

Examiners' Report
June 2019

GCE Geography 9GE0 02

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Introduction

Centres are to be congratulated at the excellent performance of many candidates in this year's 9GEO/02 paper. This was the second sitting of the paper, and candidates appeared better prepared for the style and range of questions and there were fewer blank spaces. Timing did not seem to be an issue for most candidates, as most completed the paper in full. However there were papers where the final question was only a couple of paragraphs long, restricting marks scored.

Considerably fewer candidates used extra paper, showing that answers were of the length expected. Therefore most candidates were focussing their answers on the mark allocation and were guided by the question's command word, with fewer lengthy descriptive answers which failed to assess or evaluate, as required.

As in the previous series, about 80% completed questions on Regenerating Places (question 3) and about 20% completed questions on Diverse Places (question 4). About 48% answered questions on Health Human Rights and Interventions (question 5) and 52% answered questions on Migration, Identity and Sovereignty (question 6).

Centres may like to focus on the following:

- 20-mark essays work best if there is a plan, perhaps written and certainly in the mind of the candidate.
- A conclusion is required for the 20-mark essays, and the level 4 mark scheme says that this should be 'rational, substantiated'... and have balance and coherence. It should do more than repeat what has been covered in each paragraph. This means it follows from what has been covered in the essay and refers to evidence from the essay.
- All essays should be 'supported by evidence' (third bullet point in the mark scheme). This might be a series of located examples, case studies, or facts or data, including evidence from the resource booklet (where appropriate) or a candidate's geographical knowledge.
- Use of time in an exam is a skill. Candidates have to complete two 20-mark essays on this paper, forming a large percentage of the marks. Candidates are advised to leave at least 25 minutes of the exam time to complete the second essay.
- There were some very descriptive answers to the 8-mark essays and also to the 20-mark essays. These are unlikely to reach beyond lower level 2.
- Candidates are advised to look for key words that show where evaluation or detailed explanation is expected. For example, Q05(b) required more than a description of the human rights in different countries, and Q06(b) required explanation of the challenges faced by nationalist movements, not just a description of their independence plans.

Question 1 (a)

On all 4 (and 3) mark questions, centres are encouraged to advise candidates to go for a broad 'starter reason' which can then be extended. A good plenary activity in a lesson could be for the teacher (or student) to suggest a reason which is then extended by someone else, and then further by the next person. Many candidates score 2 marks here, but fewer are able to go on to achieve all 4 marks by building a developed answer.

Here candidates needed to explain why many people in the **developed world** support global shift. Frequently seen starter reasons were the lower costs of goods, reduced pollution and increased profits for business owners/shareholders.

These were extended as shown in the examples below.

Note that if an answer adds a second reason, the higher scoring of the two was credited. Also, 'lower cost of labour' was not allowed as a reason in itself.

There is no need for a candidate to add 'so therefore people support the global shift of industry' as this is the question so there is no additional mark for this. Some wrote about benefits to the developing world so did not score marks.

1 (a) Explain **one** reason why many people in the developed world support the global shift of industry.

(4)

It gives them more space to develop from primary and secondary sectors to tertiary and quaternary employment sectors. As factories become unused and derelict these can be redeveloped into research centers for work such as Science Parks. This also creates more highly-skilled job opportunities where income will be much higher. This means people should have more disposable income which can be spent in their local area which increases a places economy - this will make a countries overall GDP higher.



4 marks are awarded here, building from the starter reason that the sectoral change to tertiary and quaternary employment has enabled derelict sites to be redeveloped.

This is extended through the explanation that these sites are being used for research and science parks (1) and more skilled job opportunities are created (1) leading to higher incomes (1). There are also further marks to be earned for points about more money being spent in the local area, which contributes to the overall national earnings, but the maximum of 4 has already been achieved.



Reread your answer and check you tick off 4 separate points. Some candidates end up making the same point repeatedly, which will not earn marks twice.

Question 1 (b)

Most candidates wrote a competent essay here, with a focus on learnt local examples about transition towns, local organic sourcing and protests about climate change or actions of TNCs both in the UK or elsewhere.

To achieve an upper level 2/ level 3 answer, assessment was required. Some answers were able to assess how far these methods were able to counter specific impacts of globalisation (food miles, pollution caused by fertilisers or pesticides for example). Reasons for the level of success included cost, availability of products, and the scale of the problem compared to the scale of the method. To reach top of level 3 a judgement was required, perhaps about which methods achieved the most, or the need for national or global scale action to make any real difference.

Successful approaches included considering impacts on the atmosphere, water and habitat loss with relevant methods for countering these. Answers about international efforts such as IPCC agreements and 'Paris 2015' lacked the 'local community' focus required, but could provide the context for public transport or cycling initiatives. Naming a location of a method ('Totnes' or the 'Bristol pound' for example) was more successful when details were added to explain how the method helped reduce environmental impacts.

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

(12)

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

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



11 marks are scored here. The candidate examines methods, linking each to a specific environmental impact caused by globalisation. Comparative points are made about the relative value of the different methods. For full marks, an overall judgement about how far methods like these can counter the environmental impacts of globalisation would be useful.



Making your judgement clear from the start can help you structure your argument, making your essay more 'coherent', and enabling you to make relevant connections to the essay title throughout.

Separate paragraphs for each new method/impact would have improved the structure here.

Question 2 (a)

The second 4-mark question on the paper follows a similar format to Q01(a). An acceptable reason for the emergence of a multipolar world needs to be identified, which is then explained for up to 3 further marks.

Successful answers were likely to select a broad reason as their 'starter' such as economic growth in China, or the development of containerisation which led to global shift of industry, which then allowed routes to developing a 4-mark answer.

Other starter reasons included the growth of influence through the media or the decline of former powers, but these seemed to provide more of a challenge in being developed into a 4-mark answer.

Some candidates started with a definition of a multipolar world which did not earn a mark as it does not answer the question. Of course for some candidates it may help to set their thinking so it is quite understandable as a place to begin an answer.

2 (a) Explain **one** reason for the emergence of a multipolar world.

(4)

As developing nations such as the BRICS become wealthier it increases the chances of a multipolar world as with economic power comes the ability to develop a strong military which increases hard power* as well as the ability to invest in infrastructure which attracts TNCs and FDI which helps to increase soft power and global influence.

*and gives countries a chance to expand and defend territory by 'flexing its muscles'



4 marks scored here.

This answer starts with growing wealth/ economic power (1) as the reason for the BRICs growing in influence. It enables them to invest in 'a strong military' (1) giving them 'hard power' to 'defend their territory' (1). A further developed point come from a growing economy attracting FDI and TNCs to increase 'soft power and influence' (1).



Do not waste time defining terms in these short answer questions.

Question 2 (b)

Most candidates had a range of resources and tensions to discuss. The challenge then was to structure this material into a coherent essay with assessment linking these to the rise of superpowers. Resource needs to grow as populations increase in number and in wealth, and as economies prosper, so nations see the need to safeguard trade routes and guarantee supplies.

The quality of the evidence used in support was variable. For example, many confused the Arctic with the Antarctic. Frequently discussed locations where tensions occur were the Spratly Islands, Russia/Ukraine/Crimea, the Middle East, the Arctic and Nigeria, Zambia and Ethiopia (and other places) in the context of mineral resources and leasing land for food production.

Different types of tensions were acceptable. Tensions between nations were discussed (for example over use of rivers, or over contested land/ocean floors) as well as within nations (clashes with indigenous peoples) or with environmentalists objecting to habitat loss or the effects of global warming as fossil fuels continue to be used. All were acceptable, but needed to be in the context of superpowers and/or emerging powers. It was not expected that candidates must discuss these two separately as there was a lot that could be covered in this 12-mark essay.

Weaker answers in lower level 2 tended to describe the tensions, rather than the reasons for them.

Successful answers assessed past, present and possible future tensions. They also assessed the reasons why the scale of tensions differ, and the likelihood of achieving agreement or finding alternative energy sources which might help reduce tensions.

(b) Assess the reasons why the growing resource needs of superpowers and emerging countries result in tensions.

(12)

Countries require resources in order to function, both socially and economically. Citizens in developed countries consume much more energy than those in less developed countries due to a greater complexity in infrastructure and dependence on fossil fuels - which are highly contested resources worldwide.

For instance, Russia has always had a lot of gas and oil in the North and the permafrost of Siberia - which they use in order to exert power over Eastern Europe. Russian gas is used in Europe as far as Germany and these European countries depend on it to fulfil their energy needs. However, Russia is politically opposed to the EU, especially in terms of human rights, so for many EU countries it is difficult to reason morally that they pay a country that has concentration camps for gay people in Chechnya for their gas. Eastern Europe, which classically has been poor and one of the ex-Soviet states, are unable to refuse Russian resources and Russian influence - as seen in the Crimean conflict where Russia gained a warmwater port to further its economic reach out into the Mediterranean.

Saudi Arabia is also a country rich in oil - 90% of its GDP depends on the trade, and they are a major player in OPEC. Many countries, including the USA, import Saudi oil. The UK's support of Saudi Arabia, not only in oil terms but in war resources for the continued conflict in Yemen has caused cries of hypocrisy as the UK government claims to support Yemen in the conflict and sends food aid. In the region of Saudi Arabia, in Iraq to

the east, the superpowers of the USA under Bush and UK under Blair invaded on the excuse that Hussein had chemical weapons. It has not only come out that he didn't, but that the USA and UK were there mainly for oil. This again caused tensions within Iraq and across the developed world - the Stop the War coalition in the UK held the largest protest in history at the time and in Iraq, more civil unrest was caused by ^{the} western imperialists who invaded.

With oil as a growing trend for conflict, in 2019 the USA expressed a desire to invade Venezuela under the guise of removing a dictator, when Venezuela conveniently has the most oil of any country in the world; and a continued conflict of China's navy expressing dominance in the South China Sea due to the fishing capability and oil deposits offshore, encroaching into the territory of the Philippines, Burma/Myanmar and Vietnam. This has caused tension among those less developed south-east Asian nations as well as the USA, who fancies itself the global police.

All of these oil wars cause intense international tension over the issue of climate change. As resource demand grows, as globalisation increases, the usage of fossil fuels globally increases.

TNCs in superpowers such as the USA and China account for 70% of global carbon emissions, but they put pressure on other countries to make up for their 'misuse of resources and pollution of earth'.



12 marks are scored for this excellent essay. Reasons for growing resource needs are explained in the paragraph, with some perceptive points. The Russia/Europe example is used to assess the way resources can be used to assert political power over those who depend on imports to sustain their needs.

Other examples of tensions over demand for oil are assessed, and there is a brief mention of responsibility over climate change at the end.

There is no formal 'judgement' at the end, but this candidate has done enough 'ongoing' assessment to be awarded full marks.



Add a 'judgement' sentence to each paragraph linking back to the question to help construct a 'coherent argument'. Balance could come from the range of contrasting examples you include or from seeing more than one perspective.

Question 3 (a) (i)

3-mark questions, like the 4-mark questions at Q01(a) and Q02(a), require a starter reason, extended this time for two further points. They are based on a resource, and there should be a link to the resource in the answer. This does not have to be a direct quote or use data, but might be an idea or an example triggered by the resource.

In this case, the resource was a map showing the distribution of wages. Responses varied but the commonly seen group of 3 points were deindustrialisation leading to a spiral of decline as workers lacked the skills to find well paid alternative employment. Answers that lacked a clear reason for lower wages such as 'a weak economy' or 'inequality compared to the south' struggled to score marks.

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

(i) Suggest **one** reason why economic regeneration is needed in some places more than others.

(3)

Some places require economic regeneration because they might have become deindustrialised, which means jobs have been lost and not been replaced. Some people who worked in the industry might not have gotten an education or not be skilled in other work to find jobs elsewhere.



3 marks scored here for deindustrialisation (1) so jobs lost and not replaced (1) and workers lack suitable skills (1).



Use your geographical knowledge and understanding to interpret an unfamiliar resource, and make sure you make 3 linked points to score all the marks.

Question 3 (a) (ii)

The specification identifies fracking as an example of infrastructure investment, but other examples were perfectly acceptable. HS2 and other transport infrastructure were used as the basis of effective answers.

Infrastructure investment helps regeneration through jobs, the multiplier effect increasing tax revenue so that more spending on social services is possible, and so a reduction in mental health problems and improved self-esteem can follow. Low-income areas may be more willing to accept any investment that may help stimulate economic regeneration.

The question also included the theme that some local economies 'but not others' are helped. This allowed for an exploration of ways in which the fixed location of most infrastructure always means there will be inequality of benefit. Also some people and places may suffer the negative consequences of disruption by rail or motorway or fracking but not recognise any benefits. This is particularly true in places where tourism or the amenity value of land will be affected.

Answers that described how fracking works often ended up in a dead end, as this was not the question. Q03 is about regeneration, not about the strengths and weaknesses of sources of fossil fuels.

(ii) Explain why infrastructure investment such as fracking may help regeneration in some local economies but not others.

(6)

Infrastructure investment such as fracking could help regeneration in some areas as it creates lots of well-paid jobs. This means there will be less unemployed people in the area, particularly in areas with low average incomes such as South Wales and North Yorkshire. It could also help ~~people~~^{people} make friends or establish social connections as they are working together. This could help regeneration as it creates a hub that a region can focus its economy on.

Some areas may be negatively affected by infrastructure investment such as fracking as it takes up lots of space which could potentially be harmful for the environment. This could be a problem in Sussex where fracking takes place but the average income is already between £20321 - £30619, meaning they aren't in any great need of fracking. Due to fracking in these areas, animal habitats could be destroyed ~~as~~ to make room for an area where fracking could take place, which is an environmental issue. This could prevent regeneration in an area as it could create tension between residents, potentially slowing down the process.



6 marks are scored here. Although simply expressed, this candidate is able to identify a range of reasons why attitudes to fracking may be different in local economies.

It identifies the economic and social benefits of employment in a low-wage area, and also the reasons why investment may be unwelcome where wages are higher (in Sussex). Valid use is made of the information on the map, and plausible reasons are given for why some local economies do not welcome this type of regeneration.



Remember that the 6-mark questions with a resource require candidates to find connections between the stimulus material (here the map) and the question.

When a question says 'such as fracking' you may write about fracking, or about any other type of infrastructure.

Question 3 (b)

Regeneration often benefits the living environment in terms of improving biodiversity, access to open space and the appearance of places. This may be through the natural world itself or through improving opportunities for people to benefit from social amenities or outdoor spaces.

Here reasons why regeneration often brings environmental improvements were required. Some candidates slipped immediately into how jobs might be created, and the economic benefits that followed, in other words they were writing about regeneration in general. This could be part of an answer, if it led on to how more trees or new places for sport or safe play, or for activities for disadvantaged groups might be part of the regeneration.

Stronger more balanced approaches were able to comment on how mental health and wellbeing might improve, as well as local perceptions of the place. Investment and more visitors might be encouraged as the appearance changes, and pride in the area is encouraged.

6-mark questions without a resource require a 'broad range' of geographical ideas. Here this might include three different reasons why improving the living environment is often part of regeneration, or else two reasons in greater depth.

This question was often poorly answered in comparison to the rest of the paper.

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

(6)

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



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

Two different locations allow a broader range of ideas to be included.

Thus there is a range of ideas here and some detail and development making this a level 3 answer, well focussed on the question throughout.



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

Question 3 (c)

20-mark questions (as well as 12-mark questions on this paper and 9GE0/01) may require candidates to interpret data in the resource booklet, and to use their own geographical knowledge and understanding to make 'logical and relevant connections and relationships' to answer the question set.

Of course candidates were not expected to know anything about Belgium, but were expected to recognise features that its regions have in common with places they have studied in the Globalisation unit, for example about the spiral of decline affecting deindustrialised regions such as Walloon. The use of relevant terminology from both the Globalisation and Regeneration units was helpful in interpreting the information in the resource booklet.

The best answers discussed the different definitions people and organisations might have of success, giving them clear routes for comparative evaluation.

Some were able to make comparisons to places they have studied, with some strong references to the M4 corridor and Cambridge, commenting on the challenges of affordability of housing and crowded services and transport networks. This was seen particularly in level 3 and level 4 answers.

Level 1 answers tended to show 'isolated elements' of geographical knowledge, lifting information from the resource without using it to make a point.

Level 2 answers tended to identify information from the resource and use their geographical knowledge and understanding to make a point about success, and by the top of the level, they were able to make 'logical connections' about why access to transport, or an educated population, for example, are important.

A good approach which often reached level 3 was to structure the essay by social, economic and environmental aspects using supporting evidence from resource about both Flanders and Walloon, perhaps with their own parallel examples.

Level 4 answers used multiple criteria from the resource, and were able to evaluate which factors mattered more in making a region a success, and were also able to find 'logical and relevant connections and relationships' between their own knowledge, the resource booklet and the question itself.

(c) With reference to Figure 2a and 2b in the Resource Booklet and your own knowledge and understanding:

Evaluate the reasons why some regions are more successful than others.

(20)

There are several reasons to explain why some regions are more successful than others. However, evaluating its success can be different as per the different stakeholders involved.

Firstly, Reading and Middlesbrough tend to be very different when it comes to the success of them. Reading is situated on the M4 corridor and therefore has access routes with the economic core of not just the UK but also the EU, in London. ~~This reason may be~~ Reading is also close in proximity to Heathrow, the busiest UK airport so again can have high links to internationally with trade and personnel. Meanwhile, Middlesbrough is very 'switched off' from the rest of the UK, as there are no motorways nearby, and the local airport, Durham Tees Valley Airport, is closing down, hence has no real links to the rest of the UK. As per Figure 2a, both the Flanders region and the Walloon region are similar in terms of transport links, with both including a main airport (Brussels Airport for Flanders and Brussels South Charleroi Airport for Walloon). Both also include a main railway line network and motorways. However, Flanders tends to have further international links compared to Walloon, as Brussels airport has international flights, compared to just European flights for Brussels South Charleroi Airport and Flanders also has ^{the} Greater linking Brussels to the UK.

and Paris compared to just a Belgian main line railway through the Walloon region. These are vitally important when evaluating how successful a place is, due to the fact that, with good international links to elsewhere around the world, trade can get to areas far easier, meaning the local community and businesses there flourish. For example, Reading has several TNC's based there like Pepsi, Microsoft and Oracle, and if goods can get to these areas easily, the company will obtain far higher profit and local areas will also benefit due to the increased investment put into ~~the~~ the local community. Also, on figure 4b, we can see that Flanders also has a coastline, whereas the Walloon region doesn't, again portraying ~~that~~ international trade is more likely to go to Flanders than Walloon.

Another vital factor in explaining how successful a region is, is through its employment levels. In Flanders, the unemployment rate is 5.2% compared to 11.5% in Walloon. That's over ~~twice~~ double the rate than in Flanders. Employment levels are a huge factor in determining how successful an area is, due to the fact that TNC's in the local region can hugely benefit from having maximum employment as it leads to further productive efficiency in the market. In Flanders, the main types of employment this century include regional headquarters at TNC's, as per the case in Reading. In Reading, 43% of people have graduated from university, compared to just 19% in Middlesbrough. This means more skilled workers can come from Reading and work in major TNC's whereas

Middlesbrough are less likely to obtain highly skilled workers.

In Flanders, we can see that 23% of ICT and finance

contribution to GVA compared to just 7% in Wallonia. Again, this suggests that people are more likely to ^{have passed better} ~~be able~~ skilled ⁱⁿ ~~can~~

Flanders in comparison to Wallonia. These factors can be decisive in determining whether some areas are successful due to highly ~~high~~ ~~levels of employment~~ on skilled workers being able to generate more money for themselves, which partly goes back into the area via income tax or higher disposable income going back into the local community.

Another key factor is the environmental quality of the area.

If an area is more aesthetically pleasing in terms of its environment it can generate more tourists and people who want to work there. In leading, environmental quality is ^{reasonable} ~~relatively small~~ low due to little manufacturing occurring there and more in terms of ~~new~~ tertiary and quaternary sector work.

In comparison, Middlesbrough had a high history of coal mining and manufacturing, so its environmental quality is considerably

lower, hence many more people would rather stay in Reading as its atmospheric pollutant levels are far lower. In

Flanders, there is high atmospheric pollutant levels from traffic and limited open space and forests, which would reduce the CO₂ levels in the atmosphere through photosynthesis.

In comparison, in Wallonia, atmospheric pollutant levels are ~~high~~ and the region generally meets European targets for air quality. With

dense forests and parks, people would be more inclined to stay there due to ^{better} leisure opportunities. However, I don't believe this is as big of a contributing factor compared to employment well and trade.

I believe that the biggest factor determining how successful a place is is with employment and university levels as it can gauge how skilled workers are and **(Total for Question 3 = 35 marks)**

how much money they can put back into the local community, whereas environmental quality has ~~less~~ arguably less impact on workers moving to these areas in my opinion, due to them being more interested in the amount of disposable income they can provide for themselves and their families.

On Figure 2b we can see iron and steel works have large ^{number of} plants in Walloon compared to just 1 in the Flanders region, as well as a larger area of coal resources, meaning manufacturing is still quite a large ^{sector} in Walloon compared to Flanders.



This essay achieves full marks. It meets all the criteria for level 4 and also demonstrates how the local and contrasting places learnt from another part of the Regenerating Places unit may be used effectively as comparative material.

Links are made throughout the answer between the resource booklet and the question. The conclusion is a little rushed but is 'rational and substantiated' and draws together the rest of the essay 'coherently'.



In a 20-mark essay with resource, use the resource, but also make reference to your own studies, using appropriate terminology and examples as appropriate.

Remember to include a conclusion which directly refers to the question. This will show that you have produced an interpretation which has 'coherence' or in other words, you have answered the question set.

Question 4 (a) (i)

3-mark questions, like the 4-mark questions at Q01(a) and Q02(a), require a starter reason, extended this time for two further points. They are based on a resource, and there should be a link to the resource in the answer. This does not have to be a direct quote or use data, but might be an idea or an example triggered by the resource.

In this case, the resource was a map showing the distribution of international migrants to the UK. Responses varied but a commonly seen group of 3 points was migrants move to live alongside other migrants because of the benefits of social clustering (1), so they can find support from family or friends speaking the same language (1) and are more likely to find places to worship or buy familiar food (1).

Many answers included more than one reason, which could not be credited. Also, many failed to find a second, let alone a third point to extend their answer to score full marks.

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

(i) Suggest **one** reason why the distribution of international migrants varies across the UK.

(3)

International migrants tend to settle in major urban settlements in the UK in which there are often more employment opportunities, ^{and education} than rural areas, and especially in London, that can increase their wages / GDP per capita and standard of living, and may allow money to be sent back to the source countries ^{developing} as remittances to families ^{in developing}.
* as wages are often higher in urban areas



3 marks are scored here.

Marks are awarded for migrants who settle in major urban settlements (1) because wages tend to be higher there (1) so more money can be sent home as remittances (1).



Find the pattern first, then try and suggest a reason to explain it.

Question 4 (a) (ii)

There were not many level 3 answers on this question, and few made much use of the map on the resource. Points were made about 'migrants taking jobs' and racism but these were rarely developed or explained. The best used local scale places for reference and were able to make comparisons with their local or contrasting places, showing a depth of understanding about the issues in 'some places but not others'. In other words, they were able to explain the reasons for the differences.

Strong answers were seen about Boston, Slough, Tower Hamlets and Cornwall.

(ii) Explain why there are tensions between long-term residents and international migrants in some areas but not others.

(6)

In Boston, Lincolnshire long term British residents are annoyed that eastern European migrants are entering and taking their jobs and spreading their culture rather than adopting the British culture. This has caused unemployment in the area and tensions between the two sets of people as 75% of the area voted to leave the EU in 2016 mainly due to the migration which prevented them from getting jobs. They also send their money out as remittances therefore meaning that they are not spending it on local shops and the local long term residents are not making any money.

In Southall there is a multitude of migrants who are socially clustered as they prefer to be with people of the same ethnicity. This has not caused tensions as the area is still thriving and unemployment is not an issue because they all integrate with each other and allow everyone's culture to spread rather than trying to suppress it.



5 marks were scored here. The Boston example is strong, with reasons supported by factual evidence specific to Boston. The Southall example is suitable because it is contrasting but it 'could be anywhere' as there is no locational detail about people or their ethnic background, so this part of the answer is not 'detailed and fully developed', and although there is 'relevant knowledge and understanding' this is not seen 'throughout'.



Remember that the 6-mark questions with a resource require candidates to find connections between the stimulus material (here the map) and the question. You are then able to use your own knowledge and understanding to answer the question.

Question 4 (b)

6-mark questions without a resource require a 'broad range' of geographical ideas. Here this might include three different explanations about how the built environment reflects ethnicity, or else two reasons in greater depth.

Some candidates struggled as they had limited understanding of the 'built environment' and how or why it reflects ethnicity.

There were few answers with detailed knowledge about places. They lacked the 'detailed and fully developed' comments needed for level 3.

Level 2 answers mentioned places of worship, restaurants and clothes shops, linked to a location. Better level 3 responses mentioned how places change with migration (eg Brick Lane) and the reasons for specific shops, eg Halal butchers, showing 'accurate and relevant geographical knowledge and understanding'.

(b) Explain how the built environment in urban areas usually reflects the ethnicity of their residents.

(6)

The ethnicity of residents can reflect on the decorations and size of homes, the shops ^{and public buildings} on the high street.

Religious diversity resulting from ethnic diversity in London means that areas of the borough of Barnet include Muslim Mosques, Jewish Synagogues and Churches ^{as} ~~in the~~ public buildings in the built environment.

Such religious cultures reflect ^{in the} ~~as~~ decoration of home's facades. The Jewish Mezuzah seen on the door posts of homes reflected the Eastern European ethnicity of immigrants to ^{East} ~~Stan~~ London or Golders Green.

Some Ethnicities, like the Bangladeshi community in Brent have large families traditionally resulting in the conversion of attics into ^{bed habitable} ~~bedrooms~~ in the suburban areas.

The Built Environment of London's high streets reflects the way some areas have populations where 56% are non-UK born. The cultural tastes in ^{Punjabi} food, clothes and products in Southall has led to the ethnically cultural shops being opened, where the fresh fruit stalls lack plastic packaging, and front of shop markets are seen reflecting the ^{ethnically specific} ~~culture~~ of feeling produce to check ripeness before purchase.



6 marks scored here.

Although very descriptive, this answer has enough reasoning to explain the nature of the built environment in the places identified. There is a real 'sense of place' created here, showing an awareness of the built environment in these places.



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

Question 4 (c)

20-mark questions (as well as 12-mark questions on this paper and 9GE0/01) may require candidates to interpret data in the resource booklet, and to use their own geographical knowledge and understanding to make 'logical and relevant connections and relationships' to answer the question set.

Of course candidates were not expected to know anything about Brussels or Charleroi, but were expected to recognise features that these places have in common with places they have studied in the Globalisation unit, for example about the spiral of decline affecting deindustrialised towns such as Charleroi. The use of relevant terminology from both the Globalisation and the Diverse Places units was helpful in interpreting the information in the resource booklet.

The best answers discussed the different definitions people of different ages, of educational levels might have of desirability, giving them clear routes for comparative evaluation.

Some were able to make comparisons to places they have studied, with some strong references to lived experience and perception of places. This was seen particularly in level 3 and level 4 answers.

Level 1 answers tended to show 'isolated elements' of geographical knowledge, lifting information from the resource without using it to make a point.

Level 2 answers tended to identify information from the resource and use their geographical knowledge and understanding to make a point about desirability, and by the top of the level, they were able to make 'logical connections' about why access to transport, or an educated population, for example, are important.

A good approach which often reached level 3 was to structure the essay by different age or demographic group, using supporting evidence from the resource about both Brussels and Charleroi, perhaps with their own parallel examples.

Level 4 answers used multiple criteria from the resource, and were able to evaluate which factors mattered most in making a place desirable, and for whom, and were also able to find 'logical and relevant connections and relationships' between their own knowledge, the resource booklet and the question itself.

(c) With reference to Figure 4a and 4b in the Resource Booklet and your own knowledge and understanding:

Evaluate the reasons why some places appear to be more desirable than others. (20)

Areas will appear to be more desirable to others depending on their perceptions as places to either visitors or residents who use the area as a living space.

Brussels, the capital city of Belgium, will have job opportunities and is ^{one of} the bases for the European Parliament which would attract jobs and workers. Education rates are at 43.5% meaning that it has better services than Charleroi with a tertiary education rate of 55.9%. Therefore families may choose to reside in Brussels, due to its higher education opportunities and steady industry. Whilst Charleroi was used for coal and steel in the 19th/20th Centuries, it has now shifted to a public sector. In comparison Brussels, which has remained within the financial and governance sectors, shows that it is a global hub which may be attractive to people who are wanting jobs.

The higher unemployment rate, higher crime index and smaller population may be signs of

de-industrialisation, where countries (as they develop economically) move away from primary sectors and more into tertiary sectors - also evident in the higher tertiary education in Brussels.

Therefore Brussels may be a more compelling area for work, attracting migration. As Charleroi has a higher dependancy rate of 22% compared to Brussels 14% aged over 65, this may be evidence of a rural 'push' factor, with the city providing little work opportunity, resulting in the internal migration of skilled workers to larger cities (2.3 million - Brussels compared to 204,000 - Charleroi).

However the rated 'good' air pollution levels, and increasing terrorist threats - Brussels having 2 bomb blasts in 2016, may make Charleroi a more attractive place to live. This would alternatively provide evidence for the higher dependancy population (than Brussels) as people move there for retirement to escape the business of urban living. The higher crime index and lower safety scale however would suggest that deterioration, unemployment and the results

+ spiral of decline
of deindustrialisation are more responsible. A similar effect has taken place in the UK with the coal and steel works being closed in the north, creating a north-south divide.

The more transport links in Brussels would attract a larger number of commuters in comparison to Charleroi which only has one Belgian main line train. This in itself, and both cities closeness to motorways would open Charleroi as a possible commuter city, with attractive to families and the cheaper housing.

Brussels has the advantage of an ^{international} airport and therefore the benefits economically of tourism, whereas Charleroi is less likely to experience this with only one airport used by low cost air lines. Brussels also has headquarters for TNC's, which would attract the benefits of FDI, whereas Charleroi doesn't. This would make Brussels appear to be more desirable as a place of opportunity in comparison to Charleroi. Higher life expectancies in Brussels may also contribute to the 'desirability' of better healthcare in comparison to Charleroi.

Whilst Brussels may appear to be more overall desirable, there is only a selective amount of data given in order to draw a conclusion from. Factors such as overcrowding ~~such~~ due to the higher population density may make Charleroi more attractive, which is something to consider in what makes a 'place' desirable. (Total for Question 4 = 35 marks)



18 marks scored.

This is a strong essay which uses the resource booklet information to answer the question. It recognises that perception of desirability may be different for tourists and residents, and for those at different life cycle stages.

It does not reach full marks. Although there is good use of the candidate's own geographical knowledge in the terminology used and brief references to their own examples, opportunities to find 'logical and relevant connections and relationships' between the different sets of data and the question are not always taken. The conclusion is also brief and does not reach the level 4 requirements to be 'rational and substantiated'.



In a 20-mark essay with resource, use the resource, but also make reference to your own studies, using appropriate terminology and examples as appropriate.

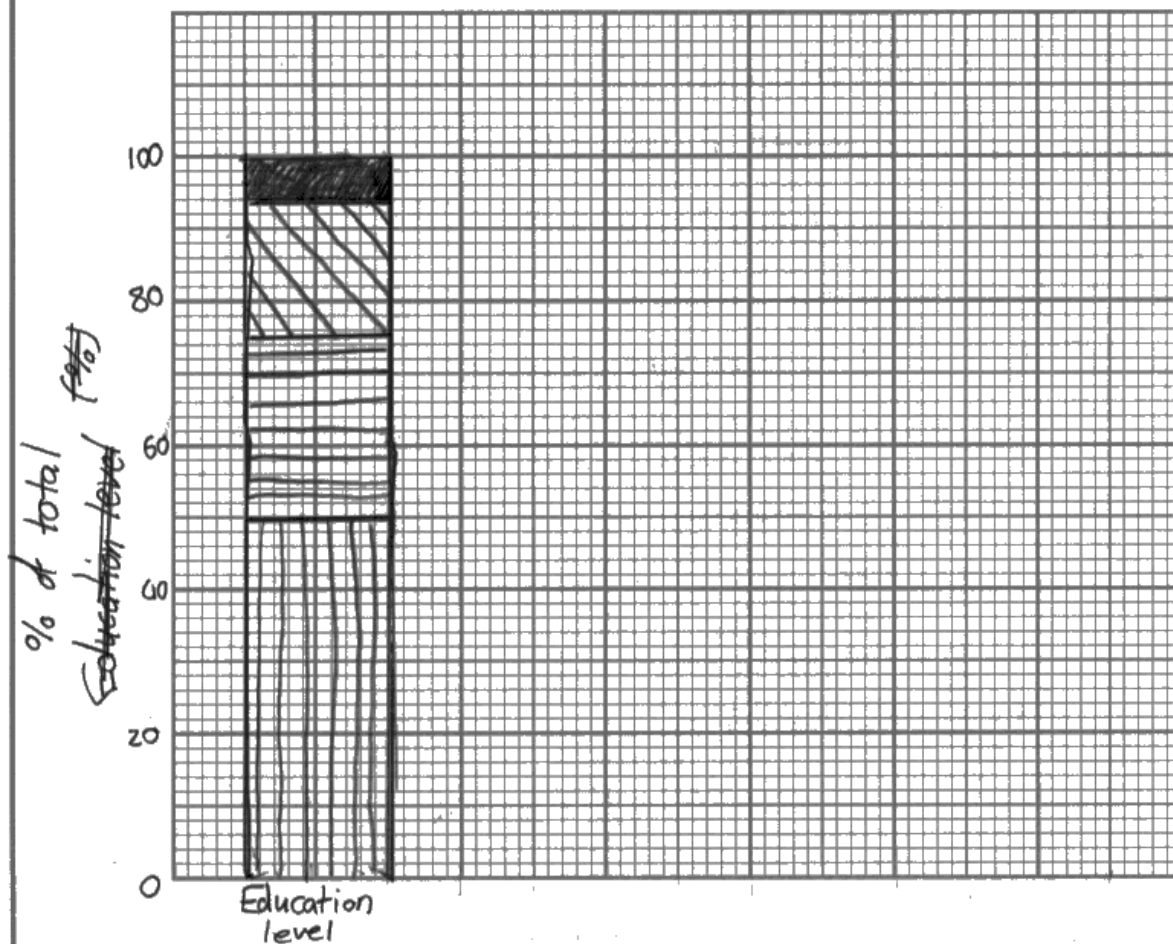
Remember to include a conclusion which directly refers to the question. This will show you have produced an interpretation which has 'coherence' or in other words, you have answered the question set.

Question 5 (a) (i)

Although the term divided bar chart appears in the specification it was not well known by the majority of candidates. 1 mark was awarded for a correct scale, even if the wrong type of graph was drawn.

(i) Draw a divided bar chart, using the key and the data in Figure 5.

(2)





2 marks are scored here, one for a correctly used scale and one for correct drawing of the graph.



Make sure you have a ruler in the exam. You may need it to measure something or to draw straight lines.

Question 5 (a) (ii)

Calculating and having an understanding of % of a whole and % growth and decline are fundamental to geography, but some candidates were not able to use the data provided to calculate a simple % figure. Another group appeared to have decided not to bother with the question at all.

Here all that was required was to select the correct numbers from those provided, divide one by the other and times the answer by 100. The requirement to give the answer to one decimal place also tripped up a few.

- (ii) The total number of children aged 6-17 in Madagascar was 8.9 million. The number of children who were enrolled in school was 5.8 million.

Calculate the percentage of children who were enrolled in school to one decimal place.

You must show your working.

(2)

$$\frac{5.8}{8.9} = 65.2\%$$

$$\frac{5.8}{8.9} \times 100$$

$$65.2$$

~~65~~

(%)



2 marks are scored.

A model answer.



Before the exam, check you can do basic calculations. If you find these tricky, have a look at the question as you may be able to score 1 mark by setting out the working.

Question 5 (a) (iii)

Candidates showed good knowledge of the wider impact education has on economic growth but very few used evidence from the resource, which could have given them the evidence to consider the relative importance of their different ideas. Some were confused about what the data actually meant, in terms of years in education.

The most commonly seen ideas were about education giving more skills, so more tax revenue would be generated. Many struggled to go beyond this, often scoring 3 marks.

As with Q03(a)(ii) and Q04(a)(ii), when answering a 6-mark question with a resource, the resource should be used as a stimulus for the response.

(iii) Suggest reasons why the number of years spent in education by Madagascar's children could affect its economic development.

(6)

It has been argued that for each year you spend in education past the age of 12, you can expect to receive approximately £1000 in your income. Therefore, the more education the children have, the larger incomes they'll be expected to earn.

In Africa, investments have been made to ensure education is achieved for children as it has the perception of 'locking in future capital'. With more years in education, you can work in the knowledge sector (rather than informal) which contributes to the growth of the economy through paying taxes. Moreover, more education means you are more aware of health issues, therefore are more likely to get something checked up and not let it worsen. You also have more knowledge about sanitation, e.g. cleanliness and HIV and AIDS.

Finally, it's been argued that if females received a full education, they'd understand the use of pesticides and adapting crops which would lead to more domestic produce grown, increasing economic development.



6 marks are scored here.

Three reasons are explained for the value of continued education for children, particularly girls. It mentions: increased earnings as employment beyond the informal economy is possible, then discussion about the health benefits and thirdly an idea about improved understanding of agriculture.

These are all valid ideas about the context of Malawi, and are developed from the information in the resource, although it is not directly referred to.



Use these resources as starters in a lesson to discuss in groups and come up with ideas for an answer. You only have about 7-8 minutes for your answer so you need to be concise and also able to come up with several different ideas.

Question 5 (b)

Reasons given for different definitions of human rights included religion and the priority of economic development. A minority of answers also explained why human rights are not protected by some governments, in times of war or disaster for example, or because one person's right (for example to free speech) might conflict with the responsibility of government to prevent use of racist or homophobic language.

Many answers did not explain the reasons but gave examples of the ways human rights varied in different places, or were not protected even if they existed in theory. Such answers tended to stay in level 2.

The majority of answers discussed governments which implement Sharia law, explaining how this can conflict with UN definitions of human rights. Better answers explained the role of the Cairo Declaration (1990) which sets out human rights for Muslims based on Islamic law. Human rights for women and different sexualities were frequently discussed.

• Human Rights Act 1991

• Geneva Conventions

• European Convention on HRs (ECTHR) - 28 EU members
47 member

• Universal Decl of HRs - 47 members

- Soviet Union - NAZI + Fascism

- S Africa - didn't agree with apartheid system

British zone - right to life and liberty

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

(8)

Governments may vary in their definition and protection of human rights due to being involved in different ~~human~~ rights organisations or legally binding contracts. For example, the European Convention on Human Rights involves 47 member states, including the current 28 EU members, and outlines 14 articles of human rights that it believes should be followed. This has ~~see~~ since been legally enforced by the 1991 Human Rights Act, which uses the ECHR to outline its laws. This act applies in countries such as the UK, however there has been past controversy over human rights between the UK and other countries. It is still widely debated whether human rights apply in combat zones as many cases were brought forward against British soldiers for abuse of innocent civilians during the Iraq war. Although the British counter argument suggested that these rights don't apply in combat zones, especially based on the articles²³ of a right to life and liberty, much in compensation was awarded to many families for a breach of the Human Rights Act.

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

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



7 marks scored.

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

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



There is not time in an exam to write all that you have learnt about a topic. You need to be selective and show the examiner your understanding of the relevant aspects only.

Descriptive answers at A level will only score low marks.

Question 5 (c)

The question expected candidates to discuss how far aid has helped reduce inequalities in developing countries. Level 2 answers tended to discuss places where aid was given, and consider the costs and benefits it brought, therefore demonstrating some knowledge and understanding but often not applying this to make 'logical connections' to the question. Evidence provided was often about aid responses to the Haiti earthquake (seen negatively) or to the ebola outbreak (judged as more successful). Level 3 answers began to focus on how far inequalities (often unspecified) might be reduced by the aid, and have ideas on why this might have been successful or not successful. Level 4 answers then evaluated between different examples as part of a 'balanced argument', considering why aid was more successful (or less ineffective) in one example than another, and coming to a 'rational supported conclusion'.

One observation is that military intervention is not the same as development aid. Military action may establish the security needed so that development aid may be successfully implemented, as Kofi Annan suggested in 2005. But this needs to be explained to form part of the argument of this essay, rather than included as an example of development aid.

Answers that explained the different types of aid with limited reference to examples were usually unable to make the link to reducing inequalities except in generic ways, so tended to stay in level 2 or low level 3.

Inequalities were successfully discussed in terms of gender and income, especially in the context of the examples. References to reducing global inequalities of poverty were usually rather vague.

- Yes - economic -> social NO - economic -> social.
- (c) Evaluate the view that development aid has been largely ineffective in reducing inequalities in developing countries. - Botswana
- Bangladesh. - Haiti - Zimbabwe - Zambia (20)

Development aid often seeks to reduce two types of inequalities: social and economic. Developing countries are countries whose economies are small but growing. In order to assess the view the benefits and negatives of development aid must be considered in regard to these two main aims.

Social inequalities often involve ~~human~~ lack of human rights or oppression of minorities. Development aid sometimes fails to deal with this because the money is given to countries who ignore these social inequalities. For example, in Zimbabwe billions of dollars of aid have been given but the Mugabe regime still treated its opponents utterly ruthlessly. Development Aid should reduce gender inequality but often can fail completely to do this. For example, in Pakistan has received a lot of aid but women are severely undermined through tragedies such as female gender mutilation or forced marriages. Development aid can be given to countries who actively persecute minorities and can fail to

address these basic inequalities of Human Rights. This is the case with Brunei who receive aid but announced a policy to stone homosexuals to death. Therefore, there is clearly a case to be made that development aid fails to reduce social inequalities.

Primarily, development aid is used to address economic inequalities and policy can fail because of a mismanagement of funds. This can be due to highly corrupt governments who would rather protect the elite than the poor. Haiti has received over \$5 billion dollars of aid since 2000 but its gini coefficient is incredibly high. This would suggest that poor people have not benefited from the development aid. Furthermore, aid can be wasted through bureaucratic inefficiencies. NGOs may spend more money on staff than reducing economic inequalities. This means that development aid could really help those who are disadvantaged but fails to do so and is ineffective.

Development aid is not always ineffective as Development Aid can substantially increase

The social equalities of a country making them more democratic. For example in Bangladesh, the number of literate women who can has increased by 32% since 2000. In Guatemala, development aid has resulted in the country earning a +6 PDI score (which means it is classified as a democracy. Furthermore, when development aid is regulated and the countries have conditions to follow, the oppression of minorities can greatly reduce. For example, many Latin American countries have become LGBT friendly whereas they previously weren't. Therefore, development aid is sometimes effective at decreasing inequality in Human Rights.

Similarly, development aid can increase economic equality, leaving poor people better off. Development schemes which directly target these vulnerable communities are often the most effective. We see this in developing countries such as Sierra Leone where development aid has increased education. Furthermore, when governments are not corrupt the impacts of aid can be

incredible. Botswana is a fantastic example for this, a country which has used development aid to make life better for all.

(Total for Question 5 = 38 marks)

Overall, I disagree with the view because I should be considered that aid always seeks to make developing countries better. While, arguably, development aid can help in reducing inequality, when it is used effectively, the results can be amazing.



This essay scores 18 marks.

The essay has many merits as the candidate attempts to use geographical knowledge and understanding to produce a coherent and supported argument. There are places where there is a lack of clarity, for example, the aid Brunei receives is not explained. The focus on the question is clear from the start, where reduction of both social and economic inequalities is identified as important. Social inequalities experienced by 'minorities' and women are mentioned and exemplified, and the ways aid has been used to attempt to reduce these are evaluated, with examples where it was and was not successful. Then aid which attempted to reduce economic inequalities experienced by people in Haiti is discussed. Reasons for the ineffectiveness of aid are explained, for example, 'mismanagement of funds' and 'bureaucratic inefficiencies'. Note that this goes beyond the 'corruption' mentioned by many candidates. Contrasting points are made showing ways in which aid has been effective, thus there is balance to the essay. It has weaknesses, for example the conclusion lacks support, and the use of words such as 'fantastic' and 'amazing' are unhelpful simplifications.



Having revised carefully, make sure you select appropriate material for each essay, and only include what is relevant. Check the question wording and cover all the aspects required, and set the scene for your supportive examples so they make sense for the reader. For example, who is giving aid to Brunei here, and what was it trying to achieve?

Question 6 (a) (i)

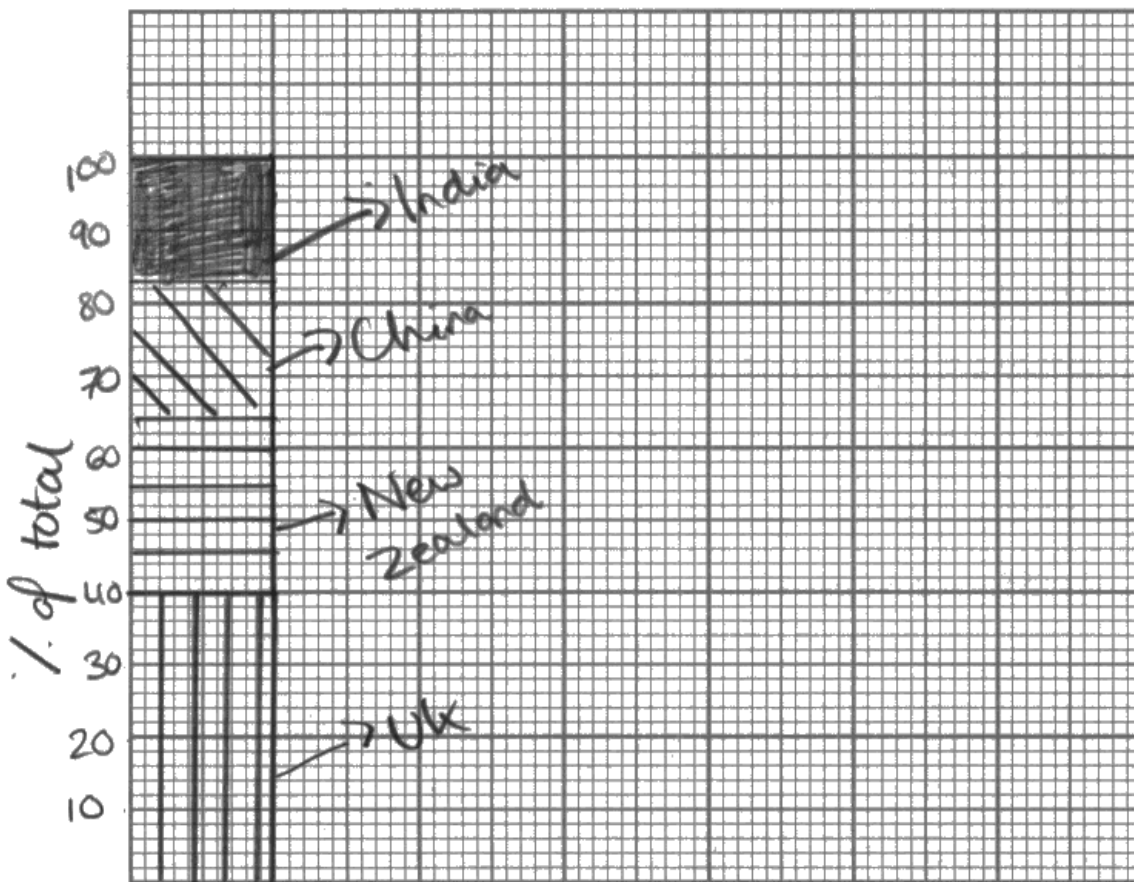
Although the term 'divided bar chart' appears in the specification it was not well known by the majority of candidates. A mark was given drawing an appropriate scale for the graph, and a second mark for drawing the correct type of graph.

Make sure you have a ruler in the exam. You may need it to measure something or to draw straight lines.

2 marks are scored here.

(i) Draw a divided bar chart, using the key and the data in Figure 6.

(2)



2 marks are scored here, 1 for a correctly used scale and 1 for correct drawing of the graph.

Question 6 (a) (ii)

Calculating and having an understanding of % of a whole and % growth and decline are fundamental to geography, but some candidates were not able to use the data provided to calculate a simple % figure. Another group appeared to have decided not to bother with the question at all.

Here all that was required was to select the correct numbers from those provided, divide one by the other and times the answer by 100. The requirement to give the answer to one decimal place also tripped up a few.

- (ii) The total number of migrants living in Australia was 6.19 million. The total number of migrants from the UK, New Zealand, China and India was 2.8 million.

Calculate the percentage of migrants who came from these four countries to one decimal place.

You must show your working.

$$\frac{2.8}{6.19} \times 100 = 45.2\% \quad (2)$$

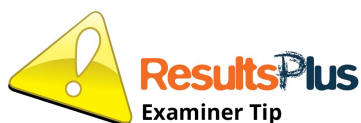
45.2%

$$2.8 \text{ M} \div 6.19 \text{ M} \times 100 = 45.2\%$$

45.2 %



2 marks scored, a model answer.



Before the exam, check you can do basic calculations. If you find these tricky, have a look at the question as you may be able to score 1 mark by setting out the working.

Question 6 (a) (iii)

Candidates showed good knowledge of the wider impact education has on economic growth but very few used evidence from the resource, which gave them the evidence to consider the relative importance of their different reasonings.

As with Q03(a)(ii) and Q04(a)(ii), when answering a 6-mark question with a resource, the resource should be used as a stimulus for the response.

(iii) Suggest reasons why the UK, New Zealand, China and India are the main source countries for migrants to Australia.

(6)

The UK and New Zealand are popular countries for migrants to Australia for a few main reasons. The main reason for the UK is the fact that Australia is an English speaking country so it's a lot easier for migrants to settle in and get used to their surroundings due to the fact they can understand everyone. Another reason for migration of UK citizens maybe the UK's history with Australia, with Australia being a part of the British Commonwealth. The reasons for New Zealand migrants going to Australia maybe a few. One of these is that Australia is very close to New Zealand so it isn't far to go back home and as well as this the cultures of the 2 nations are quite similar. Another reason why NZ migrants may come to Australia maybe lack of opportunities in their home nation, with it being a lot smaller than Australia.

India and China are both Pacific nations and being in the Pacific Indian Ocean in the same kind of region to Australia, they are not too far away. As well as this, India and China as nations both have strong ties to Australia, getting much of their liquid natural gas from the nation. As a result, Indo-Chinese governments may encourage the population to migrate to Australia. Another reason why is the push-factor of overpopulation of their own countries. Both of these nations have rapidly increasing populations that will make citizenship hard to move away. Australia has a good climate and is a developed country, so it is a good option.



6 marks scored here.

Although not everything here is correct (eg India and China are not near Australia) the reasons suggested are 'plausible'. The candidate is using their knowledge about choices migrants make and applying them to the data given. Sensible reasons are given for the UK, and it is certainly true that the climate attracts some people.

People are more likely to migrate to nearby places, so the New Zealand point is reasonable, as is the idea about 'over population' in India and China encouraging migration.



Use these resources as starters in a lesson to discuss in groups and come up with ideas for an answer. You only have about 7-8 minutes for your answer so you need to be concise and also able to come up with several different ideas quickly.

Question 6 (b)

The question required explanation of the challenges faced by nationalist movements in seeking increasing independence. Too many answers merely described the reasons nationalist movements wanted independence, thus scoring low level 2 marks at best. Most commonly seen examples were Catalonia and Scotland, and also the Middle East and Ukraine/Crimea which could be used as the basis of a strong answer. Challenges discussed included the economic and political, the fact that there is not always a clear view about the desirability of independence within the place itself. Answers explained challenges both to the movement and those experienced by the government/country involved. The strongest answers tended to have both of these.

Brexit proved to be an example that hindered some responses as it was not linked clearly enough to nationalist movements or challenges.

Although overall points about challenges can be made, each example has its unique features so generic answers tended not to reach higher level 2 or level 3.

(b) Explain why modern nationalist movements face challenges in seeking increasing independence.

(8)

There are multiple independence movement currently, One example is Scotland, Scotland wishes to become an independent nation. However, the movement is challenged by increasing problems, if Scotland leaves the UK it will no longer be a part of the European Union, this means that Scotland loses important trade connections with Europe and will have to form independent trade agreements, this puts a lot of economic pressure on Scotland as this could ~~cost~~ be expensive and a long process which could lead to food or resource shortages. Another reason why ~~not~~ the UK is fighting to keep Scotland is Scotland's military importance, the UK's only nuclear weapons, the Trident programme are docked and maintained in Scotland. If Scotland were to become separate from the UK an alliance would have to be formed with England or new infrastructure to accommodate Trident must be built elsewhere.

Another reason why nationalist movements aren't taking hold is the economic limitations to the mother country, in Spain in the North East Spain's most affluent and high GDP county is fighting for independence, they contribute the most to national funding but do not receive as much investment back. Spain however cannot let this occur as the loss would be economically devastating to an already weak economic country.



7 marks are scored here.

Scotland and 'north-east Spain' are used as the framework for the answer. The candidate has perhaps forgotten 'Catalonia' but the meaning is clear so the example is credited, though there is a lack of detail/development here.

The challenges are to the fore throughout here. Those experienced by the nationalist movement in Scotland include EU membership and economic problems, and by the UK government, the location of military sites. The north-east Spain section mentions the economic losses to Spain if the region were allowed to leave.



Check the wording of the question. If you are writing 'all you know' about a topic at A level, you have probably missed the point of the question and your marks will be low.

Question 6 (c)

Success here depended on candidates knowing IGOs and their roles well. Here a wide range of IGOs was acceptable, including TNCs but candidates needed to be specific about what their chosen examples have done in terms of managing environmental challenges.

There was confusion over the Montreal and Paris agreements, and over the difference between ozone and greenhouse gases. Good answers discussed the WTO, WB and IMF and their roles in encouraging trade and industrial development, and therefore often intensifying the environmental challenges rather than managing them effectively. CITES, UNCLOS, Ramsar and the Antarctica Treaty were all acceptable, as although they are not all IGOs in a strict sense, they are inter-governmental and allowed for discussion about relative effectiveness of their different approaches, aims and frameworks.

The best answers focused on the complexity of trying to negotiate agreements between multiple countries to balance what is needed for the planet alongside their own self-interests.

Descriptive answers provided examples of IGOs with a review of their efforts to reduce impacts on the environment, including supporting facts and statistics, and tended to remain in level 2. Top level 3 and level 4 answers gave more comparative and evaluative examples, with a clear argument about how some IGOs have weaker control so that commitment and collaboration of governments and leaders as well as IGOs are required to ensure success.

(c) Evaluate the view that international global organisations (IGOs) have been largely ineffective in managing environmental challenges.

(20)

~~IGOs~~ IGOs comprise of ~~organisations~~ independent organisations that don't relate to any states, ^{internationally} ~~the~~

One subunit of the UN is UNCLOS that is responsible for ~~the~~ ^{the} laws of the ocean. Although it ~~states that~~ ^{clearly} writes out the rules in which each country can only claim territory, ^{originally,} 12 nautical miles, a failure can be seen in super powers constantly pressuring the organisation's direction to ~~its~~ ^{Truman} will is ~~that~~ an old US President proposed the wasteline should be extended to 200 nautical miles so they can enjoy the EEZ fishing zone that is economically beneficial. There is often a trade-off between environmental priorities & economic gains and this means that the fish stock will decline and so UNCLOS ~~can~~ ^{can} arguably be seen as ineffective in protecting the natural environment. ^{Also, EOP} ~~It also~~ ^{attending & supports} ~~the~~ ^{its} laws about the wasteline a failure can be seen in the South China Sea Conflict where ~~the~~ ^{the} Philippines took China to international court due to ambiguity in ~~the~~ ^{claims,} territorial ~~area~~ ^{off} complicated by China's historical claim of the Nine Dash Line, hence UNCLOS can be seen as ineffective in dealing with ~~territorial~~ ^{territorial} claims over oceans. However

~~Aggregating~~ with the nature of oceans being a resource & a public good that is prone to depletion, with UNCLOS the management of the ocean will be even worse and tensions may rise further. Also, the UNCLOS is under the big umbrella of the UN therefore even if there are conflicts i.e. China & Philippines the UN can always decide on which party wins at the International Court, hence manages ^{the challenge} ~~to~~ ^{to lessen the tension related to} the environment.

IGOs ~~also~~ have also been responsible for managing the biosphere ~~& the atmosphere~~. Under the UN, agreements like CITES have been ~~and~~ developed and signed by 191 countries ~~not~~ ^{of} banning trade of endangered species. ~~As~~ It has effectively protected & revived species like the Hawaiian nene bird but due to the saying 'new money, old values' emerging countries may not necessarily follow the rules ~~as~~ as seen in the case of ivory trade aided by the fact the population just started enjoying a higher quality lifestyle ~~not~~ ^{the} world enjoying luxury goods. Another nation like Japan where ~~whaling~~ commercial whaling is seen as part of their culture will refuse to enter the UN too especially when they are expanding

limited economic growth, showing that IGOs can do a degree promote environmental ~~agreements~~ ^{agreements} in encouraging ~~the world~~ ^{Coordination} in protecting the biosphere, yet ~~other~~ countries are not obliged to ~~form~~ ^{form} join and so limits its effectiveness. ~~The~~ ^{The} UN also ~~organised~~ ^{organised} the IPCC to deal with challenges related to climate change ~~as~~ ^{& the atmosphere} as countries collect reports ~~on~~ ^{on} and its success can be seen in ~~the~~ ^{the} development of the Paris Agreement 2015 that countries are committed to ~~keeping~~ ^{keeping} ~~only~~ ^{only} ~~reducing~~ ^{reducing} the global temperature by ~~at~~ ^{at} ~~most~~ ^{at} 2°C. The even more to 1.5°C. However, again countries are not obliged to join & it depends on the political climate, especially for the US where when Obama was the president, he believed in climate change whilst Trump doesn't - this is crucial because US is the largest emitter of CO₂ per capita in the world so without agreement of the US the Paris Agreement is seriously weakened. It can also be argued that it is not ~~enough~~ ^{enough} to have the climate and regional agreements like ~~EU~~ ^{EU} 2020 targets as ~~are~~ ^{are} ~~more~~ ^{more} ~~effective~~ ^{effective} ~~than~~ ^{than} ~~limiting~~ ^{limiting} the ~~CO₂~~ ^{CO₂} emissions of the IGOs.

In conclusion I think because of the international nature of environmental problems - one nation's

actions affects the rest, there will always be
conflicts esp. with the trade-off with economic growth
yet without the IGOs the environment will be
seriously depleted hence is needed.

(Total for Question 6 = 38 marks)



The opening sentence lacks clarity but once the candidate gets going the strengths of the answer become clear. There is detailed discussion about UNCLOS, and the reasons for its mixed success at managing its multiple aims. CITES is then discussed and again the challenges posed by individual states with their own priorities are explained. The UN and IPCC are then considered. There is evaluation throughout, which is well supported. The conclusion is certainly rational and comes from the balanced argument of the essay but is rather brief, and does not consider which of the examples used has been most effective. So overall, 19 marks were awarded for this excellent essay.



Having revised carefully, make sure you select appropriate material for each essay, and only include what is relevant. Check the question wording and cover all the aspects required.

Paper Summary

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

- Make sure you allow enough time for the final 20-mark question on this paper.
- If a resource is provided for a question make sure you refer to it, but do not restrict your answer to quoting from it. Use ideas, geographical terminology and parallel examples from your studies over your A level programme to help you write an answer to the question set.
- Whether using a resource or not, make sure you plan an argument to help you structure your essay. Do not just start and hope an argument will evolve. Often it does not, and the essay will be disjointed.
- If you find you are describing an example you have studied, stop and think through how you can use it to answer the question set. Add an extra couple of sentences to make a very clear link back to the question itself.
- Do not just skip the maths/skills questions. Take a moment to see if you can gain a mark or two.
- Use paragraphs in every answer on this paper, except the 3-mark and 4-mark questions.
- Make sure each paragraph has a 'mini-conclusion' where there is evaluation and a link back to the question.

Grade Boundaries

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

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

