



Examiners' Report **June 2022**

International GCSE Geography 4GE1 02

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Introduction

The first sitting of this specification for Pearson Edexcel International GCSE Geography took place in 2019. Due to global pandemic, there were only small entries for this exam made in 2020 and 2021.

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

The paper consists of 3 sections. In this series, candidates only answered one 25-mark question from section A, one 12-mark question from section B, and one 35-question from section C. The fieldwork questions in section B only focused on unfamiliar fieldwork contexts, and there were reduced questions within the fieldwork section. The exam length remained the same, and the total mark for the paper was 72.

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

In **Section A**, candidates choose one question from Economic activity and Energy, Rural Environments and Urban Environments. For this series, candidates answered only one of these questions, compared to two in 2019. The final part is an 8-mark extended response question that targets AO3 and AO4.

In **Section B**, candidates choose one out of three fieldwork related questions relating to Economic Activity and Energy, Rural Environments or Urban Environments. In this paper, there were three short response questions followed by an 8-mark extended response question.

In **Section C**, candidates choose one out of three questions covering Fragile Environments and Climate Change, Globalisation and Migration or Development and Human Welfare. This section includes a range of question types finishing with a 12-mark extended response question which targets AO2, AO3 and AO4.

An important part of the extended response question is the particular command word that is used. The use of 'analyse', 'evaluate' or 'discuss' requires candidates to consider how to address these in their response, moving beyond simple explanations and demonstration of knowledge. While many candidates are attempting to address these command words, many still need to ensure that they have made relevant comments to demonstrate they have addressed these command words.

Question 1 (a)(ii)

(ii) Define the term **renewable energy**.

(1)

Energy produced from sources that cannot be exhausted such as sun or wind



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Examiner Comments

In this type of question candidates just need to provide a simple definition.

In this example, the definition is about renewable energy.



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Examiner Tip

Candidates should be encouraged to ensure they are able to define key words used in the specification.

Question 1 (c)(i)

In this type of question, it is very important to use information directly from the resource.

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

Suggest **one** reason why the activity shown might be considered informal employment.

(2)

It's considered informal employment because they are working their selves selling in the streets.



In this response, there is reference to people selling in the streets which is evidence, but there is no reason provided to develop this as to why it might be considered informal employment.

1 mark.

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

Suggest **one** reason why the activity shown might be considered informal employment.

(2)

They are local people selling goods on the street which usually doesn't ~~it~~ earn much money and you are not working under a contract, it's not a company only you.



Here we have explicit reference to Figure 1a and the evidence taken from that image and a link to why it might be considered informal (not working under a contract). There is no need to fill all the white space for the two marks.

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

Suggest **one** reason why the activity shown might be considered informal employment.

(2)

The food stalls are temporary on the side of the street and selling what they can. This suggests it is unofficial and unregulated.



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

Question 1 (d)

In this question, **factors** 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.

(d) Explain **two** factors that affect global energy demand.

- 1 Population growth, as the population of a country grows, the increasing population requires ~~the~~ energy to live on and this will increase global energy demand.
- 2 Industrialisation, when countries continue to industrialise and develop rapidly they require energy to carry out the process and work, which increases the energy demand.



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Examiner Comments

This answer has scored 2+2 – 4 marks – for ideas around population growth and industrialisation.

Question 1 (e)

The 3-mark 'explain' questions are less common, but can be challenging since there is a need to show a double development of the ideas.

For this question, there needs to be recognition of the relationship between population growth and food supply and the different trends that are taking place.

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

Explain the relationship shown between population growth and food supply.

(3)

According to Malthus's theory and the figure 1b, ~~as~~ over time, the population will start to increase rapidly while a ~~steady~~ ^{slower} growth in food supply is seen. At the point of crisis, the food supply and population will be equal. After this point, population exceeds food supply, putting people to suffer in hunger.



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Examiner Comments

In this response, the candidate recognises the rise in food supply is slower leading to a point of crisis and when population exceeds it, this leads to hunger.

3 marks.

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

Explain the relationship shown between population growth and food supply.

(3)

The relationship between population growth and food supply is that ~~when pop~~ the more population grows the more food supply grows also.



In this response there is only a basic point about both population and food supply rising.



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.

Question 1 (f)

The majority of candidates were able to identify two factors which were appropriate for the quaternary sector.

Candidates sometimes mixed-up sectors provided factors that were clearly linked to the secondary sector.

(f) Explain **two** factors that affect the location of quaternary sector employment.

(4)

1 ~~Avai~~ There has to be availability of skilled workers that can further develop the economy.

2 Cheap land has to be available so offices can be built there.



This response was more limited and does provide relevant factors, and gains 1+1 – 2 marks as there is no development provided for these ideas.

(f) Explain **two** factors that affect the location of quaternary sector employment.

(4)

1. Quaternary sector employment needs to be located in an area with good transport links, as employees need to be able to commute to work everyday.
2. Quaternary sector employment is usually found in the rural-urban fringe as this is where a lot of universities are located. The land is cheaper, and employees are able to interact with students pursuing higher education, which is integral as quaternary sector employment requires employees with a higher level of education, e.g. design researchers.



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Examiner Comments

This is a clear 2+2 response with very clear explanation related to transport links and proximity to universities.

Question 1 (g)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding.

They are not case study questions, but are in fact much more applied. The same skill, with the same Assessment Objectives, (AO3 and AO4) is tested in the other options for Q02 and Q03. The mark scheme also has a set of levels which are fixed from year to year.

Many candidates clearly used the resource to consider the different trends presented. To reach the higher levels, candidates need to do more than describe what is presented in the resource, but provide clear developed reasons; in this case about changes in employment in the secondary sector.

The command word 'analyse' needs to be addressed to achieve full marks. Many candidates found this last part challenging as they did not really know how to demonstrate analysis.

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

Analyse the reasons for the changes in the percentage of people employed in the secondary sector.

(8)

Over ~~the~~ time there have been changes in the sectors in every country.

Today UK is a post industrial country and it employs ~~the~~ more than half of the people in the tertiary sector as it moved its factories to China and countries with cheap labour availability.

~~Some~~ happened. In the United States there is a decrease of only 2% suggesting that USA's economy doesn't really changed.

China, Cambodia and Ghana all experience an increase in the percentage of people employed in the secondary sector. This is most likely due to the fact that factories from developed countries move here due to the availability of cheap labour that don't have to be paid high wages. Cambodia experienced the highest increase of 22%, whereas Ghana only 8%. ~~After the~~ ~~is~~ Towards the 2014, China started to experience a decrease as people want to become wealthier and want higher wages to spend for leisure.



ResultsPlus
Examiner Comments

This response reached Level 2 – 5 marks as there is clear use of the resource, but there are only basic reasons provided.



ResultsPlus
Examiner Tip

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

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

Analyse the reasons for the changes in the percentage of people employed in the secondary sector.

(8)

~~The~~ country usually goes through the pre-industrial, industrial and post-industrial ~~stage~~ ^{phase} where the employment in the secondary sector usually decreases after an increase in the industrial phase.

The UK ~~started~~ ^{led} the Industrial Revolution in the 18th century and the % of employment has decreased from 31% to 18% between 1991 and 2019, according to 1c. This is due to ~~de~~ ^{deindustrialization} caused by the exhaustion of coal and natural gas in the North Sea. Manufacturing has shifted overseas due to cheaper labour in places like Cambodia.

~~SA~~ Cambodia ^{was} in the pre-industrial stage ^{in 1991} ~~and~~ according to 1c but the % of employment has increased by 22%. Due to mechanization, rural-to-urban migration took place and the growth of TNCs like Nike led to more people working in the secondary sector in factories. As the population grew, the demand for services grew.

In the US, the % of employment in the secondary industry has decreased slightly from 26% to 19%, according to 1c as manufacturing ^{has been modernized} ~~has shifted overseas~~ with robots. The decrease isn't great as the headquarters of TNCs are based mostly in USA. Nike's headquarters are in California. ~~Furthermore,~~

China's manufacturing increased rapidly between 2002 and 2013, according to 1c due to industrialization. China has the fastest growing economy. Half of its GDP is supplied by the secondary sector but only 30% of people work in the secondary sector, which is why there's a decrease in the ^{% employment} ~~sector~~ after 2015. This is due to mechanization.

Ethiopia, like Ghana has been involved in the primary sector, grows cash crops like cotton but due to interest by foreign companies after 2013, the % employment in the secondary sector has increased, according to I.C. TNCs locate here due to cheap labour and ~~the~~ corruption. The secondary employment % depends on the country's level of development.



This has reached Level 3.

To quote from the levels mark scheme it:

- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)
- Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

It provides detailed discussion of the information provided in the resource and there is evidence of analysis and it even summarises this at the end in its final statement.

Question 2 (c)

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

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

Suggest how this forest ecosystem might provide goods for people.

(2)

Lots of wood is removed from this forest so
this can be then used to make furniture
for example.



In this response, the evidence from the photograph is 'the wood' which gets the AO3 credit and the link to how it might provide goods in the reference to making furniture secures the second mark here (AO2).



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

Question 2 (e)

Some candidates missed the developed country part of this question and provided information based on developing/emerging country contexts.

Candidates interpreted the idea of sustainable living in different ways; some focusing on how to make rural livelihoods sustainable, but also those who considered sustainability in terms of the environment.

(e) For people living in a developed country, explain **two** strategies used to make rural life more sustainable.

(4)

- 1 One way is by encouraging leisure and tourism in rural areas. Turning rural areas into national parks allows visitors to come in and do activities like camping, horse riding, hiking and birdwatching. This brings money into rural areas.
- 2 Farmers can expand their surroundings and their businesses by opening farm shops, creating strawberry fields where people can pick fresh fruit, and opening farm days out for families by opening the farm to visitors.



In this response, there are developed reasons around encouraging tourism and expanding businesses.

It was awarded 2+2 – 4 marks.

Question 2 (f)

'Trend' is a term often used by geographers, but it presented a number of challenges to candidates.

A mark was given for the identification of a trend shown, i.e. a decline in employment in agriculture then further marks for development based around a logical reason.

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

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

(3)

The percentage of employment decreased in France drastically as ~~the~~ from 1991 to 2019 while in USA percentage employment in agriculture decreased slightly.



This response scored 1 mark for recognition of the trend.



These 3-mark questions can be challenging, so candidates need to practise how to model a response that develops a single idea or reason and makes reference to the trend being shown.

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

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

(3)
New technology is a reason for the trends show in agriculture. This is because the new technology developed is able to do the work of the employees in agriculture ~~fields~~. So many people end up losing their jobs because the technology has taken over their jobs which in turn makes ~~perc~~ the percentage of employment in agriculture decrease of the years as a country develops



This has scored 3 marks. Identifies the decrease towards the end of the response and links this to technology in agriculture.

Question 2 (g)

Most candidates addressed the developing/emerging context of this question correctly.

Many candidates displayed case study knowledge here even though it is not required.

The question requires candidates to explore ways of managing a challenge with development.

(g) Explain how governments and NGOs manage challenges in rural environments in developing or emerging countries.

(4)

Governments

Governments can ~~introduce new~~ construct infrastructure such as roads connecting smaller villages and towns to larger cities to open up a larger market. This also improves accessibility and ~~allows for a wide~~ provides rural folk new opportunities to expand their business.

NGOs (Non-governmental organisations)

NGOs provide micro-financing to small communities and businesses in rural areas such as the Sahel in Niger, this ensures they get a profit and stay afloat.



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Examiner Comments

This response is a 2+2 – 4 mark answer, with good detail.

It demonstrated how candidates do not necessarily need to fill the writing space to achieve the marks.

Some candidates in this question wrote a lot more than was necessary which took up time that could have been used on other questions.

(g) Explain how governments and NGOs manage challenges in rural environments in developing or emerging countries.

(4)

Governments

Governments such as in Kenya, provide subsidies to farmers so as to help them get out of subsistence farming and instead farm commercially, allowing them to earn incomes.

NGOs (Non-governmental organisations)

NGOs have programmes and schemes set up in rural areas, where they can educate locals on using effective farming methods as well as provide financial aid for irrigation and other activities that would increase land productivity.



Again another 2+2 response which were common for this question.

Question 2 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding. They are not case study questions, but are in fact much more applied.

The same skill, with the same Assessment Objectives, (AO3 and AO4) are 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.

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

Analyse the factors that can lead to rural changes in developing or emerging countries.

(8)

Figure 2c shows us different views coming from a farmer in Uganda.

Firstly, the farmer talks about recently purchasing a smartphone so he can check local market crop prices. This is beneficial because the farmer can compare the prices he charges over his competitors, this means he can change his prices to gain more customers.

Secondly, the farmer talks about an overload of work in the farm whilst all the younger people have fled to work in the city. This results in unemployment due to crops being produced, the young people ~~choose~~ ^{choose} to leave due to finding jobs to earn a profit.

Thirdly, the farmer talks about environmental impacts such as droughts becoming worse in some areas, which makes it difficult to produce enough. The farmer could use natural methods to mitigate the impacts, like ~~half means~~ sand dunes which

absorb water in high volumes which could be used in a small period of time. This helps the farmer to ensure that all the crops grow without being damaged.



With a resource such as Figure 2c, candidates may refer to specific text in the resources.

They do not need to copy it out, but can just refer to the ideas such as droughts.

In this response there is clear reference to the resource, but limited development in terms of using this to analyse the changes taking place.

This is a typical Level 2 response (5 marks) which provides a series of basic points linked to the resource, with some development.

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

Analyse the factors that can lead to rural changes in developing or emerging countries.

(8)

Rural change is caused by many different factors. Extreme weather can destroy people's farmland which removes their income. Extreme weather can also cause droughts which reduces productivity on farms. This is shown in Figure 2c where it shows a farmer describing how "Droughts are becoming worse in some areas, making it difficult to produce enough." ~~Extreme~~ Extreme weather linked with pressures from large retailers to produce more causes farmers to abandon their farm and go to urban areas in search for jobs. This triggers a negative multiplier effect.

Rural change in developing countries is mainly caused by the negative multiplier effects as young people leave rural areas in search for work. This is shown in figure 2c as a farmer from Uganda explains how "There's so much work to do and many of the younger people have left to work in the city". This shows the negative multiplier effect as young people leaving rural areas to make farming more difficult which causes

facilities in rural areas to close, causing a decline in quality of life.

A major factor of rural change is caused by new technologies. In figure 2c, the farmer describes*

(Total for Question 2 = 25 marks)

* how ~~his~~ he has "recently got a smartphone so I can check local market crop prices". This allows farmers to specialise in certain crop growth for an increase in income.

Therefore, I think that extreme weather and the movement of young people into urban areas is the main cause of rural change.



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Examiner Comments

This response achieved Level 3 – 8 marks as it addressed changes clearly with links to the resource and provides a clear statement at the end to demonstrate analysis.

Question 3 (c)

As mentioned previously, in this type of question it is 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.

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

Suggest **one** factor that may have affected the decision to locate the factory in this area.

(2)

Availability of good roads. This means that transportation
will be made easier as there are well built roads in which
it is a factor affected with links to roads.



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

Question 3 (e)

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

(e) Explain **two** factors that have led to suburbanisation.

(4)

1. Better quality of life with less pollution: in city centres, the vast transport networks lead to urban pollution, causing disease and health problems. The suburbs act as pull factors, meaning people are attracted to the serenity and detracted from the noisy city.
2. Population increase: As a population starts growing, there is a higher demand for infrastructure such as housing and healthcare, ~~inaccessible but due to more transport links being developed, it is~~ however the city can't keep expanding and housing more and easier for people living in the suburbs to commute to the city centre more residents so the suburbs get urbanised instead.



In this example, the candidate has clearly done enough to get 2+2 – 4 marks with developed ideas around quality of life and population change.

Some candidates wrote too much on these sorts of questions and may well have found themselves with less time for the extended response questions later.

Question 3 (f)

As mentioned in Q01, these 3-mark 'explain' questions are less common, but can be challenging since there is a need to show a double development of the idea, or in this instance, a single reason based on trends shown in the resource.

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

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

(3)

All 3 megacities show an increasing trend. Meaning rapid urbanisation is continuing. A factor for a high growth rate of megacities is the rate of growth of the economy. The economic growth is increasing still and this will need a steady supply of people who come to work in the cities. In developing + emerging countries, economic growth mainly happens in cities.



This response scored 3 marks as there is a recognition of increase, with a developed idea about urbanisation and migration to megacities for work.

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

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

(3)

Fig 3b shows w a predicted increasing population rate in megacities. This will happen due to the fact that the birth rate is higher than the death rate meaning that there will be more and more people getting born increasing the population



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In this response, there is recognition of the trend but only a basic idea around higher birth rate.

2 marks.

Question 3 (g)

In this question, candidates were usually able to provide very detailed responses about strategies used to manage relevant challenges.

Often there was detailed case study knowledge about relevant communities provided, even though it is not required.

(g) Explain **two** strategies used to manage challenges in squatter settlements.

(4)

- 1 One strategy is to ~~re~~ develop and re-design them:
This includes improving the building design of the slums by ensuring they have proper structures and adequate materials like bricks and concrete. ^{to make them less dangerous} ^{strategy} This can be supported by non-governmental ^{organization}.
2 Another strategy is to improve the disposal of waste and thus limit pollution. For example in Makoko in Lagos, they have installed toilets to ensure that waste doesn't end up in the lagoon below or ^{the} surrounding area, which ~~can~~ ^{lessen the} contribute to contribution of toxic waste which can release greenhouses gases to the environment



This is a typical 2+2 - 4 mark response for this question.

Question 3 (h)

These 8-mark style questions required the blending of the use of resource(s) provided with the candidates own knowledge and understanding. They are not case study questions, but are in fact much more applied.

The same skill, with the same Assessment Objectives, (AO3 and AO4) is tested in the other options in Q01 and Q02. 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.

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

17/07

Analyse the environmental challenges facing urban areas in developed countries.

(8)

Urban areas are increasingly affected by pollution from cars and factories, unrecycled rubbish as well as other environmental issues, all contributing to the growing climate crisis the world is facing.

Figure 3C states that it is ~~encouraging~~ ^{encourage} ~~encouraging~~ the reduction of CO₂ emissions by introducing renewable energy. ~~But~~ CO₂ is a greenhouse gas and contributes hugely to global warming, so the reduction of it in the atmosphere would have a positive effect on the environment however, renewable energy is hugely expensive and can be temperamental depending on the weather. This would mean the source of energy would be unreliable which would not be a strong argument for London as it is one of the biggest economically active and trade international cities in the world.

Figure 3C also states that their is a scheme to reduce waste going into landfill by increasing ~~the~~ recycling facilities. The amount of non-biodegradable waste is growing, these materials end up in the sea, gummy off toxic chemicals which then leach into the soil and many other environmentally negative impacts. Increasing recycling would reduce the manufacturing of single use plastic.

as well as reduce the amount of landfill which would therefore benefit the environmental quality of the city.

The new measures to reduce ~~leakages~~ ^{emissions} in the ^{centre} of London is promoting the reduction of harmful gases into the atmosphere. Cars can produce sulphur ^{in the engine} which then causes acid rain. This

(Total for Question 3 = 25 marks)

measures building and ~~roads~~ ^{roads} **TOTAL FOR SECTION A = 25 MARKS**
land, so has a negative effect on the environment. And introducing fines to those who unnecessarily cause congestion would increase the efficiency of this scheme.

In conclusion Figure 3c highlights some key ideas in increasing London's environmental quality. However large amounts of money will have to be invested and the public will have to co-operate in order for it to be ~~efficient~~ effective.



There is clear analysis of Figure 3c in this response, developing logical reasoning and a clear conclusion which demonstrates their analysis.

There doesn't have to be a conclusion in this form as some candidates were analytical in their opening statement or throughout the text.



Candidates should practise using resources to analyse the importance of factors or ideas, demonstrating they can make connections between them to provide an evidenced informed analysis.

Question 4 (b)

Please note that the comments made on Q04 also apply to Q05 and Q06 as the questions are in parallel and the resources very similar.

Section B had reduced number of marks in this series and as a result fewer questions.

There were only questions with unfamiliar fieldwork contexts.

There was information provided on the fieldwork context in the exam paper and additional resources in the resource booklet which candidates were required to use.

(b) Identify **one** advantage of the presentation type shown in Figure 4b.

(1)

You can see a clear ratio and comparison between the two answers to the questions.



In this response, there was an advantage provided based on the ability to compare.

The response gained 1 mark.

Question 4 (c)

This question required candidates to identify a suitable form of sampling and explain how that would be used.

Many candidates were able to identify a type of sampling and often could provide a suitable explanation.

Systematic sampling tended to be the most common response.

(c) Explain **one** type of sampling that could have been used in this investigation.

(2)

Systematic sampling. Taking photos and responses at regular intervals, e.g. ~~every 10th~~ asking ~~every 10th~~ every 10th person on the street and taking photos every 100m to ensure ~~randomly~~ the data collected is representative of all of the area.



This response identified systematic sampling and provides basic explanation.

This response gained 2 marks.

Question 4 (d)

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.

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

This question asks candidates to evaluate data collection and presentation methods, therefore there needs to be evidence the candidates has addressed both of these components to achieve full marks.

(d) Study Figures 4a and 4b in the Resource Booklet.

Evaluate the student's data collection and presentation methods.

(8)

The student's data collection is clear and concise determining the person's attitude towards energy efficiency from the Q1 and Q2. Both Q3 and Q4 provide qualitative data towards their attitudes. Finally Q5 provides quantitative data but lacks enough range of values only giving 4 options and a rating from 1 to 5. For figure 4b, the pie chart presentation helps you visually see their attitudes with the clear distinction of colour and portions of the pie chart.

However for Q2 of figure 4b a lack of information is provided for the quantitative values of both yes and no making it inaccurate. In addition, the small sampling of only 100 people shown should be increased to provide precision, accuracy and reliability to the investigation.



This response achieved Level 2 – 5 marks.

There are some relevant comments for both figures, but they are basic statements for example about being clear and concise. This response could have been improved through greater evaluation of specific aspects of the resources.



It is a good idea for candidates to critique resources and challenge their quality and utility for the purpose stated. There are flaws in the resources that the candidates can identify and use in their evaluation.

(d) Study Figures 4a and 4b in the Resource Booklet.

Evaluate the student's data collection and presentation methods.

(8)

The student uses questionnaire, photos, secondary data as well as pie charts.

~~The~~ Firstly figure 4a shows a questionnaire the students gave out. Some strengths of this is that questionnaires ^{are} ~~are~~ easy and quick to fill out. This will increase your sample size and make your results more representative and reliable. ~~However~~ Furthermore you also have both qualitative and quantitative data, making results more valid. However questionnaires may not be the most in-depth method you could use. There may be other points the respondent would want to say about energy efficiency but are limited to ~~se~~ a few questions. This may make the results less accurate. To improve the student could have used interviews. Asking questions the respondent can answer in detail and ~~ask~~ give further detail that may be useful. This makes the data more valid.

Secondly the student uses pie charts. These are easy ~~to~~ for everyone to understand and are visually strong. However in figure 4b question 2 does not give the number of people who agree or disagree as well as no numerical evidence. This makes it confusing ~~and~~ to the viewer. An alternative would be to use a bar graph, you can plot accurate numerical

readings, and it is easy to understand and read.

In conclusion though both questionnaires and pie charts are simple and ~~fast~~ quick. It ~~is~~ could be improved by including interviews to obtain more qualitative and valid data ~~to improve your results~~.



In this response the candidate achieved Level 3 – 8 marks as there is clear use of the relevant resources considering both the questionnaire and the pie charts. There is clear evaluation in the response and even a conclusion which summarises their ideas.

Question 7 (c)(ii)

There are AO2 and AO3 marks here for a reason from the information shown in the resource.

To get the AO3 marks, candidates needed to identify specific places, regions or groups of countries from the world map.

It is not sufficient just to give a reason without specific use of information (or pattern) from the map. In many cases, candidates were able to suggest relevant reasons but did not always link this to evidence from the resource.

(ii) Suggest **two** possible reasons for the distribution of countries at risk of desertification.

(4)

1. Countries that are at a higher risk are much closer to the equator and are in more dry and arid temperatures than the other countries causing them to be at a higher risk.

2. Countries that are at a low risk are not as close to the equator and don't have as much of a dry and arid climate as the ones that are and low risk countries also have ~~higher~~ rain fall occurrences and a moist air.



In this response, the candidate provided a mirrored response referring to those that were either close or far from the equator.

This response gained 2 marks.



World maps are frequently used in exams so it's a good idea for candidates to be able to recognise how to interpret patterns from such resources and link them to their own knowledge and understanding.

Question 7 (e)(ii)

This question requires candidates to describe one difference in the data shown.

They were awarded a mark for identification of this difference and then a second mark for developing this description either through further text about the change, or data to support their answer.

Some candidates focused on how Australia stayed the same, but this was not a difference. Although, when this occurred, the candidate had often already written enough material that was creditable about the change.

(ii) Describe **one** difference in the number of tropical storms between 2010 and 2019.

(2)

The number of tropical storms in all regions has increased between 2010 and 2019 apart from Australia where it has stayed the same. But in general the number of ~~sto~~ tropical storms ~~#~~ is higher in 2019 for ~~#~~ the regions. For example the Atlantic increased from 8 to 20.



2 marks were given for recognition of increase and use of data for the point about the Atlantic region.

Question 7 (f)

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. Few candidates were able to do this, instead simply resorting to copying the information provided.

Other examples, which are very similar, can be found in questions Q08f and Q09f.

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

Assess the potential impacts of deforestation.

(6)

I think the least ~~dam~~ important impact of deforestation is loss of goods provided by the forest, as now most goods are man made and are produced in glass boxes which ~~make~~ and sprayed with chemicals which makes them grow ~~to~~ perfectly. Then soil erosion as like I said above can be managed easily by planting ~~on~~ crops in glass boxes. Then local communities forced to move as this is their homeland where they have their farmland and business, they are also probably not very wealthy so if they migrate it will be hard for them to find a ~~£~~ job as they have little education and will live in poverty or even be homeless. Then loss of ~~the~~ biodiversity and increased CO₂ in the atmosphere as they are linked. This is because when there are less trees there is more CO₂ in the atmosphere causing more ~~£~~ global warming as there is a higher percentage of CO₂. Then finally the most important impact of ~~deforest~~ deforestation is Money made from deforestation can support economic development as most countries where deforestation happens are not very wealthy and need money to build hospitals, schools and businesses so they can develop more and become successful.



There were some very strong responses like this one which started with a statement at the beginning which tries to demonstrate assessment.

This response addresses several points in the resource and explores the impacts of deforestation.

They do not need to address all points shown in the resource. Candidates could select a couple of ideas from the resource to base their assessment.

This response scored 6 marks.

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

Assess the potential impacts of deforestation.

(6)

There will be an increase in soil erosion since the top most soil will move from one place to another because of no vegetation leaving the land bare. Deforestation will also lose the biodiversity, where the trees have been cut off destroying habitats of some animals. There will be no plants or trees to absorb the CO₂ and this will lead to climate change in the atmosphere.

If there is deforestation, the people will not have food to eat and this will lead to starvation and health problems. Due to deforestation, the people will have to move from forested areas because there will be no food for them to eat.



This response had some ideas based on soil erosion, loss of biodiversity and only limited development of ideas which is just enough to push this to 3 marks.



Greater familiarity with the 'assess' command instruction is strongly recommended for future examinations. Candidates could practise ranking potential impacts/factors/issues and practise justifying their choices.

Question 7 (g)

This question along with Q08(g) and Q09(g) 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 most significant impact of climate change will be the increased frequency of extreme weather events.'

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

(12)

I think this view is not right as if it was the most significant impact it would affect all people. However Figure 7b show some areas see no increase in tropical storms which is an extreme weather event. There is a big difference in ~~impact~~ this impact as some areas are affected more than others.

However there are other extreme weather events like flooding. This will be in increased frequency as temperatures increase glaciers and ice sheets melt causing sea levels to rise. Flooding has significant impacts as it results in death and destruction of property. Flooding though is a knock-on effect so the most significant impact could be rising sea levels.

Another impact that is more significant is which we can see from figure 7a is desertification. From 7a we see there is many areas in the world with at high risk to it. However desertification is not only caused by climate change.

This view is right in acknowledging that increased frequency of extreme weather events is a significant impact which can be proven by Figure 7b as the overall number of tropical storms increases.

Another reason this is a significant impact is because of increase in number of droughts which is an extreme weather event. Droughts occur usually in areas where desertification occurs, which from figure 7a we can see is either high risk or very high risk in many areas.



ResultsPlus
Examiner Comments

This is a Level 2 response where the candidate shows some understanding of concepts and interrelationships in the geography.

They begin to deconstruct ideas across resources, but with only limited reference to evidence from the resources. It attempts to make a judgement at the beginning, but it is not clearly evidenced with detailed reasoning.



ResultsPlus
Examiner Tip

Candidates need to do more than simply reference the figures to show they have used them.

Question 8 (b)(iii)

There are AO2 and AO3 marks here for a reason from the information shown in the resource.

To get the AO3 marks, candidates needed to identify specific places, regions or groups of countries from the world map.

It is not sufficient just to give a reason without specific use of information (or pattern) from the map, since there is an AO3 mark here.

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

(4)

1. ~~Poorer~~ Countries that use the internet more are more developed such as the USA as they have more access to newer technology such as the internet than LICs such as Ethiopia.
2. Poorer countries use the internet less as they have lower incomes that are less disposable and so cannot afford technology such as a computer and an internet connection like Wi-Fi.



ResultsPlus
Examiner Comments

This response makes specific reference to countries, either named or by grouping them into poorer countries. It also gives two clear reasons. It gained 2+2 = 4 marks.



ResultsPlus
Examiner Tip

If there is reference to a pattern, candidates should be encouraged to make reference to specific places, countries, regions to ensure they demonstrate they have recognised this pattern.

Question 8 (c)

This question was generally successfully answered by those attempted it usually with two clear reasons showing good knowledge and understanding.

(c) Explain **two** reasons why trade is important for the global economy.

(4)

1 It helps to maintain geopolitical relationships between countries which reduces chance of conflicts and war and increases globalisation.

2 It allows countries to gain access to products and goods that they may not have been able access so it helps with their development. ^{They} also would help with mix of cultures and diversity.



Gives two clear reasons, so scores 2+2 – 4 marks.

Question 8 (d)(ii)

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

- (ii) Compare the trends for refugees and internally displaced persons between 2015–2019.

(2)

The amount of refugees between 2015 and 2019 has increased by 4 million, and the amount of internally displaced people ~~has~~ between 2015 and 2019 has increased by 6 million



This response achieved 2 marks.

Refers to the different groups and uses data to support the response.



With these 2-mark responses, the command word is important.

In this case, 'compare' means they need to address more than one thing that is shown. It would not be enough just to describe the trend for refugees.

Question 8 (e)

As in the previous 6-mark questions in Section C, the command 'assess' was one that a very large number of candidates had difficulty in understanding what it was they were meant to do.

In the specification this is defined as: *Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.*

In other words candidates are required to rank and / or make a judgement.

Very few were able to do this, instead simply resorting to copying the information provided.

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

Assess strategies for making tourism more sustainable.

(6)

Figure 8c shows that 'funding education about sustainable tourism' is a strategy to support sustainable tourism. I agree this may be carried into the future by people who learn about it, but this strategy does not directly combat problems associated with mass tourism such as littering and ~~congestion~~ pollution. Because of this, I believe this governmental scheme is of low importance, but may light the way to a sustainable future. However, the governmental 'funding costs for repair' strategy shown in figure 8c is of higher importance in my opinion in terms of protecting areas ~~has~~ subject to mass tourism, but ~~the~~ this must be paired with education as otherwise repairs will ~~be~~ have to carry on being made for the foreseeable future. Repairs means that areas fragile to tourism, e.g. ecosystems like mangrove forests, can be protected. The figure also shows that in terms of individuals/organisations, 'eco-tourism' strategies can be put in place. This is very important in my opinion, as damage to the areas can be managed and reduced significantly whilst the tourists are educated about the wild-life and why eco-tourism is so important - for example the 'res tropicales' in Costa Rica carries this out.



This is a Level 3 response. There is no assessment in the introduction statement or at the end but there are sentences which attempt to assess and provide judgement throughout.

Use of language such as 'however' often indicates this type of approach.

Question 8 (f)

This question along with Q07(f) and Q09(g) 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

'The benefits of globalisation outweigh the drawbacks.'

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

(12)

Globalization is the increasing interconnectedness of countries, merging their economies into a single global economy. This can be associated with ~~become~~ increasing numbers of people moving via migration, tourism and the improvement in technology around the world.

Area A, seen in figure 8a, HICs like the USA have low amounts of people who don't use the internet. This can be connected to the improvement in communication technologies. The benefits as a result are a more interconnected world as people can learn about different cultures from far-away places - a positive for diversity.

However, figure 8a also conveys how the improvements in technology are unevenly distributed, with many places in Africa like Ethiopia with poor internet access. This can result in exclusion from certain economic ventures like stock trading, as this is easier performed online. Therefore, disparity between HICs and LICs occur, which potentially widens the development gap on a global scale.

Figure 8c presents how tourist numbers have to be limited by the government, otherwise mass tourism could occur which

often results in mass littering and destruction of the environment. The improvement of transport technology is to blame, as time space convergence has occurred, increasing viability of tourist travel abroad. This is a heavy negative for host countries, as pollution, crime, and resource drain is experienced.

However, the ecotourism projects shown in figure 8c can benefit host countries, balancing out effects of mass tourism. An example is Cuyabeno Wildlife reserve in Ecuador, that is ~~sustaining~~ the 7th largest contributor to the economy in Ecuador. Meanwhile it sought to protect the environment, whilst providing tourists with interesting facts about the culture, an all round positive.

Therefore overall I find that the benefits of globalisation outweigh the negatives, as they can be ~~mitigated~~ mitigated through sustainable control.



ResultsPlus
Examiner Comments

This is a Level 3 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 around the benefits and drawbacks of globalisation.



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

Some past papers may be able to help with this, but also resources from newspaper and magazine articles on relevant topics are often good for practise doing this.

Question 9 (b)(iii)

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. It is not sufficient just to give a reason without specific use of information (or pattern) from the map.

(iii) Suggest **two** possible reasons for the pattern shown in Figure 9a.

(4)

1 In fig 9a, we see that the most corrupt countries, ~~are~~ ^{have} generally low levels of development. This can be because the government uses the public money which is paid by taxes for personal uses such as buying a home, rather than developing a country with, e.g. the ^{construction of} public transport.

2 Additionally, in fig 9a, the most corrupt countries generally have low levels of development because ~~they~~ ^{the government} may be more likely to do bribery, such as giving another country its natural resources for money, likely due to neocolonialism, rather than using its natural resources to create jobs and products in their own country which would improve the level of development.



This response refers to countries with low development as part of the pattern, but provides two clearly developed reasons so it achieves 4 marks.

Question 9 (c)

This question was generally successfully answered by those attempted it, with many scoring 4 marks showing good knowledge and understanding about demographic change.

- (c) Explain how **fertility rates** and **population structures** change as a country becomes more developed.

(4)

Fertility rates

As a country becomes more developed fertility rate decreases. This can be to education - women are taught how pregnancies occur, better access to contraception &/or better health care - less babies die in birth so less need to be born to sustain/grow the population.

Population structure

As a country developed the number of older people increases & younger people decrease. This is due to fertility rates dropping, causing less babies to be born and people living longer due to better healthcare & lifestyle (through better education)



This response recognises the role of education and the increase in the number of older people. Both are developed and the response gained 2+2 – 4 marks.



Some candidates wrote far too much for these types of answers starting to explore different stages of the demographic transition model.

There is only ever a maximum of 4 marks.

Question 9 (d)(ii)

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

This question requires recognition of the trend for the country shown in comparison to another.

(ii) Suggest how this trend might compare to a developed country such as Canada.

(2)

Canada's mortality rate will be alot lower as it's more developed so has an overall better quality of life. Canada's range will be alot smaller as it stays a nearly consistent straight line.



This response achieves 2 marks as there is recognition of the lower rate, and how this would also have a lower range.

This response demonstrates how candidates can get both marks with about specific reference to numbers from the resource. but does demonstrate use of the data.



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

Question 9 (e)

As in the previous 6-mark question in Section C, the command word '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.

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

Assess the different views on the use of bottom-up projects to improve quality of life.

(6)

Figure 9c states that, from a governmental perspective, bottom-up development is inefficient compared to large-scale ~~the~~ investments. However, I do not believe that this argument is very important; it is people's wellbeing, and not the government's reputation (which large-scale investments often help) that matters. Furthermore, top-down development can sometimes be less efficient than small-scale projects as it requires a lot of bureaucracy. Fig. 9c also tells us that bottom-up development can help provide community ~~the~~ access to water supply, or other basic necessities, such as the nutritious food provided by Nepalese rice-duck farming. This makes bottom-up development especially important in developing countries where a government-implemented scheme may be corrupt. Finally, we can see in Fig. 9c that bottom-up development provides individuals with a sense of empowerment. Not only is this good for their wellbeing, it also provides employment opportunities, for example at the Plas Madae leisure centre in Wales. Hence I believe that this perspective on bottom-up development is the most important.



This candidate make a clear attempt to assess some of the views shown in the resource and links to their own knowledge.

Level 3 – 6 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 (f)

This question along with Q07(f) and Q08(g) 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

'Top-down projects are the most effective for tackling the development gap between countries.'

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

(12)

Top-down projects are those that involve giving aid to governments rather than people. An advantage of top-down projects is that they can quickly bring about major change for people. A disadvantage is that many governments are corrupt and the money may not be used to help people. As can be seen in Figure 9a, many countries, particularly in Africa, Asia, and South America, have a Corruption Perception Index of below 39 showing that they are very corrupt. This means that top-down strategies will not go far in these countries as little or none of the aid given will go to the people.

Bottom-up projects are those that involve giving aid to the people rather than the government. The biggest advantage of bottom-up projects is that, as can be seen in Figure 9c, they help improve basic facilities such as water and food. They can also provide small loans so people can start small businesses and break the cycle of poverty. A disadvantage is that it might take longer

For change to occur on a national scale. As can be seen in Figure 9.1, this is a key reason governments do not like this strategy.



This response achieved Level 2 – 7 marks.

There is some attempt to link to both resources. but the ideas presented are basic.

There is little AO2 displayed, and using the words of the mark scheme, this candidate:

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

For discussion questions, there needs to be an exploration of the strengths and weakness for strategies to tackle the development gap. And while there is some recognition of the advantages and disadvantages of both, they are limited in depth and support.

Paper Summary

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

- When answering the extended response questions, ensure that candidates are clear about the difference between the requirements for different command words such as 'analyse', 'evaluate', 'assess' or 'discuss'.
- Candidates should be reminded that:
 - 'Analyse' questions require candidates to investigate an issue by breaking it down into different components and making logical, evidence-based connections between these components.
 - 'Evaluate' questions require candidates to measure the value or success of something, and ultimately, provide a substantiated judgement or conclusion.
 - 'Assess' questions require evidence to determine the relative significance of something, considering all factors and identifying which are the most important.
 - 'Discuss' questions require candidates to explore the strengths and weaknesses of different sides of an issue/statement or question through reasoning and argument.
- Candidates need to appreciate that the extended writing questions with 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 was evident from this series that resources (maps, graphs, pictures) still remain challenging for many. The specification signals skills opportunities at the end of each topic. Resources are used in the International GCSE to test quantitative skills as well as skills of analysis. Some questions refer to one or more resources and it is important that candidates show evidence that they have used the resource. Where there is more than one resource required for use, then evidence of using both should be provided.
- Candidates should consider the amount of marks awarded for each question to guide how much they need to develop their ideas. A 2-mark 'describe' question requires only some development to reach the second mark while a 3-mark 'explain' question requires candidates to develop their response further. Where there is a question that asks candidates to explain two ideas, then they only need to provide some development for each rather than providing almost an extended response answer for one of these ideas.
- Candidates should spend some time reviewing the different stages of geographical enquiry to ensure they are aware of what takes place at the different stages. This will help candidates prepare for extended response questions in Section B which target different stages in the enquiry.

- Candidates are encouraged to use the Sample Assessment Materials (SAMs), specimen papers and past papers to help familiarise candidates with the structure of the paper; this will hopefully avoid situations where the rubric has not been followed. Centres should spend time reviewing the examples in this report, and other support materials via the qualification page on the Pearson website. This will help candidates become more familiar with the range of command words and how they are attached to different Assessment Objectives.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

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