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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel Advanced Subsidiary Level GCE
In Geography (8GE0)
Paper 2: Dynamic Places

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Introduction

Overall comments:

General:

Centres are to be congratulated at the excellent performance of many candidates in this year's AS paper. This was the third sitting of the paper, and candidate appeared better prepared for the style and range of Questions and there were fewer blank spaces where no answer was attempted. Timing did not seem to be an issue, as most completed the paper in full. Considerably fewer candidates used extra paper, showing that answers were of the appropriate length expected.

Therefore, most candidates were focussing their answers on the mark allocation and were guided by the command word, with fewer lengthy descriptive answers which failed to assess or evaluate, as required.

As in the previous two series, about 80% completed Questions on Regenerating Places and about 20% completed Questions on Diverse Places.

General points for centres to consider for the future:

- There will be two mark '**skills**' Question on both Question1 and Question2 and 5.
- The level based mark scheme Questions that score 12 marks and above require '**evidence**' to support a candidate's interpretation of the Question. This may come from examples, case studies, data, facts, detailed reference to places, concepts and geographical theory.
- Use of appropriate terminology always helps show the examiner candidates have an understanding of the topic.

Q1(a)(i)

Most were able to identify

B Development of new market

as the correct answer, though a few selected each of the other options. This Question tested knowledge of the basic globalisation terminology candidates are likely to be using in their studies.

Q1(b)

Most scored two marks on this Question about the impact of the TNC shown in the resource booklet on local culture. Fewer were able to extend their reasoning to gain a third mark.

Most wrote about local food being displaced by American style fast food, and used terminology such as cultural diffusion or erosion as part of their

answer. A few were able to go one step further to explain how local food stores were closing as a result, reducing choice for local people. Some included comments on cultural hybridisation/ globalisation occurring to make food more suitable for local diets.

As on other 3-mark Questions, centres are encouraged to advise candidates to go for a broad '**starter reason**' that can then be extended. A good plenary activity in a lesson could be for the teacher (or a student) to suggest a reason which is then extended by someone else, and then further by the next person.

Q1(b)

This Question required a calculation of '**% increase**' of the number of food outlets for the TNC. Candidates used a variety of methods, any of which were acceptable if it resulted in the correct answer, as long as working was shown. Note that a 2-mark Question with a calculation required working to be shown, as stated in the Question, and on the front of the Question paper. The Question asked for an answer to the nearest whole number. Some candidates lost a mark because they omitted this step. A correct answer without working scored 1 mark.

This '**text book**' answer, scored 2 marks.

Give your answer to the nearest whole number.

$$\begin{aligned} 215 - 97 &= 118 \\ \frac{118}{97} \times 100 & \\ &= 121.65 \\ &= 122 \end{aligned}$$

Answer 122%.

Other approaches used by a number of candidates, are shown in the mark scheme.

Q1(c)

Four-mark Questions provide a '**scaffold**' where candidates need to describe two ways global culture has spread, with a further mark for each for how a disadvantaged group has benefited. Candidates found this difficult, with fewer scoring 4 marks than had been expected. The specification indicates many possible mechanisms for the spread of culture: migration, tourism and social media for example. A wide range of groups were discussed; most commonly seen were disabled people, women and minority sexualities. A number of candidates wrote about how poor people had gained jobs, but unless this was linked to the spread of global culture, it could not be credited.

Q1(d)

A broad range of settings for tensions could be explained in 1d. The tensions needed to result from globalisation, and could be at any scale, though most commonly seen were tensions between countries, tensions between governments and local people, or those between TNCs and local people. At times these were very general, so did not meet the criteria for level 3 which requires '**accurate and relevant**' knowledge throughout the answer, as well as consideration of a 'broad range of...detailed and fully developed' ideas.

Tensions discussed that produced good quality answers were climate change, trade '**wars**' over tariffs, membership or exclusion from trade blocs, access to social media and migration. Some reasons for tensions that were not related to globalisation were not credited (eg over High Speed 2 or wind farms).

Q1(e)

This Question could be interpreted in a generic way, but candidates who took this approach tended to run out of ideas after a couple of paragraphs.

More successful answers rooted their ideas in examples or concepts (improvement of infrastructure for example) so that contrasts could be made between stakeholders who benefited economically (often TNC managers, developing world employees and governments) and those who experienced social costs (often employees in both the developing and the developed world).

Good answers discussed outsourcing and off shoring, the role of trade blocs, '**trickle down effects**' and the multiplier effect resulting in economic benefits, particularly to workers in low income and emerging countries. China was frequently used as an example here, with better answers being specific about places within China. This was then contrasted with the social costs these people experienced in terms of exploitation, long hours, poor working conditions and separation from their families. The strongest answers were able to assess the balance between these costs and benefits, with the additional complexity that economically rising wage costs in some places is leading TNCs to relocate, leading to unemployment and social costs.

Many also considered the social costs experienced in regions of the post-industrial developed world, noting that economic costs occurred here as well. Spatial contrasts could therefore provide a useful route to assessment, as could changes over time. Thus, regions that have experienced both economic and social costs in the past (Rustbelt USA and deindustrialised places in Europe) have to some extent benefited from reinvestment from TNCs and national governments, so seeing economic and social benefits.

On 12-mark Questions, to come out of level 1, candidates need to be referring to the ideas/topics of the Question and beginning to explain the links between them (the mark scheme calls this '**coherence**'). With examples and a conclusion, the answer moves up within level 2, and for level 3 needs to be taking a broader perspective (covering both developed and emerging countries for example) and providing '**supported judgements**' (assessment) about who experiences the costs and benefits and the balance between them.

Q2(a)

To score the mark available here candidates needed to go beyond repeating the words in the Q, showing their own understanding. So, answers that said it meant '**what a person experiences in their time in the place**' did not score a mark, but mention of a person's attachment to or perception, or how they felt about a place was awarded one mark.

Q2(b)

Most were able to answer this correctly.

Q2(c)(i)

Most were able to answer this correctly.

Q2(c)(ii)

Candidates struggled to score three marks here. As on other 3-mark Questions, a broad '**starter**' is needed to enable a three-mark series of points to be made. Stating that people with lower qualifications did not understand the voting system is not true for most people, and having made this point it is hard to think of further ideas. A more useful starter idea was to say that those with lower qualifications might be more likely to have a low paid job, and live in a deprived community who feel neglected by local and national politics, so they feel disenfranchised and as though their opinion does not matter.

Note that on any Questions there is no mark for repeating the Question. A summary such as 'therefore they are unlikely to vote', whilst rounding off the answer does not score a mark.

Q2(d)

Many candidates were able to score 4 marks here. Frequently seen answers covered restaurants, in-migration, global shift of industry, tourism, regeneration which included FDI from TNCs, cultural erosion of local music. Many candidates had a lot to say, and the challenge was to keep the answer succinct.

Q2(e)

Measurement of the success of regeneration strategies is clearly on the specification (4A.10) and is a likely topic for fieldwork for many, but some candidates struggled here. The range of ideas was narrow and many answers lacked detail.

The best answers identified ways that regeneration might be successful (eg through improving the economy, or through improving social wellbeing or improving the quality of the environment) and then set out ways these might be measured. Ideas included monitoring social media, unemployment rates compared through online records, Qnaires about perceptions of the place.

Higher level answers were specific about contrasting past with present or more recent levels, and about the '**reports**' or '**quantitative surveys**' that might be used. Good answers mentioned comparing visitor numbers or profits, voting statistics or identified online forums for opinions or websites such as Police.uk for crime data. Weaker answers mentioned measuring '**economic activity**' or looking at '**old data**' without detail.

Q2(f)

The Question required candidates to have ideas about stakeholders involved in regeneration, and then to consider reasons for conflict between them, and to reach level 3, to assess why the levels of power or influence varied between stakeholders, or why some are '**winners**' and some '**losers**'.

Some also reached level 3 by assessing why the scale of conflict might vary. For example, the disproportionate resources available to local and national governments, or TNCs compared to local people or businesses could lead to considerable conflict as the wishes of one group override another.

Examples/settings seen frequently were London Docklands and the Olympic led regeneration at Stratford, Liverpool One, Hull City of Culture and the Eden Project. Some of the best answers were about local scale regeneration the candidate clearly knew about as part of their local/contrasting place studies. Whilst this is not always possible for all, a local visit or context makes all the difference for candidates.

Some wrote generic answers about planning permission and building firms and local people without reference to locations. Such answers rarely scored more than about 5 or 6 as they did whilst they might show geographical knowledge and understanding about stakeholders and apply this to make some logical connections about their roles, the answer did not provide supportive evidence or make judgements about the significance of factors.

Q3(a)(i)

Most were able to score 2 or 3 marks describing the variation in data.

Q3(a)(ii)

Most scored 2 here, for points about average providing a summary figure for an area (advantage) but being skewed by extremes in data (disadvantage).

Q3(b)

Most candidates showed a good knowledge of appropriate techniques and were able to add an explanatory detail about how it might be carried out or what it might involve.

A few were confused over quantitative and qualitative which unfortunately led to some scores of 0. Some included use of secondary data, which were only acceptable if there was a comparison with present day information (eg over voting behaviour).

Appropriate suggestions for qualitative techniques include: Qnaire to gain opinions about success of regeneration/perceptions, 8 way thinking survey of vocabulary, sketches/photos to compare with past images.

Appropriate suggestions for quantitative techniques include surveys about quality of life with a bipolar score, type of business survey, levels of voting before and after, a sound test before and after or in different parts of the place, measurements of levels of air and noise pollution, environmental quality survey, pedestrian counts, number of vacant shops.

Q3(c)

There was a varied response to Q3c. The fieldwork enquiry process encompasses a series of stages outlined on page 10 of the specification, and secondary sources may be valuable at many of these stages. Some candidates were clearly prepared for this, writing answers about types of secondary data and judging their value in terms of how they supported specific stages of the enquiry process.

Most knew what '**secondary research data**' meant.

There are many possible sources of secondary data that candidates could make use of in their fieldwork. In particular, Google Earth and Google Maps were identified as effective ways to gather contextual information when planning fieldwork, as was Index of Multiple Deprivation data and census information (often accessed through Datashine). Frequent references were made to crime data from Police.UK, Nomis, social media sites, TripAdvisor, and tourist information sites such as VisitDorset.com and love-weymouth.co.uk. Also, useful at the risk assessment stage are the BBC

weather app and Police.uk for past crime data. Presentation and analysis of data may be done through ArcGIS online or Digimaps. Some candidates commented on academic papers, clearly defined (not generic) websites, and specific geodemographic data as well as the use of OS maps.

To reach level 3, candidates needed to assess the limitations of secondary sources used and for 9 marks make specific judgements about their relative value in order to access all of the higher band marks.

Q4

Both Question4 and Question7 were well answered by most. Candidates were able to engage with the data and use it to answer the Question, with better answers drawing on their own studies in some depth.

Level 1 answers tended to lift information straight from the resource, with minimal organisation and only '**isolated elements**' of knowledge and understanding to help answer the Question.

Level 2 answers were able to select material/ideas from the resource booklet, often to give a one sided or simple two-sided argument about why Brighton could be considered successful or not. Answers towards the top of the level either had a conclusion, or else were able to make reference to geographical terminology for example.

Level 3 answers were able to consider several themes supported with evidence (for example economic social and environmental success, or to consider the past, present and future). Answers at the top of the level had a conclusion and/or made reference to comparable examples from their own studies. The best responses evaluated throughout the answer, making links between different sets of data and their own geographical knowledge to consider how far Brighton could be considered a success, and which groups might think this.

Useful ideas from candidates' own knowledge included: commodification of the environment for tourism, comparison to other places with high levels of deprivation such as parts of Hull, the value of using festivals in attracting visitors.

Q 5(a)

To score the mark available here candidates needed to go beyond repeating the words in the Q, showing their own understanding. So, answers that said it meant 'what a person experiences in their time in the place' did not score a mark, but mention of a person's attachment to or perception, or how they felt about a place did score a mark.

Q5(b)

Most were able to answer this correctly.

Q5(c)(i)

Most were able to answer this correctly.

Q5(c)(ii)

Candidates struggled to score three marks here, though many scored 2 marks. As on other 3-mark Questions, a broad '**starter**' is needed to enable a three-mark series of points to be made. Stating that urban areas experience higher levels of anxiety because house prices were so high scored a mark, but perhaps was harder to build on for further marks. A more useful starter was high population density (1) developed through ideas that '**there is less likely to be a close and friendly community**' (1) and concluding with '**so therefore many elderly people feel a sense of isolation**' (1) was a more successful route.

Note that on any Question there is no mark for repeating the Question. A summary such as '**therefore they experience higher levels of anxiety**', whilst rounding off the answer does not score a mark.

Q 5(d)

Many candidates were able to score 4 marks here. Frequently seen answers covered restaurants, in-migration, global shift of industry, tourism, regeneration which included FDI from TNCs, cultural erosion of local music. Many candidates had a lot to say, and the challenge was to keep the answer succinct.

Q 5(e)

Measurement of the management of cultural and demographic issues is clearly on the specification (4B.10) and is a likely topic for fieldwork for many, but some candidates struggled here. The range of ideas was narrow and many answers lacked detail. Balance between coverage of cultural and demographic issues was not expected.

The best answers identified ways that issues might be managed, and then set out ideas on how success might be measured. Ideas included monitoring of social media, comparing pay of different people from different ethnicities, Qnaires about perceptions of racism and othering, or strain on services or housing.

Higher level answers were specific about contrasting '**before**' and '**after**' management and about the actual '**reports**' or '**quantitative surveys**' that might be used. Good answers mentioned comparing numbers of people

per doctor, or numbers involved in community events, voting statistics or identified online forums for opinions or websites such as Police.uk for data on hate crime incidents. Weaker answers mentioned looking whether '**policies**' were successful or suggested comparisons with '**old data**' without saying what this might be.

Q 5(f)

The Question required candidates to have ideas about stakeholders involved in regeneration, and then to consider reasons for conflict between them, and to reach level 3, to assess why the levels of power or influence varied between stakeholders, or why some are '**winners**' and some '**losers**'. Some also reached level 3 by assessing why the scale of conflict might vary.

For example, the disproportionate resources available to local and national governments, or TNCs compared to local people or businesses could lead to considerable conflict as the wishes of one group override another. Examples/settings seen frequently were London Docklands and the Olympic led regeneration at Stratford, Liverpool One, Hull City of Culture and the Eden Project. Some of the best answers were about local scale regeneration the candidate clearly knew about as part of their local/contrasting place studies. Whilst this is not always possible for all, a local visit or context makes all the difference for candidates.

Some wrote generic answers about planning permission and building firms and local people without reference to locations. Such answers rarely scored more than about 5 or 6 as they did whilst they might show geographical knowledge and understanding about stakeholders and apply this to make some logical connections about their roles, the answer did not provide supportive evidence or make judgements about the significance of factors.

Q6(a)(i)

Most were able to score 2 or 3 marks describing the variation in data.

Q6(a)(ii)

Most scored 2 here, for points about average providing a summary figure for an area (advantage) but being skewed by extremes in data (disadvantage).

Q 6(b)

Most candidates showed a good knowledge of appropriate techniques and were able to add an explanatory detail about how it might be carried out or what it might involve.

A few were confused over quantitative and qualitative which unfortunately led to some scores of 0. Some included use of secondary data, which were only acceptable if there was a comparison with present day information (eg over voting behaviour).

Appropriate suggestions for qualitative techniques include: Qnaires/ unstructured interviews to gain opinions about levels of deprivation, 8 way thinking survey of vocabulary, sketches/photos to compare with past images.

Appropriate suggestions for quantitative techniques include surveys about quality of life/deprivation with a bipolar score, type of services survey, levels of voting before and after, a sound test in different parts of the place, measurements of levels of air and noise pollution, environmental quality survey, pedestrian/traffic counts, number of vacant shops/types of shops, house price transect.

Q 6(c)

There was a varied response to **Q3(c)**. The fieldwork enquiry process encompasses a series of stages outlined on page 10 of the specification, and secondary sources may be valuable at many of these stages. Some candidates were clearly prepared for this, writing answers about types of secondary data and judging their value in terms of how they supported specific stages of the enquiry process.

Most knew what '**secondary research data**' meant.

There are many possible sources of secondary data that candidates could make use of in their fieldwork. In particular, Google Earth and Google maps were identified as effective ways to gather contextual information when planning fieldwork, as was IMD data and census information (often accessed through Datashine). Frequent references were made to crime data from Police.UK, Nomis, social media sites, old photo sites (eg Francis Frith), house price data sires (eg Mouseprice and Zoopla). Some consulted authors (Dickens or Austen were mentioned), or paintings by local artists.

Also, useful at the risk assessment stage are the BBC weather app and Police.uk for past crime data. Presentation and analysis of data may be done through ArcGIS online or Digimaps. Some candidates commented on academic papers, clearly defined (not generic) websites, and specific geodemographic data as well as the use of OS maps.

To reach level 3, candidates needed to assess the limitations of secondary sources used and for 9 marks make specific judgements about their relative value in order to access all of the higher band marks.

Q 7

Both Question 4 and Question 7 were well answered by most. Candidates were able to engage with the data and use it to answer the Question, with better answers drawing on their own studies in some depth.

Level 1 answers tended to lift information straight from the resource, with minimal organisation and only '**isolated elements**' of knowledge and understanding to help answer the Question.

Level 2 answers were able to select material/ideas from the resource booklet, often to give a one-sided or simple two-sided argument about why west Cornwall could be considered as a rural idyll or not. Answers towards the top of the level either had a conclusion, or else were able to make reference to geographical terminology for example.

Level 3 answers were able to consider several themes supported with evidence (for example economic, social and environmental factors, or to consider the past, present and what might happen in the future). Answers at the top of the level had a conclusion and/or made reference to comparable examples from their own studies. The best responses evaluated throughout the answer, making links between different sets of data and their own geographical knowledge to consider how far west Cornwall could be considered an idyll, and which groups might think this.

Useful ideas from candidates' own knowledge included: further information about Cornwall, examples of heritage tourism elsewhere, value of investing in infrastructure, the role of EU investment and possible alternatives in the future.