

Examiners' Report
June 2018

GCSE Geography A 1GA0 02

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Introduction

This was the first assessment of the new specification for GCSE (9-1) Geography A, Paper 2 – The Human Environment component and it was pleasing to see a good standard of responses from candidates.

This paper consists of three 30-mark sections. Of the 94 marks available for this paper, up to 4 marks are awarded for spelling, punctuation, grammar (SPAG), and use of specialist terminology. The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions. The exam command words which are used in this paper are defined on page 43 of the specification. Each of the questions is mapped to one or more of the Assessment Objectives (AOs).

The approach to individual items is considered in this report, including examples of good practice related to the 4-mark open response and 8-mark extended writing questions. These questions provided the greatest range of responses from candidates, with the best answers addressing the command word directly, whilst providing the necessary level of description, explanation and/or exemplification.

Section A, Changing Cities and Section B, Global Development each have a mark tariff of 30. In these sections, candidates are required to answer all the items, with each section culminating in an 8-mark, extended writing question that targets AO2 and AO3.

Section C, Resource Management, begins with a 10-mark suite of questions that assess the detailed content of the overview section of the specification. Candidates must then choose to answer either Question 4 (Energy Resource Management) or Question 5 (Water Resource Management). The final item in each of these two option questions is an 8-mark, extended writing question, which also includes an additional 4 marks for spelling, punctuation and grammar (SPAG), and use of specialist terminology.

The new GCSE (9-1) Geography A specification has been designed for all levels of ability, rather than being differentiated into higher and foundation tiers. In this new qualification, there is greater emphasis on application and interpretation (AO3), as well as the introduction of new command words (e.g. 'assess' and 'evaluate') which appears to have proven challenging for some candidates. There also appears to have been some time management issues with some candidates not managing to complete all the questions.

Question 1 (a) (iii)

This item required candidates to identify the land use at a given grid reference. It was generally answered well, with many candidates being awarded the 1 mark.

(iii) Identify the land use at grid reference 201360.

(1)

Golf course or links



ResultsPlus
Examiner Comments

This response scores 1 mark because the candidate has correctly identified the land use at this grid reference.



ResultsPlus
Examiner Tip

Candidates need to be able to apply their map skills, such as 4- and 6-figure grid references, to unfamiliar OS maps.

Question 1 (a) (iv)

Most candidates scored at least 1 mark on this item. Where candidates failed to achieve the full 2 marks, they had often written 'main roads' without the idea of convergence.

(iv) Identify **two** pieces of evidence from grid squares 1632 and 1633 to show that this area is Bradford's Central Business District (CBD).

(2)

1 Town Hall (TH)

2 Information centre 



ResultsPlus
Examiner Comments

This response scores 2 marks because the candidate has correctly identified two pieces of map evidence that show that Bradford's CBD is found within these grid references.

Question 1 (b) (i)

Most candidates scored between 1 and 2 marks on this item. The most common correct answers focussed on cheaper land, open space to build, good connections and proximity to houses for shoppers. The most common incorrect answers focussed on aspects, such as jobs for locals or linking to issues about the CBD, with no link to the area shown in Figure 1a.

(b) Recent changes in retailing have created challenges for many UK cities.

Study Figure 1a in the Resource Booklet.

(i) State **two** possible reasons why the Kingswood Shopping Centre was built here.

(2)

1 It is next to a main road so people have more access.

2 It is next to lots of houses.



This response scores 2 marks because the candidate has applied their knowledge and understanding (AO3) to this unfamiliar context, and has stated two possible reasons for the location of the shopping centre.

(b) Recent changes in retailing have created challenges for many UK cities.

Study Figure 1a in the Resource Booklet.

(i) State **two** possible reasons why the Kingswood Shopping Centre was built here.

(2)

- 1 because it is built in a ~~very~~ very hostile area.
- 2 And there are no other shopping centres around



This response scores 1 mark for the idea that no other shopping centres are around.

Question 1 (b) (ii)

Many candidates scored one mark on this 2-mark item, with a significant proportion not being awarded any marks. Candidates often failed to score marks by focussing their answer on the benefits of the out of town shopping centre rather than impacts on the CBD.

There was some misunderstanding of the location of the shopping centre, with some candidates assuming the shopping centre was built within the CBD and would therefore bring more jobs. In addition, there was a lot of reference to tourists, which did not gain credit. Even when one correct impact was suggested, the extension of this was often absent or not strong enough for the second mark. For candidates who did score marks on this question, it was usually negative impacts that were suggested, which is acceptable, but the term 'impact' could also include positives.

(ii) Suggest **one** impact of the Kingswood Shopping Centre on Hull's CBD.

(2)

shops will go out of business because some shoppers will go to the Kingswood shopping centre instead so shops in the CBD will have a much lower income and will have to close down



ResultsPlus
Examiner Comments

This response scores the full 2 marks. The candidate has correctly developed one impact as fewer shoppers will be going to the CBD which means that shops will lose income/go out of business.

Question 1 (d)

Most candidates scored 1-2 marks on this 4-mark, open response item, but a significant number also scored zero marks. Many candidates demonstrated a lack of understanding of the term, 'deindustrialisation' and many responses failed to develop the cause for a second point. Many candidates stated an appropriate reason, but only provided, 'and therefore the factories shut down' as the extension, thereby not exploring a valid consequence.

Better answers had two clearly developed points that were well supported with further explanation. The best answers focussed on lower costs overseas resulting in factories closing in the UK. Many stronger answers focussed on transport improvements, and these two points were clearly understood by the candidates who took this approach. Weaker answers tended to talk about job losses within the UK without specifically linking their points to factories closing, or machinery causing reduction in the labour force within the UK.

(d) Explain **two** causes of deindustrialisation in the UK.

(4)

1. One cause is globalisation and this means that the world is more interconnected so some businesses and factories move abroad to places like China where it is a lot cheaper.
2. Another cause is technological advances as some factories were slow to adapt to new technology they went out of business as other manufacturers could make the same products faster and cheaper.



This response scores the full 4 marks because the candidate has correctly developed two causes of deindustrialisation in the UK.

(d) Explain **two** causes of deindustrialisation in the UK.

(4)

1 The factories move to china because they can pay their staff less and the owners therefore make more money.

2 The UK is moving more towards tertiary and quaternary work.



ResultsPlus
Examiner Comments

This response scores 3 marks. This is because the second point about sectoral shift has not been sufficiently developed.

Question 1 (e) (i)

In this question, candidates were required to plot the data given to complete the bar chart. It was generally answered well, with many candidates being awarded the full 2 marks.

(e) Rapid urbanisation has taken place in many developing and emerging countries.

Study Figure 1b below.

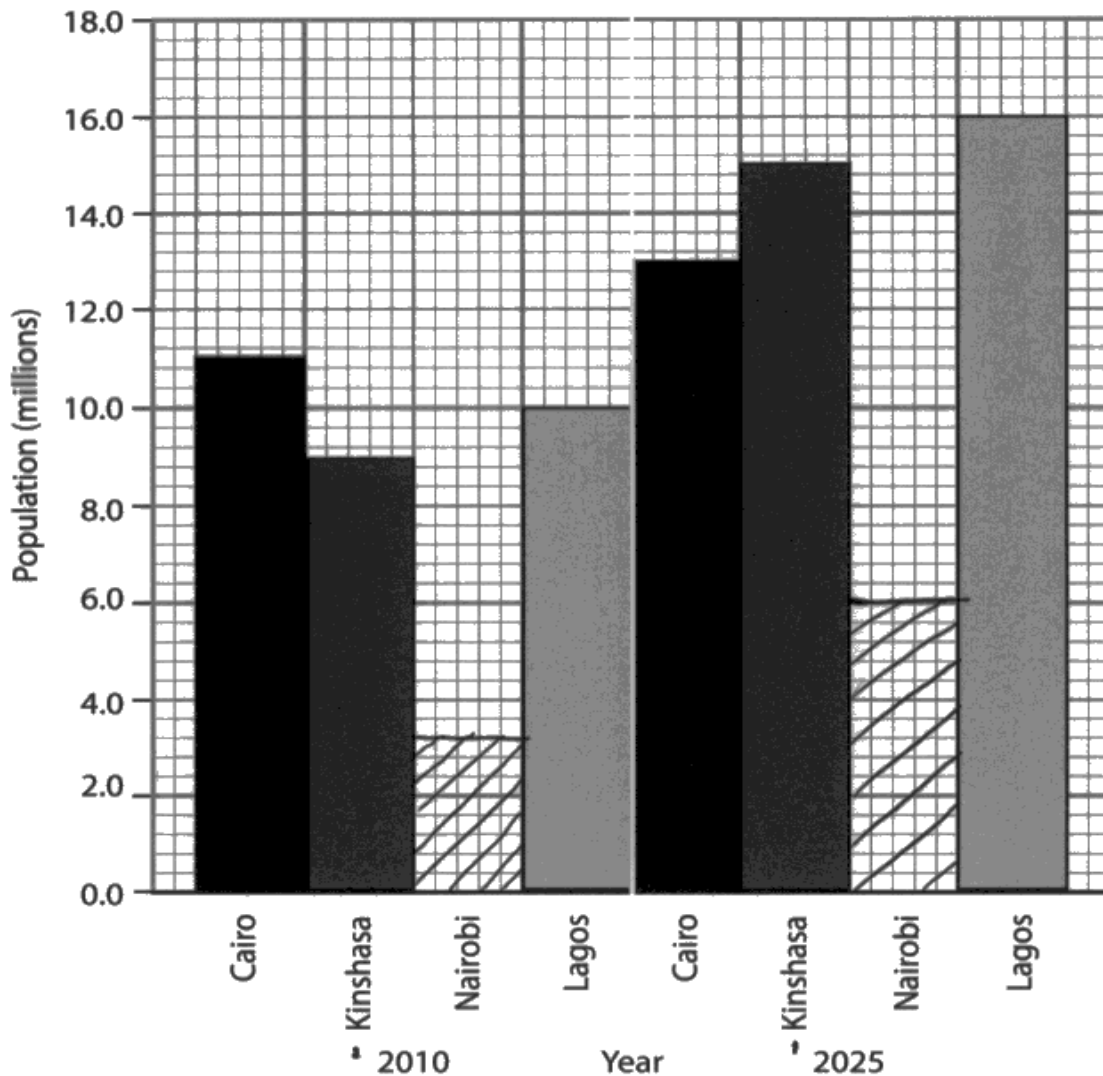


Figure 1b

Past and projected populations for selected cities in Africa

(i) Plot the data for Nairobi given in the table below by completing the bar chart on Figure 1b.

(2)

City	Population (millions)	
	2010	2025 (projected)
Nairobi	3.2	6.0



This response scores the full 2 marks. The candidate has correctly drawn both bars to complete the graph.



Remember to bring a ruler, calculator and sharp pencil into the exam. This will help you to complete graphs and perform calculations (AO4) more accurately.

Question 1 (e) (ii)

In this question, candidates were required to calculate a projected increase in a given population. It was generally answered well, with many candidates being awarded the 1 mark.

Question 1 (e) (iii)

In this question, candidates were required to interpret the data in the bar chart (Figure 1b), and 'state' one possible reason for the trend. It was generally answered well, with many candidates being awarded the 1 mark.

(iii) State **one** possible reason for the trend shown on Figure 1b.

(1)

the trend is it has ^{predicted} increased in the last 15 year.



This response scores 0 marks. The candidate has described the trend instead of stating a possible reason for the trend.

Question 1 (e) (iv)

In this 4-mark, open response question, many candidates were awarded 2 marks indicating that they were generally able to provide one developed negative impact of rapid urbanisation, or two undeveloped impacts.

Many stronger answers focussed on housing issues and the growth of squatter settlements, the lack of jobs and the growth of the informal sector and/or rising pollution levels. Several candidates who scored poorly, incorrectly wrote about developed cities (possibly their UK case study), such as London, Bristol and Birmingham.

(iv) Explain **two** negative impacts of rapid urbanisation on a city in a developing or emerging country.

(4)

1. Inequality between poor and rich.



This response scores 1 mark. The candidate has identified one negative impact of rapid urbanisation, but without a further extension of this idea.

(iv) Explain **two** negative impacts of rapid urbanisation on a city in a developing or emerging country.

(4)

- 1 ~~1st~~ Housing is put under great strain, and this can lead to shanty towns being developed. The houses in shanty towns have poor sanitation and water supply.
- 2 A lack of jobs available may lead to an increase in people who work in the informal sector, which will affect a country's economy.



ResultsPlus
Examiner Comments

This response scores the full 4 marks. The candidate has successfully developed two ideas about why rapid urbanisation can have negative impacts on a city in a developing or emerging country.

Question 1 (f)

In this 8-mark, extended writing question, there was a higher number of responses than expected where candidates did not attempt this item at all. There was also a large number who did not locate their response in a developing or emerging country context and instead wrote about Newcastle, London, Bristol or Birmingham.

Answers which did focus on developing and emerging countries used Mexico City, Sao Paulo or Mumbai as a case study, but often with a strong focus on AO2 and a weaker one on AO3. Many candidates failed to include a conclusion, which is a requirement of an 'evaluate' question. Where responses achieved Level 2 (4-6 marks), there was excellent specific case study detail linked to an evaluative comment. However, there was a general lack of evaluation in many answers seen, and management strategies were vague and generic in lower end responses.

Candidates who attained a Level 1 (1-3 marks), often focussed too heavily on problems within developing cities, rather than strategies to manage them.

(f) You have studied a major city in **either** a developing **or** emerging country.

Evaluate the ways that the challenges of rapid urbanisation have been managed to improve the quality of life.

(8)

Named major city in a developing or emerging country Sao Paulo.

One way the ~~challenges~~ challenges of rapid urbanisation have been managed to improve quality of ~~life~~ life is through a 'minimum family income.' This means that government are offering to pay families who have children a set amount of money so they can afford to go to school and they can afford to move to housing that contain better conditions rather than living in a favela or cortico.

Another way the challenges of ~~urbanisation~~ rapid urbanisation have been managed to improve quality of life is through introducing new laws. For example a law has been set where people are restricted from driving on certain days according to their number plate. This helps reduce the levels of pollution making conditions in Sao Paulo better to live in.

A final ~~other way~~ way challenges of rapid urbanisation have been managed is through

government building affordable housing
meaning more people are living in better
housing conditions rather than favelas and
Cortiços.



ResultsPlus
Examiner Comments

This response is a good example of a mid-Level 2 answer scoring 5 marks. The candidate has considered a range of strategies used to improve the quality of life (minimum family income, laws about driving on certain days and building affordable housing), with some useful place-specific information. However, for marks to be awarded at the top of Level 2 and Level 3, greater depth of explanation about how these strategies improve quality of life is required.

(f) You have studied a major city in **either** a developing **or** emerging country.

Evaluate the ways that the challenges of rapid urbanisation have been managed to improve the quality of life.

(8)

Named major city in a developing or emerging country Mexico City

Mexico City is rapidly increasing which has caused water, transport, pollution and housing problems. The government have used top-down solutions to tackle some issues. First they have built a number of cheap high-rise flats in place of shanty towns. This is good as it moves people out of their unsafe homes and provides them with electricity and water however it isn't enough to help everyone and cost money. To tackle transport and pollution they have built a cable car, called 'Mexican', to connect the most inaccessible parts of the city. This is useful because it reduces pollution and is a lot cheaper and quicker however it is only in one part of the city. Bottom-up solutions have been used to tackle transport and water. In the community Neza, a small organisation has set up rain-water harvesting schemes in the homes which mean the people can get safe drinking water for free ~~and~~. Petcos are the bus system in Mexico. A person spends on average 2.5 hours

travelling on them a day as they have no direct routes or stops. One man has created an App to show the routes and stops of the buses. This is good as it is accessible to most people and will also help to reduce pollution as people spend less time travelling.

(Total for Question 1 = 30 marks)



ResultsPlus
Examiner Comments

This response is a Level 3 answer and scores 7 marks. There is a good balance of AO2 and AO3 supported by some useful place-specific information. The reason why this response does not score full marks is because it lacks the conclusion/overall judgement that is required in response to an 'evaluate' question.



ResultsPlus
Examiner Tip

Know the requirements of the different command words, in particular, the difference between, 'assess', 'evaluate' and 'explain'.

(f) You have studied a major city in **either** a developing **or** emerging country.

Evaluate the ways that the challenges of rapid urbanisation have been managed to improve the quality of life.

(8)

Named major city in a developing or emerging country Sao Paulo

One way is through bottom up projects. "Santa Anália" is an example ^{of a} bottom up project where the ~~locals~~ ^{locals} were allowed to improve their quality of life. They improved quality of life because they provided literacy courses in their area. This was effective because the locals had first hand experience of the issues with quality of life and they were able to target specific problems. The literacy ~~for~~ courses improved quality of life because ~~the~~ ^{the} people learn how to read and write which allows them to get a wide variety of jobs. However, this was not an effective way of improving quality of life since ~~the~~ ^{many} of the elderly refused to take part in the courses and it took several years to develop.

The other ~~the~~ way ~~is~~ top down projects.

An example of this was the Singaporean

housing project where the government
reducing rent. This improved quality of
life because it installed clean water
sanitation and electricity into the
homes. This was effective because
it was much faster and on a larger
scale project. However, it was not

(Total for Question 1 = 30 marks)

completely effective **TOTAL FOR SECTION A = 30 MARKS**
~~did not~~ since the rent
increase to \$28 a month
and residents could not bring in their
bottle.

To conclude, I believe top-down
approaches are more effective.
Even though they may cost more
and require loans, they are much
more efficient in regards to time
and improved the results much more
than the bottom up approach.



ResultsPlus
Examiner Comments

This response scores full marks. In addition to meeting the AO2 and AO3 requirements for Level 3, the candidate has also included the final paragraph coming to a conclusion, thus meeting the requirement for this command word.

Question 2 (a)

In this question, candidates were required to name one indicator used in the calculation of the Human Development Index (HDI). This item was generally answered poorly by candidates, with less than half of the cohort scoring the one mark.

2 Levels of development are different around the world due to a combination of physical and human factors.

(a) Name **one** indicator used in the calculation of the Human Development Index (HDI).

(1)

Mean years in education/schooling.



This response scores the 1 mark. The candidate has correctly identified one indicator used in the calculation of the Human Development Index.

Question 2 (b) (ii)

In this question, candidates were required to study Figure 2a and identify the continent that has the highest number of countries with a very high HDI. This item was not answered especially well, with about half of candidates scoring the one mark.

Question 2 (b) (iii)

In this question, candidates were asked to state two disadvantages of the method of presentation shown on Figure 2a. Many correct responses referred to the different levels of shading on Figure 2a, and how one might be unable to differentiate between these. Many candidates also referred to the fact that borders between countries were unclear and/or choropleth maps, such as these, mask variations within a country. Overall, most candidates could offer at least one disadvantage of choropleth maps, but some incorrectly referred to a lack of data for some countries and the fact that not all countries were labelled, which is not a disadvantage of the method of presentation.

(iii) State **two** disadvantages of the method of presentation shown on Figure 2a.

(2)

- 1 It doesn't give any figures so there is no indication as to what defines each category.
- 2 The colours are similar which could cause confusion when reading.



This response scores the full 2 marks. The candidate has correctly addressed the question and identified two disadvantages of using choropleth maps.

Question 2 (c)

In this question, candidates were asked to state one physical factor that has led to variations in the level of development across the UK. This item was answered poorly by candidates, with approximately half of the cohort failing to score any marks.

(c) State **one** physical factor that has led to variations in the level of development across the UK.

(1)

the ~~south~~ south has higher levels of development
due to flat land where shops and businesses can be built.



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Examiner Comments

This response scores the 1 mark. The candidate has correctly identified flat land as a physical factor that leads to variations in the level of development across the UK.

Question 2 (d) (ii)

In this question, candidates were required to calculate the median GDP per capita for the countries shown on Figure 2b. This item was generally answered well, with many candidates being awarded the 1 mark.

Question 2 (d) (iii)

In this open response question, candidates were asked to explain two reasons why GDP per capita is often lower in the periphery regions of a country. Many responses related to the location of the periphery and how it would lack investment due to poor access to the local community. Many candidates also referred to the fact that the periphery was not along the coast and that would limit the ability to enhance GDP, although candidates did not substantiate this as the explanations were limited.

Many candidates identified that the local community had low paid jobs and that the GDP of the area would suffer because of this. Several candidates referred to the CBD areas and that people move to these areas to find jobs, thus lowering the opportunity for the periphery to improve GDP due to a lack of skilled workers. Very few candidates referred to tectonic activity reducing GDP.

Weaker responses were characterised with some confusion over the terms 'periphery' and 'core', with some candidates not aware that the GDP was lower in periphery. Another common error was assuming that periphery areas are poorer because of their population density, but typically this was not accurately linked and explained to a specific cause of low GDP per capita. Some candidates just wrote 'resources' and did not say what the issue was.

(iii) Explain **two** reasons why GDP per capita is often lower in the periphery regions of a country.

(4)

- 1 Periphery regions have less access to technology meaning they are less advanced, as a result it becomes harder for them to produce as much by hand as an area in a city is producing by a machine. Consequently their GDP is lower
- 2 Periphery regions have less infrastructure so transporting goods becomes harder and more expensive as a result they have a lower GDP than more central areas.



This response scores the full 4 marks. The candidate has correctly included two reasons that have both been developed.



On these 4-mark, open response 'explain' questions, candidates are unable to attain 3 marks by double-developing one point. Instead, make a point and then develop it by using further explanation. For example, by using the phrase, "which means that...".

Question 2 (e) (i)

In this question, candidates were required to plot the data given to complete the population pyramid on Figure 2c. This item was generally answered very well, with many candidates being awarded the full 3 marks.

- (e) Changes in population structure over the last 30 years have influenced the development of developing and emerging countries.

Study Figure 2c below.

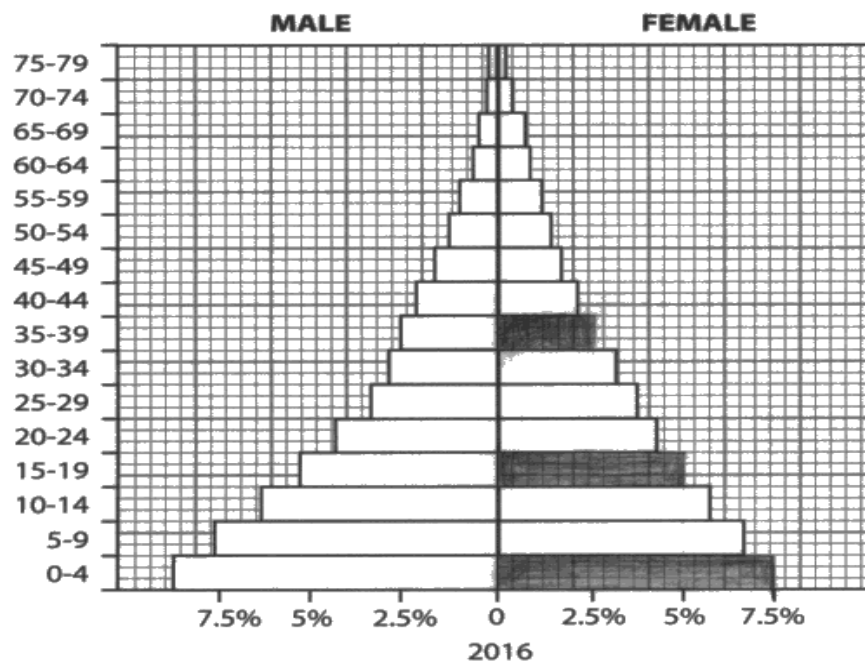
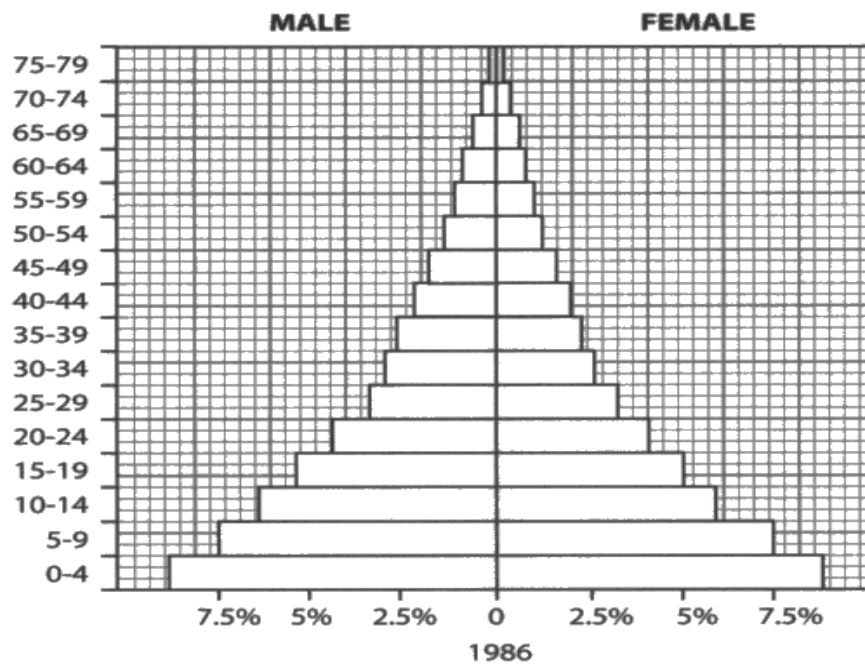


Figure 2c

Population pyramids for Ghana, a developing country, 1986 and 2016

(i) Plot the data below to complete the 2016 population pyramid on Figure 2c.

(3)

Age group (female)	Percentage (%) population
0-4	7.5
15-19	5.0
35-39	2.5



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Examiner Comments

This response scores the full 3 marks. The candidate has correctly completed the population pyramid by plotting the three horizontal bars.

Question 2 (e) (iii)

In this question, candidates were asked to state two possible reasons for the decrease in the 0-4 age group shown on Figure 2c.

This item was generally well answered, with many responses discussing changing birth and death rates. Candidates generally were successful in stating reasons for the decrease with 'reduction in birth rate', or similar, being a common response. Most candidates understood the command word 'state', although some candidates did not go on to offer a developed explanation.

The most successful responses were able to connect the observed change to classic causes of change in the demographic transition model, such as increasing education, contraception and less need for children to work the land. Better answers discussed the requirement to improve water and sanitation.

Many candidates could offer two reasons for the decrease in the 0-4 cohort, although a few misunderstood the question as being about a decline in females only. Some candidates appeared not to have read/understood that the question related to falling rather than rising birth rates.

A proportion of candidates showed an understanding of the fact that adults were choosing to have a family later in life, and that females are opting for longer working careers. Some candidates also intimated at government policy to reduce or limit child births per family.

Incorrect responses tended to link the observed 0-4 percentage population decline as a result of an increase in the death rate, the out-migration of the 0-4 year olds or worsening healthcare.

(iii) State **two** possible reasons for the decrease in the 0-4 age group shown on Figure 2c.

(2)

1. *Less infants are dying so ~~less~~ people are having less children (as theirs will live on).*
2. *Education Better education means people are more aware of contraception.*



This response scores the full 2 marks. The candidate has correctly stated two possible reasons for the decrease in the 0-4 age group shown on Figure 2c (AO3).

Question 2 (f)

In this 4-mark, open response question, candidates were asked to explain two ways geopolitical relationships have affected the development of either a named developing or emerging country.

It appeared that a large proportion of candidates did not understand the term, 'geopolitical', and many candidates wrote nothing at all.

Better responses to this question related to India's geopolitical territorial conflict with Pakistan over Kashmir. Some candidates referred to India's relationship with Great Britain due to the colonisation, and how this has enhanced trade agreements. Some candidates also discussed the geopolitical ties between Canada and India, and how Canada has been trading with India. Many candidates identified problematic situations that can occur between countries but failed to name the countries and give specific examples.

- (f) Explain **two** ways geopolitical relationships have affected the development of **either** a named developing **or** emerging country.

(4)

Named developing or emerging country India

- 1 India has strong relations with the UK because it was a former colony, this means the UK regularly sends India economic aid which can be used to help services and improve the population's quality of life.
- 2 India's development has been hindered over wars with Pakistan over the Kashmir region. These wars have cost money which could have been used to improve services and therefore the population's quality of life.



This response scores the full 4 marks. The candidate has made two different points about India's geopolitical relationships; one with the UK and one with Pakistan. Both points have been explained further, making links to development which enable the response to attain full marks.

Question 2 (g)

In this 8-mark, extended writing question, candidates were asked to 'assess' the positive and negative impacts of rapid development on either a named developing or emerging country.

Many candidates were able to describe the positives and negatives of rapid development but were less successful in assessing the significance of these.

A large proportion of responses were rather vague and lacked place-specific detail. The command word 'assess' was often ignored, with few candidates clearly stating the importance or significance of the impacts they chose to explain.

Many answers ignored the requirement to use a 'developing or emerging country', and instead used a developed country or a city. Some weaker responses suggested the impacts were mainly about 'more jobs', 'overpopulation' or 'an increase in tourism'.

A common error, even in many high-scoring answers, was to suggest that CO₂ emissions from traffic or industry directly harms human health, when in fact other emissions, for example, particulates, nitrous oxides, are to blame for health impacts.

As this item has some overlap with Q1f, some candidates appeared to carry forward ideas relating to management (e.g. bottom-up projects to improve conditions in shanty towns), rather than talk about the impacts of rapid development.

A large proportion of responses had limited AO3, with answers being very generic and lacking the depth of analysis expected for this AO. For example, many candidates wrote a paragraph about a positive impact and a paragraph about a negative impact, but often with similar content and with little in the way of connected ideas or comments that showed they had 'assessed'.

India, again, was often used as the emerging country in the more successful candidate responses, with the contrasting impacts on Bihar and Mumbai to help illustrate points about social, environmental and economic impacts.

Lower scoring responses were typically able to identify changes caused by rapid development but with less discussion and assessment of the impacts, and with not as many 'assessing' both the positives and negatives. Many responses were also highly generalised and could be applied to almost any location.

Economic impacts were largely viewed as a positive and linked to jobs and quality of life. Environmental impacts were successfully assessed in terms of deforestation and air/water pollution. Links to increased carbon dioxide and global warming consequences and their impacts were more general. Assessment of social impacts had varying levels of precision with improvements to healthcare and education often given. Higher level responses used place-specific information.

(g) Assess the positive and negative impacts of rapid development on **either** a named developing **or** emerging country.

(8)

Named developing or emerging country India

India holds 18% percent of the world's population, it has 1.27 billion people, in 10 years it will reach China's 1.37 billion people. It accounts for 18 million of the 89 million annual increase of the world's population.

It rapid development meant that the areas such as Mumbai has started accounting for 7% of India GDP and 25% of its industrial input. It creates ^{over} 1000 bollywood movies each which keeps India's economy stable.

However rapid urbanisation also meant areas of periphery such as Bihar are still very behind in urbanisation and people in that area are still uneducated. This is why the Indian government came up with the smart cities mission to make sure Bihar has adequate water, food, jobs to survive.

Because of development people are educated so the total fertility rate has dropped and the life expectancy has increased.

Because of development (Total for Question 2 = 30 marks)

there are more factories so there is more emission of CO₂ and 5164 tonnes emitted, ~~it is~~ India is the third largest emitter of CO₂ in the world.

TOTAL FOR SECTION B = 30 MARKS

India also has 13 of the most 20 polluted ~~rivers~~ ^{cities} in the world, number one being Delhi, which reduces the life expectancy of every one of the 660 million city dwellers by 3.2 years and also causes many deaths due to pollution.

Overall, the development for India is good, however it should do something to prevent that damage ~~being~~ being caused.

Be also as more people are moving to India they need to carry out more deforestation which leads to climate change, floods and soil erosion.



This response achieves Level 3 and scores 7 marks. There is a good range and depth of both AO2 and AO3, including some useful place-specific information about India. Despite having a conclusion/summary, the candidate does not clearly indicate which is the biggest/most significant impact, which is needed for the command word, 'assess'. Therefore, the response is not awarded full marks.

(g) Assess the positive and negative impacts of rapid development on **either** a named developing **or** emerging country.

(8)

Named developing or emerging country India

The positive impact of rapid development in India is that it ~~allows~~ decreases inequality as everyone is slowly being educated it also allows people to feel apart of society when everyone receives education. ~~As there are more people there are~~ The ~~market~~ infant mortality rates decrease and as healthcare is becoming better.

The negative impacts of rapid development in India is the population increase especially as people are migrating from villages to towns and cities. ~~There~~ There are less jobs provided to people and are harder to get because of the need of education. It also has an affect on the people due to digital divide as some people may be able to use technology and get a job whilst many people can't do that due to lack of education.

To conclude there are more negative ~~impacts~~ impacts than positive impacts of rapid

development in developing or emerging countries like India.



This is a good example of a mid-range Level 2 response and scores 5 marks. The candidate has included some legitimate information about the positive and negative impacts of rapid development on a named country. However, despite having some strong AO2, the response does not have the depth of AO3 to access the top of Level 2.

(g) Assess the positive and negative impacts of rapid development on **either** a named developing **or** emerging country.

(8)

Named developing or emerging country

Mexico

positive:

More businesses are being introduced and therefore more money is being made.

Negative: More pollution is being introduced into the atmosphere due to more cars.

Positive: More towns/cities are emerging and therefore there are more places for people to live.

Negative: there is still slums and shanty towns due to the excess of people.

Positive: The community and governments are thinking of ways to be more eco-friendly: eg saving water instead of transporting it.



This response is awarded a Level 1 and scores 2 marks. The candidate has identified some basic impacts of rapid development, pollution and slums for AO2, but has not developed any of these ideas for AO3. The response is completely generic. For Level 2, some AO3 is expected, i.e. some connections made between ideas or assessment of the impacts.

Question 3 (a)

In this question, candidates were asked to define the term 'renewable resource'. This item was answered well by most candidates, with many scoring the full 1 mark.

Most candidates stated that renewable energy can be defined as something that can be reused again or will never run out. However, it is worth noting that several candidates failed to score any marks as they provided an example of renewable energy instead of a definition.

3 People exploit and can change environments in order to obtain natural resources.

(a) Define the term **renewable resource**.

(1)

A resource that doesn't run out
and can be repeatedly used.



This response scores the 1 mark. The candidate has correctly defined the term.

Question 3 (b) (ii)

This question required candidates to calculate the mean amount of forest cover shown in Figure 3 and to show the mathematical workings. Some candidates demonstrated the correct workings but got the wrong answer, possibly due to the absence of a calculator in the examination. A small proportion of candidates stated the right answer, but no working was shown, so were only awarded 1 mark. It is important to note that the question required candidates to write their answer to one decimal place and many simply wrote '58', instead of '58.0'.

(ii) Calculate the mean amount of forest cover shown on Figure 3.

Answer to one decimal place.

You must show your workings in the space below.

$$\begin{array}{r} 63 \\ 61 \\ 59 \\ 57 \\ 55 \\ + 53 \\ \hline 348 \end{array}$$

$$\frac{348}{6} = 58$$

(2)

.....58.....%



This response scores 1 mark. The candidate has correctly demonstrated how to calculate the mean amount of forest cover but was unable to write the final answer to one decimal place.



Read the question carefully. If you are asked to show workings, you will lose marks if you just write the final answer. Similarly, if you are asked to write the answer to one decimal place, you will lose marks if you fail to do so.

Question 3 (b) (iii)

This question required candidates to name one type of graph that could be used to present the data given in Figure 3. This item was answered well by most candidates, with bar graph/line graph being the most popular answers. Some candidates who did not gain a mark for this question often incorrectly chose scatter graphs or pie charts as their answer.

(iii) Name **one** type of graph that could be used to present the data shown on Figure 3.

(1)

line graph.



This response scores the 1 mark. The candidate has correctly identified a line graph as one type of graph that could be used to present the data shown on Figure 3.

Question 3 (b) (iv)

This question targets AO3 and requires candidates to give a reason, relating to a source in the Resource Booklet, which shows the changes in the amount of forest cover decreasing in Tanzania since 1990 - 2015. The most popular answer was 'deforestation' and for building infrastructure, like roads. A small number of candidates gained a mark by mentioning illegal logging, but a few candidates left this item unanswered.

(iv) State **one** possible reason for the trend shown on Figure 3.

(1)

Deforestation is causing a decrease in forest cover.



This response scores the 1 mark. The candidate has correctly identified 'deforestation' as a possible reason for the trend shown on Figure 3.

Question 3 (b) (v)

In this 4-mark, open response question, candidates were asked to 'explain' two ways in which the trend in Figure 3 could impact on the environment. Overall, this item was answered very well with many candidates scoring the full 4 marks.

Almost all candidates attempted, and were able to access, the question as most of them could understand the data. Many candidates focussed on the idea of deforestation as they understood that the amount of forest cover was decreasing. The best responses recognised that a loss of trees leads to soil erosion, and the most common correct answers were linked to the loss of habitats, which would lead to a loss in animal biodiversity.

The most common mistakes were for describing the data rather than explaining it, and for candidates not developing their points. Also, it was noted that some candidates unnecessarily spent time re-wording the question, for example, '*the other way that this could impact on the environment is*', and then writing an answer but failing to develop it.

(v) Explain **two** ways in which the trend shown on Figure 3 could impact on the environment.

(4)

1 A decrease in forests cover would impact wildlife and destroy habitats.

2 cutting down trees will increase the amount of CO₂ released into the atmosphere



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Examiner Comments

This response scores 2 marks. The candidate has correctly identified two impacts related to destroying habitats and increasing CO₂ in the atmosphere, but neither point has been developed through further explanation.

Question 4 (b)

In this question, candidates were asked to state one other non-renewable energy resource, other than natural gas.

There were relatively few errors regarding the identification of another non-renewable energy resource. Where the mark was lost, candidates often incorrectly named a renewable energy resource, for example, solar or wind power.

(b) Natural gas is a non-renewable energy resource.

State **one** other non-renewable energy resource.

(1)

Coal



This response scores the 1 mark. The candidate has correctly identified coal as a non-renewable resource.

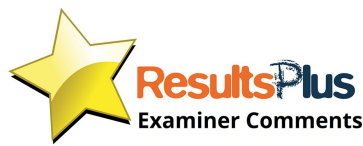
Question 4 (c) (ii)

In this question, candidates were required to identify the region with the smallest percentage change in natural gas production between 1970 and 2015 from the data given in Figure 4. The vast majority of candidates correctly identified Europe and Eurasia for 1 mark. South and Central America appeared as the most common error.

(ii) Identify the region with the smallest percentage change in natural gas production between 1970 and 2015.

(1)

Europe and Eurasia.



This response scores the 1 mark. The candidate has correctly identified Europe and Eurasia as the region with the smallest percentage change in natural gas production between 1970 and 2015.



When using a resource, always read the key and title carefully before you attempt the question.

Question 4 (c) (iii)

In this question, candidates were asked to state two possible reasons for the change in the Middle East's natural gas production, as shown in Figure 4, for 2 marks.

This item was generally well answered with most candidates achieving 1-2 marks. The most popular responses included new locations discovered, better technology to obtain natural gas (i.e. more advanced technology so it is becoming easier to extract), population increase/increased demand and other types running out with particular reference to oil.

Some candidates implied that other forms of energy had taken over from natural gas, therefore production had naturally declined. Others related the change to the government emphasis now being on the development of renewable energy resources, such as solar panels and wind turbines. Occasionally, candidates used statistical evidence to describe the changes in natural gas production in the Middle East from 1970 to 2015.

(iii) State **two** possible reasons for the change in the Middle East's natural gas production shown on Figure 4.

(2)

1 Better technology so they can mine it more easily

2 Running out of other energy sources.



This response scores the full 2 marks. The candidate has correctly stated two possible reasons (AO3).

Question 4 (d)

In this 2-mark question, candidates were asked to explain one disadvantage of fracking. This item was well answered by the majority of candidates, with most scoring at least 1 mark.

The most popular answers referred to earthquakes and damage to properties/housing, underground water pollution and contamination of drinking water, production of greenhouses gases and a link to global warming.

A significant number of candidates were able to offer one basic disadvantage of fracking but were unable to provide an extension of the idea. This happened quite frequently with regard to the cost of the process, or the impact of the disadvantage they had identified. Occasionally, candidates offered two disadvantages without an extension of either idea.

(d) Explain **one** disadvantage of fracking.

(2)

Scientific studies suggest the fracking causes miniture 'earthquakes' these could disrupt locals and damage buildings.



This response scores the full 2 marks. The candidate has correctly identified one disadvantage of fracking (mini-earthquakes) and has gone on to develop this by saying why this is bad (damage buildings).

Question 4 (e)

In this 4-mark, open response question, candidates were asked to explain one way a named developed country has attempted to manage its energy resources in a sustainable way. Most candidates were able to acquire at least 2 marks on this item by developing a generic way of managing energy resources in a sustainable manner.

Although very much in the minority, some excellent answers were seen. In these cases, candidates clearly understood the concept of sustainability in terms of energy management. Answers were particularly successful when related to well-chosen exemplar material, the most popular of which proved to be Germany. In these cases, candidates were able to clearly state/outline the national strategy, provide some well-learned specific detail and go on to explain why the country had adopted, or was following, this strategy. Candidates would then extend this in terms of the benefits associated with sustainable energy.

Other popular choices were the UK and Norway. However, responses that used the UK as an example quite often were somewhat generic in nature along the lines of there being a decline in the use of non-renewable resources because they had run out. Quite a few candidates quoted China, an emerging country, but, again, their responses tended to be rather limited and would lack focus on exactly what the question demanded.

A major fault by candidates was to look at more than one way that a named country has managed its energy resources in a sustainable way. Possibly due to candidates being unable or unwilling to expand upon the national strategy, they identified and merely replaced this with a broader range of actual or possible strategies that could be implemented on a national or regional scale. Therefore, it was these broader, generic types of responses, or the identification of an example that was clearly not an emerging or developing country, that would set limits on the marks that could be obtained. Another fault that emerged was where candidates had focussed on a specific energy resource and merely discussed some of the advantages and disadvantages.

(e) Explain **one** way a named developed country has attempted to manage its energy resources in a sustainable way.

(4)

Named developed country

Germany

One way Germany has attempted to manage its energy resources in a sustainable way is through feed-in tariffs. This encourages oil companies to find alternative ways to use energy as money is given to them. This means less non-renewable resources are being used. This means there's ~~less of these resources~~ more renewable resources being used. which



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Examiner Comments

This response scores the full 4 marks. The candidate has successfully double-developed one idea and has included some clear exemplification to support the answer.



ResultsPlus
Examiner Tip

Do not be tempted to list a range of ideas if the question requires you to 'explain one'.

(e) Explain **one** way a named developed country has attempted to manage its energy resources in a sustainable way.

(4)

Named developed country Germany

Germany after the Japan nuclear spill on the environment had to switch to renewables. Germany has opted towards solar power in the form of the Bavaria solar park this is said to reduce carbon gas emissions significantly in the next 36 years. This change covers many hectares of land but allows Germany to fit in with the agreement 40% by 2022. This policy Germany have offered incentives to individuals and organisations to install solar panels on homes is to persuade people to opt ~~forward~~ towards renewable energy.



ResultsPlus
Examiner Comments

This is another good example of a response which was awarded the full 4 marks. The candidate has focussed on one strategy and has included some place-specific information.



ResultsPlus
Examiner Tip

Without any clear place-specific information, responses cannot be awarded more than 3 marks.

Question 4 (f)

In this 8-mark, extended writing question, candidates were asked to assess the reasons why the UK and other countries use a mix of different energy resources.

A significant proportion of candidates ignored the focus of the question. Many responses merely consisted of a comparison of energy usage between developed and developing countries, often describing what energy/electricity was used for in different places. These types of responses tended to lack any real specific detail and were only partially explained.

The better responses were able to clearly identify the factors that would help to explain why a particular country had a mix of different energy resources, namely population size, income/wealth and availability and location of energy supplies. The more successful candidates would then go on to use these in a comparative context. Furthermore, these responses included an attempt at a concluding paragraph or discussion of what was the most important reason(s) for the types of energy resource utilised by their named country/countries.

Some of the better responses compared the UK with India, China or Iceland, although many responses were limited in their coverage and were thus deemed imbalanced. At times, candidates would go to great lengths discussing the types of energy at their nominated country's disposal, mainly the UK, but leave this at a descriptive level with little attempt to offer an explanation.

In terms of SPAG, most of the responses tended to be of an intermediate performance level. These were largely determined by the lack of paragraphs, limited sentence construction, key words spelt incorrectly and the lack of appropriate specialist geographical terminology used throughout the answers.

(f) Assess the reasons why the UK and other countries use a mix of different energy resources.

(8)

The ~~UK~~ ^{UK} uses both renewable and non-renewable energy sources. An example of this is ~~land~~ ^{wind} for a wind turbine to work 6 mph winds are needed. ~~and~~ An example of a wind farm in the UK is Walney which is on the north west coast (furness peninsular) of England. This type of energy is used to power homes ~~to~~.

However as it is not always windy other energy sources such as nuclear are used. Nuclear is non-renewable as it requires uranium to be used. An example of nuclear power is sellafield as they provide the north west of England with power.



This response is awarded Level 1 and scores 3 marks and a further 2 marks for SPAG. The candidate has provided some information about energy resources used in the UK, but has not really got to grips with the thrust of the question about reasons for 'energy mix', which is expected for Level 2.



Be able to define all key terms cited in the specification. Many candidates struggled with this question as it was clear they did not fully understand the concept of 'energy mix'.

(f) Assess the reasons why the UK and other countries use a mix of different energy resources.

(8)

The countries use a mix of energy sources that are available to them. For example, in Iceland almost 80% of the energy used is from a geothermal source. This is because there is lots of ~~geoth~~^{volcanic} activity on the island. Similarly, the UK is able to use wind energy and ~~a~~ tidal barrages because of its climate and location as an island.

The reason for having a mix of source rather than just one is because there is not enough of one source to cover the entire needs of a country. Also, a mix increases the reliability of the energy. For example, if a ~~country~~^{country} relied primarily on solar power and there was a period of cloudy weather, there would be a shortage in supply. A mix is also becoming more relevant as countries attempt to make their energy usage more sustainable. Countries are trying to use more

Renewable sources. However, renewable sources are often more unreliable so other sources such as coal are used in conjunction with them.



This response is awarded Level 2 and scores 6 marks and a further 3 marks for SPAG. The candidate has provided some information about energy resources used in Iceland for AO2, accompanied by some explanation and analysis for AO3. For Level 3, a greater range of evidence, including some details about UK energy mix, would be required.

(f) Assess the reasons why the UK and other countries use a mix of different energy resources.

(8)

The UK and other countries across the globe all use a range of energy resources in order to find a reliable balance between cost-effectiveness, sustainability and availability. For example, the UK uses ~~around~~ ^{oil for around} 30% of its energy, as well as 30% from natural gas. The rest is comprised of nuclear, and renewable resources.

One reason for the use of oil is that it is relatively inexpensive when compared to renewable resources and is described as 'energy dense', meaning has lots of power per unit mass. On the other hand, it is non-renewable meaning it is in limited supply and is estimated to run out in 100 years if used at current rates. Therefore, countries are aiming to reduce their usage of these finite resources and focus on more sustainable options.

One of these sustainable options is wind energy. Unlike oil, it is potentially inexhaustible and therefore a sustainable long term solution. Furthermore, it does not release any greenhouse gases and therefore has lower environmental impacts. On the other hand, it is weather-dependent and therefore should not be relied on as a main source of energy to avoid shortages of power, and should be used with a mix of other energy resources.

Additionally, countries may include types of energy that are readily available to them. for example, Iceland relies on geothermal energy for over 70% of its energy mix due to its location in a volcanically active region.

Overall, no energy resource is perfect and therefore a mix of resources are used in order to prioritise not just the environmental impacts, social impacts, or economic impacts but rather come to a compromise between all three.



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Examiner Comments

This response is awarded Level 3 and scores the full 8 marks and a further 4 marks for SPAG. This candidate has provided a good range of information about energy resources used in the UK and other countries for AO2, with a balance of AO3 throughout. Crucially, the candidate has addressed the command word, 'assess' by considering which reasons are most important for the energy mix used by a country.

Question 5 (b)

In this question, candidates were asked to state one reason why some areas around the world have water supply problems for 1 mark. This item was generally well attempted by candidates.

Candidates that were successful in obtaining the mark often mentioned that water supply problems were due to a lack of rainfall, or a seasonal imbalance of rainfall. Other successful candidates were able to identify drought, poverty, increased population or ageing infrastructure.

Weaker responses suggested that there was too much rainfall/flooding and so failed to obtain the mark. Responses that focused on issues linked to water quality also did not get the mark, often referring to contaminated/polluted water, or that it 'wasn't clean'.

(b) State **one** reason why some areas have water supply problems.

(1)

lower rainfall than demand needs. High population



This response scores the 1 mark. The candidate has correctly stated one reason why some areas have water supply problems.

Question 5 (c) (ii)

In this question, candidates were required to identify the area with the smallest change in the Water Exploitation Index (WEI) between summer 2002 and summer 2012, as shown in Figure 5. This item was generally answered well, with many candidates scoring the 1 mark.

(ii) Identify the area with the smallest change in WEI between summer 2002 and summer 2012.

(1)

Scotland.



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Examiner Comments

This response scores the 1 mark. The candidate has correctly identified Scotland as the area with the smallest change in WEI.

Question 5 (c) (iii)

In this question, candidates were asked to state two possible reasons for the change in the North Eastern area's WEI, as shown in Figure 5, for 2 marks. Most candidates tended to understand what the question was asking and were awarded 2 marks.

However, a proportion of responses had clearly misinterpreted Figure 5 and believed that the WEI index had increased, rather than decreased, or that a decrease in WEI meant that there was less water available, and not more.

In good responses, many candidates talked about conservation methods of water, such as low water usage appliances, dual flush toilets, water meters and better education about water usage. There were also some good responses about drip irrigation, better ways of storing water and less leakage from pipes.

Some weaker responses suggested that it was because of pollution the water has got better, or that more industry created global warming, which showed a lack of understanding about the reasons why water supply, rather than quality, might change over time.

(iii) State **two** possible reasons for the change in the North Eastern area's WEI shown on Figure 5.

(2)

1. There may be higher amounts of rainfall in Summer 2012 than in Summer 2002.
2. ~~The population may~~ New water stores may have been created, for example ~~clear~~ dams.



This response scores the full 2 marks. The candidate has correctly stated two possible reasons for the change in WEI (AO3).

Question 5 (d)

In this question, candidates were asked to explain one disadvantage of desalination for 2 marks. However, many candidates did not follow the requirement of the questions by writing two simple statements of disadvantages.

Many candidates considered the idea that desalination was an expensive process (1 mark), but then struggled to explain the point that they had made. For example, by extending their answer to comment on how the cost would restrict desalination in developing/emerging countries, where, arguably, it is needed most.

Many candidates also explained that it will cause damage to habitats but did not always extend the point to explain the impact. Some candidates lost marks as they described the process of desalination rather than explain one negative impact.

(d) Explain **one** disadvantage of desalination.

(2)

one disadvantage of desalination is that it takes up a lot of energy to do it. This means that it is bad for the environment.



This response scores 1 mark. The candidate has correctly identified a disadvantage by suggesting that it uses a lot of energy, but this point has been insufficiently developed. For example, simply stating that 'it is bad for the environment' is too vague.

(d) Explain **one** disadvantage of desalination.

(2)

Desalination is a ~~tough~~ process that uses a lot of energy to force water through the electronic membrane for reverse osmosis, making it quite expensive, so ineffective in Lower Income Countries.



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Examiner Comments

This response scores the full 2 marks. The candidate has correctly identified a disadvantage and has extended the idea for the second mark.

Question 5 (e)

In this 4-mark, open response question, candidates were asked to explain one way a named country has attempted to manage its water resources in a sustainable way. However, candidates generally struggled to gain more than 2 marks on this item.

A large proportion of candidates used Las Vegas as a case study and were familiar with how households have been encouraged by the government to decrease their water usage. The UK was also used but there was limited information on the government's approach to managing water sustainably. Responses tended to focus more on how individual people and households could change certain functions, such as dual flush toilets to decrease the amount of water that they use.

At times, candidates struggled with the exemplification part of the 'explain' question and there was limited specific details, which restricts the response to a maximum of 3 marks.

- (e) Explain **one** way a named developed country has attempted to manage its water resources in a sustainable way.

(4)

Named developed country UK

One way the UK has managed its water resources in a sustainable way is through using very efficient methods to water crops for farming. Using technology we can check the moisture levels in soil so we know exactly how much water is needed and when it is needed. This reduces excess water wastage by over-watering crops.



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Examiner Comments

This response scores 3 marks. The candidate has correctly identified a strategy to manage water resources, such as monitoring soil moisture levels, with two further marks for development. However, the answer is quite generic and requires some place-specific exemplification (AO1) for the fourth mark.

Question 5 (f)

In this 8-mark, extended writing question, candidates were asked to assess the reasons why there are differences in water consumption between a developed country and either an emerging or a developing country. Candidates were generally quite proficient at using case studies and exemplification in their responses to this question.

Many candidates were able to identify that developed countries tend to use more water for domestic purposes and developing/emerging countries use more in agriculture. Candidates were also confident at explaining the link between the differences in lifestyle in the countries that they had discussed.

However, very few candidates carried out the assessment part of this question, instead focusing on explaining why there are differences. Many candidates did not recognise that the question needed to discuss the domestic, industrial and agricultural use of water. Of the candidates that identified these key areas of water consumption, some were slightly mixed up with the understanding that emerging/developing countries use more water in agriculture due to poor equipment and not just due to a lack of availability of water.

(f) Assess the reasons why there are differences in water consumption between a developed country and **either** an emerging **or** a developing country.

(8)

The water consumption is overall very high as there is a larger increase in meat production which uses more water than the rice crop. There is also an increase in population result in much more water being needed.

In a developed country water is overall used on a larger scale, as it has larger industries which uses much water. Agriculture also uses a lot of water as if there is too little ^{rainfall} water then irrigation is used which uses a lot of water. In the developed countries each house has a clean water system and uses a lot of its water for domestic use.

Besides for these things a developed country also has a large demand for sanitation resulting in many people having showers every day which uses a lot of water. There is also a demand for leisure which results in much water being used to fill up pools.

~~A developing country~~ In a developing country not all homes have got access to water resulting in many going to the well to collect water as a result less water is being used as many don't yet have access to it and therefore ration with water in order to avoid going too many times to the well. Industries in these countries are only on a very small scale and as a result don't use as much water as the large industries would. As a result of these countries not have such up to date agricultural techniques they don't use irrigation which uses much water.

All in all it is seen that the developed countries are using too much water for luxury and as a result there is a water deficit, but this can be

argued and said eventually these developing countries will be doing the same as the developed. ~~First~~ Water consumption also depends a lot on the amount of rainfall and if a country which is developed and has a lot of rainfall it is ~~very good~~ worth it to supply so much water in order to give the people a better quality of life.



This response is awarded Level 2 and scores 4 marks and a further 1 mark for SPAG. The candidate has struggled to keep the focus of the response tightly on the question, but has provided some information, largely AO2, about what water is used for, and a partial explanation about why this is different in different countries.

(f) Assess the reasons why there are differences in water consumption between a developed country and **either** an emerging **or** a developing country.

(8)

There are many differences in water consumption between a developing and developed country.

In a developed country, there is an increase in technology being produced which many of them involve the use of water, e.g. washing machines, dishwashers. In a developed country has many leisure activities that include water such as swimming, the upkeep of a golf pitch. Many of these leisure activities developing countries don't have, many of them don't even have a fresh supply of drinking water running to their homes.

Another point is that in developed countries the farming and agriculture techniques are extremely different. In a developed country, the farmers use irrigation methods to water the ground it can water up to 75 litres per second whereas in a developing country the irrigation method used is much slower they can water the ground up to 1 litre per second which is much slower and more time consuming.

Thirdly, the water consumed also affects the kind of factories in a place. In a developed country they have big scale factories and use lots of water. Whereas a developing country has much smaller scale factories which uses much less water.

Overall a developed country uses water as a pleasure and to excess, and a developing country every drop of water is precious and needed.



This response is awarded Level 2 and scores 6 marks and a further 2 marks for SPAG. The candidate has provided some descriptive information usage, which does not quite answer the question directly, but does offer some reasonable explanation as to why the amount of water consumption varies. For example, by making links with agricultural usage and for industrial purposes.

Paper Summary

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

- Ensure that candidates are familiar with the new command words used in this specification, for example, the difference in demands of 'assess' and 'evaluate'.
- Remember that 'assess' requires candidates to use evidence to determine the relative significance of something, considering all factors and identifying which are the most important. Alternatively, 'evaluate' requires candidates to measure the value or success of something and ultimately, provide a substantiated judgement/conclusion.
- Centres should spend time reviewing the examples in this report, and other support materials via the qualification page on the Pearson website. This will help candidates become more familiar with the expectations of the command words, and how they should target the different AOs.
- In questions where there is reference to a resource, it is important to ensure that evidence from the resource is used to answer the question, as these items are targeting AO3.
- In questions where they are asked to develop a single reason, it is important to ensure that the appropriate number of links in the explanatory chain are developed. The number of marks should be used as a guide. These questions usually have the command word, 'suggest' or 'explain', but may differ in depth depending on the expectation of the question. For example, a 4-mark, 'explain **one** reason why...' question requires greater depth than a 4-mark, 'explain **two** reasons for...' question.
- There will always be a few questions that require candidates to perform a calculation (AO4). Therefore, it is essential that candidates have a calculator with them. It is also important to read the question carefully. For example, if the question states, 'answer to one decimal place', this must be done to access full marks.
- In the new specification, there is a greater emphasis on AO3 (application of knowledge and understanding), rather than merely recalling facts and figures. Therefore, it is important that candidates can apply place-specific information from their case studies to unfamiliar contexts, or when asked to refer to a named country. The absence of this is likely to limit attainment of higher marks.
- Use the Sample Assessment Materials (SAMs) and specimen papers to help familiarise candidates with the structure of the paper; this will hopefully avoid situations where the rubric has not been followed.
- Candidates should be able to define all the key geographical terminology in the detailed content. For example, a secure understanding of the terms 'deindustrialisation' (Q1d), 'periphery' (Q2diii) and 'desalination' (Q5d) were not fully grasped by many candidates in this examination series.

Grade Boundaries

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

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

