Examiners' Report
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International GCSE Geography 4GE1 02R

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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 questions 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 (c)(i)

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

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

Suggest **one** reason why this might be considered primary sector employment.

(2)

As seen in figure 1a, the workers are tilling and ploughing. This can be considered primary sector work as they are working to produce and harvest raw materials from the earth.

ResultsPlus
Examiner Comments

Here we have explicit reference to Figure 1a and the evidence taken from that image and a link to why it might be considered primary sector employment.

There is no need to fill all the white space for the two marks.

ResultsPlus
Examiner Tip

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 production.

(4)

Global
1 Energy production is affected by the availability of energy resources such as coal, oil, and gas. Areas with more of these resources available, such as China with an abundance of coal, produce more energy. As these resources run out, it may result in reduced energy production from non-renewable resources

2 Global energy production is also affected by energy demand. Over time, as countries are developing, they have more access to technology and transport, all of which require energy. As a result, there is a greater demand for energy around the world, increasing global energy production.

ResultsPlus
Examiner Comments

This answer has scored a 2+2 – 4 marks for ideas around availability of resources as well as demand.

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)

As population increases, food supply increases proportionally. This is because
high demands ^(stimulates and) result in advances in technology and mechanism. This
makes farming growth much more efficient, resulting in higher crop
yield and food production, as suggested by Boserup's theory. Higher ^(increase in)
food supply than population)

ResultsPlus
Examiner Comments

In this response, the candidate recognises the trend for food supply and population and links this to technology and Boserup's theory, achieving 3 marks.

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

Explain the relationship shown between population growth and food supply.

(3)

As the population increases by time, amount of food supply increases. The population increases slower than the increase of food supply.

Question 1 (f)

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

(f) Explain **two** factors that affect the location of secondary sector industries.

(4)

1 Raw Material. secondary sector industries requires a large amount of raw materials to build facilities to produce from natural resources to ~ usable objects. Raw material is needed largely, as to increase the productivity.

2 High Accessibility, there are employees around the region to travel secondary sector requires high transportation network like railways or ships to transport and transfer finishing goods, or raw materials about to pro process. With high accessibility it increases rate of productivity, hence after affect the location of secondary sector industries.

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 which 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 needs 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 differences in the percentage of people employed in the tertiary sector.

(8)

There are many reasons for the differences in the percentage of People employed in the tertiary sector however the first one is that in a developed country/HIC like Japan, the country relies on producing services. This means since 1991 it has grown from 58% to 72% since they produce more services and rather import materials which has caused a rise in employment of tertiary sector. The second reason is in developing countries like Combodia, they are slowly shifting from secondary sector to tertiary sector, which is caused by tourism. Tourism has helped the economy as they now have 24% in 2019 in the tertiary sector however they still rely on producing and manufacturing as this is 71% of employment. The third reason for differences in countries like Ghana is that it slowly saw a rise in 2007 as many people migrate into Ghana for better healthcare and the government is trying to shift to the tertiary sector since providing services boosts diplomatic ties. This is because providing services and importing goods boosts trade and the economy of Ghana as it saw a rise from 32% in 2007 to 48% in 2017.

The final reason is that in countries like Botswana which has an emerging country, they heavily rely on tourism and providing services as in 2019 it makes up 61% of the whole economy. This could be because Botswana ran out of resources through high energy consumption and shifted to the tertiary sector as since 2011 it

seen a ~~drastly~~ slow rise from 59% to 61/% % in 2019 which makes up 3/5 of the what employment in Botswana.

This has reached the top of Level 2.

To quote from the levels MS:

• 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. (AO3).
• Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4).

It provides some discussion of the information provided in the resource, but it lacks overall analysis.

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

Question 2 (c)

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.

Some candidates mixed up goods and services.

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

Suggest how this natural ecosystem might provide services.

(2)

Trees provide services by absorbing carbon dioxide and releasing oxygen into the atmosphere.

ResultsPlus
Examiner Comments

In this response, the evidence from the photograph is the 'trees' which gets the AO3 credit and the link to how it might provide services in the reference to releasing oxygen secures the second mark here (AO2).

ResultsPlus
Examiner Tip

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

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, ie, decline in people living in rural areas 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)

As time goes by, Chinese and Nigerean people have moved from ~~urban to~~ rural to urban areas. This can be from reciving job oppurdunities to the rural area urbanising.

ResultsPlus Examiner Comments

This has scored 2 marks. It identifies the trend through description of moving from rural to urban areas, and then provides a basic reason about job opportunities.

ResultsPlus Examiner Tip

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.

Question 2 (g)

Most candidates recognised correctly the developing/emerging country contexts. There were a lot of basic responses about building hospitals and new homes which, although creditable, were often not developed for full mark.

(g) Explain **one** strategy used to improve health and **one** strategy used to improve housing in rural areas in developing or emerging countries.

(4)

Health

Government spending on healthcare facilities. Increasing government expenditure on rural areas to build new hospitals and making it accessible and affordable for rural residents.

Housing

Subsidising homes or building affordable homes for rural residents. Or make the existing houses better by improving pipelines, bathrooms and electricity lines for homes. That would be a good strategy.

ResultsPlus
Examiner Comments

In this response there are developed reasons around healthcare facilities and affordable housing so 2+2 – 4 marks.

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) 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.

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

Analyse the factors that have caused rural change in developed countries.

(8)

Figure 2c shows how the farmers in the UK (developed country) are experiencing changes. A particular farmer talks about how he/she has diversified the farm. The farmer had decided to open a coffee shop in the farm to make more money. This change can be seen in many farms around the world; e.g. many farms have adopted the idea of picking customers their own fruits "Pick Your Own Strawberries" etc. Or a farm could've started selling novelty products along with their produce.

The farmer also says that it's hard to find people to pick the fruits. That's mainly because of rural-urban migration. More and more people are moving from rural areas to urban in search of better paying jobs etc. This leads to a lack of skilled labour that could work on the farms. Most people moving to urban areas are the young and healthy population, the same population that's needed to work on the fields.

Lastly, the farmer talks about how a property company tried to buy land from the farmer to build houses. This is the cause of development reaching rural areas. The built houses could've been used for tourism or just for residents moving to rural area due to

counter-urbanisation. There are other changes as well; there's more mechanisation and the use of GM crops and technology in rural farms. This is a major change. These are some of the factors leading up to changes in rural areas in developed countries.

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** piece of evidence that shows this urban area may have experienced rapid urbanisation.

(2)

In figure 3a, both high rise settlements and slums are visible. Rapid urbanization includes the movement of people into the city, and as too many people attempted to move to the city, overpopulation occured and people were forced to live in shanty towns like the one pictured.

ResultsPlus Examiner Comments

This response gets two marks as it uses explicit information from the photograph and suggests why this may mean this urban area has experienced rapid urbanisation.

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

Suggest **one** piece of evidence that shows this urban area may have experienced rapid urbanisation.

(2)

The presence of squatter settlements close to main roads along with the presence of developed buildings.

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 contributed to counter-urbanisation.

(4)

1 ⚡ Noise pollution - people might grow tired/annoyed of the blaring noises of traffic and work, so they might move to the countryside for a quieter lifestyle.

2 Living in ⚡ urban areas might be too expensive for ⚡ some people, so they move to the suburbs/countryside and commute to work.

ResultsPlus
Examiner Comments

In this example the candidate has clearly done enough to get 2+2 – 4 marks with developed ideas around noise pollution and costs.

This demonstrates how candidates can effectively reach the 4 marks without filling the writing space.

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(g), 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 trend shown.

(3)

Economic development. Because majority of the countries in Europe are developed, most of the population already lives in urban areas as they are working in secondary and tertiary sectors. Hence there isn't much of a boost in the econ population growth. However, in Asia and Africa where there are developing nations, most of the people work in primary and secondary sectors; and due to the mechanisation of agriculture, there is a growing population living in urban areas.

ResultsPlus
Examiner Comments

This response scored 3 marks as there is a recognition of increase, with a fully developed idea for developing countries.

Question 3 (g)

In this question, candidates were usually able to provide very detailed response about strategies, although some candidates did mix up the developed country context for developing/emerging.

(g) Explain **two** strategies designed to improve quality of life in urban areas in a developed country.

(4)

1. Urban re-branding is designed to renew old urban areas, and reallocate the land use in an area. For example, more shopping malls and restaurants can be built, which improves the quality of life for residents of the area.

2. The government can improve or add to the existing transportation network in an urban area. For example, more roads can be built, or more public transportation can be provided. This reduces traffic and reduces the cost of commuting, which improves the quality of life of people living in the

ResultsPlus Examiner Comments

This is a typical 2+2 – 4 mark response for this question for ideas around rebranding and improved transport.

(g) Explain **two** strategies designed to improve quality of life in urban areas in a developed country.

(4)

1 Improving the transport system (e.g. Hong Kong). Making a sophisticated transport system allow people to leave their cars behind and use fast and cheap transport, such as the railways. This leads to the improve in air quality. Clean environment raise the living quality.

2 Building more recreation facilities and green areas for city people to relax from the busy urban area and improving the environment as plants clean the air. Build open areas and parks~ for leisure ~~att~~ acitivits which improve the quality of life.

ResultsPlus
Examiner Comments

Again another 2+2 response related to public transport and creation of green spaces.

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.

Analyse the social challenges facing urban areas in developing or emerging countries.

(8)

Housing is a challenge faced in developing countries. According to figure 3C, officials "can't keep up with the demand for housing." In Dhaka, over 25% of people live in slums as there are not enough affordable housing. This causes hygiene issues, as bacteria spreads much quicker amongst people who live in close quarters. People have no choice but to live in poorly-built housing, as they cannot find other places to live in their budget.

Another issue faced is education. According to figure 3C, City officials "need to make sure children get an effective education." This is especially significant in Dhaka because many kids work for $50 USD everyday rather than recieving an education. If children do not recieve an education, they are unable to find high-paying jobs. Therefore there are forever stuck in the cycle of

poverty, only working low-income jobs which does not allow them to buy many essential goods and supplies.

Another problem faced in developing countries is healthcare. According to figure 3C, "the rising population in the city means we need more hospitals." As the number of people living in Dhaka rises, so does the number of people who need to see a doctor to fix their sickness. However, given that currently not enough hospitals are available, that results in long queues to see a doctor and overworked healthcare professionals.

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

Analyse the social challenges facing urban areas in developing or emerging countries.

(8)

Figure 3c highlights the different social challenges the city of Dhaka in Bangladesh experiences. Social challenges are problems that affect the general public as a result of rapid urbanisation.
One such challenge is housing. As more people decide to reside in the inner city, the space available to them is limited. As a result, some people may be left homeless or forced to live in make-shift housing. However, this problem can be tackled through either constructing high rise buildings instead of villas or by the gout. of Bangladesh introducing self-help schemes, previously used in the favelas of Brazil, to provide residents with resources like bricks and cement so they can build

proper homes for themselves.

Healthcare and education are another major social challenge. With limited number of schools and hospitals, more people are uneducated or sick which reduces the healthy working population thereby reducing the productivity and GDP of Bangladesh. Moreover, jam packed transport networks means commuting to work/school and emergency response take longer. If more people are unemployed due to poor health or education, they cannot afford housing either which reduces the overall quality of life in Dhaka. This places a major burden on the govt. to provide schools and hospitals as part of the public sector or provide welfare benefits to the unemployed population, creating a major

opportunity cost and burden

on tax payers.

So, overall, healthcare and education are the more significant social challenges in developing or emerging countries like Dhaka. However, these social challenges can have a knock-on effect on each other fueling other social challenges like poverty and crime, not stated by the city official in figure 3c. The Bangladesh govt. will require from other stakeholders like NGOs and International aid to effectively tackle these social challenges.

This response goes further to consider a range of challenges, draws on the resource and develops ideas to lead to a conclusion which analyses these challenges recognising which are the most significant. The analysis does not have to be a statement at the end but could take an analytical approach throughout.

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 6 (b)

Please note that the comments made on Q06 also apply to Q04 and Q05 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 using a questionnaire as a data collection method.

(1)

contains q/uantitative and q/uantitative data and it is fast.

ResultsPlus
Examiner Comments

In this response, there was an advantage provided based on the ability to show qualitative and quantitative data.

Question 6 (c)

(c) Suggest **one** way the reliability of the data could have been affected.

(2)

If the student ^only^ asked people in the same area, this would have made the results biased, therefore make it unreliable. People living near this area may have more negative views as they would complain about noise, while others might have more positive views.

> ResultsPlus
> **Examiner Comments**
>
> This first response demonstrates the idea about the student asking particular people and how this may have impacted the views collected.
>
> 2 marks.

(c) Suggest **one** way the reliability of the data could have been affected.

(2)

~~Kacoopaper~~ Biased, some of the information taken from the questionnaire might be biased and support one side more then the other.

> ResultsPlus
> **Examiner Comments**
>
> This response gained 1 mark for recognising that bias might take place.

Question 6 (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 is 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 analysis and conclusions, therefore there needs to be evidence the candidates has addressed both of these components to achieve full marks.

(d) Study Figures 6a and 6b in the Resource Booklet.

Evaluate the student's data analysis and conclusions.

(8)

This student wanted to investigate local attitudes towards the developement of a new retail building. The student created a questionnaire and asked the local people. The student used the questionn-aire to create a word cloud of different negative and opinionated words related to the topic to show why the people were against it. The students conclusions showed that there was a lot of views, most of the local people were against the redevelopement and the photographs showed that was gonna quite be a big feauture comparing to the other small businesses / buildings. There's ~~many~~ different strengths and weaknesses of this students data analysis and conclusions. The strengths of this ~~reas~~ research is that the student used a questionnaire which makes the data specific and reliable, the student directly asked the local people which makes us understand and hear the actual / real life opinions. weaknesses of this investigation include: The student should've asked more people as the results may have differed and would've

been more reliable and used their
feildwork as it may have shown
better and clearer results

ResultsPlus
Examiner Comments

This response achieved Level 2 – 5 marks as there are some relevant
comments for both figures, but they are basic statements which
tended to be more descriptive than evaluative.

This response could have been improved through greater evaluation of
specific aspects of the enquiry identified, focusing on specific aspects
of the resources.

(d) Study Figures 6a and 6b in the Resource Booklet.

Evaluate the student's data analysis and conclusions. **(8)**

Figures 6a shows the student's
data analysis while 6b shows his conclusions and
evaluations drawn from the fieldwork.
The use of a word cloud is simplistic and a clear
visual, making it easier to interpret. However,
a more detailed analysis could have been provided
by conducting a word count and presenting a
tally for the most frequently used words to
increase accuracy. For the EQs conducted, the
student could have designed a bipolar graph
for better understanding and compared it to
previously conducted surveys. Since this data
is highly subjective, it would have been better
that EQS was conducted by several students and
a mean was calculated for all categories to
increase reliability. In the analysis, the student
does not detail upon the different areas that were
covered or how many people were questioned, so
the sample size remains ambiguous, making the
fieldwork less reliable. The student also does not
divide the opinions ~~sto~~ based on different
stakeholders such as residents and other local
businesses that may have completely distinct

for successful conclusions. In my opinion, conclusion 2 is the most appropriate out of all as it is clear and answers the question of the investigation. However, it is not backed up with any statistics giving it less confidence. Conclusion 1 is irrelevant to

(Total for Question 6 = 12 marks)

the aim of the Investigation

TOTAL FOR SECTION B = 12 MARKS

and conclusion 3 does not link to local attitudes making it incomplete and less relevant. The student should have commented on the different views of different stakeholders which ones seem most significant. As per the student's evaluations, the student should have allocated more time for the investigation and managed it better for better coverage of the local area. The student should have taken into consideration that some of the newspaper articles may be outdated or biased and evaluated its effect on his conclusions. The student should have well-annotated the photographs and compared them to earlier photos to show changes and observe patterns in urban land use and development and its positive or negative impact on the area. Overall, the investigation did answer the question on a basic level but a lot of detailed analysis and development was missing.

In this response the candidate achieved Level 3 – 8 marks as there is clear use of the relevant resources considering both the resources.

There is clear evaluation in the response and even a conclusion which summarises their ideas.

It's a good idea to be critical of the resources and challenge their quality and utility. There are flaws in the resources that the candidates can identify and use in their evaluation.

Question 7 (d)(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** reasons for this pattern of change.

(4)

1. This pattern change can be due to ~~climate~~ ~~that~~ deforestation. As deforestation continues net percent, change in forest cover decreases.

2. Another reason ~~is~~ can be because of population increase, land demand increases and therefore there are less forest cover because that land will be used in farming or buildings.

ResultsPlus
Examiner Comments

In this response, the candidate provided two basic reasons but they are not linked to specific details from the figure.

This response gained 1 + 1 – 2 marks.

(ii) Suggest **two** reasons for this pattern of change.

(4)

1 In HICs such as Australia, people have higher education and have better awareness for their country. Hence instead of chopping down forests, more is being done to conserve them. In LICs, people don't know to conserve forests and there is very little action taken to reduce the loss of forests.

2 Raw materials are usually taken from LICs and developing countries such as Nigeria. Hence lots of trees/forests are cut down to supply for HICs and developed countries, who don't produced raw materials and can conserve their forests. With higher demand for raw materials —wood— there will be higher net % of forests lost in LIC.

ResultsPlus
Examiner Comments

In this response, there is clear reference to groups of countries, and even some specific countries, and developed ideas around conservation and the need for raw materials. 2+2 – 4 marks.

ResultsPlus
Examiner Tip

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

Question 7 (e)

This question required candidates to provide explanation of two strategies to manage water shortages. Often this was done very well, with a lot of 2+2 responses with clear knowledge about specific case studies.

(e) Explain **two** strategies to manage water shortages in fragile environments.

(4)

1 Import water from other countries that have higher water supply

2 Use water aquifer systems where water can be taken from underground

ResultsPlus
Examiner Comments

This response gained 2 marks – 1+1 – for the ideas of importing water and taking water from underground.

(e) Explain **two** strategies to manage water shortages in fragile environments.

(4)

1 Preserve water from rainfall, stores water from rainfall that can be used at a later time for consumption. Rainfall can help water shortages by providing an ultimate source of water.

2 Desalination process for salt water, able to clean salt water into water that is safe for drinking and consuming, helps use salt water helping water shortages

ResultsPlus
Examiner Comments

This response achieved 4 marks as the ideas are developed about water preservation and desalination.

Question 7 (g)

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 are found in questions Q08f and Q09f.

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

Assess the potential impacts of desertification.

(6)

There are multiple environmental, social and economic impacts of desertification. Some however can be adapted/mitigated however others are inevitable.

With desertification and semi arid areas becoming dryer there's Increase soil erosion, reduced biodiversity and crop yeilds. With Soil erosion the layers are Sand are getting blown away as plants are dying and there's no shelter in the area to decrease this erosion. The soil erosion causes reduced crop yeildd as they can't grow with the conditions and limited nutrients supplied. Not only this but the Temperature is increased which caused the plants Crops to die. With less Crops people are dealing with a lack in food (famine) and even nutrition causing many children to die from malnourishment. Furthermore people were using farming as the source of income for their livelihood but without any crops to sell no money is being made and more people are going into poverty.

The limited options for people here from the impacts of desertification has driven the people to migrate out of the country to neighbouring areas as the climate is becoming unbearable and unliveable not for people but plants and livestock too. It could be argued that people are driving the impacts of desertification to be worse due to overgrazing, overcultivation drying out the soil further and causing to become more soil erosion... But without food for the people they can't even support the livestock. Soil erosion could be decreased with replanting trees or placeding rocks in lines however the impacts are too severe and there isn't much options for the people.

There were, however, 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 desertification.

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.

Greater familiarity with the 'assess' command instruction is strongly recommended for future examinations. Candidates could practise ranking impacts/factors/issues and forming a judgement about their importance for particular topics.

Question 7 (h)

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.

(h) Discuss the view

'The environmental impacts of climate change will be greater in the future than the economic impacts.'

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

(12)

"The environmental impacts of climate change will be greater in the future than the economic impacts" in figure '7C' the impact "migration" could support this view because migration usually consist of finding new work opportunities overseas and that supports the claim that environmental impacts of climate change will be greater in the future than economic impacts and that migration wouldn't have occurred without desertification a result of climate change. In figure '7b' it is evident that as the years goes by the more money is spent on climate change especially in the year 2018 rather than in 2015 only with 6,497 million spent rather than 15,603 million in 2018. In figure '7C' the impact "increased poverty" which is grouped in the economic column suggests that poverty is rising due to a result of climate change which is desertification and that the state of land could damage the

work from the other impact "reduced crop yields" farmers aren't able to make ends meet due to the fact that they aren't gaining anything anymore from farming which leads to them possibly going homeless increasing the rate of poverty in the area. Which all of those points are evident and that would prove the view correct " The environmental impacts of climate change will be greater in the future than the economic impacts".

(h) Discuss the view

Maldives, China.

'The environmental impacts of climate change will be greater in the future than the economic impacts.'

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

(12)

Figures 7b shows the ~~and 7c show~~ amount of money spent by the World Bank in response to climate change and figure 7c shows potential impacts ~~risks~~ to a major threat on fragile environments, desertification. Environmental impacts effect the natural environment whereas economic impacts effect the economy. Climate change ~~it~~ causes many impacts overall and is the ~~of~~ change in global average atmospheric conditions.

Figure 7b shows that more money is spent on ~~mitigating~~ adapting to the effects of climate change rather than on the ~~adaption~~, mitigating effects ~~and~~ ~~however~~ there is a clear increase in money spent on responding to climate change over the years. This suggests that the economic impacts will be greater in the future since ~~most~~ more and more money is needed to respond to the effects of climate change, going against ~~supporting~~ the idea that environmental impacts are greater than economic impacts. This is further supported by, the increased ~~patterns~~ and reduced crop yields as seen in figure 7c due to desertification. ~~This is further an~~ The large economic impact is also evident in China where they ~~may~~ have a very high economy and may be forced to take a proactive approach to climate change and use renewable energy sources rather than coal

This however would lead to a decrease in economic profits and possible activity since they strive of manufacturing with the coal found within their boarders.

On the other hand, environmental issues are extremely ~~severe~~ as seen from figure 7c. The average rising global temperatures are causing increased soil erosion and reduction in biodiversity as well as further impacts such as droughts or changing rainfall patterns. Furthermore, figure 7b shows that adaption costs ~~to~~ climate change is extremely high suggesting it is already impacting the environment greatly. This supports the view that the environmental impacts will be greater than economic impacts in the future. This is also evident in low-lying islands such as the Maldives where they suffer greatly from environmental issues such as flooding, and coastal erosion and ↑rising sea levels ↑causing an average elevation of 1.5m. This ~~shows that~~ has resulted in the islands to suffer greatly from the environmental impacts of **(Total for Question 7 = 35 marks)** climate change forcing them to build artifical higher islands.

Overall, I agree with the view since climate change causes many environmental issues globally such as rising sea levels, changing rainfall patterns in the Maldives, flooding in China, desertification in the Sahel region and glacial melting in the Arctic. With this there is a major loss in biodiversity, distruction of habitats and irreversable changes.

ResultsPlus
Examiner Comments

This response goes further to have clear discussion of the different aspects of the figure, making reference to the resources and demonstrating their own understanding. To use the words of the mark scheme: Applies understanding to deconstruct information and provides 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).

This achieved Level 3, 12 marks.

ResultsPlus
Examiner Tip

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

Question 8 (b)(iii)

Again, 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 Government's restriction. Countries for instance Australia has a quota system to limit the numbers of migrants.

2 Pull factors, e.g. Job opportunities. Some developed countries, ~~have~~ e.g. USA has more Job opportunities for international migrants, they also may gain a higher rages & better working environment.

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

(4)

1 Push factors in countries such as wars and conflicts, may leads to an or inhabitable conditions increase in the number of people migrating to other countries to. For example, due to the presence of deserts in Egypts, there are less number of migrants present as it does not have suitable & no conditions to be live in (high temperatures, less supply of water and of;

2 Another reason would be pull factors from other economically developed countries such as USA. An example of pull factor would be increase in employment which attracts a lot of people from the less economically developed countries leading to an increase in the number of migrants in countries like international USA.

ResultsPlus
Examiner Comments

Makes specific reference to countries and two clear reasons.

This response gained 2+2 marks – 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 not always successfully answered by those attempted it, with some confusion about what geopolitical meant.

There was usually a recognition of the potential for increased trade, but some candidates could not go much further than this.

(c) Explain **two** ways geopolitical relationships can affect trade.

(4)

1 Countries with a better geopolitical relationship would have increased trade. This is because they would set up trading blocs which breaks down the national barriers and taxes.

2 Countries such as China and the US do not have a good geopolitical relationship, reducing trade. This is because they put high taxes on imports and exports, discouraging businesses from trading with each other.

ResultsPlus
Examiner Comments

Gives two clear reasons.

This response gained 2+2 – 4 marks.

(c) Explain **two** ways geopolitical relationships can affect trade.

(4)

1 Conflicts stop trade between countries which affect both
countries' economies, affecting the production and exports
of the country, reducing trade from other ~~and~~ uninvolved
countries, an example being the Ukraine/Russian war.

2 ~~Extracting too many resources to export to another country~~
Conflicts between countries affect the people and general population
which reduces the need to trade.

ResultsPlus
Examiner Comments

This response recognises the role of conflict which is repeated in the
second point and gains 2 marks.

Question 8 (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 required candidates to provide a description of a trend.

One mark was awarded for recognition of the trend and then another for development through further description or use of data to support.

(ii) Describe the trend in the number of tourists shown in Figure 8b.

(2)

The trend in the number of tourists had ~~blatly~~ rapidly increased. From less than 0.04 billions of tourists In 1950 to over 1.4 billion of tourists In 2018.

ResultsPlus
Examiner Comments

Here. this response recognises the increase and uses data to support – 2 marks.

(ii) Describe the trend in the number of tourists shown in Figure 8b.

(2)

The number of international tourists is increasing over the years

ResultsPlus
Examiner Comments

This achieved 1 mark for recognition of the increase.

ResultsPlus
Examiner Tip

There are two marks for this question, so there needs to be more than just stating an increase or decrease as many candidates did with this question.

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 the impacts of the growth of global tourism.

(6)

- The growth of global tourism can impact on individual's quality of life as well as the development of a country/city.
- Based in figure 8c, impacts can differ from environmental, social/cultural, and economic.
- Environmental impacts include the increase of pollution and a disturbance/destruction of nature. As population increases, more cars are increased, increasing air pollution, which may affect nature's habitats.
- Based in figure 8c, showcases the possible and most known impacts of global tourism.
- Social/Cultural impacts conclude the increase of unity between different ethnicities and cultures, increasing diversity. As well as, a chance of disrespecting one another's culture, due to being different, etc.
- Lastly, economic impacts develops the economic wealth of a certain country, increasing developments and income of an individual.

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

Assess the impacts of the growth of global tourism.

(6)

Firstly, the main impact of global tourism is the economic development. As figure 8c shows that more money can be spent on building infrastructure and increase job opportunities which means more people will be able to support their families and improve their quality of life by buying more housing. The government can also recive more tax returns to improve benefits and improve infrastructure due to airlines earning money from tourism. The positive multiplier effect can create jobs due to more disposal income earned, from tourists.

Secondly, another key impact is the social development. The tourists will come from different backgrounds and cultures so it will allow locals to ma and socialise with them leading to more diverse culture overall, however it has negative impacts such as the disruption to more local cultures due to the lack of knowledge or traditional values for tourists.

Thirdly, it will cause negative environmental effects such as disruption of habitats as the tourists may have rubbish in areas leading to pollution. The increased number of tourists will also lead to increase in transport which will cause increased congestion and pollution in host countries, ~~the~~ producing more CO2 which accelerates global warming.

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

'Sustainable tourism is impossible to achieve because of the large numbers of tourists.'

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

(12)

Figure 8c mentions that an impact of the growth of global tourism is increased pollution. This is a negative impact as noise and air pollution can be harmful to people's health as well as to the environment - making tourism unsustainable, supporting the above view. Also, majority of tourists travel by planes which require lots of fuel and create lots of air pollution which is not sustainable for the environment and is inevitable so this could support the view as well. Figure 8c also shows that an impact of large numbers of tourists can disturb habitats which, again, is unsustainable to the environment. Moreover, figure 8b indicates that the number of tourist arrivals in billions, across the world is greatly increasing in regions all throughout the world which increases the rate of negative impacts seen by tourism, mentioned by figure 8c.

However, there are many options of tourism that focus on making tourism safe and sustainable - especially because of the increase in tourism throughout more recent years and also due to better education on the importance of sustainability. For example, ecotourism is becoming more popular around the world, and countries create national parks to preserve wildlife and natural sights. Furthermore, Cyprus - a very popular tourist destination especially known for it's beaches - now actively places measures to protect coastal ecosystems and making Cyprus 'greener'. This is thanks to organisations that work to ensure sustainability **(Total for Question 8 = 35 marks)** and are present all around the world. So, in conclusion, while tourism can be unsustainable, there are ways to make it more sustainable — it's not impossible to achieve!

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

They also deconstruct ideas across resources, but not always coherently.

They do attempt to provide a conclusion, but it could have been supported with more evidence beyond some of the ideas presented in the resource.

(f) Discuss the view

'Sustainable tourism is impossible to achieve because of the large numbers of tourists.'

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

(12)

It can be said that mass tourism has increased substantially over the years, quoting figures in Figure 8b, from 0.03 billion tourists mainly arrive to have economically developed country like France in Europe and USA, to 1.4 billion tourists arrive to all around the globe such as Asia and Pacific countries, an 4m a 4566 757 4567% increase. This has led to a very lucrative tourism industry emerging in many economies, particularly increasing income for less economically developed countries like Thailand and Maldives. However, it is said that tourism in many of these countries are often unsustainable due to the large numbers of tourists. Transnational and local cooperations often seek to maximize profit and reduce cost using often unsustainable practices, exploiting local environment and culture to gain economically.

It can be argued that sustainable tourism can never be achieved due to the ever growing demand and number of tourists. Just alone the pollution tourists incur from flying to another country could categorise it as unsustainable tourism. Let alone the amount of energy incurred during the tourists stays in the country. When there is people, the demand for energy will always follows, Many countries still uses non renewable fuels to produce energy to support tourism, like Saudi Arabia releasing tons of greenhouse gases emissions. Just the energy consumption factor of tourism is unsustainable for both short term and long term.

Not to mention the amount of infrastructure built to cater to tourists, particularly in tourists attraction and hotspots. For example in Turkey local villages are becoming tourists hotspots due to its ancient history and beautiful landscapes. In Turkey, are becoming tourists However,

Instead of ~~prese~~ preserving the local culture ^(and charm) of the region, tourism has negatively impacted and eroded the landscape ~~both~~ ^(demolishing) ~~local villages & homes~~ five star hotels, deforestation of local forests to ~~build~~ cater ^(Airbnb) ^(demolishing) decades old homes belonging to local villages to tourist accommodation. This is highly unsustainable forms of tourism.

Large transnational cooperations ^(have said to) ~~erodes~~ local cultures and people standard of living. As evident in Maldives, the government expanded its tourism industry by renting out islands for transnational hotel chains like Four Seasons and Marriot to build private oasis for large number of tourists, destroying the local culture of a traditionary muslim country.

However, there can be exceptions to these claims. Bhutan, one of the poorest countries in the world have rich ancient history and local culture. It's a land-locked county ~~and~~ ^(making transportation ~~transit~~ inconvenient,) therefore has not ~~opened~~ ~~itself~~ ^(its) tourism industry for a long time. However, after long consideration ~~from~~ ^(from) the Bhutanese Government in the 1960s to 70s, they have ~~allowed~~ issued tourist visas regularly to tourists from all over the world. They have carefully planned out excursions and sites to accommodate tourists, ~~This careful~~ with tight regulations on ~~transactional~~ transnational companies on operation of ^(hotel) business. This careful consideration into balancing ~~between~~ economical prosperity, environmental conservation, and local culture has led to the harmonious growth for the country. Bhutan is the **(Total for Question 8 = 35 marks)** only carbon negative county in the world, even after accepting tourists. The ~~Bhutanese~~ Bhutanese people are one of the ~~happiest~~ happiest in the world according to world happiness index. The Bhutanese government even set up a happiness index it is own.

In conclusion, while you cannot avoid the growing ^(tourist) population in the world, due to increased awareness of other countries, increase in disposable income and ease of transport, coinciding with more paid leaves for holidays, if the government can have tight regulations to prevent ~~transa~~ transnational companies from exploit the country's people, resources and habitat, sustainable tourism could be achieved. However, many countries will not follow this simply due to its political systems and beliefs in capitalism.

This response demonstrates the top level and 12 marks with a well-structured response which draws on the resources, but clearly links to their own knowledge and understanding and discusses these ideas.

It forms a clear conclusion at the end.

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 (c)(ii)

Again, 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.

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

(4)

1 One could be due to raw material available within the countries. Countries shown in figure 9c with high population living in extreme poverty such as Kenya and ~~India~~ Laos could lack in raw materials such as oil, and fertile land which could have slowed them down through development path

2 One could be due to corrupted government. Democratic Republic of Congo shown in figure 9a with ^more than 81% of population living in extreme poverty could be due to government not spending tax of development of Infrastructure and services, which has increased population in extreme poverty

ResultsPlus
Examiner Comments

This response refers to countries and reasons related to raw materials and poverty.

This response gained 2+2 – 4 marks.

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

(4)

1 ⚡ ⚡ Some Countries have a Low GDP
or they are in dept and they have a very
high population causing the poverty

2 Most Countries have natural resources hence
whey they have a lower poverty rate

ResultsPlus
Examiner Comments

This response is quite vague in terms of patterns but identified relevant reasons related to debt/money and resources.

2 marks.

Question 9 (d)

This question was generally successfully answered by those attempted it, with many scoring 4 marks showing good knowledge and understanding top down development projects.

(d) Explain **one** advantage and **one** disadvantage of top-down development projects.

(4)

Advantage

Top down ~~projects~~ Projects are made ~~by~~ by the government ~~or~~ or large company which means there is more ~~funding~~ funding for then

Disadvantage

the locals might not agree with the project being worked on as they ~~aren't~~ aren't controlling it.

https://xtremepape.rs/

Question 9 (e)(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 and some understanding of what this may mean in relation to a country's development.

(ii) Suggest what this trend might mean for the country's development.

(2)

As the infant mortality decrease this mean their is better healthcare and food resources leading to people having a ~~healthie~~ heathier life style + babies growing without ~~disease~~ diseases or dying before age 1.

ResultsPlus
Examiner Comments

This response achieves 2 marks as there is recognition of the decrease in infant mortality rate and links to healthcare.

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 factors that affect uneven development within countries.

(6)

The ~~factors~~ factors that affect uneven development withing countries is environmental, social and Economic. In environmental the lanscapes features might not be good so the would be no place to build the building and houses, ~~the so~~ the climate could also be the problem as it can ber very sunny day and might cause people to leave the country ~~to~~ because of the heat. In social The factors could be housing qvality ~~es~~. If the the qyvality of the house is not good that would force people to change thier place and live somewhere else. The other factor in social is Access to services, if people have less access to hospital services and health care services it can mean that the government doesnt want people to live healthy, if people have less Access to police services and security services that means there would be more crimes. ~~The factors~~ In economic the factors could Availability of employment and efficient transport systems.

This candidate reaches into Level 2 – 4 marks as there is some consideration of factors and some ideas are developed, which are sound but basic; for example – 'if not good that would force to change their place'.

Most of the factors are described or explained rather than assessed.

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

Assess the factors that affect uneven development within countries.

(6)

Environmental factors shown on figure 9c are landscape features and climate. These factors can affect uneven development. If the country has rough terrain, or infertile soil and poor climate it means it cannot grow crops, meaning the area can't sell food or have any for themselves. This can make an area less developed as they have less natural resources to make money and spend on improving things like education or healthcare compared to resource rich areas.

// Economic factors shown on figure 9c also affect development. If a place has poor transport routes, it may force people to live near the city. If lots of people start living near the city it may effect social factors such as housing quality as shanty towns appear to meet high demand. This increases proneness to disease and if they have poor healthcare, death rate increases, decreasing workable population damaging the economy as less people are there to get money. Lack of employement due to poor natural resources and jobs may increase crime and corruption which makes a place less stable and developed decreases

The quality of development of ideas is better in this response, reaching higher into Level 2 – 5 marks.

Although it still lacks clear assessment to achieve full 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 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.

(g) Discuss the view

> 'The most effective way to address inequality within countries is to reduce poverty.'

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

(12)

Figure 9a shows the percentage of people living in poverty around the world. Inequality is the term used to define people being treated differently due to social cues such as age, gender, race, income etc. Poverty is a global problem however the problem of poverty resides mainly in Africa. Countries such as Madagascar, Mozambique and the DRC all contain 81-100% people living in poverty. These countries also contain high amounts of income segregation. Inequality is measured using the gini index. Countries such as South Africa and Madagascar rank very high on the index. People are treated differently from one and other due to the place they live, the job they have & their wages. As figure 9c shows, healthcare and housing is very important for a country to stay developed. People with more disposiable income are more likely to be treated for health issues because they are able to provide extra money to hospitals. Countries in Northern Europe such as Finland, Iceland and Sweden all contain little to no poverty from 0-20%. They also give free healthcare to people in need and do not exclude people depending on their income. They also contain a high GDP per capita to

other European countries.

Although many countries that have high poverty rates are usually inequal there are some anomalies. South Africa is one of the highest on the gini index but contains low rates of poverty. Similiar China and Brazil also rank high on the gini index but contain low poverty rates. This means that not always does poverty mean inequality or inequality mean poverty. Other factors such as corruption contribute to this. Therefore, it is more likely for a country to have inequality if they are suffering from poverty, however thats not always the case as there are some other countries with other factors on why their percentage of poverty is low or high.

As in Q08(f), candidates should practise incorporating their own ideas with unfamiliar resources that are provided.

In these long extended answers, the skills of analytical discussion are very important. Although it is the last question, it has a high tariff, so candidates should be encouraged to attempt it.

Paper Summary

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

- When answering the extended response questions, ensure that candidates are clear about the difference between the requirements for different commands words such as 'analyse', 'evaluate', 'assess' or 'discuss'.
- Candidates should be reminded that:
  - 'Analyse' questions require candidates to investigate an issue by breaking it down into different components and making logical, evidence-based connections between these components.
  - 'Evaluate' questions require candidates to measure the value or success of something, and ultimately, provided a substantiated judgement or conclusion.
  - 'Assess' questions require evidence to determine the relative significance of something, considering all factors and identifying which are the most important.
  - 'Discuss' questions require candidates to explore the strengths and weaknesses of different sides of an issue/statement or question through reasoning and argument.

- Candidates need to appreciate that the extended writing questions 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