Examiners' Report
June 2022

GCE Geography 9GE0 02

.

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2022

Publications Code 9GE0_02_2206_ER

Introduction

The June 2022 paper was the first externally sat exam following the use of teacher assessments in the previous exam series. Candidates should be commended for their performance, in what has been a difficult and turbulent two years of study.

The paper was generally accessible to candidates across the ability range, with evidence of high-quality work particularly in the higher 12 and 20 mark questions. Timing did not appear to be an issue for the majority of candidates, although some only managed a few paragraphs on the final 20 mark question meaning the scores on this question was restricted.

There was some increase in rubric infringements this exam series with students crossing out work in questions 3 and 4 or commenting on the paper that they had answered the incorrect question. It is advised that centres refer to the section headings of the papers with their student so that they are clear about what topics they have studied.

In terms of candidate choice of questions, Regenerating Places (question 3) remained the most popular with around 75% of candidates making this choice, compared with 25% opting for Diverse Places (question 4). Around 49% answered questions on Health, Human Rights and Interventions (question 5) and 51% answered questions on Migration, Identity and Sovereignty (question 6).

Centres may like to focus on the following:

- Candidates need a clearer understanding of the evaluate command word and the necessity to provide a balanced and coherent response in order to reach the top level. The response should draw together into a substantiated conclusion. It is important that candidates recognise that the conclusion is not an opportunity to either rehash prior information nor to include new information.
- Conversely, assess questions do not require a conclusion, but should contain clear assessment throughout the response in order to move to the top level marks.
- In the higher tariff questions, candidates are required to include supporting evidence, however they should not simply regurgitate pre-learnt case studies but instead evidence their A02 ability by applying their knowledge and understanding to the question that has been set.
- Candidates are expected to know a range of mathematical and statistical skills outlined in the specification for each of the topics studied. Centres should ensure that candidates are exposed to a range of opportunities to apply these skills throughout the study of the course.

Question 1 (a)

Most candidates seemed to perform well, with candidates able to gain at least 2-3 marks out of 4 available. The most common response was the use of Special Economic Zones and these were exemplified through using China, although some candidates did highlight government actions such as deregulation/privatisation as well . Where candidates failed to secure all marks in this question was that their sequencing of ideas to develop their response was not fully developed into a logical chain. Candidates also lost marks when they veered into explaining the impacts of FDI eg TNCs then improve infrastructure in a place as opposed to flipping this around and suggesting that it is infrastructure that attracts TNCs.

1 (a) Explain **one** way governments can attract foreign direct investment (FDI).

(4)

> Governments can attract FDI by introducing Special economic Zones, this provides TNCs (who locate there with low taxes, and a large consumer market such as the special enter economic zone in china, this encourages TNCs to more into these areas so that they can maximise profits as a result this brings FDI into the area.

ResultsPlus Examiner Comments

4 marks were awarded here. The question asks candidates to focus on 'one' reason and each subsequent extension idea should link to this initial reason. Here, the candidate identifies the use of SEZs as their 'one way' (1), they explain that these have low tax rates (1) which encourage TNCs to move into the areas (1) so that they can maximise profits (1).

ResultsPlus Examiner Tip

Encourage candidates to choose a broad initial starting point, for example in this question the use of SEZs or deregulation, as this allows the candidates to draw in linked ideas without drifting off the initial reason provided.

Question 1 (b)

Candidates could identify the role of ICT and mobile communication in the growth of globalisation, however, many candidates did not explicitly discuss these factors separately. A significant number of candidates did take the time to reflect on other factors that may have influenced globalisation, such as containerisation and how levels of development of a country will inhibit or accelerate the speed of globalisation in specific countries. A few candidates also assessed the role of ICT/Mobile communication in limiting globalisation, notably how some LIC may lack access to ICT and mobile networks and are therefore switched off to globalisation. Others also highlighted that some countries choose to use technology to limit flows of information and globalisation eg China's firewall or North Korea restricting access for its citizens.

At the lower end, judgements about the importance of these factors were somewhat limited in nature. Whereas the best responses were very detailed using well selected examples to highlight the role of ICT/mobile communications and taking the time to highlight and evaluate the impact of these in terms of social, cultural and economic globalisation.

(b) Assess the importance of ICT and mobile communications in the growth of globalisation.

(12)

Globalisation refers to the increased interconnectedness of countries through flows of capital, commodities, information & people. ICT has allowed for increased global communications, but other factors can also affect the rate of growth of globalisation.

ICT & mobile communications allow for faster correspondence between countries, such as the UK & USA, helping to increase the flow of information, which contributes to the growth of globalisation. Since the first trans-Atlantic cables were laid, there have been developments in technology such as the telephone, and more recently mobile phones. These technologies have helped contribut to a 'shrinking world' as people can feel closer to those in foreign countries due to increased ease of communication, as to reach other USA it used to take 4 weeks by boat. Overall, mobile communications & ICT have helped to lengthen & deepen connections via increased flows of information, but fail to increase flows of capital, people, & culture, so their role in contributing to the growth of globalisation is limited.

Another factor that has helped in the growth of globalisation is developments in transport, such as the jet aircraft. Since the development of the Boeing 747 in the 1960's, international travel has become far more common, increasing the flow of people, leading to greater cultural globalisation. The high speed travel offered by jet aircraft means that areas of the world now feel closer together, known as time-space compression. Trade can also be carried out by jet aircraft, especially of high value medical goods, meaning that economic globalisation has increased due to an increased flow in commodities. Overall, jet aircraft have helped to accelerate & increase growth of globalisation through lengthening & deepening connections between countries. However, it has less of an impact on increasing

flows of capital & information.

Thirdly, groupings of nations such as the EU can help to increase the growth of globalisation by allowing free movement of goods, people, capital & information within them. An example of this is the Schengen Agreement within the EU that allows the free movement of all these flows, which economic theory suggests maximises economic efficiency. These 4 flows increasing leads to deepened connections within the trade bloc, contributing to growth of globalisation. However, the grouping of nations into trade blocs means that countries outside the trade bloc don't benefit from increased flows, therefore, globalisation is mainly accelerated within the trade bloc rather than worldwide.

Overall, despite developments in ICT & mobile communications contributing to increased flows of information, leading to a shrinking world, the grouping of nations have a greater influence on the growth of globalisation. This is because in blocs such as the EU, the flows of commodities, information, people & capital are all increased, leading to more rapid globalisation.

11 marks are scored here. The candidate begins with an accurate definition of globalisation and outlines at the start that whilst ICT has allowed for increased global communications there are other factors that have played a role in the growth of globalisation.

The first key idea focuses upon ICT and mobile communications and their use in increasing the spread of information. Here the candidate clearly articulates the 'flow' that has increased and shows good A01 knowledge in terms of how this has been facilitated and the role this has played in the development of a 'shrinking world'. There is ongoing assessment at the end of each paragraph, the first of which links ICT and mobile communications to explicit features of globalisation ie lengthened and deepening connections. However, they do make a factually inaccurate statement that this has failed to increase flows of capital or culture, suggesting the candidate is not aware of the use of ICT for these purposes.

The second idea then introduces other factors that have accelerated the growth of globalisation, firstly through developments of transport. This is explicitly linked to the flow of people and cultural globalisation, as well as the candidate demonstrating good understanding and application of key terms such as time-space compression. Again, the candidate ends the paragraph with a sentence assessing the significance of transport in the growth of globalisation and identifies that it has less of an impact on increasing particular flows.

The third idea introduced is the importance of global groupings and the role they have played in allowing the movement of goods, people, capita and information. The candidate however, recognises that this doesn't necessarily increase these flows at a global scale instead the benefits being felt within the trade blocs.

In the final paragraph the candidate decides that the groupings of nations has been more important to the growth of globalisation as it has increased the flow of all four components. This draws upon the misconception that the candidate previously held in the second paragraph.

ResultsPlus
Examiner Comments **continued**

Overall the candidate demonstrates a sound awareness of globalisation and the factors that have led to its growth. It was not awarded full marks due to some factual inaccuracy, but the candidates should be commended on their clear writing style which effectively deals with the command word 'assess'.

ResultsPlus
Examiner Tip

As shown in the example response, to reach level 3 candidates should demonstrate assessment throughout the response and this is most clearly evidenced through summary sentences at the end of each paragraph. The response should then culminate in a judgement at the end where the factors are weighed and considered before a decision is made.

Question 2 (a)(i)

Candidates generally secured both marks in this question. There were varying methods of how to work out percentage change (either the difference in GDP divided by the original GDP multiplied by 100, or the new figure divided by the old figure again multiplied by 100%. There were some common errors with the candidate responses to this question. Either candidates did not manage to write the response to one decimal place, or where they were rounding to one decimal place, they rounded the wrong way. Occasionally, candidates had the correct method of calculation but then ended up writing incorrect response, so they may have inputted the data in a calculator in error. It was noted, too, that where candidates have illustrated a correct calculation but didn't complete their response, perhaps because they didn't have access to a calculator.

Question 2 (a)(ii)

Candidates generally secured both marks in this question. There was only one correct method of working out the range. The biggest mistake made by candidates was that the negative number (-4.4) threw candidates and didn't recognise that by subtracting a negative number, they could actually add them together.

Question 2 (b)

Candidates were less successful with this question, with many mainly commenting solely on the rising middle class and increased demand for resources without explaining the political implications of this.

Candidate were able to identify regions where conflicts and tensions were an issue now or likely to be an issue in the future. The main locations referenced included China, South China Sea, the Arctic and Antarctica. There was also some appreciation of wider tensions and their implications, ranging from deforestation in the Amazon, the threat of oil and gas extraction in the Arctic and Antarctic and there were some examples from within the UK, too.

Some candidates were able to apply contemporary geopolitical issues such as the invasion of Ukraine by Russia although some candidates did not fully explain or understand the reasons for the tensions here. Strong responses made reference to the fact that this conflict has resulted in indirect issues with supply of resources which creates tensions in other nations.

Top responses also took the time to highlight the cause of rising demand from tensions such as rising middle class and increased standards of living as countries move towards emerging superpower status, but this was not the majority. Top candidates may have also discussed a range of resources such as rare earth minerals and water (drawing on knowledge from Water Security in Paper 1) as well as the common focus on fossil fuels.

Judgements and conclusions tended to be limited by the candidate's interpretation of the idea of 'political implications'.

(b) Assess the political implications of the rising demand for resources from current and emerging powers.

(12)

Emerging powers have an increasing demand for resources, for their secondary industry and for energy. Whereas, current powers have a smaller demand for resources to produce with, but still a large demand for resources for energy.

The rising demand for resources for emerging powers can have negative political implications, as they're blamed for most of climate change by the current powers. For example, at COP26 India refused to totally ban coal burning which gave them a bad name politically. This is actually unfair, as current powers also went through this process, just that it was before it became an issue. Overall, for emerging powers the rising demand for resources is having negative political implications.

3 marks are scored here. The candidate briefly outlines that emerging powers have an increasing demand for resources particularly energy but that current powers have this also. This introduction does little to clarify the reasons for increased demand nor is there an explicit statement regarding the political implications of this.

One key idea is then expressed by the candidate regarding the amount of emissions the emerging superpowers are currently producing and the efficacy of this considering the historic superpowers role in climate change. Whilst valid, the idea is poorly expressed with limited explanation as to how or what political implications result from this.

There is a brief and basic statement at the end which is a repeat of the statement at the start of the response.

Overall isolated elements of geographical understanding with a limited range of ideas which are poorly expressed.

Candidates at the lower end should be supported throughout their course in these longer tariff questions by being shown a range of modelled examples to evidence the need to include a range of ideas rather than just focusing on one. This would enable them to move into the level 2 criteria in terms of their A01 marks.

Question 3 (a)(i)

This was answered reasonably well and in the majority of cases the figure was used and referred to directly. The best responses involved clear engagement with the figure and used this evidence to come up with an explanation with the most common answer relating to lack of educational qualifications. A number of students lost out on the final mark through failing to clearly link their reason back to adult unemployment, this needs to be explicit. Where candidates gained full marks they often made the link between education and the subsequent skill level gained which would result in increased employment opportunities. Students should be careful to note questions which specifically ask for 'one' reason and must develop this only without losing focus and ensuring they relate to the resource.

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

lack of education -

(i) Suggest **one** reason for the difference in adult unemployment in these areas.

(3)

Education levels vary between Hyson Green and Wollaton Park, which shows that Hyson Green have a higher unemployment rate. This could be because Hyson Green's adult population may not have experienced higher education, compared to Wollaton Park. Consequently, the jobs available in these areas do not suit the skills and academic requirements for those who did not attend university, so finding a job in Hyson Green with less qualifications is more difficult due to demand of a more skilful workforce, which could be the case in Wollaton Park.

3 marks are scored here. Education levels are identified by the candidate as being the one reason (1) and this is then linked to Hyson Green and the jobs available not suiting the skills and academic requirements (1) thereby the population securing employment is more challenging as they lack qualifications because they didn't attend university (1).

Where a resource is provided candidates will be awarded one mark for comparative use of data as long as it is connected to a valid reason. In this response the candidate does not explicitly do this, but it would have been another route to gain a mark in these suggest 3 mark tariff questions.

Question 3 (a)(ii)

Responses to this question were mixed with most candidates having some understanding of what is meant by 'deprivation'. A number of candidates talked generally about changes in levels of deprivation rather than focusing on these areas, which whilst demonstrating good A01, meant these responses lacked the A02 application to the resource.

Candidates who did well in this question were able to explain that deprivation was multi-dimensional. They were able to use the IMD to support their answer and explain how the indicators may change over time. They were able to provide reasons why these changes occurred eg investment in education over time will improve the income of the area as people become skilled and can access higher paying jobs. Candidates were then able to expand on this, and explain how an improvement in the area (eg by regeneration) would continue to improve these areas further. A number of students took a historic perspective on this question which although not what is inferred was done well.

(ii) Explain why there **may** be changes over time in the levels of deprivation of these areas.

(6)

As Hyson Green had a higher rate of unemployment and greater % of adults with no educational qualifications, local governments could work to break this culture of unemployment by improving educational achievement through improvements in area schools and the quality of and access to education, which would help break the cycle of deprivation, allowing people to gain the skills to gain higher-skilled jobs and increase employment rates. Local governments could also work to regenerate the area by to by improving quality of housing, and re through rebranding — which would not only improve quality of life but also encourage businesses to invest in an area — which would lead to positive knock on effects and job-creation. Improvements in accessibility and connection would also mean encourage migration into the area, which brings new skills, labour and increasing GDP through taxes — and helping to reduce levels of deprivation. On the other hand, Wollaton Park could potentially become more deprived in the future, e due to if or a number of factors, for example new improvements in technology which has led to the closure of high street shops or in favour of online shopping — leading to job loss which could have negative knock on effects, with aspirations lowered if there is a culture of unemployment — leading to a cycle of decline.

6 marks were scored here. The candidate demonstrates clear use of the resource as the response is framed explicitly around the two areas. The first key idea explained is the idea that local governments may want to break the culture of unemployment in Hyson Green through improvements in schools and goes on to explain how this would break the cycle of deprivation in this area.

The second reason introduced is the role of regeneration and rebranding of the area to encourage business to investment into the area, leading to inward migration and thus increased funding. The candidate then focuses on Wollaton Park and identifies that wider factors such as online shopping may lead to the closure of high street shops leading to unemployment and a cycle of decline.

Whilst the response is unbalanced the candidate has demonstrated a good understanding of the factors affecting deprivation and has proposed plausible suggestions to how the two areas in the resource could change over time. There is a broad range of ideas and they have engaged with the stimulus material provided.

Candidates should be mindful not to repeat themselves when considering a resource that provides data on two areas. There needs to be a broad range of ideas, and this will not be achieved if candidates mirror their points of explanation.

Question 3 (b)

Responses to this question were mixed. Most students demonstrated some good case study knowledge of their local area but did not fully focus this knowledge on living environment. Most students addressed a very narrow concept of 'living environment' which mainly included references to differences in housing quality or crime. Students lost marks as they referred to broad aspects of differences in deprivation or quality of life rather than concentrating on living environment.

The best responses had a clear focus on living environment and discussed open space/green spaces and the upgrading of housing stock particularly in the inner-city areas due to regeneration/gentrification.

(b) Explain the variations in the quality of the living environment within **one** local place you have studied.

(6)

Location of your chosen local place: Bath

The variation in the quality of living environment within Bath is the a varying levels of air quality across the city. For example, the government's policy of Bath's 'clean air zones' mean that some areas may experience lower levels of air pollution from vehicles and transport. Furthermore, some local regeneration projects have aimed to encourage sustainable transport rather than ~~increase~~ vehicles which may contribute to air pollution. Mulberry Park and Bath Quays both encourage public transport such as buses by providing bus stops in and around the development, as well as promoting walking and cycling by the provision of pedestrianised routes. This shows how some areas within Bath have contributed to improved air quality, whilst others may remain problematic. Another variation in the quality of the living environment within Bath is the quality of housing. Some areas have been gentrified due to increasing employment in the quaternary sector, which has led to increasing house prices and therefore increasing quality. For example, Lansdown has a high proportion of it's residents working in ICT and it has high levels of high housing quality. However, Twerton has a large proportion of it's residents working in tertiary sector employment and housing is of lower quality here. This suggests that employment change in an area within Bath can result in changes to quality of housing.

6 marks were scored here. The candidate introduces a range of reasons for the variation in the quality of environment in Bath, their chosen local place. The first variation they identify is the varying levels of air quality across the city, this is linked to the government policy of clean air zones, as well as local regeneration projects which have encouraged sustainable transport solutions. This is linked explicitly to their chosen local place.

The second variation discussed was the quality of housing. This is linked to gentrification and the increasing employment in the quaternary sector leading to higher quality housing stock. This is applied to two contrasting areas in Bath to explain why there are variations in the living environment.

Overall, the candidate demonstrates accurate and relevant geographical knowledge, whilst addressing a range of ideas which are detailed and fully developed.

Candidates should have studied both a local and contrasting place in high levels of detail. As per the specification this study should include how these places have changed their function and characteristics over time, as well as the past and present connections that have shaped them. Candidates should be able to refer to explicit locations within their chosen places and demonstrate clarity over the similarities and differences.

Question 3 (c)

The majority of candidates chose to focus on urban areas and those choosing rural generally referred to Cornwall/parts of Cornwall. These answers tended to be narrower in their scope as they tended to be in depth case studies on Cornwall and not a general assessment of rural areas. A small minority opted to choose both urban and rural places which was not the question focus.

Candidates would benefit from constructing more effective introductions which set out their argument. Many introductions were weak and did not aid students in organising their points. Conversely, candidates with strong introductions could articulate a clear route through their response and their answers tended to flow much more easily and had clearer assessment.

A range of locations were used for exemplification including Stratford London, Salford Keys Manchester and Eden project Cornwall. Many of the government decisions were implied rather than explicitly being stated but many candidates were able to talk knowledgably about the locations they had chosen. The best answers referred to a range of government policies, with a small number of students differentiating between national and local government adding depth to their answer.

Economic characteristics were addressed with much more confidence and more effectively than social, with some misconceptions regarding social characteristics to mean simply communication/community and not a much broader geographical definition. The best responses tended to argue that social characteristics are often, intentionally or not, sacrificed to some extent for economic gain.

Most candidates attempted conclusions but again these varied with their effectiveness with better answers providing a clear summary evaluating the main points from the essay.

(c) Evaluate the impact of <u>government decisions</u> on the economic and social characteristics of **either** urban **or** rural places.

13:44 don.

HS2.

(20)

Plan   Intro - define government decisions

P -
E -
E -
E -
L

Para 1   -   Berkshire (Insfrastion)

Para 2   -   Cornwall (Eden) (Investment) (Grants)

Para 3   -   5 nations Canada (pushed antient tribe away)

Para 4   -   Leicester (Not protecting our manufacturing

Conc   -   Evaluation - Stakeholders / population / Public funding

---

Government decisions are the policies and regulations that governments are local councils impliment in order to try and encourage prosperity for its citizens and industries. They are always likely to impact the economy economically, revenues for firms and governments. Or Socially, by improving the welfare of communities.

Government decisions can positikuly impact economics When deciding to invest public funds into infructure. This can be shown in Berkshire where Social and economic indicators have improved since greater road accessibility has been encourage with the M4 which cuts through the area and provides the many

business parks to become home to TNCs such as BMW or BT which consequently provides jobs for the surrounding communities. As a result governments see increased tax revenue allowing greater funding of infrastructure like hospitals which resulted in the average age to increase to 82.3, a recent article stated. It has also resulted in the areas 'thriving' used by interviewees in a BBC documentary on Berkshire. This provides clear evidence to suggest that government decisions has successfully improved the economic and social characteristics. However it can be argued that not all stakeholders feel the same as average house spr prices for a 6 bed house hit £2 million as of 2018 meaning the cost of living is forcing families out of the area.

Alternatively the governments decision to provide organisations with financial backing and grants can affect the economic and social charadostics. This can be shown in Cornwall where a £10,000,000 grant into the Eden Project has resulted in a £1.5 billion return to the area across 10 years. As a result 60 direct jobs were created with over 2000 indirect jobs forming too. Providing the community with greater disposable income. However the printing and ext some stakeholdes view that congestion from cars into

the area may have resulted in a reduction of social characteristics such as access to clean air. This demonstrates the importance of government investment on regenerating areas.

The government decision to encourage neo-liberalism has resulted in deindustrialisation which has affected Liverpool economically and socially. This is because through trade blocs and agreements, national governments have encouraged the 'global shift' which meant industries moved from the West to Asia - such as China, India and East Asia. Consequently high unemployment has resulted in poor mental health and earlier deaths and indication that the communities are struggling socially and economically however there is conflicting views as stakeholders nationally have argued that the shift has reduced the price of goods for the UK which benefits all of the UK.

Lastly the government decision to invest in HS2 has resulted in a dampening of economic and characteristics as they have heavily over spend yet under delivered. This has a burden on social characteristics as they have been highly against the railway

To Conclude governments have great control with what they make decisions on however ultimately there will always be winners and loosers. It could be argued that the most important factor is that they allocate resources fairly and encourage sustainability as their decisions often negatively impact the planet.

The third government decision is the role of neo-liberalism and the resulting deindustrialisation. This is explored through the urban area of Leicester with largely generic ideas of high unemployment and the repeated idea of differing views from stakeholders.

Finally, the candidate revisits the investment in infrastructure, this time through HS2. This paragraph lacks sufficient detail to add further details than those which have already been discussed in paragraph two.

The conclusion outlines that there are always winners and losers, but this is not fully developed.

Overall, the candidate has moved between rural and urban areas. The strongest paragraph is the first one discussing Berkshire. The knowledge and understanding demonstrated is mostly relevant and accurate. It is a partial but coherent response supported by some evidence. There is a clear argument that runs throughout, mainly that the impacts of government decisions are not felt equally by all stakeholders, but the argument is not fully developed, and some areas lack coherence.

Candidates should evaluate throughout their response and include mini evaluations at the end of each paragraph. This way they will hit the level 4 criteria which states a rational and substantiated conclusion.

Question 4 (a)(i)

Candidates were able to interpret Figure 3 successfully and in most cases were able to identify one reason for the differences in birth rates. The majority of candidates used the resource to identify the higher average age/larger proportion of over 65 in Broomhill. Candidates struggled to extend the one reason for the full three marks, instead just stating the link between age and fertility. However, the best responses were then able to explicitly link this further by referring to life cycles.

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

   (i) Suggest **one** reason for the difference in birth rates in these areas.

(3)

One reason for the difference in birthrates between Broomhill and Bedminster is the difference in percentage of people aged 65 and over. Bedminster has a significantly higher percentage of 65 & overs (9.4% more) which will also contribute to their higher (by 5yrs) median age of residents. With an older population, Bedminster will likely have a less fertile population than Broomhill therefore meaning less people able to contribute to increasing their birthrate.

ResultsPlus
Examiner Comments

3 marks were scored here. The candidate identifies that Bedminster has a higher percentage of over 65 (1) and includes comparative data for example 9.4% more and 5 year higher median age (1). This is then linked to a lack of fertility (1).

ResultsPlus
Examiner Tip

Centres are advised to expose candidates to these styles of 'suggest one' questions throughout the course of their study. These would lend themselves to effective starter activities so that candidates can develop their ability of producing linked statements resulting from one initial starter reason.

Question 4 (a)(ii)

Responses to this question were mixed with most candidates focusing on age composition but some were able to extend their responses further by linking to opportunities for migration and the impact on ethnic diversity.

Candidates who did well in this question were able to use the resource as a stimulus and therefore suggest a range of reasons how and why the population characteristics of the two areas may change over time. A large number of responses however lacked focus on the resource and so missed out on opportunities to demonstrate A02 application of knowledge. In addition, there was often issues with candidates mirroring points across the two areas meaning that candidates ended up with responses that were narrow in their range of ideas.

(ii) Explain why there **may** be changes over time in the population characteristics of these areas.

(6)

One reason there may be population characteristics changes over time may be due to the level of urbanisation. For example Broomhill may have become more urbanised and this may cause more elderly residents to relocate, due to their perceptions of the location. As a result, they only have 10.8% of their population over 68, as both the younger generation enter for economic opportunities and the elderly relocated to quieter, remote locations. Therefore, the population characteristics may change over time due to the level of urbanisation.

Secondly, there may be changes over time to the population characteristics, is the level of international migration. For example, Bedminster may have many economic opportunities which is a large push factor for young people, nationally and internationally. As a result, they may have a younger median age of residents ecerated (38 years), as people seek the growing economic opportunities. Therefore, population characteristics may change over time as ethnic clustering and migration grows in certain areas.

6 marks were scored here. The candidate suggests plausible reasons as to why population characteristics of the two areas may change over time. Firstly focusing on the idea that Broomhill becoming more urbanised resulting in the elderly population choosing to relocate due to negative perception of this process. This is then linked to the change in population over 65 and the influx of younger generation seeking economic opportunities.

Secondly the candidate considers the role of migration and applies this to Bedminster suggesting young people could be attracted nationally and internationally resulting in a younger median age. This is then linked to the idea of ethnic clustering resulting in more migration.

Candidates are expected to be able to apply their geographical understanding to a range of unseen contexts and places. This could be practised by centres through the exposure of candidates to a range of unstudied areas and asking them to consider what geographical knowledge they hold that they could apply to the location.

Question 4 (b)

This question had a mixed response of answers with the weaker candidates being insecure about what the term perception meant. Those that chose very large areas such as Cornwall struggled to develop their ideas in much detail.

The majority of candidates focused on differences between age groups, but a number of candidates limited themselves by only discussing one perception meaning they lacked focus on the variation aspect of the question.

The best candidates focused on variations within a small area within their local area and talking about different ages and socio-economic status. Other strong responses discussed two areas within their local place to discuss variations in perception. In both of these types of questions/answers the use of supporting evidence was evident creating a clear sense of place. The strongest used data in their responses and discussed what areas within the place they had chosen to balance perceptions.

(b) Explain why different groups of people vary in their perceptions of **one** local place you have studied.

(6)

Location of your chosen local place: Camden

Families may percieve Camden as an attractive bourough due to the high number of outstanding schools and availability of parks and greenspace. However the low fertility rate of 2·28 may deter them as there is a ~~major~~ lessened family community, and the high house prices may push them elsewhere.

Young people are likely to find camden an attractive area due to the high diversity of entertainment. In terms of music camden is a hotspot due to its wide variety of venues such as KOKO, the Jazz cafe, a large punk scene, and historical connections to singers like Amy Whinehouse. However, again high house prices / level of crime may lead them to percieve the area more negatively.

First generation ~~may~~ migrants may feel more welcomed by the multiculturalism of the bourough, which high Irish, French, Somali and Bangladeshi populations. However older migrants may be deterred due to the largely white (>75%) older (over 65) population.

ResultsPlus
Examiner Comments

6 marks was scored here. The candidate explores a wide range of different groups of people and considers how they might perceive the borough of Camden. The selection of Camden of their local area is clear and evidenced throughout, as well as being of appropriate scale.

The discussion of families and their explicit needs in a local place is balanced between what they may find attractive about Camden like schools and green space vs. high house prices deterring them from the area. Young people is the second group of people discussed exploring the range of entertainment on offer in the area being an attraction but the high house prices and crime leading to a negative perception of the area.

Finally, the difference in perception between first generation and elder migrants is explored and explicitly linked through data to the named local place.

Overall accurate and relevant geographical knowledge and understanding throughout, evidenced through a broad range of ideas.

ResultsPlus
Examiner Tip

The selection of the local and contrasting places should be carefully selected by centres. These should be of appropriate scale as highlighted in the response shown, rather than large urban areas as whole eg London.

Question 4 (c)

On the whole this question was answered well with candidates able to identify government influence on migration policy/housing/economic regeneration. Deregulation and migration policies were commonly discussed, as were regeneration strategies.

In some weaker responses the role of government was not clearly stated, and in those that focused on rural areas the role of the government was often not well understood eg 'The government funded the Eden Project'. A significant number of students discussed both rural and urban areas which was not what the question had outlined. Those that focused on rural areas often took a case study approach focusing predominately on Cornwall rather than considering broad government decisions such as changing agricultural policies and the impact of food prices on the farming community.

Overall whilst candidates have a good range of government strategies, few candidates were able to effectively evaluate this in terms of the significance or whether the impact was positive or negative.
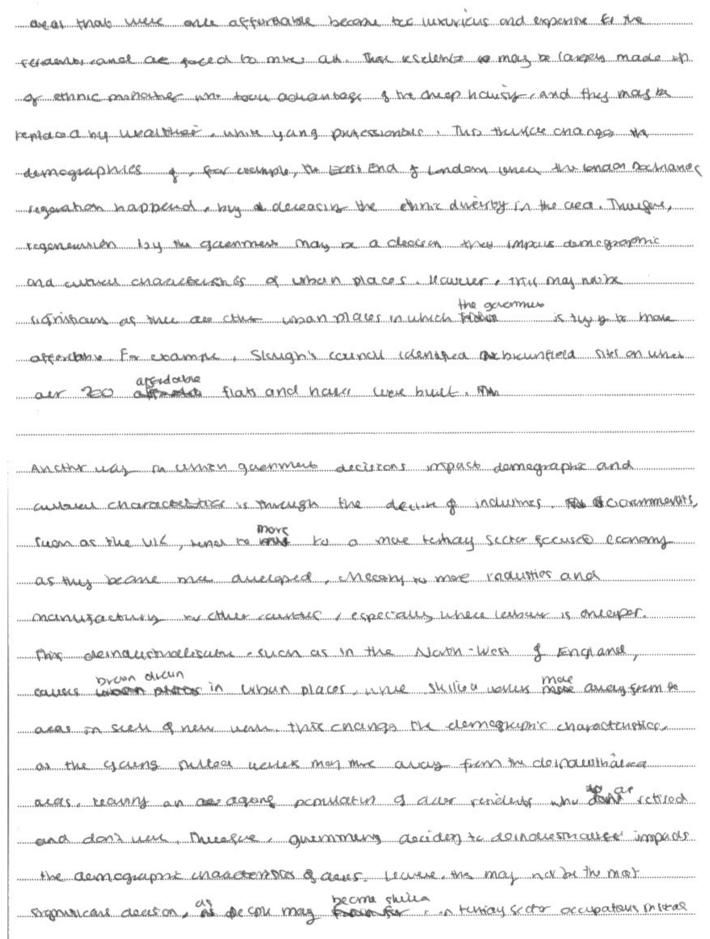
(c) Evaluate the impact of government decisions on the demographic and cultural characteristics of **either** urban **or** rural places.

- planning policies
- h social ruung
- regeneration - gentrificum

(20)

Government decisions can have a large impact g the demographic and cultural characteristics of urban places.

One way in which government decisions impacts demographic and cultural characteristics of urban places is through planning policies. These consist of government policies put in place to achieve a specific aim. For example, in the 1950s - 60s, the UK government advertised citizenship and job offer to countries such as those in the Caribbean in order to fill labour shortages at the time. This led to the 'Windrush generation', which was an influx of people of ethnic minority, such as Caribbean and South East Asian. This greatly impacted the characteristics g urban places such as London and Birmingham, as it greatly increased the ethnic diversity g these places and expanded the spread g other cultures in these cities through specialist shops and places g worship. Therefore, government planning policies impact demographic and cultural characteristics g urban places. However, this may not be the most significant reason, as ethnic minorities especially, international immigrants tend to form enclaves within these enclaves, there may be large impacts g the characteristics g the places, but may not have a huge impact on the overall characteristics g cities/urban places.

Another way in which government decisions impacts the demographic and cultural characteristics g urban places is through the regeneration g the urban place. Regeneration projects may take place with the aim g improving the economic output g a place. For example in London Docklands regeneration projects often seeked to

...areas that were once affordable become too luxurious and expensive for the residents and are forced to move out. These residents may be lower income and of ethnic minorities who took advantage of the cheap housing, and they may be replaced by wealthier white young professionals. This therefore changes the demographics of, for example, the East End of London where the London Docklands regeneration happened, by decreasing the ethnic diversity in the area. Therefore, regeneration by the government may be a chosen way impacts demographic and cultural characteristics of urban places. However, this may not be significant as there are other urban places in which the government is try to make affordable. For example, Slough's council identified brownfield sites on which over 200 affordable flats and houses were built. This

Another way in which government decisions impact demographic and cultural characteristics is through the decline of industries. The governments, such as the UK, tend to move to a more tertiary sector focused economy as they become more developed, moving to more industries and manufacturing in other countries, especially where labour is cheaper. This deindustrialisation, such as in the North-West of England, causes brown down in urban places, where skilled workers move away from the areas in such of new work. This changes the demographic characteristics, as the younger skilled workers may move away from the deindustrialised areas, leaving an ageing population of older residents who don't are retired and don't work. Therefore, government decisions to deindustrialise impacts the demographic characteristics of areas. However, this may not be the most significant decision, as people may become skilled in tertiary sector occupations instead of the secondary, causing people to remain in areas even if there has been deindustrialisation.

Another way in which government decisions impact demographic and cultural characteristics is through the construction of infrastructure such as transportation. Many transportation companies are partially or fully state owned, so the national government may decide on a lot of the public transportation within a country. This could lead to the government choosing the construct infrastructure such as roads, bridges and railways in and around urban areas rather than rural areas. This will attract young graduates who are seeking jobs into the cities and urban areas, as it would be much easier for them to commute to work every day. This could therefore change the demographic and cultural characteristics of these areas as it could cause a younger population overall (lower median age) and may attract economic migrants to these areas, causing an increase in ethnic and cultural diversity in these urban areas.

Overall, the government's decisions have very large impacts on the demographic and cultural characteristics of urban areas, as government decisions has the largest effect on a country and greatly influence processes such as migration which is a very large reason behind why the characteristics of places change over time. Government decisions also dictate the economic prosperity and accessibility of urban places, greatly influencing the kind of population that lives there.

15 marks were scored here. The introduction from the candidate does not add to the response, candidates are advised not to rewrite the question as part of their introduction instead focusing on identifying their view or introducing the key government decisions in this case.

The first government decision the candidate focuses on is the use of migration policies, this is then extended through specific details on the influx of the Windrush generation. The candidate identifies the subsequent increase in diversity in specific locations such as London and Birmingham, as well as the changes to the built environment. The candidate then evaluates the impact of this decision by stating that it can have limited impact on the demographic characteristics of an area through the development of ethnic enclaves.

The second government decision is the regeneration of urban places. This is explored through the example of the London Docklands and the impact on housing stock becoming unaffordable resulting in a shift to a wealthier younger demographic. The candidate then evaluates the impact of this by stating that governments can overcome this issue by focusing on the development of affordable homes.

The third government decision is the decline of industries and shift to the tertiary sector. The candidate explains the impact this had on the northern cities in terms of changing demographic characteristics. Whether deindustrialisation was a conscious decision by the UK national government is debatable, however the decision to replace this sectoral employment with higher skilled jobs is a valid concept.

The candidate then moves on to explore the role of government decisions with regards to transportation and the decisions surrounding infrastructure improvements. This part of the response is less clearly linked to the demographic or cultural components of the question, but an attempt has been made to do so.

The conclusion identifies that migration has been the most important government decision to influence demographic and cultural characteristics of places.

.

ResultsPlus Examiner Comments **continued**

with some areas showing greater levels of depth of understanding that others. The response is slightly unbalanced with only the first idea of migration policies covering both demographic and cultural characteristics. The candidate does have ongoing evaluation but neither the introduction nor conclusion bring a lot to the response.

ResultsPlus Examiner Tip

Candidates are encouraged with the large tariff questions to take the time to formulate a plan before they commence writing. This will enable them to consider what pertinent knowledge they should include to address the question as well as to consider the selection of supporting evidence.

Question 5 (a)

Many candidates focused on the idea of the loss of sovereignty, and most were able to develop this idea to consider the role of the European Court of Human Rights and how this is able to over-rule legal decisions. Other candidates discussed the idea that the ECHR was based on western value systems and was less compatible in some areas eg those states that follow Sharia law. Some candidates were able to include the current debate over the UK Human Rights Act and plans to replace it with a UK bill of rights allowing the UK to not comply with judgements from the European Court. Whilst the question was answered well with candidates able to offer development or an example, relatively few managed to develop their response to gain the full 4 marks.

5 (a) Explain why some states see the European Convention on Human Rights (ECHR) as controversial.

(4)

The ECHR may be controversial because it undermines a countries sovereignity. This is because it acts as a higher legal body and may act as authority. This undermines a countrys ability to manage themselves. It also promotes a western ideology of human rights which may not be acknowledged by certain cultures or countries. (eg. some states like in Middle East / muslim dominant countries may feel like there may be different views about women's rights and punishment).

4 marks were awarded here. The question did not ask candidates to focus on 'one' reason and therefore the candidate was awarded marks for each clear reason. The candidate comments on the issue that the ECHR is seen to undermine a country's sovereignty (1) and this is extended by clarifying that the ECHR acts as a higher legal body (1). The candidate then gives a second reason of being seen to promote a western ideology (1) and has a reasonable example that some particular countries have different views about women's rights and punishment which goes against the EHCR (1).

Candidates are encouraged to reread their response and identify where they feel they are gaining 4 separate marks. This will help them to see if their answer has a full range of ideas or if they have any repeated content which would not be given credit.

Question 5 (b)

Most candidates recognised the negative correlation and suggested sensible reasons for the relationship between the rates of female literacy and fertility. Most answers focussed on the impact of education and awareness of contraception and the opportunities available to women who are better educated, eg entering into work. Those awarded level 1 marks spent most of their response describing the trend shown but then didn't suggest reasons for it. The best candidates suggested a range of reasons for the relationship shown and this was either exemplified through applied examples or they covered both ends of the relationship ie high and low fertility rates in contrasting locations and the reasons for this.

(b) Study Figure 4.

Suggest reasons for the relationship shown between the rates of female literacy and fertility.

(6)

~~Me/India 10%~~ ~~Hans unesco 10% Afghan dependency nanti/consuphin careio~~

Looking at figure 4 it is clear that with increasing female literacy rates comes lowering fertility rate and babys being born. This could be a result of change in money for women as country like Norway with average schooling of 17.6 years means that with a well-provided education women focus more on their careers rather than setting down and having children. They do not need children to provide for them as they are doing this themselves financially, therefore lowering fertility rates. Compehensions and rights of certain counties can increase and decrease this too as with limited rights on womens education for example in Afghanistan we see women conforming to certain roles and having many children due to dependency. Women with limited access to education for example only around 20% in figure 4 means that they have a number of children up to almost 7 which is a result of needing individuals to help them as they get older as they cannot provide for themselves without an education.

6 marks are awarded here. The candidate clearly understands the relationship between the two variables. A range of reasons for the relationship are then suggested, beginning with the example of Norway and the high number of schooling years leading to increased income levels and the desire to focus on careers. The candidate recognises the role that women's rights has to play in this relationship and the example of Afghanistan introduces the idea of dependency due to certain roles that woman are required to undertake. Finally, the candidate suggests that at the extreme end of the relationship women are having high numbers of children as a support mechanism for when they are older as the lack of education means that they are unable to support themselves.

This candidate therefore has explored a range of reasons at both ends of the relationship and has included supporting examples where needed.

When interpreting scatter graphs candidates should be able to identify the type of correlation shown, as well as exploring reasons for both ends of the data shown. This could be a good starter activity as it would allow students to demonstrate their A02 skills across a range of variables which are explored across the specification.

Question 5 (c)

Candidates often discussed the idea that corruption in government reduced the amount of money available for the development of the country ie available spending on healthcare and education. However, most candidates did not explicitly link these to human rights meaning few candidates were reaching level 3. At the weaker end candidates provided examples of human rights abuses around the world but failed to link them with political corruption.

There were also some misconceptions from the students regarding the relationship between styles of government and corruption, there were assumptions made that authoritarian or communist regimes are fundamentally corrupt suggesting that candidates did not fully understand this part of the specification.

(c) Explain why high levels of political corruption are a threat to human rights.

(8)

Political corruption occurs in non-democratic governments. High levels of corruption occurs the limits degree of freedom of speech in a country. For example, the corrupt government in korea have killed 2.5 million of the public for speaking out of Government laws.

In Zimbabwe, 82% of the national government GDP goes towards government salaries. This limits human rights since their national judiciary system is vulnerable to government bribery and further corruption. This again limits human rights as the public don't have the right to justice of law.

Political Corruption in Cambia has led to public not having the rights to vote. Strategies to combat this have arisen such as the 'freedom of expression protection' programme (a multi-lateral aid scheme) aims to reduce this. However, corruption remains prevalent which broadly means the right to vote still hasn't been achieved.

Political Corruption means the government don't prioritise healthcare funding. This limits the nation's communities access to healthcare which is another fundamental of human rights.

Government Corruption can lead to Flawed democracy. Here, nations like so Turkey

prevent access to the nation from the judiciary from being separate from the government - like a hybrid regime. This creates injustice of law and limits the nation rights to vote.

6 marks are scored here. The candidate begins by exploring the impact that political corruption can have on freedom of speech, with an example of Korea. The supporting evidence provided is factually incorrect and not plausible as the deaths of 2.5 million were a result of the Korean War.

The second reason explored is that GDP is being used to fund government salaries. The data provided is factually correct and they then link the potential impacts of this to issues in the national judiciary system. This link is not fully developed but the issue of the right to justice is a valid point.

The candidate continues to adopt a case study approach to the question by exploring political corruption in The Gambia linked to the right to vote and the issues of not prioritising healthcare. The final paragraph holds merit in terms of the shift away from the judiciary system being separate from the government and the potential human rights violations that can result.

Overall the candidate has a good understanding of political corruption and how this can impact human rights. However, there are areas that lack full clarity of explanation and factual inaccuracies which are not plausible.
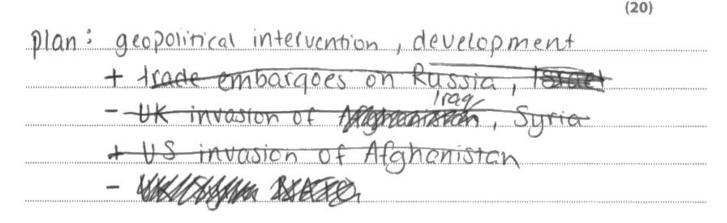
Centres are advised to look at the different types of political corruption in more depth and how these may impact human rights. Forms of political corruption can include bribery, lobbying, cronyism, nepotism and embezzlement to name a few.

Question 5 (d)

Candidates overall performed well in this question predominately because they brought in evaluation by suggesting other methods that were more successful in improving human development. However, some candidates struggled to link the impact of direct or other interventions explicitly to human development, instead preferring to link them to impacts of human rights instead.

Most level 2 and 3 responses have some understanding of direct military intervention and had supporting examples to evidence the impact. Weaker candidates struggled to evaluate the impact on human development and often simply provided a narrative of events. Better candidates made good use of examples and supporting evidence to consider the merits of military intervention, whilst also recognising that there have been very different outcomes in different events.

On the whole most candidates suggested that direct military intervention was not the most effective method to improve human development with examples of Afghanistan and Iraq being the most commonly used case studies. Some candidates did attempt to include the ongoing conflict in Ukraine and Russia, but candidates struggled to link this to the question in a meaningful way.

(d) Evaluate the view that direct military intervention is the most effective way of improving levels of human development.

(20)

plan: geopolitical intervention, development
+ ~~trade~~ embargoes on Russia, ~~Israel~~
- ~~UK~~ invasion of ~~Afghanistan~~ Iraq, Syria
+ US invasion of Afghaniston
- ~~XXXXXXXX XXXX~~

Human development refers to the improvement of living Standards in a country. Human development can be measured using the Human Development Index (HDI) which has three components: life expectancy, mean years of schooling and GDP per capita. Human development often requires geopolitical intervention in order to maintain or improve it. There are four interventions: ~~military~~ development aid, trade embargoes, indirect military action and direct military action.

If direct military aid is successful, it can improve levels of human development greatly. ~~For~~ Direct military aid is the act of sending trained armies to areas of conflict. For example, the dominance of the Taliban in Afghanistan led to decreasing levels of human development. The enforcement of Sharia Law, where theft is punishably by amputating one's hand and adultery by execution through stoning,

leads to high deaths which can lower overall life expectancy. As well, the Taliban didn't believe in equal treatment for men and women, with women being unable to attend School. This meant less of the education were ~~most~~ educated leading to lower literacy rates and lower mean years of schooling. These all bring the HDI down. The US implemented direct military action, invading Afghanistan in 2004 with armed troops. During their time in Afghanistan, the US was successful in overthrowing the Taliban, leading to higher levels of Human development as the strict enforcement of Sharia Law was lifted. Women's rights were improved. However, the withdrawal of ~~troops~~ the US army in 2013 allowed the emergence of the Taliban again, who enforced Sharia Law again. Male literacy rates are 45% wherras female literacy rates are just under 30%, highlighting the impact on education and human development the Taliban has. Literacy rates would be higher, were the US not to withdraw.

However, the UK's brief invasion of ~~Afghanistan~~ Iraq and Syria were not as successful and, in fact, worsened levels of human development. The UK sent direct military action in the form of armed

troops to ~~Afghanistan~~ Iraq under Tony Blair who had made false accusations of them being in possession of inter-ballistic missiles. All this direct military action did was result in civillian deaths (which obviously lowered life expectancy) and mass migration as people fled the wartorn country. ~~Some~~ Many of them immigrated into the UK, putting a strain on NHS services and housing by creating dense population in areas. Had the UK not invaded Iraq, there would have been less harmful impacts. Likewise, UK air strikes on Syria in 2015 led to over 100,000 civillian deaths and nearly half a million ~~migrants~~ refugees. This direct military action caused more problems than it prevented.

Military action could be more effective than other forms of intervention. Trade embargoes (the Placing a ban on trading with countries in order to persuade them to change policies) is another intervention, albeit less successful. Trade embargoes by the UK and many other EU countries against Russia, after their invasion of Ukraine in 2022 had little to no impact on the actions of the Russian Army (therefore not improving levels of human development in Ukraine). If anything, it worsened levels of human development on countries enforcing embargoes (prices

Of commodities and energy rose, leaving many without adequate shelter, or food). This reversed ~~reverses~~ development in developed countries like the UK. Perhaps, direct military action would've had more of an effect for Ukraine while also affecting other countries less.

Overall, I think that direct military action is the most effective way of improving human development, however only if it meets certain conditions. If implemented incorrectly (UK on Syria and Iraq) then it can end up leading to worsening levels of development, however, in the case of the US it worked favourably (until withdrawn) to improve the rights of people in Afghanistan.

14 marks were scored here. The introduction outlines the candidate A01 on the concepts of human development and interventions. This is helpful in this case as the candidate has a clear understanding of the different component parts of human development that could be explored in the question.

The candidate begins by discussing the role of direct military intervention in Afghanistan and the outlines the role of the Taliban here prior to the US intervention. The link to development is less clearly articulated with regards to the impact of the military intervention at the time, but there is then some discussion of the impact of the withdrawal of the US and the subsequent impact on levels of education as a result. There is a missed opportunity here for the candidate to explore the impact of these declining education levels on the wider economy/ trade for example.

The second example is the Iraq invasion and the impacts of death of civilians and mass migration from the country. This is then linked to the strain on the UK resources which is drifting off the question focus.

The candidate then poses the idea that direct military intervention is more effective than trade embargoes, giving the example of the Russia embargo to support. This is cleverly pushed back in terms of declining human development levels in countries such as the UK, but it is an unsubstantiated statement meaning the candidate does not fully develop this idea. The idea that direct military intervention in this case would have done more is also under-developed.

The conclusion outlines that direct military intervention is the most successful, however the candidate hasn't provided the evidence fully to support this statement. Overall, the candidate demonstrate geographical knowledge and understanding that is mostly relevant and accurate. It is however a partial but coherent response that focuses on improvements in human development.

Candidates should be exposed to a wider range of supporting evidence when considering the impacts of both direct and other forms of intervention. These should help the candidates to judge the success of the interventions both against human development and human rights.

Question 6 (a)

Candidates demonstrated lots of knowledge on the topic of migration and assimilation, however, many struggled to use this to provide clear explanation about the reasons for different rates of assimilation. Some candidates simply wrote about migration, whilst others strayed into providing too much example detail without suggesting why this would lead to high or low rates of assimilation. Those candidates that did focus on assimilation tended to provide quite simplistic reasons, for example, 'religion', without consideration for the reasons why policies of some host countries discouraged assimilation. The best responses demonstrated a clear understanding of the concept of 'assimilation' and had a range of reasons to explain the differing rates, this was often supported with short exemplification leading to additional marks being awarded.

6 (a) Explain why the rate of assimilation of migrants varies between countries.

(4)

① Variations in the rate of assimilation may occur due to differing levels of government support for the integration of migrants. For example, in Norway the government offers classes to refugees and migrants mainly from Muslim backgrounds to help them understand Norwegian social norms such as the role of women. The availability of culture and language classes increases the rate of assimilation by helping migrants feel more comfortable and confident in a interacting in the destination country. It increases their employment prospects, their social connections with people from non-migrant backgrounds and their knowledge of the local culture. In some countries where there are high levels of xenophobia rates of assimilation will be slower as migrants will become reluctant to integrate with the society. For example, in the UK migrants from the Windrush generation reported being unwelcome in churches, due to their non-English background.

4 marks were awarded here. The question did not ask candidates to focus on 'one' reason and therefore the candidate was awarded marks for each clear reason. The candidate comments on the differing levels of government support (1) and this is exemplified with clear detail of the Norwegian government approach (1). The candidate goes on to explain why this would result in higher levels of assimilation as they can increase their employment prospects and form social connections (1). The candidate then gives a second reason of high levels of xenophobia resulting in migrants being reluctant to integrate (1).

The use of supporting examples is encouraged but need to be used to extend on an initial reason/idea, rather than just repeated information or in depth case study detail which lacks application to the question set.

Question 6 (b)

Candidates on the whole were able to make sensible suggestions regarding the need countries had for migrants to do low skilled jobs in countries with low GDP. However, many found it difficult to take this explanation further – and show how the economy might change as a result. Level 3 responses had a clearer focus on other causes, such as a country's migration policy and subsequently went on to make clear links to the types of job being done, with associated productivity. The best responses recognised how some countries could have quite specific socio-economic or demographic reasons for allowing migrants, eg ageing population. Candidates need to remember that with a 6 mark resource based 'suggest', the ideas must be rooted in the evidence provided in the figure – the ideas proposed must at least 'hold true' to the resource, and certainly not contradict.

(b) Study Figure 5.

Suggest reasons for the relationship shown between the percentage of a country's population who are foreign-born and their GDP per capita.

(6)

The relationship shown is that the higher GDP higher percentage of countrys population foriegn born. A reason for this could be urban areas typically have a higher GDP, and rural - urban migration has lead to more foriegn population.

ResultsPlus
Examiner Comments

1 mark is awarded here. The candidate shows a basic understanding of the relationship between the two variables shown in Figure 5, however there are no plausible reasons suggested. Instead the candidate focuses on rural-urban migration which would not explain the increase in the percentage of foreign-born migrants and their contributions to a country's GDP per capita.

Overall, isolated or generic elements of geographical knowledge and understanding.

Consider the scale in which the question has been phrased. In this case the question and resource focuses on international migration, not internal migration.

Suggest reasons for the relationship shown between the percentage of a country's population who are foreign-born and their GDP per capita.

(6)

The relationship seems to be that the higher the percentage who are foreign born, the higher the GDP as shown in the fact that 30% foreign born earned around 71,000 GDP per Capita in 2018. This is because migration increases the skills base in a host country and enables more jobs to be filled. Also, migrants are usually economically active ages meaning the majority work and contribute to the economy causing a positive multiplier throughout the host country.

As the core periphery model shows, with time the more people in a country, the more economic cover there will be because there is greater movement of people. If it is a country like Singapore or Australia, their immigration policies ensure they receive skilled migrants and this would reflect higher GDP. However countries that don't encourage migration remain relatively switched off to global trade and flows of people, reflected in the decrease of GDP with a ~~GDP low~~ decrease of foreign born population.

6 marks are awarded here. The candidate clearly understands the relationship between the two variables. A range of reasons for the relationship are then suggested, beginning with the increase in skills base. The candidate recognises the typical demographic profile of migrants and links this to the increased contribution to the economy resulting in a positive multiplier effect.

Secondly the candidate comments upon the role of a country's migration policy and how this can result in selective selection of skilled migrants resulting in a higher GDP. Finally, this candidate does attempt to address the other end of the relationship shown if migration is not encouraged then the country could end up being switched off to global trade and migration flows.

Whilst the core periphery idea is appropriate to this question it remains undeveloped by the candidate. However, responses should be positively marked, and this section of the response does not undermine the candidates' response.

Questions with the command word 'suggest' require candidates to identify plausible reasons to the unfamiliar context provided. Candidates should try to consider a range of ideas allowing them to move into the level 3 marking criteria.

Question 6 (c)

Candidates performed well on this question with most able to give two clear reasons with supporting examples of how borders were contested in practice. There was good understanding shown about the role of colonialism in establishing unfair borders and the best responses had clarity over how this resulted in the division of ethnic groupings through examples such as Rwanda, as well as the role of Exclusive Economic Zones in the Arctic. Where candidates did drop marks, it was because of a narrow range of ideas, for example, only providing one possible explanation.

(c) Explain why some national borders are contested.

(8)

Some national borders are contested as a result of conflict over resources. Multiple countries want to claim the same land or sea because natural resources lead to economic development and a higher quality of life. This can be seen with the ongoing conflict over ownership of the Arctic between Canada, Russia and many Scandinavian countries, or the struggle for the Spratly islands in the South China sea desired by many Asian nations.

National borders may also be contested as a result of their colonial history and political intervention. When European colonists took control over Africa, they shared the land and made claims to different sections using geometric borders, with little consideration for cultural and ethnic factors. As a result, once these countries have gained independence, there has been both internal conflict between ethnic groups wanting their nation to be separated into two, and between groups that want to expand because they feel another nation contains an area that would better fit them. The implications of this were seen with the Rwandan genocide, where a lack of sensitivity led to the deaths of over 800,000 innocent people.

National borders can also be contested when a superpower looks to expand its sphere of influence, as seen with the Russian annexation of Crimea and subsequent invasion of Ukraine. Russia is using this defensively, to create a buffer from NATO and the EU, and also offensively, to increase the strength of its superpower

status by further developing its economy and *culturan* diffusing its culture.

7 marks are scored here. The candidate explores a range of reasons why national borders are contested. Natural resources are the first reason explained and the rationale for why they are contested is explained, ie the role of these in economic development. This is exemplified through the examples of the Arctic and the Spratly Islands in the South China Sea. These examples are not detailed but provide the reader with places where borders are contested.

The second reason explored is the role of colonialism and the creation of geometric borders without consideration of cultural or ethnic factors. There is clear explanation regarding how these borders have come to be contested ie since these countries have gained independence and an example of the Rwandan genocide is given in support.

Finally, the candidate explores the role of superpowers and their expansionist ideals through Russia's annexation of Crimea and invasion of Ukraine. A plausible rationale is given for this border being contested.

Overall, whilst the examples used are not fully detailed, they do provide a sense of place through which the candidate has explored a range of appropriate reasons for the contested nature of borders. Thereby, hitting the level 3 criteria of a broad range of geographical ideas, however, not achieving full marks due to the examples not being fully detailed.

The specification in 8B.4 explicitly states the need for candidates to study a range of national borders, including those resulting from colonial history, historical development and physical geography.

Question 6 (d)

This question proved to be a good discriminator when awarding marks, and candidates are reminded that the AO balance of GCE Geography is tilted towards forming an argument and evaluation rather than simple recitation of case study knowledge. Many candidates scored within level 3 because they embraced the opportunity to 'flip the question' and also consider how environmental issues might have been handled better than economic. Stronger answers recognised all four scenarios and also widened the scope to include various globalisation organisations.

Weaker answers were constrained by their confusion of Bretton Woods (a conference) and the organisations themselves, perhaps limiting themselves to 2-3 post-war institutions. These candidates also saw the impact of the World Bank, International Monetary Fund and World Trade Organisation (WTO) in a purely positive light, without considering the wider implications of these global organisations.

CITES, Montreal Protocol and Paris Agreement were the most frequent examples of environmental management; economic issues were mainly explained through the lens of Structural Adjustment Programmes (SAPs) and the International Monetary Fund. Candidates who achieved the highest marks managed to constrain their story telling, and focussed clearly on the issue, impact of the work that been done, allowing themselves time to make clear comparisons between the different organisations.

Jamaica — YES SAPs → HIPC Uganda
GDP↓ conditionality

nothing is done
MEA ↗
COP21 ✓ Phil rising temps

(d) Evaluate the view that global organisations have been more effective in managing global economic issues than environmental issues.

(20)

Global organisations, such as the IMF, World Bank, Millenium Ecosystem Assessment (MEA) or COP, also exist as a means of solving issues which affect a number of countries, such as debt debt in Jamaica and Uganda, or climate change, which will affect every country on Earth. Whilst economic problems are often effectively dealt with, environmental problems have not.

One example where economic issues have been managed well is Uganda. In 2000, Uganda was in debt of approx. double its GDP. However, this was solved by a new joint initiative by the IMF and World Bank known as the Highly Indebted Poor Countries (HIPC) scheme. Uganda's debt was completely cancelled by this scheme, and since then its GDP has been growing by 5% annually, and there have been numerous social benefits, with 90% of children now being able to attend school and increasing investment in healthcare by the Ugandan government. This scheme has been implemented in approx. 20 other Sub-Saharan countries since 2000, with similar results, thus showing the extent to which global organisations have effectively managed global economic problems.

On the other hand, there have been instances where the IMF and World Bank have worsened economic problems. This has been the case in Jamaica, which in the 1990s took a Structural Adjustment Plan (SAP) from the IMF to help repay its debt. A SAP is essentially a loan with conditions which include government privatisation of assets and a commitment by the recipient to adopt neo-liberal capitalist policies. In Jamaica, this has resulted in a reduction in spending on public services, reducing the number of children in education and leading to a 1/3 decrease in healthcare spending. Jamaica's GDP has also been reducing by 1.5% per year, showcasing that global organisations like the IMF cannot always effectively manage economic problems.

On the other hand, global organisations like the MEA have been significantly ineffective in managing the global environmental issue of climate change. The MEA is a body of climate scientists from 90 different countries which produces reports on the state of Earth's ecosystems and how they can be better protected. However, despite their success as a research body, they have not been successful in managing environmental issues because they have little political influence, relying on governments to implement their suggestions in policies, however this action by governments is rare as most developed countries prioritise

the economy over the environment, and therefore the MEA's suggestions are mostly ignored, showing its ineffectiveness in managing global environmental problems.

COP21 in Paris 2015 also showcases the ineffectiveness of global organisations in tackling environmental issues. At COP21, all the world's nations signed an accord which proposed steps to limit global warming to 1.5°C. Despite all signing the accord, the fact that it is not legally binding has meant that most countries have not taken steps to mitigate global warming, as showcased by the fact that non-renewable energy sources still make up the majority of developed countries' energy mixes and by the fact that global temperatures have already exceeded an increase of 1°C on average. Therefore, it's clear that COP21 and the Paris Climate Accord was unsuccessful in managing global environmental issues.

In conclusion, it is evident that global organisations have been more effective in dealing with economic issues than environmental ones. Whilst SAPs have generally been ineffective in managing global economic issues, the IMF and the World Bank have had more successes in managing economic problems (e.g. Ugandan debt cancellation) than the MEA and the Paris Accord have had in managing environmental issues.

This essay scores 17 marks. The essay has many positives as the candidate demonstrates good geographical knowledge and understanding to produce a coherent and supported argument. The focus of the question is clear from the start, where a range of global organisations are introduced covering both the economic and environmental theme of the question. The candidate outlines at the start that economic problems are more effectively dealt with than environmental problems showing a clear focus on the question set. Economic issues are explored through the study of Uganda and the role of the HIPC scheme. A clear benefit of this is explored and the supporting evidence is provided. There are evaluative comments at the end of this section as the success of this has been judged by the fact it was subsequently rolled out to around 20 other Sub-Saharan countries. The candidate then contrasts the success of the HIPC with that of the experience of Jamaica where the implementation of the SAP led to a range of negative issues. The evaluative judgement is less effective here but the example is well applied.

The candidate then moves onto environmental organisations with the focus being on MEA, here there is clear understanding of the limitations these types of organisations face due to their lack of political influence and the prioritising of economic development over the environment. The candidate then uses COP21 to highlight the ineffectiveness of global organisations in this respect, highlighting that it is not legally binding and there has been limited progress to date.

The candidates' conclusion then tries to pull together the examples provided and makes some attempt to evaluate these but words such as 'generally' are not particularly helpful. Whilst the candidate has attempted to evaluate throughout the response there are areas where this is more successful than others.

When writing a conclusion, it is important to 'get off the fence' and have a definite answer to show you have true understanding of the question. You do not need to list each point made in your argument or introduce new information at this stage.

Paper Summary

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

- Ensure you understand the differences in the command words particularly the 'assess' and 'evaluate' questions.
- Ensure you have a glossary of key terms of the specification – several candidates were unsure of the meaning of the word perception.
- Ensure that in the 20-mark evaluate question both sides of the argument are treated equally, this will ensure your response is balanced and has a coherent argument.
- Where a maths question states that you must show your workings out, this is because a mark will be assigned to this. Therefore do not just state the answer, as even if correct you will not gain full marks.
- Use paragraphs in every answer on this paper, except the 3-mark and 4-mark questions.
- Make sure each paragraph on the assess and evaluate questions has a mini conclusion where evaluation/assessment is clear and there is a link back to the question.
- When provided with a resource for a stimulus, consider what knowledge you have that could be applied to the unfamiliar context.

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