



Examiners' Report **June 2022**

GCE Geography 9GE0 03

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Introduction

The 2022 9GE03 paper focused on a scenario addressing the challenges facing a relatively heterogeneous and largely informal group of nation states known collectively as Small Island Developing States (SIDS). As is always the case with this paper there was no expectation that candidates had ever come across the SIDS in their studies although, of course, some may have done so. However, by using the Advanced Information, centres will have covered more than enough of the specification to provide the necessary scaffolding in terms of understanding the issues addressed in the questions with the resource booklet providing detail and data provided on the other two examination papers by AO1 'knowledge and understanding of places and environments.' It is important that centres assist their candidates in understanding the very particular structure of this paper, with the bulk of the 70 marks being made up of AO2 and AO3 marks. For example, the 21 marks attributed to the AO2 element are found exclusively in questions 5 and 6; both of which use 'evaluate' as their command word. Candidates are expected to analyse, interpret and evaluate something arising from the scenario covered in the resource booklet; in other words, they need to deconstruct the question effectively and arrive at an evaluative judgment. They will also be using their AO3 skills to interpret, analyse and evaluate the data provided in the booklet. In preparing candidates for this paper it is very helpful if centres make every student 'AO aware' so that they are better able to plan their answers. A review of the generic grade descriptors combined with the use of exemplar answers to better identify parts of answers where students have met one or another criteria in the mark scheme is a very productive exercise. Obviously, the scenarios are different every year but the grade descriptors do not change so past papers are very useful in completing that exercise.

It isn't possible to know how many candidates take the advice on the front cover and read through the booklet in the recommended 15 minutes, before embarking on their answers. However, there is little evidence that they struggle to complete this paper in the time allowed although there is some evidence that they should spend a little longer on question 6 than is currently the case. In a significant number of cases answers for the 18-mark q5 were a little longer than for the 24-mark q6. Obviously, length does not always correlate with quality on any one question but between questions one would expect length to reflect the question's tariff. One striking element this year was that both question 3 and question 4 encouraged candidates to explore differences as well as similarities within the SIDS group. It was an intentional focus because it was hoped that candidates who recognised that the SIDs are a more heterogeneous group than their acronym suggests would carry this important piece of information into their answers to q5 and q6. Unfortunately, the evidence suggests that very few carried that idea of diversity into their responses to these high-tariff questions. The vast majority of answers treated the SIDS as a homogeneous group when faced by the challenges of achieving sustainable development or the need for some serious response, at a global level, to climate change. That was a little surprising but not new. It was, at the outset in 2016, and continues to be, six years on, a very conscious aim of this specification to move away from simplistic and misleading categorisations and this paper often addresses this task. 'Beware the risks of categories' might be the most useful and repetitive message to convey to the candidature for all three examination papers in preparing for the challenges of 2023.

Question 1

Most candidates were able to differentiate between hazards and disasters but a much smaller number were able to 'explain' the difference in terms of the vulnerability of a population or its capacity to cope. For some the most productive route was to identify particular examples although rather too many of these ended up comparing two disasters, albeit at different scales.

1 Explain the differences between hazards and disasters.

one difference between a hazard and disaster is that a hazard is a risk of something such as a disaster occurring whereas, a disaster is one that has occurred.

Another difference is that a hazard hasn't got measurable impacts such as a death toll after disasters.



ResultsPlus
Examiner Comments

This was a typical 2-mark response in which the key difference was identified but it wasn't developed.



ResultsPlus
Examiner Tip

This is point-marked. Candidates need to be aware that for four marks four points need to be made.

1 Explain the differences between hazards and disasters.

A natural hazard is a perceived natural event that has the potential to cause social and economic problems. Whereas a natural disaster is when a hazard affects a vulnerable population resulting in an increased risk to social and economic issues such as high death tolls and governments becoming in debt due to needing loans.

The Degg model shows that an overlap between a hazard and a vulnerable population causes a disaster.

An example would be a natural hazard is an earthquake. Whereas a disaster is the 2010 earthquake in Haiti. The hazard became a disaster because it caused thousands of deaths + economic devastation - they are still recovering.



ResultsPlus
Examiner Comments

A good answer that covers the basic distinction and then adds the Degg model and the idea of vulnerability as well as illustrating this idea.

Question 2 (a)(i)

This question required the candidates to complete a calculation. They did not necessarily need to understand χ^2 as a statistical test in order to do that but they did need to follow the instructions in the question. As in previous years a significant minority didn't offer any answer at all, which breaks a significant 'golden rule' of exam technique – the rule being that you can never lose marks.

Question 2 (a)(ii)

In this part of the question, it did help if χ^2 was understood and thus it scored less highly than question 2 ai.

There were two routes to reach the correct answer and most added up $19.1+2.3+4.2+4.5+1.5$ correctly to arrive at 31.6.

Question 2 (b)

This question proved to be a challenge for those with a less secure grasp of statistical testing and especially the concept of significance. The question identified the level of significance for the candidates, and some correctly noted that 99% was a very high bar; a very strong result. This suggests that the SIDS are indeed a distinctive group in terms of their environmental vulnerability. Strong responses included those that noted that further research should explore whether some measures of vulnerability might be more significant than others. Other candidates identified particular examples of this including climate change and sea-level rise.

- (b) The result shows that the null hypothesis should be rejected and the alternative hypothesis (shown below) accepted at the 99% confidence level.

Alternative hypothesis

There is a significant association between the level of environmental vulnerability of a state and its status as a Small Island Developing State.

Explain how this result might be used to guide further research into the environmental vulnerability of SIDS.

(4)

As there is a 99% confidence level for the alternative hypothesis, this shows that it is very likely environmental vulnerability is linked to a country's status as an SIDS. Therefore, it is evident that SIDS are environmentally vulnerable and therefore at risk from environmental factors such as climate and rising sea levels. Therefore, the alternative hypothesis could be used to show that research needs to be done to prevent environmental impacts posing such a high risk to SIDS, such as preventing acidification of oceans which causes coral reef bleaching ^{off} the coast of the Maldives, as well as slowing sea level rise which poses a threat to SIDS such as Kiribati.

(Total for Question 2 = 8 marks)



This is a good example that begins by recognising the strength of the relationship and then develops a number of examples of how this could inform future research.



Using examples from the resource booklet to develop or illustrate a point is a very productive technique on this paper as with other resource based questions elsewhere on the specification.

Question 3

The two 'analyse' questions have the same AO structure – 4 marks for analysing the material offered on one or more resources and 4 marks available for candidates to bring their own knowledge and understanding to help in that process, a mixture of skills. These translate into two grade descriptors at all three levels. Almost all candidates made an attempt to answer both of these questions, which is encouraging, with many reaching level 2.

For question 3 the most obvious reason why level 3 wasn't reached by a higher proportion of candidates was a tendency to repeat material from the resource booklet, more or less unmediated, without adding very much AO1 from their own knowledge and understanding. In other words, there wasn't enough analysis. The best examples included references that contrasted the relatively but not exclusively small land areas with the sometimes enormous marine areas (EEZ's). Others noted very considerable variations in locations and levels of isolation especially between the Pacific group and the Caribbean group. It was also legitimate to include the caveat that Figure 2 was selective with data for only 10 SIDS provided. A good example of high-level analysis were answers that argued that the remoteness of four Pacific SIDS in Figure 2 could, by referencing Figure 1, be applied to most Pacific SIDS.

3 Study Figure 1 and Figure 2 in Section A of the Resource Booklet.

Analyse the similarities and differences in the locations and sizes of SIDS.

(8)

An overwhelming amount of SIDs are made up of islands found in the tropics with the minor exceptions of some small ~~minor~~ minor nations located nearby ~~to~~ other SIDs on continental land (e.g. Belize), nonetheless all ~~nation~~ SIDs are small or micro-states less than ~~27,750 km²~~ 27,800 km² in land area. However despite their small land area this is compensated by their advantages as nations relying on its coasts and the oceans and seas as their EEZ which covers up to 200 miles from a nation's coastline give them all control of important resources found in the seas and oceans, such as oil, which ~~are~~ SIDs are ~~are~~ highly reliant on for their economies as most are trapped in the primary sector of the economy in the ~~the~~ modernisation theory which may also explain their high reliance on natural resources and their isolated nature. However in terms of isolation, particularly to being 'switch off' from globalisation or 'switch on' this varies greatly from each SIDs. SIDs such as Singapore are highly globalised due to its location on a major global trade route between the Indian and Pacific Oceans. SIDs such as Maldives and Seychelles are 'switch-on' due to their investment and development to promote themselves as prime tourism

destinations with world class resorts and attractions, similarly in Fiji, Cuba, Bahamas and Jamaica with tourism. Some SIDs are 'switch-off' as they are geographically isolated with small populations such as Tuvalu and Samoa while SIDs such as Kiribati is isolated due to it having 33 coral atolls spread over 3.5 million km² making its connectivity weak.

(Total for Question 3 = 8 marks)



ResultsPlus
Examiner Comments

This is a level 3 example that covers both location and size with a particularly useful comparison of land area and sea area. The coverage of location is rather better than that of size but there is very good AO1 on connectivity and isolation. The focus on differences and similarities waivers a little but is strong in the final few lines. So not quite 8/8 but obviously level 3.



ResultsPlus
Examiner Tip

Don't rewrite questions but do use the keywords in a question in your answers. In this example 'similarities' and 'differences' should be mentioned.

Question 4

There were three contrasting reasons why this question posed challenges for candidates and in some cases limited the ability of some to reach level 3, and for others level 2.

The first, already outlined in the overview of the whole paper, was the tendency to treat the SIDS as a homogeneous group and thus answer the question accordingly. Those that saw that location might be significant in affecting the impact of small size mapped in the differences in remoteness between, for example, Singapore and Vanuatu. Thus they profited from recognising that small size is not in itself an issue. Many of those that reached level 3 were able to draw on AO1 material very effectively. Good examples included the comment that much depends on the wealth of neighbours and quoted Luxembourg and Switzerland; others offered Hong Kong and, of course, Singapore, to challenge the idea that small populations and small land areas were deterministic.

The second problem which was less problematic and not as challenging to resolve was the sometimes uneasy understanding of what constituted a 'social consequence'. The majority of candidates were perfectly able to recognise that economic impacts have social consequences although not all made this point explicitly. Many answers were dominated by repeating information from the resources, especially from Figure 3, and then adding an assertive comment offered without support. Consequently too many lost sight of the question entirely. This manifested itself as information drawn from the RB such as 'Haiti has not yet recovered from the 2020 earthquake, this shows why small populations are a problem'. There were many other examples of *non-sequitur* assertions. There was, of course, a good deal of information on offer in these resources but only the top end of the cohort had the forensic skills to pick out the useful pieces of information and draw a reasonable, argued, inference from it.

4 Study Figure 3, Figure 4a and Figure 4b in Section A of the Resource Booklet.

Analyse the social consequences for countries with small land areas and small populations.

(8)

Countries with small land areas and small populations generally have poor levels of development when measured with HDI. Barbados is ranked the highest developed out of 20 selected SIDs but still only falls 58th globally. Haiti is the least developed at 170th. Low population and land areas can limit opportunities, so brain drain is a common occurrence in SIDs. Guyana has the largest brain drain at 89.2%*. The average emigration rates for college graduates is 50.8%, much higher than other developing countries. The average emigration rates for low-skill workers is 15.6%. Both rates are significantly higher than other developing countries.

*Brain drain could be higher due to a lack of higher education facilities



ResultsPlus
Examiner Comments

A typical level 2 response that starts well but stops abruptly. The candidate could have unwrapped the idea of HDI further to explore the social consequences of economic development. The references to the brain drain taken from the resource booklet are good but again remain undeveloped. Thus, in summary the AO3 is good, if limited in breadth but the AO1 is weak.



Use the space allowed. The number of lines allowed for answers is mapped against the number of marks and gives you some idea of the ideal length of a response.

4 Study Figure 3, Figure 4a and Figure 4b in Section A of the Resource Booklet.

Analyse the social consequences for countries with small land areas and small populations.

(8)

Social consequences are consequences that specifically impact human life (quality of life) and may be negative in prohibiting the execution of human activities. Small countries with small land areas and small population may experience these said consequences the most, but this is not necessarily always true.

Jamaica has (in the context) has a land area of $10,830 \text{ km}^2$ and a great population of 2,768,941 compared to Maldives (Atolls) which has a substantially less land area of 300 km^2 and a total population of 338,442. However what is similar for both SID's given in Figure 3 is that both rely on tourism activities to generate economic status, but environmental threats for Maldives may be preventing its renowned tourism sector as the president drew attention to the analysis panel future by holding a cabinet meeting and stating "what Jamaica's tourism sector extracts "cruise ships and planes" but "the environmental impact is negative".

Figure 3 establishes an understanding that Jamaica's tourism industry is booming and a favorable destination for "American tourists", hence promoting economic activity with holiday purchases, hotel bookings and ^{high} service sector demand. But Maldives, future especially for its population albeit very small is very

more or not only will tourism but affect the quality of peoples lives into less a loss of homes too.

Whilst tourism is an important social activity that boosts the image of a SID, Jamaica has a very high % of brain drain rates (loss/migration of educated graduates) at 84.7% and **(Total for Question 4 = 8 marks)**

a Net migration rate of -5.5%, here this may be an indicator that the tourism industry is a negative on the country itself, forcing migration as communities feel a loss of "culture" or cultural erosion as Jamaica becomes more globalized and connected. The personal remittances received as a % of GDP for Jamaica as per in Figure 4a is at 14%, compared to Maldives were 0.2%. This demonstrates that small populations can drive less personal social communication and independence within a country.

Overall however, the most surprising statistic shown is the HDI rank whereby, Jamaica is ranked at 101, compared to Maldives ranking of 95. This suggests that whilst Jamaica's tourism sector of Maldives may be diminishing it has a greater HDI (education rate, life expectancy and birth rate) which is promoting huge ^{internal} social positives about living in Maldives despite the ~~external~~ ^{external} challenges it faces.



This is an example of a full-mark level 3 response. It is unusual in that it uses two countries to explore the idea of social consequences of small land areas and small populations, rather than taking an overview of all SIDS. That is a legitimate reading of the question. It is not flawless and there are factual errors when the candidate builds their comparison between the Maldives and Jamaica. However, there is no expectation that the candidates have any specific place knowledge of the SIDS other than the information offered in the resource booklet. The contrasts are, of course, the AO3 whilst the AO1 is the understanding shown of the social and cultural impacts of tourism. Unusual but effective.



Do remember that economic, social, political, cultural and environmental impacts are often closely interrelated.

Question 5

It is important that centres and candidates recognise that this paper, unlike any other that has been set, is sequential in that the questions asked develop progressive themes and build upon ideas already visited in earlier questions. This includes a presumption that material focused on, for example q3, might be pertinent to the answer that they offer to their answers to both q5 or q6.

Question 5 was built around the Section B resources as directed in the preamble to the question, but also legitimately assumes a close acquaintance with the Section A materials and the materials examined in both q3 and q4. Teachers and their candidates need to be aware of the AOs for these final two questions on the paper. Questions that carry, between them, 60% of the paper total - of these marks the bulk are drawn from AO2 and not from some responses from AO3. These AO2 marks come to form the application of knowledge and understanding in the context of interpreting, analysing and, most importantly, evaluating the information and issues. That information comes from both the resource booklet and the candidate's own material garnered over the whole course. In brief, these questions have a strongly synoptic construction and evaluation is essential.

The contention of the question is that geographical isolation is the main barrier to sustainable development for the SIDs. Level 3 responses showed excellent deconstruction skills addressing, for the most part, three elements of the questions:

1. An exploration of the concept of development and what might make some development more sustainable than others.
2. An exploration of the idea and impact of 'geographical isolation' and why it might impact on that development.
3. An exploration of what other barriers to development might exist, both past and current, and how significant they might be or might have been.

The candidates have already been introduced to the idea of isolation and some will have addressed it in their answers to q3. Some will have already noted that there are variations in levels of isolation with many, although not all of the Pacific SIDs, being notably more isolated than those of the Caribbean. There is also an apparent linkage between isolation and level of development shown on Table 4b, albeit as some noted, only for a selective sample of states. Most students took sustainable development as a synonym for durable which was, given the specification, perfectly acceptable. More constricting was a tendency to reference economic development at the expense of any other facet of this contested term, whether it be social, environmental, political or cultural. The strongest responses recognised some of these issues and addressed them directly using both the RB and their own knowledge and understanding to critique the idea that development was simple conceptually and that it could be rendered down to a few summative figures. It was also highly encouraging to read answers that addressed the impact of both the colonial and neo-colonial legacies, the role of local elites and the global geopolitical structures in place. To return to a theme addressed in the

preamble to this report, the most important principle that candidates can bring to bear when deconstructing these questions is an explicit recognition that it is highly likely that what is arguably true for some places and people is not so true for others.

5 Study the resources in Section B of the Resource Booklet.

Evaluate the view that geographical isolation has been the main barrier to the sustainable development of SIDS.

geographical isolation, natural resources, industry, natural resources, - Stranded off from globalisation

(18)

SIDS generally struggle to match the rate of ^{development} the developing nations partially due to their geographical isolation. However there are also other factors ~~isolating~~ ^{contributing} to sustainable ~~development~~ development including interdependence and a narrow industry.

Many SIDS suffer greatly from being extremely isolated compared to other countries with SIDS such as Fiji and Samoa being some of the most remote and isolated places in the world. The global economy is largely powered through trade routes including both shipping and air traffic. Nations such as South Africa receive huge economic benefits due to being along trade routes ~~however~~ however due to their isolation SIDS feel the opposite impact. SIDS especially those in the Pacific are far away from trade routes which not only makes it very difficult to export goods it also makes it ~~more~~ more difficult to receive necessary resources such as energy resources. This has halted the sustainable development of a number of SIDS as trade is essential in order to build up a strong economy and develop, due to the significant barriers to trade many SIDS develop at a slower rate than other developing nations as seen in figure 5 where GDP growth rates have been consistently higher in other developing countries.

A further major factor influencing the sustainable development of SIDS is the interdependence they have ~~and reliance on fossil fuels for energy~~ with developed nations. Due to their small size SIDS often become dependent on the interdependence with developed nations in order to provide them with resources they desperately need most significantly energy. This can result in SIDS becoming neo-colonial regions as developed nations use them for their natural resources and in turn provide them with necessary investment and ~~also~~ essential services such as energy. Whilst this can provide short term benefits and help with development as people have less barriers to energy and food in the long term it tends to be damaging. SIDS become dependent on imported products and when the exported ones on they are left at risk and vulnerable. Furthermore developed nations exploiting SIDS for natural resources is not sustainable as there is only a limited supply of resources. This shows that though dependence and interdependence SIDS can develop but not in a sustainable manner and in the long term often hinder future development.

SIDS generally have very narrow industries usually based around one individual sector limiting development and leaving these states more vulnerable. Due to the lack of diverse industry SIDS tend to be significantly wealthier economically than other countries, this leaves them more vulnerable to board events as they are unable to invest in mitigation

Strategies. SIDS often rely on primary and tertiary industries with tourism often being the major industry. This is due to the lack of a secondary manufacturing industry and a quaternary research industry development is heavily limited in SIDS. Secondary manufacturing industry is often seen as one of the most important factors in sustainable development as it gives large boosts to employment rates and economic output of a region. This can be seen in China where since the 'open door' policy of 1978 large scale manufacturing has been introduced and offshored to China. This has led to China being one of the most successful emerging powers and helped to raise 700 million Chinese citizens out of poverty. This shows the importance of secondary industry and the lack of it in SIDS massively reducing sustainable development opportunities.

In conclusion geographical isolation is a significant factor in being a barrier to sustainable development however it is not the most significant factor. The most significant factor is the narrow industry of SIDS which massively limits development which can be seen with the 6.7% fall in GDP in 2020/21 of SIDS due to over reliance on tourism which was started to reduce as rising sea levels are beginning to have a larger impact on SIDS.



This is a strong essay that is comfortably into level 3. The strengths are the range of ideas covered from that featured in the question (paragraph 2), the idea of dependency and geopolitical relationships covered in paragraph 3 and the structure of their economies covered in paragraph 4. In each of these three paragraphs there is material drawn from their own work elsewhere on the specification (notably South Africa and China) and useful evaluative comments about long-term/short-term contrasts. The essay is structured well and comes to a definitive and evaluative conclusion. The most obvious reason why it doesn't warrant a higher mark is that it is very tightly focused on **economic** development and that there is obviously a relationship between isolation and the economic structure of many SIDS.



It is a very good habit to make each paragraph of an essay focus on one idea, that is illustrated and developed ending with an on-going evaluative comment which has the added virtue of reminding you what question you are trying to answer.

It is better to have too many paragraphs than too few.

Question 6

The final question on the paper offered the view that the SIDS faced 'decline' if climate change was not tackled at a global level. The deconstruction task should have included:

1. An exploration of how 'decline' might manifest itself from the physical disappearance of low-lying SIDS to economic and population decline.
2. An exploration of what might constitute 'significant' global action and, by extension, examining the chances of that actually taking place.
3. An exploration and comparison of both the immediate future impacts of climate change and the longer-term future perhaps addressing tipping-points and feedback loops.

Although essay-writing is not confessional it would be fair to comment that this cohort of 17/18 year old candidates are not optimistic about the future of many SIDS. Once again, at the lower end of the ability range there was a tendency to over-generalise. For example, the present and future impact of sea-level rise on the Maldives was taken as a proxy for all SIDS when there was plenty of resource booklet evidence that many SIDS are not immediately threatened by sea-level rise, at least not their continued existence. Many picked up on the impact of increasing hydro-meteorological hazards and sometimes made very good links between Figure 7 and Figure 10. However only a tiny number commented on the declining five-year average from 2008 and even fewer noted that not all SIDS, specifically those very close to the equator, experienced tropical cyclones. Level 4 answers were characterised, as intended, by a recognition that the threats were multiple but also variable. They also noted that the examples of adaptation and mitigation offered in the text on p13 were very small both in the amounts of money involved and the geographical extent of their application. Therefore, these answers built a good platform of evidence from which they could offer a sceptical, and often pessimistic commentary, about the future prospects of global action taking place and its likely impact on arresting economic, demographic or even the physical decline of the SIDS.

6 Evaluate the view that without significant global action to address climate change, the future of SIDS is one of decline.

(24)

Climate change is becoming a huge global problem, due to humans impacting the environment since the industrial revolution causing high amounts of CO₂ to be emitted into the atmosphere. The main problem for SIDS is they aren't the ones causing the biggest problem to the climate, it is more the high income country, and emerging countries who are releasing the highest amount of CO₂ in the atmosphere. This can ~~so~~ be seen on figure 9 with the USA, Australia, Canada being the biggest emitters per capita.

Climate change is causing a lot of problems for some SIDS states already let alone how at risk they are going to be in the future. Kiribati in the Pacific for example are already losing land due to climate change. Kiribati consists of coral islands known as atolls so they are at risk of their islands being destroyed from the destruction of the corals, the sea level rising, due to eustatic change of melting glaciers, but also at risk from the more frequent storm surges. The graph in figure 10 shows the upwards trend in the number of natural

disasters and this has been blamed on CO₂ emissions changing the climate and causing more frequent and severe storm surges. Also Kiribati has the risk of ocean acidification weakening its islands due to the corals dying. The more CO₂ emissions results in more carbon in the water, which forms carbonic acid which then reacts with the calcium carbonate in the coral structures causing the energy usually used for the corals to grow then being used to protect the skeleton structure from the acidic conditions, which causes coral bleaching. Overall Kiribati and many other SIDS like it are at a high risk from climate change due to the loss of land, economic destruction during storms, but also the loss of valuable resources such as fresh water. For example if sea levels rise around small islands such as SIDS then it will cause salt water encroachment / which is where salt water contaminates the island's fresh ground water supply.

This is why SIDS need the support of significant global action to address climate change to ensure a future for their communities. In the past there has been a few big global climate conferences including the first in 1979, World Climate Conference and then the Paris agreement in 2015. The graph in figure 11 shows

the changing global temperature and CO₂ concentrations with selected global environmental conferences. The graph shows a continued upwards trend, meaning the global temperatures and CO₂ concentrations in the atmosphere ~~are~~ have continued to increase since the conference in 1979. This isn't promising data for SD countries because it suggests that even after global talks there hasn't actually been an impact and reduction in emissions.

If there isn't global drops in CO₂ emissions then the temperatures will continue to rise and there is a risk of reaching a tipping point with the climate. For example the Amazon is a carbon sink because the trees in the rainforest sequester carbon from the atmosphere during photosynthesis and release oxygen ~~in~~ instead so it helps maintain a balance in the atmosphere, but heavy deforestation is increasing wild fires, drying the soils and causing a reduction in the amount of water and carbon stored there and overall impacting the global hydrological and water cycle. Deforestation is happening because the food supply is increasing globally due to the growing middle class but this in turn is impacting small isolated communities, for example those in the SD countries.

The Maldives is also heavily impacted by sea level rise with the highest point only being 5m above sea level. As temperatures rise due to climate change glaciers melt causing eustatic sea level rise, which is global. This is impacting places like the Maldives significantly but they have little control over the situation because they are only a small country with little influence over the world, and little power.

Overall SIDS countries are reliant on global action to save them from climate change because even put together they only make up a small population so globally they have little influence on climate change.

(Total for Question 6 = 24 marks)

TOTAL FOR PAPER = 70 MARKS

~~Superpowers such as the USA or the UK or even~~
emerging powers such as China are having the more negative impact on climate change and are the biggest emitters of CO₂, so it is down to them, who have more power and influence globally, who can actually have an impact and aim to reduce carbon emissions. Even global organisations such as the G8 could work together using new technology or encouraging more sustainable resources, such as advances in renewable energy. They have the most influence on climate change, especially wealthier superpowers, who can afford more sustainable resources and commodities. For example USA are advancing their hydro electric power sources, and France has higher nuclear power sources.



This is an example of a very good answer that could with relatively small adjustments be closer to the top of level 4. As with the chosen exemplar for q5 it is a well-constructed answer with clear points made, supported with strong AO3 from the booklet and good AO2 that interprets, analyses and evaluates. The opening paragraph identifies the main problem facing the SIDS. It would have been helpful to have had a deconstruction of 'decline' included here. The second paragraph examines a range of reasons why climate change poses problems including material from both the booklet and from the candidate's own knowledge and understanding, including coral bleaching and salt water encroachment. In this paragraph there is an implicit recognition that decline might embrace several impacts including 'loss of land, economic destruction during storms but also the loss of valuable resources such as freshwater'. The third paragraph addresses this threat in more detail and ends with very clear evaluation in its final sentence. The fourth and fifth paragraphs are not quite so clearly focused and in the case of the material on the Maldives rather out of place given that the issue of sea-level rise was dealt with earlier.

The conclusion is sound but doesn't end by returning to the title directly.

A clearer focus on what decline might look, on-going evaluation at the end of each paragraph, and a stronger finish explicitly revisiting the title would move this towards the top of level 4.



Making a plan with each paragraph tied to one coherent idea is very useful. Before you answer this question you should spend two or three minutes jotting down these themes.

Paper Summary

This paper is unlike the other two examination papers with no particular area of the specification identified as the focus of the paper. However be aware that it is the compulsory topics that will provide the foundations for the scenario covered in the booklet.

These are Topic 1, Topic 3, Topic 5, Topic 6 and Topic 7.

There are a number of strategies to be aware of in your preparation both over the whole course but also in the last few days of revision as well as in the examination itself.

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

- Be aware that most but not all questions are marked using a set of mark descriptors for different levels that do not change from year to year.
- Be aware which assessment objectives (AOs) are being covered.
- Be aware that q3 and q4 use the command word 'Analyse' that is not used anywhere else on this specification.
- Make your own connections from your own knowledge and understanding when answering the longer essays – q5 and q6.
- Practice using previous examination papers so that you pick up good habits.
- In the exam hall read through the question paper first of all.
- In the exam hall, read through the whole booklet before you start and make notes as you go through it.
- Make a plan for the longer essays and jot down the themes you wish to explore; one for each paragraph.

Grade boundaries

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

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

