



Pearson
Edexcel

Examiners' Report
Principal Examiner's Feedback

Summer 2022

Pearson Edexcel AS Level
In Geography (8GE0)

Paper 02: Dynamic Places

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Introduction

This is the fifth year of examinations for 8GE02. The paper assesses knowledge and understanding of Globalisation, followed by a choice of questions on Regenerating Places or Diverse Places. In addition, candidates were asked to look at the synoptic links between regional and local scale places affected by globalisation and regeneration in rural Ireland (Regenerating Places) and globalisation and diverse communities, in East Liberty, Pittsburgh, USA (Diverse Places), and to evaluate the impacts of changes on different stakeholders.

Students have continued to be affected by the impacts of the Coronavirus Pandemic in 2021- 22, and this paper was adapted in two ways. This was for this year only, and the papers in 2023 and following will revert to the model shown in the SAMs and past papers from 2017, 2018, 2019 and 2020. There were no 2021 AS Geography papers.

- The fieldwork requirements were narrowed, and all FW questions were placed in the 8GE02 exam paper. Centres were required to prepare candidates for one human OR physical scenario, rather than one from each. In addition, only 'unfamiliar' questions were set, with no 9 mark 'Assess' questions based on the candidates' own fieldwork.
- Advance Information was made available to candidates, allowing them to narrow their revision to the most relevant parts of the specification.

It is worth noting that the majority of students in this cohort will not have sat GCSE exams in June 2021. Despite the requirements for Centre Assessed Grades (CAGs) in 2020, and Teacher Assessed Grades (TAGs) in 2021, AS Geography papers were likely to have been one of the first experiences of live paper.

The structure of answers for the 12 and 16 mark essays has improved, with many showing the ability to organise their ideas logically, making relevant connections and relationships across the ideas they discussed, with some also able to make judgements/ conclusions. Many struggled however, to evaluate the benefits experienced by different stakeholders in the two 16 mark questions. The questions about local and contrasting places were better done than in the past, but places at inappropriate scales were still used by some.

1a	Over 80% answered correctly showing a correct understanding of 'ecological footprint'. Most of the incorrect answers selected option A.
1bi	Over 80% understood how to calculate the range correctly, but some did not provide the working, so lost a mark.
1bii	These three-mark questions remain a challenge, and the mean mark here was 2, with most failing to develop their reason with a third point. A range of approaches was acceptable here, as indicated in the mark scheme. Some misread the resource and argued that London had the best recycling rates but struggled to suggest why this might be the case.
1c	Two times two measures were needed here, with some having one developed measure for 2, and some having two one-mark answers. The modal mark was 4, with good knowledge on the KOF index and Kearney Index, and also the answers based on the levels of migration and trade, and the resulting global connections seen frequently. GDP was rarely relevant, unless linked to levels of trade and investment. Rates of literacy and life expectancy may help measure development but are not useful as measures of globalisation unless explained carefully.

1d	<p>In response to the question about how ICT communication networks have resulted in time-space compression for most, the majority focussed on the use of mobiles, social media and sharing data on the internet, and scored 3 or 4 marks.</p> <p>Ways to extend the answer and the marks awarded were discussions about the use of ICT to shrink distance in terms of payments/remittances or TNC connections involving orders or payments. Another route was to discuss which people or places are not part of this time-space compression, or to explain ways access is changing in recent years.</p> <p>Discussions about sailing ships and how the post used to be delivered could be useful as part of an answer but were often over-lengthy.</p>
1e	<p>This essay differentiated well, as stronger candidates discussed a range of gaps and whether they were widening or narrowing, whilst weaker candidates tended to focus on either gaps within a country (typically China) or between Asia and western countries.</p> <p>Discussion included gaps within countries (for example, comparing widening gaps of development in London to elsewhere in the UK, or considering the differences between urban/rural or eastern/western China. Another route was to consider the gaps between countries as a result of global shift and deindustrialisation, which might involve both narrowing and widening of gaps.</p> <p>Few discussed what they understood by a development gap, with the majority assuming but not explaining that they interpreted it as an economic gap.</p> <p>Some wrote about exploitation of people and places which could have been extended further as social/environmental development gaps. Judgements included ideas about which gaps were larger and whether they were widening or narrowing and what might happen in the future.</p>
2a	<p>Nearly 90% gave an answer from the MS, with the majority stating 'more employment opportunities' or something similar.</p>
2bi	<p>The majority performed the calculation successfully and scored 2 marks. Some were very confused by the question, and gave unrealistic answers about the bus journey taking 60-200 hours and covering up to 1000km.</p>
2bii	<p>The mean mark here was 2, with most failing to develop their reason with a third point. Answers could focus on the limited options for bus transport, or on the fact that at least the village had some public transport, and either route could lead to full marks.</p>
2c	<p>Two times two reasons were needed here for this 4-mark question. Some candidates gave one developed idea for 2 marks, and some gave two 1-mark answers, but the overall modal mark was 4.</p> <p>The most commonly seen answers discussed the unaffordability of house prices and jobs for low skilled people, with a third answer about pollution/congestion.</p> <p>A feature commonly seen in lower scoring answers on this, and other questions is a tendency to exaggeration. For example here, some said there are no jobs for lower skilled people, or no affordable houses, neither of which are completely true. Stronger candidates used more nuanced language, explaining that housing prices meant people might have to live away from their place of work and be forced to pay higher transport costs for example.</p>

2d	<p>Few scored L3 here. Answers could consider how to measure social progress (using IMD, local media sources or questionnaires for example) or what could be measured (incomes/jobs/educational qualifications/ age patterns). Those achieving L3 often included both, or gave wider ranging answers with more developed ideas covering all the elements of the question.</p> <p>A number did not know what 'social progress' meant, and only wrote about access to social activities. Good answers needed to discuss changes in both deprivation and demographic characteristics. For example, improvements in education, unemployment, health, crime levels, access to services (which could include social activities) were explained. Demographic characteristics seen most often were related to age or ethnic diversity.</p> <p>Answers rooted in a location often scored better (although this was not required), as candidates were able to explain what the regeneration involved, and then the effects on levels of deprivation and the people who lived there. This often provided the opportunity to explain that not everyone experienced the same social progress, and some groups may have lost out as a result of the changes that occurred.</p>
2e	<p>There was a broad spread of scores here, with many giving general answers about changes to places, poorly linked to the role of 'national influences'.</p> <p>A wide interpretation of 'national influences' was acceptable, with the best answers focussing on transport and roads/rail policies, housing policy, investment in the Olympics or migration policy. Weaker answers chose inappropriate scales of places, with Cornwall, China and even 'Africa' used. Very few named no places, but some only named one place.</p> <p>The most able discussed what 'benefits' might include, and assessed the scale and type of benefits seen by both places.</p> <p>Some answers attempted to compare national with regional or local scale influences, which were beyond the scope of the question.</p> <p>Candidates need to be careful to consider the best route to assessment, being guided by the wording of the question.</p>
3	<p>There were very few Level 1 answers here, with almost all able to use the resources provided to discuss benefits of the Project Ireland strategies for different groups of people, so reaching level 2.</p> <p>The weakest answers tended to lift facts and figures from the data without arguing a case. Some of these, and lower level 2 responses failed to differentiate between stakeholders, instead treating them as one which suggested a lack of familiarity with the term. It is used several times in Enquiry Question 4 in this part of the specification.</p> <p>A good approach seen sometimes was to group the different stakeholders, for example into those who have benefited the most and the least. Another successful approach was to urban stakeholders with rural stakeholders.</p> <p>Better answers were able to make synoptic links between the resources and other places they had studied.</p> <p>A strong conclusion was seen in the best level 4 answers, evaluating which stakeholders benefited the most and the reasons for this.</p>
4a	<p>Nearly 90% gave an answer from the mark scheme, with the majority stating crime rates or an answer linked to pollution.</p>

4bi	The majority performed the calculation successfully and scored 2 marks. Some were confused by the question, and gave unrealistic answers about the bus journey taking 60-200 hours and covering up to 1000km.
4bii	<p>There were very few Level 1 answers here, with almost all able to use the resources provided to discuss benefits of the strategies for different groups of people, so reaching level 2.</p> <p>The weakest answers tended to lift facts and figures from the data without arguing a case. Some of these, and lower level 2 responses failed to differentiate between stakeholders, instead treating them as one which suggested a lack of familiarity with the term. It is used several times in Enquiry Question 4 in this part of the specification.</p> <p>A good approach seen sometimes was to group the different stakeholders, for example into those who have benefited the most and the least, or into urban stakeholders and rural. Better answers were able to make synoptic links between places they had studied, and the information presented in the resources.</p> <p>A strong conclusion was seen in the best level 4 answers, evaluating which stakeholders benefited the most and the reasons for this.</p>
4c	<p>Two times two reasons were needed here for this 4-mark question. Some candidates gave one developed idea for 2 marks, and some gave two 1-mark answers, but the overall modal mark was 4.</p> <p>The most commonly seen answers discussed the attraction of rural places for older people or for families. It was not necessary in this question to name a group, because the focus of the question was the reason for the place being perceived as idyllic. Reasons given most frequently were the perception of the place being peaceful or safe.</p>
4d	<p>Few scored L3 here. Answers could consider how to measure social progress (using IMD, local media sources or questionnaires for example) or what could be measured (incomes/ jobs/ educational qualifications/ age patterns/ ethnic diversity). Those achieving L3 often included both, or gave wider ranging answers with more developed ideas covering all the elements of the question.</p> <p>A number did not know what 'social progress' meant, and only wrote about access to social activities. Good answers needed to discuss changes in both deprivation and demographic characteristics. For example, improvements in education, unemployment, health, crime levels, access to services (which could include social activities) were explained. Demographic characteristics seen most often were related to age or ethnic diversity.</p> <p>Answers rooted in a location often scored better (although this was not required), as candidates were able to explain what the social progress involved, and then the effects on levels of deprivation and the people who lived there. This often provided the opportunity to explain that not everyone experienced the same social progress, and some groups may have lost out as a result of the changes that occurred.</p>
4e	<p>There was a broad spread of scores here, with many giving general answers about changes to places, poorly linked to the role of 'national influences'.</p> <p>A wide interpretation of 'national influences' was acceptable, with the best answers focussing on migration policy, or expansion of universities or even tourism bringing visitors from around the country. Weaker answers chose inappropriate scales of places, with London and Cornwall used. The most able discussed what 'benefits' might</p>

	<p>include, and assessed the scale and type of benefits seen by both places. Very few named no places at all, but some only named one place.</p> <p>Some answers attempted to compare national with regional or local scale influences, which were beyond the scope of the question.</p> <p>Candidates need to be careful to consider the best route to assessment, being guided by the wording of the question.</p>
5	<p>There were very few Level 1 answers here, with almost all able to use the resources provided to discuss benefits of the social changes for different groups of people, so reaching level 2.</p> <p>The weakest answers tended to lift facts and figures from the data without arguing a case. Some of these, and lower level 2 responses failed to differentiate between stakeholders, instead treating them as one which suggested a lack of familiarity with the term. It is used several times in Enquiry Question 4 in this part of the specification.</p> <p>A good approach seen sometimes was to group the different stakeholders, for example into those who have benefited the most and the least. Another successful approach was to discuss stakeholders who were longer term residents compared to this who were recent incomers.</p> <p>Better answers were able to make synoptic links between the resources and other places they had studied.</p> <p>A strong conclusion was seen in the best level 4 answers, evaluating which stakeholders benefited the most and the reasons for this.</p>
6a	Nearly 75% gave an appropriate answer, with slips and falls were the most commonly seen.
6b	This was a simple % question, but a number struggled to complete the calculation correctly. Some missed the 'one decimal point' part of the question.
6c	68% were correct here, knowing the meaning of modal class.
6d	83% gained at least one mark here, showing the ability to draw conclusions from the data, with links made between the presence of water and rounded sediment.
6e	Many struggled here, with either two one-mark answers, or one two mark answer and then a repeat or no second idea. Answers about visiting more places or more often or for a longer time period were not credited unless it an explanation was provided about what would be gained or studied. The best answers suggested increased numbers of categories or clearer descriptions or numerical measurements to add precision to the data collected.
7a	Nearly 88% gave an appropriate answer, slips and falls and cliff fall/rock fall as the most commonly seen answer.
7b	This was a simple % question, but a number struggled to complete the calculation correctly.
7c	Nearly 79% were correct here, knowing the meaning of modal class.
7d	83% gained at least one mark here, showing the ability to draw conclusions from the data, with most commenting on the high levels

	of wetness at the sites, suggesting hydraulic action or abrasion was likely to be occurring.
7e	Many struggled here, with either two one-mark answers, or one two mark answer and then a repeat or no second idea. Answers about visiting more places or more often or for a longer time period were not credited unless it an explanation was provided about what would be gained or studied. The best answers suggested increased numbers of categories or clearer descriptions or numerical measurements to add precision to the data collected.
8a	Only about a quarter gave a clear answer about stratified sampling to score 2 marks, with over a half scoring 0. Comments about this method giving a more accurate view was not enough unless there was a clear reason as to how this would be achieved. One route to a successful answer was to explain that the population should be divided into categories or strata, and then the sample selected on the basis of this information.
8bi	3 was the modal mark with 47% able to describe the word cloud findings effectively and scoring 3 marks.
8bii	The majority scored 2 here rather than 4 usually for two one-mark answers which were not developed for the second mark. Answers needed to focus on the presentation method, not the collection of the data itself. The most commonly seen strengths were about presenting a wide range of opinions in a visual way, with some overview of the more commonly stated views. The weakness stated most often was about the simplification of people's responses to one or two words, perhaps hiding the meaning.
9a	Only about a quarter gave a clear answer about stratified sampling to score 2 marks, with over a half scoring 0. Comments about this method giving a more accurate view was not enough unless there was a clear reason as to how this would be achieved. One route to a successful answer was to explain that the population should be divided into categories or strata, and then the sample selected on the basis of this information.
9bi	Most were able to describe the findings and score at least two marks.
9bii	The majority scored 2 here rather than 4 usually for two one-mark answers which were not developed for the second mark. Answers needed to focus on the presentation method, not the collection of the data itself. The most commonly seen strengths were about presenting a wide range of opinions in a visual way, with some overview of the more commonly stated views. The weakness stated most often was about the simplification of people's responses to one or two words, perhaps hiding the meaning.

