

# Examiners' Report

## June 2019

### IGCSE Geography 4GE1 02

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June 2019

Publications Code 4GE1\_02\_1906\_ER

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# Introduction

This has been the first sitting of the revised Pearson / Edexcel International GCSE in Geography. The old and new specifications have the similar demand in terms of content and assessment expectations, although the assessment is now more closely aligned with the home-based GCSE Geography. It is worth reminding at this stage of the fact that the revised International GCSE has:

- Moved to the new grading system of 9-1
- Uses standardised command language and instructions for all questions
- Has AOs that are fixed for the lifetime of the specification.

In addition, best practice would suggest

- The development of an overall strategy skills integration as well as AO2 and AO3
- Scope for linking some case studies to fieldwork
- The development of maths and quantitative skills alongside synthesis skills
- Academic writing nurtured and celebrated as part of the course
- Use of published International GCSE command words in formative and internally assessments and any self-developed mark schemes rewarding for the appropriate response.

This examination paper, as with the others in the series, had been very clearly anticipated through the sample assessment materials (SAMs) issued at the same time as the specification, and the specimen papers that followed it. The structure of this 4GE1\_02, was identical to those that many centres had used as practice paper or mocks with their candidates.

Broadly speaking, the paper can be divided into three different types of assessment: Section A, B and C. All Sections have elements of the legacy but are examined differently. Section A and C in particular, require less case study information and recall, instead more application and analysis. Section B the fieldwork was problematic for many. Section C uses multiple resources in the final 12 mark question and candidates need to recognise that these must be used explicitly throughout their answers at this point. Descriptive case study material is unlikely to add much extra credit unless its used in the context of evidence to support an argument or point of reason.

There was also some confusion regarding how to prepare effectively for the fieldwork (Section B) part of the paper. The division between the 'familiar' questions that question candidates about their own fieldwork and the 'unfamiliar' questions that present scenarios that the candidates are invited to assess, is important.

Preparing candidates for the 'familiar' questions is reasonably straightforward as long as centres ensure that their candidates are engaged in the process from the very start when selecting locations and sites for data collection. They need not have detailed recall of numeric data, but they do need to have an overview of the titles / focus and results, as well as a familiarity with specified data collection methods and presentation techniques. Candidates should be taken through the possible question types that can occur in this section of the paper and the reasonable expectations about their recall of their own fieldwork. **Questions more than likely will focus on justification and explanation, much more than descriptive recall.**

It is a different task to prepare students for the 'unfamiliar' questions, which will pose scenarios that candidates are invited to analyse before offering an assessment of a proposition offered to them in the question. The appropriate skills to use here need practice built around the empowering of candidates to 'take-on' the data / information and to understanding its relevance and possible limitations. Once again, there were many answers that suggested that some candidates found the activity extremely challenging.

Despite some relatively new and admittedly challenging question types, it is important to celebrate the very many excellent answers from candidates who understood the challenges of the paper and had been thoroughly prepared in addressing the challenges of the International GCSE effectively.

## Question 1 (d)

In this type of question its very important to use information directly from the resource. Here we have explicit reference to Figure 1a and the evidence taken from that image. There is no need to fill all the white space for the two marks.

In this type of response its 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.

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

Suggest **one** piece of evidence that shows there is informal employment in this photograph.

Street vendors selling fruits on the street, outside of buildings with no proper equipment, resources, or supervision, as shown by figure 1a. (2)



Here we have explicit reference to Figure 1a and the evidence taken from that image. So two marks. There is no need to fill all the white space for the two marks.

## Question 1 (f)

"Reasons" are key here rather than case study recall. Remember that these shortish "explain" questions are common on the International GCSE, making up a good proportion of the total available marks.

Remember that these shortish "explain" questions are common on the International GCSE, making up a good proportion of the total available marks.

(f) Explain **two** reasons why the production of energy varies between countries.

(4)

- 1 One reason is that <sup>different</sup> countries have different resources. Some are very sunny, meaning solar power is stronger and easier to obtain, where as some countries aren't.
- 2 Another reason is money. ~~LEGS~~ <sup>LIC,</sup> have less money compared to <sup>HIG</sup> ~~MEETS~~, which can vary the type of energy is produced. Countries with more money may use wind turbines, which cost more to make.



This answer has scored a 2+2.

## Question 1 (g)

The three-mark explain questions are less common, but can be challenging since there is a need to show a double development of the ideas. In this response, slightly unusually, bullets have been used to develop the explanation. This may be an effective process for some candidates as it will help them to logically link together ideas that form their answer.

These 3-mark explain 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. It's common for candidates to give two separate reasons here; only one will be credited.

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

Suggest **one** reason for the projected increase in energy demand in Asia.

(3)

- As countries in Asia develop, quality of life is getting better and people have more disposable income.
- So people have more money to travel around the world ~~as~~ and people are more likely to have private cars and bigger houses
- So more energy like fuel is required for increasing amount of private cars and more electricity is required for bigger houses.



In this response, slightly unusually, bullets have been used to develop the explanation. This may be an effective process for some candidates as it will help them to logically link together ideas that form their answer.



Continuous prose would be more normal for this type of response but structuring like this example is fine.

## Question 1 (h)

The majority of candidates were able to identify problems but some failed to link it meaningfully to a developing or emerging country. Please note that UAE, Saudi, Qatar which featured in some responses are classified as developed or VHHD. Candidates who got the location wrong, were still rewarded some credit for a "way" that energy has created problems.

(h) For a named developing or emerging country, explain **two** ways the increasing demand for energy has created problems.

(4)

Named developing or emerging country China

- 1 The increased use of factories to provide energy has caused air pollution, which has affected pregnancies.
- 2 A higher reliance on non-renewable fossil fuels has been caused ~~by~~ due to lack of renewable energy. This has increased CO<sub>2</sub> emission into the atmosphere, contributing to global warming.



This is a clear 2+2 response with very clear explanation, e.g. reliance on fossil fuels.....has increased CO<sub>2</sub>.....contributing to global warming. So a linked set of ideas.



## Question 1 (i)

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 which for Q2 and Q3. The mark scheme also has a set of levels which are fixed from year to year. Many candidates found this challenging as they did not really know how to use the resource as part of their argument.

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

Analyse the reasons for changes in primary and quaternary employment.

(8)

In Fig 1c primary employment is reduced by 60% from a pre industrial time to a post industrial time. This could be because raw materials, such as coal, have run out and there are no longer as many jobs in that sector, also the percentage in primary employment decreases rapidly during the industrial period, suggesting rural to urban migration during industrialisation is a reason for the decline. People who were once farmers in the primary sector, have moved into factories and offices increasing the ~~secondary~~ secondary sector. Such a rapid and vast decline of primary employment suggests that as technology improved in the industrial period, less people were needed on farms, allowing them to earn more money in the ~~primary~~ secondary sector, while ~~food production~~ agricultural production stayed constant.

~~Quaternary employment only became rec~~ The Quaternary sector only became noticeable in the post-industrial period on Fig 1c, ~~being~~ responsible for 5% of ~~the~~ employment.

This is not surprising as to have a quaternary sector there must be enough money and technology to allow ~~scientific~~ research and development, for example cancer research. Quaternary employment will only become available when the country is secure, <sup>and</sup> can spare the funding for those projects. @ The quaternary sector will always be ~~small in comparison to~~ a small percentage of a country's employment because it requires innovative, intellectual people and is also an expensive sector to invest in.



This has reached L3. To quote from the levels MS:

Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)

Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4).



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

## Question 2 (d)

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

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

Suggest **one** piece of evidence from the photograph that shows this farm has diversified.

(2)

The large number of tourists / people in the farm suggests that the farm has been turned into a zoo-like experience for families to observe animals and thus the owner gets paid by an entrance fee.



Clear use of the photograph... "turned into a zoo-like experience", gets the AO3 credit, and then the fact that families will be expected to pay for the visit / entrance fee, secures the second mark here (AO2).



When there is a resource must explicitly refer to evidence from it.

## Question 2 (f)

Many candidates confused developed and emerging / devoping when referring to places. This limits the number of available marks.

- (f) Explain **two** factors that have led to changes in rural areas in a named developed country.

(4)

Named developed country Kenya.

- 1 Increase of education within the rural areas allows development to occur within the rural areas such as advancement in technology, which also reduces informal sector of employment within rural areas.
- 2 Advancement in technology creates unemployment within the rural areas which forces people to look for jobs within the urban areas which reduces saturation of workers within the rural areas.



In this response, about Kenya, the maximum score was only 2 since this is not an example of a developed country. The reasons are taken as generic, so can score 1+1.

Named developed country ..... UK .....

- 1 Changes in rural areas is affected by population. There are often high densities of population in urban settlement than rural. This is caused by rural-urban migration hence reducing the population weight in the rural areas.
- 2 Economic development in the urban areas spreads towards the rural areas. This reduces the protection of the environment in rural areas as economic activities such as tourism change the rural areas.



This is a 2+2. "Changes" in the context of many answers was taken as having a broad meaning.

## Question 2 (g)

"Trend" is a term often used by Geographers, but it presented a number of challenges to candidates. A mark was given for identification of the direction, i.e. an increase and then further marks for development based around a logical reason.

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

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

(3)

The trend shown is that China's grain production has increased since 1949. This could be because more ~~modern techniques~~ <sup>modern techniques</sup> such as using irrigation, fertilisers and perhaps genetically modified crops have led to the steady increase in grain production. Also, more efficient farming methods, such as crop rotation, can be used and implemented more as time goes on in order to gradually improve the increase in production over time.



This has scored 3 marks. Identifies increase, and then goes on to show "double development" through the explanation.



These 3 marks questions can be difficult, so candidates need to practise how to model a response that develops a single idea or reason.

As China has developed, it has started to mechanise and use herbicides/pesticides. This has allowed for higher yields as shown in Figure 2b. Due to the mechanisation, China has also expanded the amount of land used, allowing for even higher yields.



This again has been rewarded 3 marks. Shows explicit use of the resource in the centre of the response, and then there are linked ideas, forming a single reason, at the beginning and end of the response.

## Question 2 (h)

The mark scheme makes it clear that there is a maximum of 2 marks when no named developing country is used in context, or a developed country is used instead. Unfortunately a proportion of candidates used incorrect locations and examples.

Here it is clear to see explicit groups and organisations stated. This candidate shows good AO2 knowledge and understanding.

- (h) For a named developing **or** emerging country, explain how **two** different groups or organisations have managed challenges within rural environments.

(4)

Named developing or emerging country ..... Kenya

Group or organisation 1

The World Health Organisation (WHO) has improved the healthcare for people in rural environments. Through providing vaccination for a number of diseases and treating various ailments, WHO has greatly dealt with the declining healthcare of rural environments.

Group or organisation 2

The Food and Agricultural Organisation (FAO) has improved the agricultural production in rural environments by educating farmers on the best methods of farming and also by providing farmers with sufficient fertilisers, pesticides and herbicides in order to improve food production.



A 2+2 answer, with good detail. Groups are explicit. Location is valid.



Candidates do not need to write to this level of detail however to secure maximum marks here.



## Question 2 (i)

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. Many candidates found this challenging as they did not really know how to use the resource as part of their argument.

With a diagram such as Figure 2c, references to the information (AO3 and AO4) are likely to be more implicit than explicit, because of the nature of the resource. This is the case with this response, however its strength is its ability to "blend" argument with the ideas that are in the resource.

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

Analyse how exploiting natural ecosystems can affect their goods and services.

(8)

Exploiting natural ecosystems means to use ecosystems in an unsustainable way and for ones maximum gain. One way that people exploit resources is deforestation (for example in the amazon rainforest). When people cut down trees this leaves the soil bare and once the topsoil is removed from the wind the soil becomes eroded since it has no nutrients left. This could also lead to desertification and ~~the loss of~~ biodiversity in the ecosystem. Also by deforestation ~~ecosystem~~ species lose their habitats and this can lead to a loss in biodiversity. With the loss of biodiversity <sup>natural</sup> undiscovered medicine is lost as well which could cure diseases such as cancer. Furthermore exploiting the ecosystem may also mean to deforest large areas of land (for mining) <sup>e.g.</sup> and so the indigenous people have to be relocated out of their homes. This disrupts the cultural services of the ecosystem as seen by

Figure 2c since the knowledge and culture of the people is lost by exploiting the ecosystems. Also by removing trees (e.g. for fuelwood) then this disrupts the supporting services provided by natural ecosystems since the nutrient and carbon cycles are broken. This is because more CO<sub>2</sub> will enter the atmosphere as ~~more~~ <sup>less</sup> is absorbed by trees which is also a potential <sup>killer</sup> to humans since CO<sub>2</sub> is a greenhouse gas which contributes to global warming.

Lastly by exploiting ecosystems for land (for example to build factories) this can disrupt the regulating system of the services since the air quality will suffer from chemicals from chimneys as well as the water quality since untreated sewage can be discharged to rivers poisoning fish.



**ResultsPlus**  
Examiner Comments

There were examples of responses that were stronger than this particular one, nonetheless, it was felt that this candidate had enough AO3 and AO4 to get to the top of L3. Its AO4 is perhaps the weaker element.



**ResultsPlus**  
Examiner Tip

This answer could perhaps have been made even stronger if there were one or two more explicit... "in Figure 2c" type ideas as well as a more identifiable conclusion.

### Question 3 (d)

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

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

Suggest **one** piece of evidence from the photograph that shows this area has challenges associated with rapid urbanisation.

(2)

The congestion of buildings in a small area as there are many buildings built close to each other and not all of them have <sup>direct</sup> access to roads.



This gets two marks as it uses explicit information from the photograph.



Candidates would be well advised to practise handling and interpretation of different types of images, e.g. satellite, oblique air, landscape-types shots.

In Figure 3a, I can see that a shanty town has developed as a result of lack of housing, caused by an increasing population due to rapid urbanisation.



Again another clear 2 marks response using the image (AO3) and then linking it with an suggestion (which is an explanation when there is a resource provided).

### Question 3 (f)

Overall this question was successfully answered when there was reasonable knowledge and understanding applied - an AO2 skill.

(f) Explain **two** ways in which urban challenges have been managed.

(4)

- 1 Improving infrastructure; things like transport links have been injected with money to be developed further.
- 2 Waste disposal is managed by campaigning, encouraging people to recycle, not litter on streets.



In this example there is not an excessive level of detail provided, but the candidate has done enough to get 2+2 marks. Some candidates wrote too much on these sorts of questions and may well have found themselves pushed for time elsewhere on the paper.

### Question 3 (g)

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 factor selected from the resource.

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

Explain how **one** factor affects quality of life.

(3)

Factor selected Mental health

Its not uncommon for adults to suffer from mental health due to their living ~~arrange~~ arrangements. Mental health can slip away <sup>at</sup> someones quality of life by making them sad about their money situation. For example if you were to wake up everyday to the noise and unpleasant smell from living in slums it ~~wouldnt~~ wouldnt be good for anyones mental health.



This candidate has written rather a lot, and could have been more succinct, however there is a sequence of three linked ideas based around the single factor that secures 3 marks.



In questions like this, it is worth reminding candidates that there is no marks directly for stating the factor as this is just a lift directly from the resource, Figure 3b.

### Question 3 (h)

(h) For a named developed country, explain **two** ways the rural-urban fringe has been developed.

(4)

Named developed country Kenya

1 Industries have been built in the suburban fringe for people living in suburbs to get work in industries.

2 Better roads have been built to avoid traffic congestions and provide better mediums as a means for transporting materials.



Location, Kenya is incorrect, but some credit for generic changes in the rural-urban fringe. So 2 marks overall.



(h) For a named developed country, explain **two** ways the rural-urban fringe has been developed.

(4)

Named developed country UK

1. One way the rural-urban fringe has been developed is by building shopping centres and retail parks. This is because there is cheap land and lots of space to do so and there are transport routes to the rural-urban fringe for customers.
2. Another way is that factories are built in the rural-urban fringe due to ~~plenty~~ as there is space for large factories so workers aren't in cramped conditions and because there are good transport routes for ~~supplies~~ supplies and to



Correctly located, and shows clear explanation (AO2 skill). So a 2+2 response.

### Question 3 (i)

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 in Q1 and Q2. The mark scheme also has a set of levels which are fixed from year to year. Many candidates found this challenging as they did not really know how to use the resource as part of their argument.

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

Analyse the reasons for the changes in the global **urban** population.

(8)

Firstly ~~as the popul~~ according Figure 3c ~~it is~~ it can be seen that the world's population keep increasing ~~throughout~~ throughout the years from 2.5 billion in 1950 to a projected 8.1 billion in 2030.

Due to this increase in population, more people would need that more food, water, energy, education, etc is needed. This results in more factories being set up, and more high-rise buildings and apartments <sup>there is a</sup> ~~so more~~ derived demand for labour, hence factories can exhibit economies of <sup>scale</sup> ~~size~~ which results in the global urban population as more people move into these cities in search of work.

Secondly as there is a demand for more things, that means there is a demand for jobs jobs which brings about the multiplier effect as the process keeps going as more people move into these cities in search of work, thus increasing global urban population.

Thirdly, ~~until~~ between 2005 and 2010, the urban world population overtook the rural world population at this point and ~~the percentage~~ ~~in the~~ it is projected that in ~~200~~ 2030, the rural world population begins ~~decreasing~~ <sup>declining</sup> and the urban world population improves. This shows that in the ~~future~~ past, people preferred living in rural ~~world~~ areas, however ~~as~~ due to economic growth and as other factors of production develop and improve, people realize that they will benefit more from living in urban areas as there is a higher standard of living, more facilities, higher pay, more disposable incomes and etc. Thus showing an increase in the global urban population.



**ResultsPlus**  
Examiner Comments

Clear analysis of Figure 3c in this response, developing logical reasoning. Again this response may have been strengthened with a more obvious conclusion to provide closure on the comments in the response.

## Question 4 (a) (b)

Please note that the comments made on Q4, also apply to Q5 and Q6 as the questions are in parallel and the resources very similar.

Overall Section B presents a challenge for many candidates. There is a mixture familiar fieldwork questions, i.e. work that the candidates have done themselves, then an 8-mark unfamiliar question. This in many respects is testing a similar set of skills to the extended 8-mark questions in 1i, 2i and 3i. Again the data from this part of the test shows candidates found difficulty in understanding both the process of enquiry and the language of fieldwork.

### 4 Investigating economic activity and energy.

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

State the title of your geographical enquiry.

Investigating the efficiency of energy resources in a ~~country~~ <sup>particular area</sup>

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

(1)

Systematic

(ii) Explain **one** way this sampling technique helped you to collect reliable data or information.

(2)

I was able to cover more ground in collecting my data due to the pattern I followed in the geographical area gathering different reliable views.

(b) Explain **one** way you managed a risk associated with your primary data collection.

(2)

I kept the questions asked as brief and as clear as possible making it easy for anyone to interpret. I also had a translator in the case of the language barrier.



Questions 4a(ii) and 4b had a wide latitude in the markscheme as to what was acceptable. In this response the candidate shows some understanding of the sampling approach being able to cover a large and then developing this with a link to reliability. Perhaps, more straightforwardly they may have said....It allowed find out about the spatial variation in the area of study (1) so that we knew that we would get good area coverage to minimise bias (1).

Many candidates interpreted risk as the risk of collecting poor quality data, rather than risk in the sense of a H&S risk. Both of these different ideas could be given credit, so this response got 2 marks for 4b.



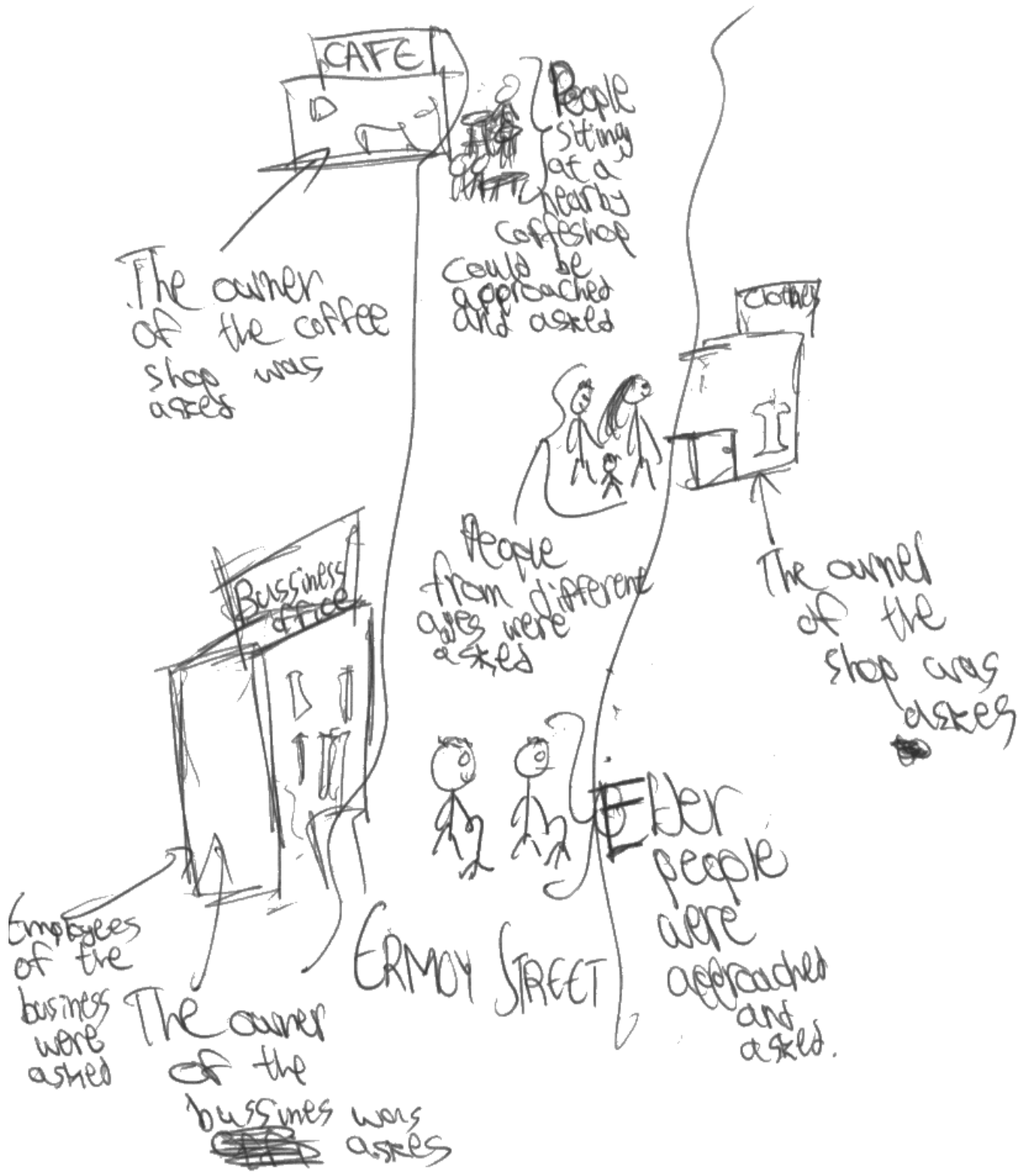
Many students struggled with the right language to express the levels in parts of Section B. A fieldwork glossary would be a sensible addition to the geography folder!

### Question 4 (c)

The biggest difficulty candidates had on this particular question was understanding the instruction to annotate, and then being able to justify the site selection.

(c) Draw an annotated sketch map or annotated diagram to show how you selected locations to collect your fieldwork data.

(3)





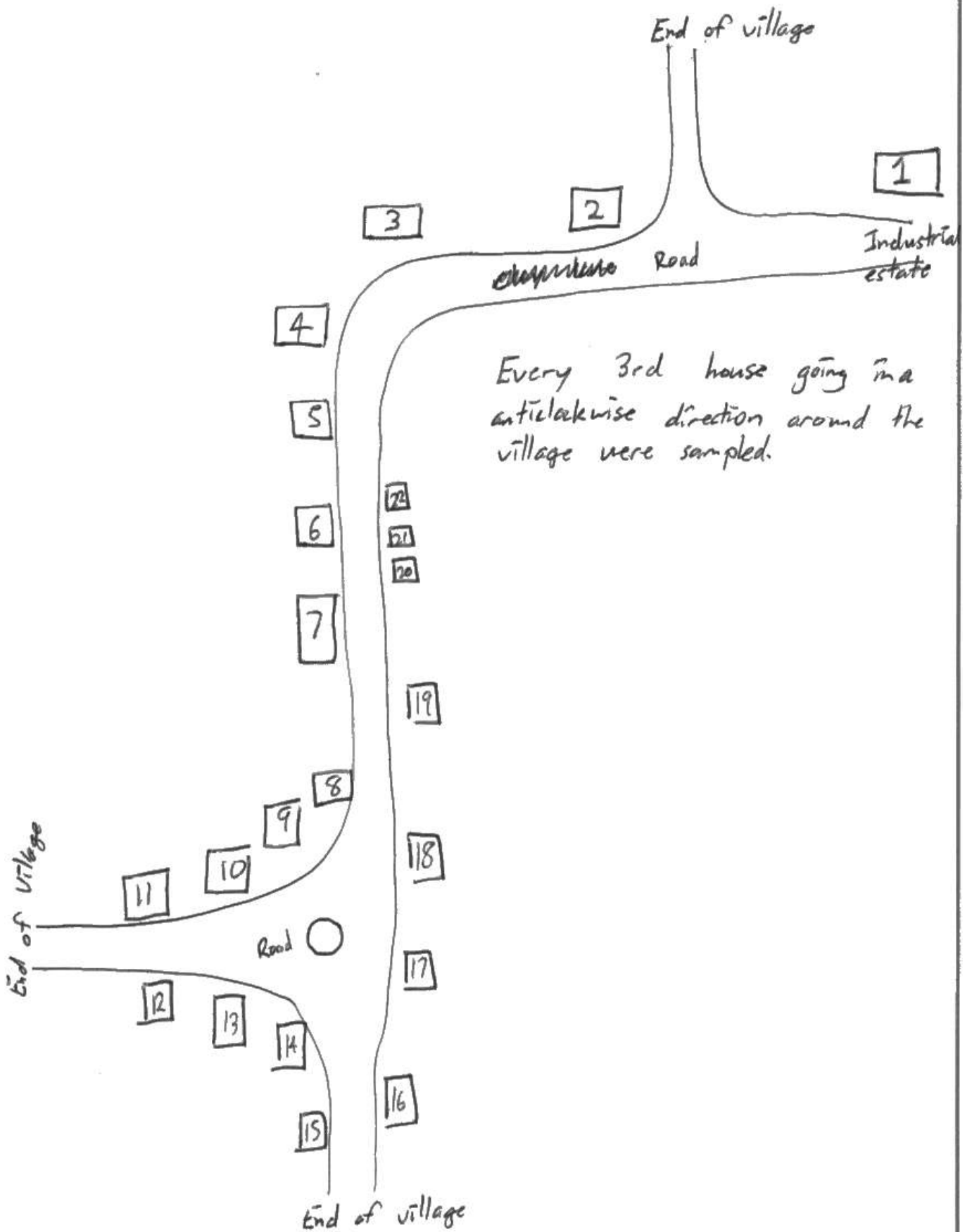
This response has scored 3 marks for: locations that that can be real and can be identified, e.g. Emroy Street (1), the location of the fieldwork / sites (1) and also some ideas around who was asked (1) in the brief annotation. Although this did get three marks, its still a shame that the candidate really didn't justify the site location.



Candidates should be involved in the whole enquiry process, especially the planning aspects so that they can explain for instance, why particular locations or sites might have been chosen.

(c) Draw an annotated sketch map or annotated diagram to show how you selected locations to collect your fieldwork data.

(3)







Another example of a response showing location aspects and clear site details (the numbers beside the roads), but once again a shame that the justification on "how" is not fully developed.

## Question 4 (d)

Again another familiar fieldwork question based on the candidate's own experiences. A number of examiners report blank spaces or only the completion of one limitation. For these type of fieldwork questions, its a good idea to be prepared for two of everything, e.g. two methods to collect data, two presentation, two analysis etc.

(d) Explain **two** limitations of the method that you used to collect **qualitative data**.

(4)

1 We spoke with some home owners and to inquire about how many mobile phones are used. The answers are likely to vary as one home owner said twenty phones while there are only six members in the family.

2 We took photographs of the utility bill of the house but the photos captured were not clear so, we were facing trouble in that.



Examiners were able to use quite a liberal interpretation of "qualitative" data, and so part (1) of this response is taken as being an interview. Questionnaires were also allowed, unless the candidate explicitly was referring to closed questions for instance. It would be beneficial for candidates to use more obvious techniques that were either qualitative or quantitative.

(d) Explain **two** limitations of the method that you used to collect **qualitative data**.

(4)

1 Data could be lost.

2 Data isn't reliable or to trust.



A number of responses showed these characteristics, i.e. too brief and lacking specifics. For an explain questions its important to think that the response cannot just state a limitation without any context.



Qualitative and quantitative are fieldwork terms easily missused by candidates.

## Question 4 (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. In these unfamiliar questions, it's always important to read the preamble that gives a context for the question, in this instance on the box on page 18 of the exam paper. This gives a clue as to how to evaluate since it says that the aim was to look at attitudes. Does the presentation shown actually help deliver that?

Once again AO3 and AO4 skills are being tested using extended writing and unseen information.

- (e) Study Figures 4a, 4b and 4c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into developing energy resources.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new biomass power station in a rural part of Ireland.

The student used three different presentation techniques to help understand people's opinions towards the proposed energy development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8)

~~Figure 4a shows a table~~

Figure 4a looks like an effective technique as it was primary research and people were honest in saying they mostly disagreed to his proposal of a new biomass power station. It is easily understandable and there was an even 8 questions.

Figure 4b shows a truck causing traffic congestion because it's a big vehicle on a small road. However this presentation is unclear on what the student is trying to present. This is because we cannot identify why a truck causing traffic congestion shows

an attitude towards the plans of a new biomass power station. It is only a problem of rural roads and a sign that a new road must be built for huge trucks.

I believe figure 4c shows a person commenting on the biomass power station and how its a good idea. The students investigation is aimed at "rural part of Ireland" therefore this 3rd method of presentation isn't good ~~however~~ because it shows one man saying its good when figure 4a shows the majority saying NO. My evaluation is the student failed to make an effective presentation of a biomass power station.



**ResultsPlus**  
Examiner Comments

Explicit reference to the resource helps to secure AO4. Provides a number of evaluative comments and ideas..."I believe that.....", "...this 3rd method of presentation isnt good" etc. This contributes directly to the AO3. There is also a brief conclusion which is good practice for an evaluation question since it provides some closure.



**ResultsPlus**  
Examiner Tip

Its a good idea to "take on" the resources and challenge their quality and utility.

## Question 7 (b) (ii)

Again there are AO2 and AO3 marks here for a reason from the information shown in the resource. To get the AO3 candidates needed to identify specific places, regions or groups of countries from the world map. Its not sufficient just to give a reason without specific use of information (or pattern) from the map.

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

(4)

- 1 The rate of Pollution of CO<sub>2</sub> in China is high because, most of the hard work they do are based on machinery, which emits CO<sub>2</sub> due to the reaction of the machine.
- 2 Whilst the rate of Pollution is very low in Kenya is because most of the <sup>hard</sup> work being done is based on human labour, and some factories uses machinery.



In (1) China is identified as having high CO<sub>2</sub> and an idea around mechanisation (industry) (1) so some development here. Then there is a contrast with Kenya in (2), and although not very well expressed its just enough to pick up another two marks for a contrasting idea in the pattern.

1. Highly industrialised countries such as China, release  $\text{CO}_2$  due to activities such as deforestation and also factories and industries releasing  $\text{CO}_2$ .

2. Countries in Africa such as ~~Afri~~ Kenya, have the least  $\text{CO}_2$  emission, because they ~~do~~ are not industrialised, and their employment is based on primary sector such as farming.



This is perhaps a clearer answer in terms of geographical language and competence, again identifying patterns from the map and then offering a logical geographical explanation which gets the marks for the development.



World maps are frequently used in exams so its a good idea for candidates to have a recognition on how to interpret patterns from such resources.

## Question 7 (c)

This was generally well answered by the majority of candidates (mode of 4 marks) showing that they had revised this particular part of the specification well. A wide range of responses were provided, and as long as there was a partial link to impacts on people, then credit was given.

(c) Explain **two** negative effects of deforestation on people in fragile environments.

(4)

1 Due to deforestation, floods can occur as increase in CO<sub>2</sub> will increase global warming. As a result, floods can cause death and injury.

2 Deforestation can also lead to the loss of crops as floods will damage the crops. As a result, there will be food shortages forcing people to starve or migrate elsewhere.



**ResultsPlus**  
Examiner Comments

Credit for idea of floods (1) (linkage to deforestation) and development with death and injury (1) is just enough to get a second mark. Loss of crops in the second part of the answer also gets credit and there is a better developed explanation here with the link to food shortages and then starvation. So 2+2.



## Question 7 (d) (ii)

The term "trend" is once again used in this question. It means that candidates need to provide an overview (trend), e.g. increase in emissions, and then perhaps use some data to make that explicit and pick out a change in the rate between two data points.

(ii) Identify the trends in CO<sub>2</sub> emissions in China, 1960-2015.

(2)

The CO<sub>2</sub> levels at first in 1960 decrease slightly but then starts to increase until 9.7 in mid 2014 and after that is start to decrease again.



Increase slightly (1) and then starts to decrease (1) supported with data also (i.e. a year) gets 2 marks here.



Trend does not simply mean describing two data points in the resource.

## Question 7 (e)

The command word "assess" was one that a significant number of candidates had difficulty in understanding what it was they were meant to do. In the specification this is defined as: Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important. In other words candidates are required to rank and / or make a judgement. Vary few were able to do this, instead simply resorting to copying the information provided. Other examples which are very similar are found in questions 8f and 9f.

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

Assess the different human factors that cause climate change.

(6)

One human factor that causes climate change is through industry. The growth of economies like China's has led to a great increase in factories and manufactured goods, and ~~also~~ along with it, climate change caused by the large amounts of energy coming from non-renewable sources being used, thus increasing CO<sub>2</sub> emissions and stimulating climate change. Another human factor is deforestation, where trees are cut down to be used ~~as~~ as fuel or to make space for new land. This is especially prominent in Papua New Guinea and Madagascar. As forests absorb the CO<sub>2</sub> in the atmosphere, cutting them down ~~as~~ would lead to climate change due to more GHGs and therefore an increased greenhouse effect. Finally, increased electricity consumption also ~~is~~ results in climate change. This is because, as humans demand more energy, more energy is produced to keep up with it, and since a large proportion of electrical energy is produced by non-renewable sources, this contributed to global warming and climate change as all non-renewable sources produce CO<sub>2</sub> as a by-product of their burning.



The assessment in this response is more implicit than explicit, but nonetheless it is evident. This candidate also develops their own knowledge and understanding through some additional information of Madagascar, which helps with getting additional credit for the AO3 part of this answer. There was sufficient evidence of assessment in this response to get securely into the top level-band.



Greater familiarity with the "assess" command instruction is strongly recommended for future examinations.

## Question 7 (f)

This question along with 8g and 9g 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.

(f) Discuss the view:

"Those people contributing the most to climate change will experience the greatest impact".

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

(12)

Climate change is caused by the <sup>enhanced</sup> greenhouse effect due to ~~the~~ greenhouse gases such as CO<sub>2</sub> emitted by industry and is leading to rising global temperatures, sea level rise and more frequent storms. Climate change severely threatens fragile environments ~~as well as~~ as ~~deforestation~~ ~~as~~ changing rainfall patterns lead ~~to~~ ~~the~~ lower rainfall in some areas contributing to desertification which in turn causes famine ~~and~~ starvation and migration if the agricultural output of the soil is reduced ~~and~~ ~~in~~ ~~turn~~.

Firstly, the countries contributing the greatest to CO<sub>2</sub> emissions are China, ~~the~~ India and the US which all come as a result of the high industry levels in China and India <sup>with</sup> ~~as well as~~ 9.4 MtCO<sub>2</sub> and 2.7 MtCO<sub>2</sub> respectively as well as the intensive livestock farming in the USA. As seen in Figure 7A, these activities directly correlate with the 5000 MtCO<sub>2</sub> released in India and the 10,000 released in China. At current, these countries are experiencing rapid economic growth which is a more significant in their policies than climate change and are not yet experiencing the impacts. Unfortunately, people residing in low lying

areas or islands such as Tuvalu or as mentioned earlier, in the Sahel are facing the consequences of their actions with increased flooding in Tuvalu leading to climate change refugees whilst the effects of the droughts ~~are~~ due to changing rainfall patterns as global temperatures rise means 100,000 of people have died in the Sahel due to starvation and famine. As seen in Fig 7A, these regions contribute extremely tiny to ~~the~~ CO<sub>2</sub> emissions. However, the impacts of ~~global~~ climate change are

starting to creep up on many of these countries such as the ~~intense~~ <sup>recent</sup> hurricanes in the USA ~~and~~ as well as the forest fires in Los Angeles.

For some regions such as Europe which is also a major contributor, <sup>as seen by the average 500 MtCO<sub>2</sub> in Fig 7a</sup> some impacts have manifested into heatwaves which killed 13,000 in France ~~in 2010~~. <sup>the changing</sup> ~~However,~~ <sup>tropical</sup> ~~biome,~~ <sup>leads to</sup> ~~the~~ ~~possibility~~ ~~of~~ ~~diseases~~ spreading northwards and more frequent floods and as such, ~~the~~ <sup>the</sup> view that those contributing to climate change or impacted <sup>the</sup> ~~the~~ ~~greatest~~ could possibly (Total for Question 7 = 35 marks)

~~be~~ true.  
Overall, it is evident that some ~~and~~ ~~the~~ people contribute the most will be impacted greatly but it is likely that those who do not are going to suffer first due to such people's actions



This is a L3 response where the candidate shows good understanding of concepts and interrelationships in the geography. They also deconstruct ideas across resources, with explicit use of data and evidence. There is also a clear conclusion which shows the bringing-together of judgements.



Reference to particular Figures, e.g. 7c etc, helps demonstrate AO3 and AO4.

(f) Discuss the view:

"Those people contributing the most to climate change will experience the greatest impact".

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

(12)

The view of "those people contributing the most to climate change will experience the greatest impact".

In many cases this could be true however in reference to a case study of Solomon's Island, this is false.

Solomon's Island is an island on the coast surrounding Papua New Guinea.

It is a very sustainable island due to the fact the only transport releases very little carbon emissions and fuelwood contributes small amounts.

Solomon's struggles with finance as their only exports are palm oil, fruits as well as a bit of gold. Due to their lack of housing, tourism doesn't help with contribution.

Solomon's Island has already lost 2 islands with their rising

of sea levels and 5 villages have been washed out, due to the same reasoning. Solomon's Islands understands what they have to do to help reduce contribution to climate change and remain sustainable however due to the lack of financial income they are unable too.

This case study is a great example in objecting this view due to the fact it has little or no contributions to climate change however is suffering impacts of the loss of islands due to \* other countries high and heavy contributions to the rise in climate change.

(Total for Question 7 = 35 marks)



This answer is dominated by learnt information (AO2) but lacks reference to the resources which is required. As a result, the mark is a low L2 score, allowing some implicit credit for use of resources. It also lacks meaningful judgements.



Too much AO2 "case study" leads to imbalance and typically a L1 or low L2 score.



## Question 8 (c) (ii)

Again there are AO2 and AO3 marks here for a reason from the information shown in the resource. To get the AO3 candidates needed to identify specific places, regions or groups of countries from the world map. Its not sufficient just to give a reason without specific use of information (or pattern) from the map, since there is an AO3 mark here.

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

(4)

- 1 The developed countries, such as Sweden have most people working in tertiary and quaternary sector like IT ~~or~~ or computer engineering, etc. This means that they can easily have latest technologies and hence high internet <sup>speeds</sup>.
- 2 The emerging and developing countries like Mexico have the least internet speeds. ~~because~~ This means that they can't afford the latest technology and most people work in secondary or primary sector.



Makes specific reference to countries, either named or by grouping (e.g. "emerging"). Gives two clear reasons, so 2+2 marks.



Pattern in a question is always going to require the explicit use of a resource, in this instance identifying places, countries or regions.

## Question 8 (d)

This question was generally successfully answered by those attempted it, with a modal score of 4, showing good knowledge and understanding.

(d) Explain **two** positive impacts of migration for destination areas.

- (4)
- 1 Many migrants are more willing to fill low paying jobs so areas are improved due to more work being done and services improved.
  - 2 Culture is integrated and it is a more interesting place when many different cultures combine together.



Gives two clear positive impacts, so scores 2+2 marks.

## Question 8 (e) (ii)

These types of questions demonstrate the need to practice AO3 skills, i.e. interpretation of different types of maps, tables, graphs, images and other types resources.

- (ii) Identify the differences in the 'Ease of doing business' index between Europe and Central Asia and Sub-Saharan Africa.

(2)

The figure shows that the highest score, average score and lowest score from Europe and Central Asia are higher than Sub-Saharan Africa.



Gets two marks. Refers to different pieces of data from the resource and then compares the regions.



With these two mark responses there is a need to develop a little more detail rather than simply stating one single fact, e.g. the average. In this particular question, which has "differences", there is a need to offer some kind of comparison.

## Question 8 (f)

As in the previous 6-mark questions in Section C, the command "assess" was one that a very large number of candidates had difficulty in understanding what it was they were meant to do. In the specification this is defined as: Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important. In other words candidates are required to rank and / or make a judgement. Very few were able to do this, instead simply resorting to copying the information provided.

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

Assess the different factors that have enabled globalisation.

(6)

Although all of these factors contribute to globalisation, they do so on different levels. Although flexible labour forces have allowed new and innovative developments to emerge, with businesses becoming international due to these employees. This is an important factor however there has always been workers available, so it has not caused globalisation directly. Global institutions, promoting trade, like WTO have allowed countries to gain new and <sup>important</sup> ~~valuable~~ resources and to 'catch up' to world development without being exploited by larger countries. TNCs have relocated their companies to LICs, improving and developing these areas, allowing for new developments to help and spread throughout the world, demonstrated by

production chains. These show how interconnected the world is. Transport, cheap and easy, is not only available to rich people, but all kinds of people and trade, allowing for movement and people being able to travel. Communication and information technology has allowed people across the world to talk to one another. This allows things like call centres to be set up and businesses to operate all around the world. This is the most important factor as, without this, TNCs and global institutions would not be able to operate. This has allowed our world to be interconnected.



Good assessment provided in this response, making use of the resource and then creating a judgement. An example of a L3 response.

- Transport technology has resulted in the world becoming a smaller place and allowing people to travel to different places in shorter times which helped the world become more connected therefore enabling globalisation.
- Communication and information technology has made making contact with people around the world easier than ever and has increased connection between businesses and even countries.
- Global businesses have increased ties between countries and given people job opportunities.



This answer was rather more typical at L2 which was more about "lifting" information from Figure 8c, rather than providing a clear evaluation and judgement.

## Question 8 (g)

This question along with 7f and 9g has both a unique command word and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

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

(12)

Yes, I agree with this statement as overall, HICs such as Sweden, the UK and the USA benefit from a lot of globalisation and are ~~also~~ constantly encouraged. However, it is the LICs such as Ethiopia and Bangladesh that suffer most from the negative impacts such as quality of life and environmental issues. As shown in Figure 8a, it is the developed ~~countries~~ <sup>countries</sup> that have the fastest internet speeds such as ~~the USA~~ <sup>The USA</sup>, Denmark, Switzerland. This allows those countries to develop even more through communication and trade links. However, this leaves behind those who do not have the luxury of high internet speeds so with aspects such as the promotion of purchase holidays through social media cannot be as successfully done. Instead, TNCs are set up in eg India <sup>and China</sup> where workers are exploited <sup>and profits made are leaked out of the country</sup> or they have cramped working conditions, low wages ~~and~~ long hours.

~~Environmental~~ This causes social unrest and political issues within the country. <sup>such as in China when in 2010, there were 11 suicides in a factory.</sup> Environmental issues are also caused by factories due to pollution of ex. River courses which can lead to water borne diseases, particularly affecting those living in slums that use this water to wash themselves. Illnesses such as ~~cholera~~ <sup>cholera</sup> can arise. Greenhouse gases are produced and oil spillages can take place. Therefore, it's the LICs that experience the hardship whereas the HICs just receive the products such as Apple iPhone cobalt for batteries is dug up in the Democratic Republic of Congo by even young children. Figure 8b also displays through the smaller range of 'Ease of doing Business' in Europe & Central Asia that overall, the population is more educated due to the countries development and more 'enjoyable' and high paid work in the tertiary sector whereas in the Middle East & North Africa, citizens working in the secondary sector may be working a lot hard yet not receiving enough money to a any disposable income.



therefore, LICs are stuck in a rut while HICs continuously develop and as shown in Figure 8c, LICs don't have resources or money to develop e.g. planes and communication that will lead them to a stronger

(Total for Question 8 = 35 marks)

role in global events and subsequently become globalised. However, there are still some positive impacts of globalisation such as TNCs give countries the ability to get involved in the supply chain and ~~production~~ trade jobs. It supplies people living in poverty or slums or working in the informal sector a chance to make a stable and reliable wage. It also helps improve the infrastructure in that particular city. Therefore, in conclusion, although HICs benefit the most from the ~~positive~~ causes of globalisation shown in Figure 8c, LICs can also benefit from these developments to some extent.



This is a L3 response where the candidate shows good understanding of concepts and interrelationships in the geography. They also deconstruct ideas across resources, with explicit use of data and evidence. There is also a clear conclusion which shows the bringing-together of judgements.



Candidates should practise "blending" their own ideas with unfamiliar resources that are provided.

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

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

(12)

Globalisation has introduced more range of goods, free transport of workers and ~~and~~ goods and advances in technology and communications. Transnational corporations bring a lot of employment, new production methods and tax revenue for the government. Advances such as better internet speeds ~~and~~ have also been introduced. The drawing together of different economies has made the world a more united place. On the other hand the large scale productions have caused tremendous amounts of pollution, CO<sub>2</sub> emissions, global warming and water pollution by ~~the~~ the dumping of waste by factories. Never the less, businesses have access to wider markets and can exploit economies of scale. Tourism has advanced and advertising of new and exotic places is now easier. Ease of doing business is improved and the general GDP of the world has increased. Even though tourism and factories have significantly damaged

our world the causes and impacts  
of globalisation are distributed evenly!  
Globalisation has offered a lot of  
benefits to our world.



A L2 answer. This lacks explicit reference to the resources specified, i.e, 8a, 8b and 8c. It also lacks clear reference to impacts and places.

## Question 9 (c) (ii)

Again there are AO2 and AO3 marks here for a reason from the information shown in the resource. To get the AO3 candidates needed to identify specific places, regions or groups of countries from the world map. Its not sufficient just to give a reason without specific use of information (or pattern) from the map.

(ii) Suggest **two** reasons for the pattern shown on Figure 9a.

(4)

- 1 Political and governments regulations. Corrupt governments in places such as venezuela regulate or unequal access to goods and services with the poorest people being denied these & privileges.
- 2 Historical factors such as racial segregation and oppression in places such as <sup>Apartheid</sup> South Africa have caused inequalities and ~~that~~ have not been fully resolved.



Mentions countries alongside two valid reasons, so 2+2 marks.



Pattern in a question is always going to require the explicit use of a resource, in this instance identifying places, countries or regions.

## Question 9 (d)

This question was generally successfully answered by those attempted it, with a modal score of 4, showing good knowledge and understanding.

(d) Explain how **two** international strategies have attempted to reduce uneven development.

(4)

- 1 Bottom up schemes have been introduced for example the Treadle pump in Zambia introduced by the UK to improve Agriculture & reduce the development gap.
- 2 Top down schemes which are big schemes funded by international governments for example the Nigerian rail line which will provide jobs & reduce inequalities



**ResultsPlus**  
Examiner Comments

Two strategies provided. These were perhaps less obvious than trade or aid, but were still recognised as credit-worthy, so 2+2.



**ResultsPlus**  
Examiner Tip

Some candidates wrote far too much for these types of answers. There is only ever a maximum of 4 marks!

## Question 9 (e) (ii)

These types of questions demonstrate the need to practice AO3 skills, i.e. interpretation of different types of maps, tables, graphs, images and other types of resources.

(ii) Describe how HDI has changed in Tunisia, 1980-2016.

(2)

From 1980 to 2011, HDI increases at constant rate, from 0.46 in 1980 to 0.7 in 2011, but it decreases rapidly after 2011 as shown in 0.57 in 2016.



Scores 2 marks. Gives two points here - increasing (1) and then decrease rapidly (1). Uses data as well to support.



It's always good practise to use data to support responses such as this where AO3 is being asked for.

## Question 9 (f)

As in the previous 6-mark question in Section C, the command "assess" was one that a very large number of candidates had difficulty in understanding what it was they were meant to do. In the specification this is defined as: Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important. In other words candidates are required to rank and / or make a judgement. Very few were able to do this, instead simply resorting to copying the information provided.

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

Assess the different factors that have caused variations in global development.

(6)

In figure 9c it shows different factors that have caused variations in global development such as government and climate change. Some factors are more prominent causing more ~~change~~ variation, such as in my opinion governments, demography and food and water security. Security of necessities cause variation in development, as to maintain development one must have stability over time and good access and availability of these resources as they provide essential for living. This is important factor as it makes less developed countries stand out as they don't have the access. Also an ~~the~~ vn-corrupt government is essential when analysing development as the government should represent the country and provide basic resources and support the country. Without this support a country can't develop or be classed as developed causing variations between HICs and LICs as these corrupt governments lie in LICs.



Candidate attempts to make clear judgements here...."in my opinion..." Applies understanding to deconstruct information and provides some logical connections between concepts. Explicit use of evidence from the resource. This response gets maximum marks.



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



## Question 9 (g)

This question along with 7f and 8g has both a unique command word and unique set of AOs (AO2, AO3 and AO4). What is required is an assimilation (use) of the specific resources mentioned in the question, and then investigating the issue (through the statement: agree vs disagree) through reasoning or argument.

(g) Discuss the view: *X* *NGOs stagnant economy* *✓ better health*

"International strategies are only one part of the solution to closing the development gap".

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

(12)

The idea that international strategies are only one part of the solution to closing the development gap is partly true as it is necessary for national governments to intervene ~~or~~ for the change to occur. Nevertheless, sometimes this is unable to occur and in these cases the title statement is incorrect.

Firstly, the title statement is correct as ~~without~~ the government causing change within their own country, it is unlikely that the development gap will close and this is seen in figure 9a and figure 9c. As seen in figure 9c, the more developed a government is, the more developed the country and this is supported in figure 9a, where it becomes apparent that countries with the highest corruption levels have high inequality. International

strategies can only cause governmental change to an extent, demonstrating how other strategies are needed to alter this, such as national schemes such as the HS2 railway in England aimed at reducing the development gap in Great Britain.

Furthermore, international strategies can help but, as seen in figure 9b, if conflict or economic stagnation occurs, a path of migration support to migrants, international strategies can only play a part in closing the development gap. In figure 9b, Tunisia's HDI index dramatically decreases by 2009 and it can be presumed that this was due to conflict.

When conflict arises, international strategies can only do so much as it is up to the country itself to end conflict in order to reduce the development gap globally and prevent economic stagnation demonstrating that the title statement is correct.

However, international strategies are sometimes needed <sup>as seen in figure 9c</sup> where a country lacks resources and technology and ~~the~~ <sup>the</sup> country itself ~~cannot~~ would not be able to create the technology needed and therefore it is down to international strategies, such as water aid in Kenya who provide wells that use intermediate technology to ensure a country can develop, this would not be able to be achieved without international

aid demonstrating how the title

(Total for Question 9 = 35 marks)

Statement is incorrect.

TOTAL FOR SECTION C = 35 MARKS

TOTAL FOR PAPER = 105 MARKS

Furthermore, some governments will not get involved in closing the development gap, believing it will redemptively harm their countries. This when international aid is needed to cause change.

Moreover, as seen in the figure 9a, the areas of greatest inequality are third world countries. Places such as Haiti were in debt to developed countries (for in this case France) due to loans and the crisis of the empire. This reduces their ability to develop and the only way to alter this is by relieving these third world countries of their debt, which can only be done by international strategies, highlighting how the title statement is incorrect.

In conclusion, the title statement is largely correct due to the need for governments within countries to implement change in order for the development gaps to close. However a lot of the time this is unlikely to occur and it is down to international countries to aid.



As in 8f, candidates should practise blending their own ideas with unfamiliar resources that are provided. In these long 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, there are four themes that should be carried forward from this first round of the new International GCSE Geography assessments in general, as well as on this, Paper 2. These are very much a reiteration of those that have been widely circulated at Pearson training events and on the Pearson website.

## 1. The role of the AOs (Assessment Objectives) in teaching and in learning

Candidates need to appreciate that the extended writing questions 6, 8 and 12 marks are dominated by AO2, AO3 and AO4.

Poorly balanced responses that concentrate on one of the AOs, or on AO1, in general will be confined to level 1 or low-level 2. As a result, candidates would benefit from practising this type of question from the beginning of the course. It would be a very useful class exercise to set an example from Qs 1-3 and Qs 7-9 for the new Year 10 or Yr 11 candidates.

## 2. The need to use resources more

It was evident from this summer's International GCSE that resources (maps, graphs, pictures) remain challenging for many. The specification signals skills opportunities at the end of each topic, but teachers should feel confident in using a wide range to support topic-teaching. Its also an opportunity to update any resources that are used from textbooks, that quickly date and show their age. Resources are used in the International GCSE to test quantitative as well as skills of analysis.

## 3. The importance of the command words for International GCSE Geography

Candidates need to be comfortable with the 'new' and more demanding command words especially 'assess', 'evaluate' and 'discuss'. There are several key points here:

Candidates should appreciate that, in most cases, they need to analyse a resource and extract information from it before embarking on an assessment.

Candidates should understand that the nature of that assessment depends on the whole phrase at the beginning of the question, as in 'Assess the reasons...', 'Assess the factors...' or 'Discuss the view...'

Candidates should recognise that for extended writing "assess" or "discuss" is more than a simple explanation of a relationship or a pattern, but also an attempt to rank the most important reasons / factors from the minor ones.

#### **4. Fieldwork and enquiry skills**

Section B of the paper exposed very marked differences across this, the first, cohort of candidates. To improve candidate performance, knowledge of key terms (for example 'quantitative data') is important and a glossary of these terms should be built up over the course.

Candidates also need to be confident so that they appreciate that the 'unfamiliar' fieldwork scenarios will not be perfect, and they are encouraged to look at any data resources and data critically. Practising these questions from the beginning of the course will help candidates appreciate that these questions are not as difficult as they might imagine.

## Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



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