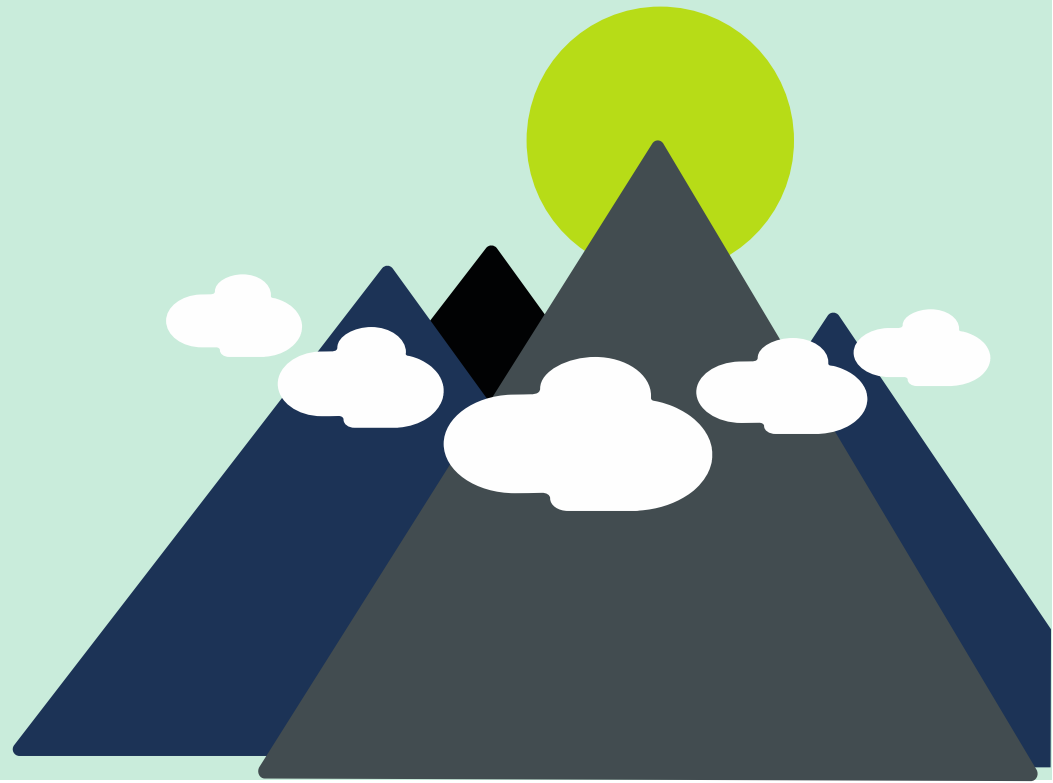
- There is further support for teachers and students in planning and carrying out the Individual Investigation on the Pearson Edexcel website in the 'pre-recorded' training pages.
- <https://qualifications.pearson.com/en/support/training-from-pearson-uk/pre-recorded-training.html>

Step 3. Results for on-demand training

Pearson Edexcel A level Geography - Lesson 1 - preparing for your independent investigation - Better investigations

This is the first of four lessons designed to help A level geography students prepare for their independent investigation.

Support



Tracking progress



- [Detailed analysis](#) available of your students' exam performance.
- It can help you to identify topics and skills where students could benefit from further learning.
- Mock Analysis provides analysis of past exam papers which can be set as mock exams.



- [Create your own tests](#) online using FREE past paper questions.
- Contains a bank of past Edexcel exam questions and support materials.
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Your Subject Advisor

Sally Dodsley

Twitter: [@Edexcel_Geog](#)

[Email or live chat](#)



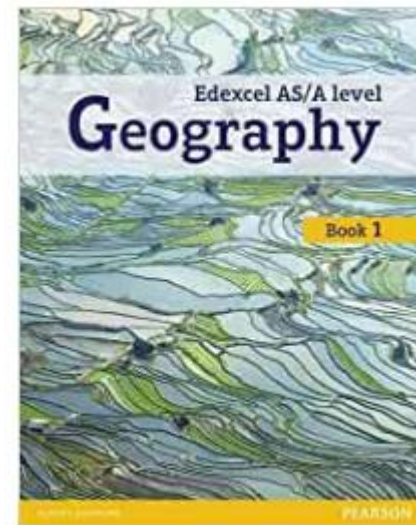
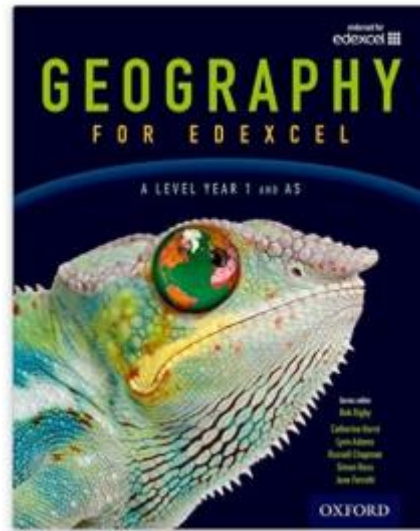
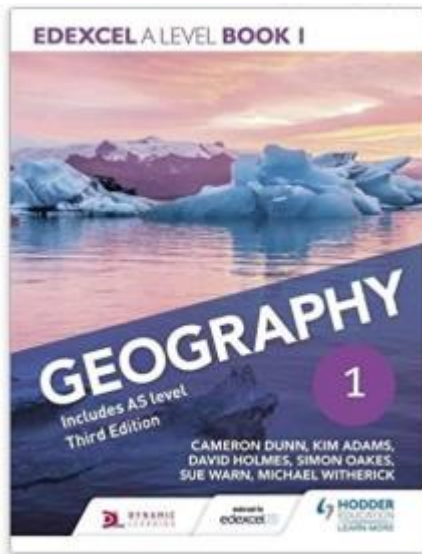
You can sign up for Sally's e-updates by completing

This [online form](#)

We also have an online [community](#) especially for Geography teachers.

Endorsed resources

- Student textbooks and other teacher resources:
- Available from Hodder, Oxford and Pearson, books 1 & 2



- Revision guides, workbooks and websites are available from several providers

Endorsed resources

- We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.
- To do this, we aim for our qualifications to be supported by a wide range of high quality resources, produced by a range of publishers, including ourselves.
- However, it is not necessary to purchase endorsed resources to deliver our qualifications.

**Thank you for listening and I
hope you have found this
presentation helpful!**