

Examiners' Report  
June 2019

GCSE Geography 1GA0 02

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# Introduction

This was the second series of the new specification for Pearson Edexcel GCSE (9-1) Geography. This Examiner's Report is intended to provide an insight into performance on Paper 2 – The Human Environment component – in particular, analysing the majority of questions in terms of what went well and where common mistakes and underperformance were evident. Exemplar responses from 'real' scripts have been used to demonstrate good practice and highlight common pitfalls encountered by candidates.

The structure of the paper remains the same and is outlined below; please note that this (and future) question papers are based upon Issue 3 of the specification.

The paper consists of three 30 mark sections. Of the 94 marks available for this paper, 4 marks are awarded for spelling, punctuation and grammar (SPAG), and use of specialist terminology in Section C. 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 in the specification. Each of the questions is mapped to one or more of the Assessment Objectives (AOs).

Overall, performance on this paper was very similar to last year.

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 series of low-tariff questions that assess the detailed content of the overview section of the specification (totalling 10 marks). Candidates must then choose to answer either Question 4 (Energy Resource Management) or Question 5 (Water Resource Management). The final question 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. In general, there were much fewer instances where candidates had failed to answer either question, or indeed attempted to answer both, compared with last year.

In general, the assessment of application and interpretation (AO3) and the addressing of the command words 'assess' and 'evaluate' once again seem to have proven challenging for a significant proportion of candidates. There also appears to have been some time management issues with some candidates not managing to complete all the questions; although this has been less of an issue compared with the previous series.

## Question 1 (a) (iii)

Very few candidates secured full marks on this question. Many candidates scored one mark by identifying that the map does not show exact numbers of people, but very few candidates then identified that it was hard to draw comparisons between areas. Some candidates also noted that the map was difficult to read. Some candidates developed this point to achieve 2 marks by saying that this was because the colours were too similar or unclear.

(iii) Describe **one** weakness of the method of presenting data shown in Figure 1a.

(2)

does not allow you to see the exact number of people.



This response was awarded one mark.

The candidate has mentioned that exact numbers cannot be seen (1), but there is no further development of this idea for the second mark.

## Question 1 (b) (ii)

This was generally a very well answered question with many candidates scoring full marks for detailed comparisons between cities. Comparing Birmingham and Stoke were the two most common methods of answering this question. Few candidates talked about any other cities, and so missed opportunities to talk about other cities they might have been familiar with (eg their case study of a major UK city). Deindustrialisation was a common framework for constructing answers. The majority of candidates referred to the availability of jobs in their answers, although many did not give further explanation to gain the two further marks. Some candidates suggested reasons for the disparities between cities such as Leeds and Stoke, but these were often inaccurate and based upon misconceptions about these cities rather than the facts presented to the candidates. Very few candidates referred to uneven levels of development across the UK. A common misconception was that more people working meant higher average annual earnings.

(ii) Suggest **one** reason for the differences shown in Figure 1b.

(3)

Cities like Birmingham have a high annual earning because they have a greater population therefore meaning they have more people earning money.



This response was awarded one mark.

The candidate makes a basic point about the population size (1), but there is no development of this idea, eg about why this might lead to higher average earnings.

## Question 1 (c)

This question was generally answered poorly, with a significant number of candidates failing to score any marks. Many candidates confused 'situation' with 'location' or 'site' and therefore were not awarded any marks.

(c) Define the term **situation of a city**.

(1)

How well connected it is to areas  
around it.



This response was awarded one mark.

There is a clear idea of the city's surroundings, rather than actual physical location (eg 'site') of the city.



Ensure that you can define all of the key geographical terms in the specification.

## Question 1 (d)

Many candidates scored full marks on this question by stating two basic, undeveloped reasons why people (shoppers and/or business owners) are attracted to out of town shopping centres.

(d) State **two** reasons why people are attracted to out-of-town shopping centres.

(2)

1 *Free parking*

2 *Pedestrianised areas*



This response was awarded two marks.

The candidate has stated two reasons why people are attracted to out of town shopping centres.



The command word 'state' does not require a lengthy response, often one or two words or a phrase are sufficient.

## Question 1 (e)

The majority of candidates made reference to schemes centred on designated bus lanes, car sharing programmes and cycle lanes and it was usually clear that these schemes were well understood. Again, candidates sometimes lost marks where they had not developed their answer or had incorrectly attempted to do so, indicating that a broader knowledge and understanding was missing at times. Few candidates referred to park and ride schemes or congestion charges in their response suggesting that these concepts were less familiar. The best answers linked this point to the reduction in carbon emissions or vehicles on the road. The most common case studies for this answer were Birmingham, Bristol and London.

(e) Explain **two** transport strategies aimed at making urban living more sustainable in a named major UK city.

(4)

Named major UK city London

1 Car-sharing -> not as many people using their own transport so less cars meaning less CO2 be produced into the atmosphere.

2 go green -> encouraging people to walk / bike -> making bike lanes.



This response was awarded three marks.

In the first section, the candidate has identified a strategy - car sharing (1) and has developed this by explaining that this leads to less cars/less carbon dioxide (1).

In the second section, there is another strategy - bus lanes (1), but there is no explanation and/or link to sustainability, so no 'development' mark is awarded.



## Question 1 (f) (i)

This question was generally well answered by candidates, with approximately three-quarters of the cohort correctly calculating the median value for the population shown in Figure 1c.

## Question 1 (f) (ii)

The majority of candidates attempted this question, however, very few candidates achieved full marks. Correct answers either followed the method in the mark scheme or divided the original figure with the new figure, multiplied by 100 and then subtracted 100 in order to achieve the correct answer. Marks were lost primarily through inaccuracies in the figures used within the sum; for example, dividing by the wrong figure or subtracting incorrect figures initially when calculating the difference. Some candidates also missed the subtraction part of the sum which resulted in the wrong answer being reached or didn't round to one decimal place so lost the final answer mark.

(ii) Calculate the percentage increase in Abidjan's population between 1988 and 2000.

Answer to one decimal place.

You must show your working in the space below.

~~1988~~

$$\begin{array}{r} 1,934,000 \\ - 3,475,000 \\ \hline 79.7 \end{array} = \frac{1,541,000}{1934000} \times 100 \quad (2)$$

79.7 %



This response was awarded two marks.

The candidate has used the route included in the mark scheme; there is clear evidence of working (1) and the answer has been written to one decimal place (1).

## Question 1 (f) (iii)

The majority of candidates referred to migration or the idea of people moving in and out of Abidjan. Many candidates correctly identified this as rural to urban migration and linked this to a range of push and pull factors indicating that they did have knowledge of the reasons for migration. Confusion sometimes arose surrounding 'natural increase' with the meaning of this sometimes being confused, or poor explanation given to support the reason. For example, Some candidates only received one mark as they said 'natural increase, this means the birth rate is higher than death rate', rather than actually developing this point and giving a reason why. The best answers explained why the death rates were low by saying, 'because of improved healthcare'.

(iii) Explain **two** possible reasons for the rapid growth in Abidjan's population.

(4)

1. People coming to the city to find better jobs, to earn some money for their families. Rural to Urban Movement.

2. More of a population such as migrants moving to cities. Also better health care meaning people are living longer as well as birth rates increasing and death rates are decreasing.



This response was awarded four marks for two developed points.

In the first section, there is a developed point about rural to urban migration to the city (1), with a reason for this provided - jobs (1).

In the second section, there is a second developed point about decreasing death rates (1) as a result of better health care (1).

## **Question 1 (g)**

The major cities most commonly discussed were Mexico City, Mumbai and Sao Paulo. Exemplification was sometimes used to illustrate points about social, environmental and economic impacts. Lower scoring responses typically were able to identify changes caused by rapid urbanisation but with less detail and not many assessed both the positive and negative effects. Some responses were also generalised and could be applied to almost any location. Economic effects were largely viewed as a positive and linked to new industries, jobs and quality of life. Environmental effects were successfully assessed in terms of air pollution (typically linked to traffic) and water pollution (linked to over abstraction and lack of sewage infrastructure). Links to increased carbon dioxide and global warming were also made, though specific links to how urbanisation increased carbon footprint was not. Assessment of social effects had varying levels of precision with decline in provision of healthcare and education often stated. Growth of shanty towns and lack of housing were common themes in most responses. Higher level responses used place specific information to good effect. Often, candidate responses were unbalanced and lacked sufficient supporting evidence as the points made were often very generic. This indicated that candidates did not have an in-depth knowledge and understanding of the located examples that they had studied. Many responses also lacked appropriate structure or did not contain a balanced argument. Very few candidates were able to compose an answer that led to any kind of assessment as to the most significant issues and consequently marks were limited to a low level 2.

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

Assess the effects of rapid urbanisation on this city.

(8)

Named major city in a developing or an emerging country Mexico City

Rapid urbanisation = people moving into the city.

One effect of rapid urbanisation is there will be a higher demand for housing.

This is a negative effect because this will cost more money and use up more free land (green belt land).

Another effect is that there will be a higher demand for food.

This is also a negative effect as farmers might not be able to produce as much food and this could cause hunger or a slow down in development.

One positive effect is that there will be a higher overall (GDP) income so this will help to development process and as people have to buy food it will increase farmers income.



This response was awarded 3 marks (top of level 1).

The candidate has identified several effects of rapid urbanisation (AO2), but with very limited explanation/assessment or place specific information.

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

Assess the effects of rapid urbanisation on this city.

(8)

Named major city in a developing or an emerging country

Rio de Janeiro

~~In Rio de Janeiro of Brazil~~ <sup>Rio de Janeiro</sup> ~~there has~~ <sup>Brazil</sup> ~~been~~ <sup>there has</sup> a rapid rise in urbanisation. This is because the country is slowly developing and their government has made changes to it. Rio has <sup>a</sup> bike system that allows people to travel inner city. This reduces the CO<sub>2</sub> levels as more people use bike. There has also been a change to lanes on the motorway and roads allowing people to travel around the city quicker as there is space. However rapid urbanisation means that the streets are overcrowded, especially in the favelas where there are unofficial homes built from pieces of material.

The favelas are very overpopulated with the largest in Rocinha with a population of 3 million. The government has attempted to improve life here by giving materials to those who live in the favelas to build their homes. Schools and hospitals have been set up ~~in~~ in the area to improve education and a cable car has been set up in the favelas for people to travel quicker from the favelas to the city where most people have work. In

addition to the residents being given one  
return ticket a day.



This response was awarded 4 marks (low level 2).

Looking at the answer holistically, the quality of the AO2 is mid level 2, and the AO3 is mid level 1, meaning low level 2 overall.

There are a range of ideas (mainly linked to favelas), a little local colour and some partial explanation of these effects (AO3).



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

Assess the effects of rapid urbanisation on this city.

(8)

Named major city in a developing or an emerging country São Paulo

São Paulo is developing rapidly due to urbanisation, as people migrate there in search of employment. One effect of rapid urbanisation is therefore unemployment, as so many people seek jobs. This leads to increased inequality because so many people have no ~~work~~ job but others are wealthy and live in the suburbs, commuting to work by helicopter.

Another impact of rapid urbanisation on São Paulo is the <sup>growth of</sup> favelas. Many migrants could not afford housing, so favelas sprang up, full of crowded, informal dwellings and often without reliable access to clean water or electricity. Many of these areas are dangerous and unsanitary, but the people who live there have no choice. This also leads to an increase in crime, because informal settlements are difficult for police to access.

A further impact of rapid urbanisation is strain on schools and hospitals. With so many people crowded into small areas in favelas, hospitals are overwhelmed by patients and there is not enough space or money to build more. Similarly, the standard of education is low among favela residents, because there are not enough teachers and many



students leave school early.

In conclusion, the most significant impacts of rapid urbanisation on São Paulo are unemployment, overcrowded conditions, and strain on hospitals and schools.



This response was awarded 7 marks (low level 3).

There is generally a good balance between AO2 and AO3 - and some use of case study material to support descriptions and explanations.

Crucially, the candidate has attempted to 'assess' in the final conclusion, although this is rather brief.



Make sure that you know what the differences are between the command words 'assess' and 'evaluate'.

## Question 2 (a) (i)

A large proportion of candidates (approximately 50%) scored one mark on this question, usually by correctly identifying 'life expectancy' as a measure used in the calculation of a country's HDI score.

## Question 2 (b) (i)

Candidates generally answered this question very well, with the majority being awarded full marks.

(b) Study Figure 2a below.

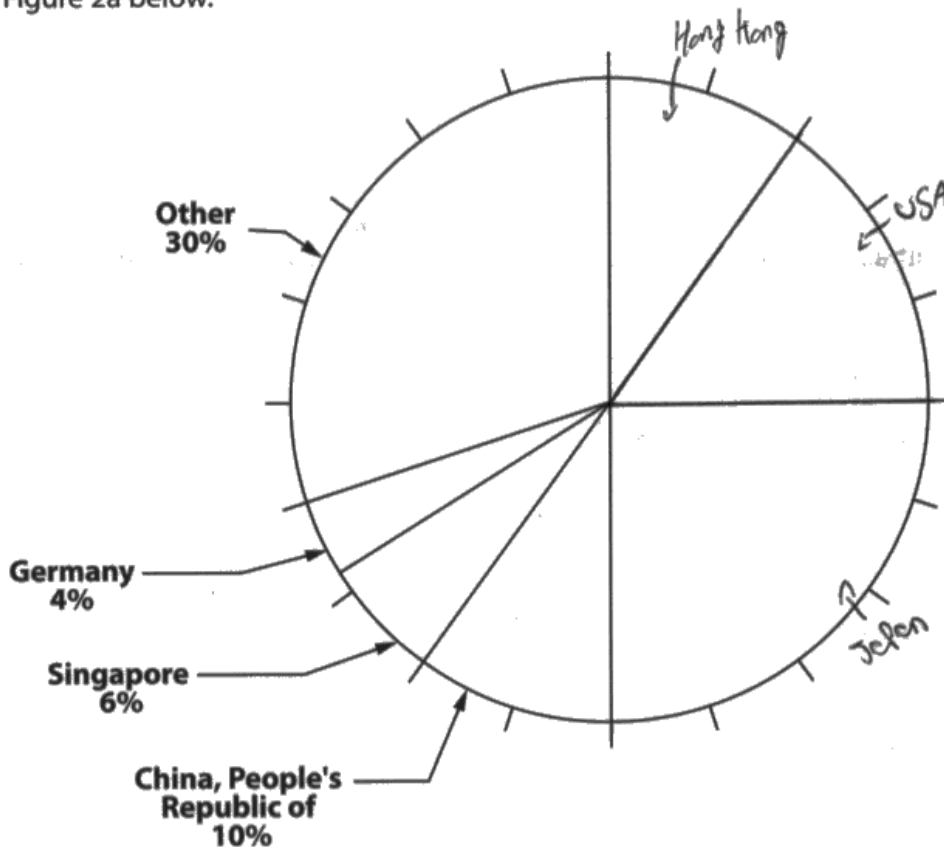


Figure 2a

Pie chart showing the destination of exported goods from The Philippines, 2016

(i) Complete Figure 2a by using the information in the table below.

(3)

Country	Percentage (%) of exported goods
Japan	25
USA	15
Hong Kong	10



This response was awarded three marks.

The candidate has accurately drawn two lines to divide the sectors, and has correctly labelled each sector for the third mark.

## Question 2 (b) (ii)

Most candidates were able to state a concise reason why countries choose to trade with other countries, eg 'to help them become more developed/wealthier' or 'to get resources that they currently do not have'.

(ii) State **one** reason why countries choose to trade with other countries.

(1)

As some goods might not be able to  
be produced in their country.



This response was awarded one mark.

The candidate has stated one, undeveloped reason and therefore was awarded full marks.

## Question 2 (c) (i)

Most candidates identified Asia and Africa as two areas with the highest percentage growth in GDP. However, only a very small proportion of candidates actually went on to gain a third mark. Those who did do this successfully mainly used reference to the equator or the northern hemisphere or named countries. Some candidates picked up on a higher GDP growth in Oceania, but few specified that it was just part of the area. Many candidates mistakenly focused on areas with low GDP growth. Another pitfall that was observed came from those candidates who chose to explain rather than describe.

(c) Study Figure 2b in the Resource Booklet.

(i) Describe the distribution of countries with the highest percentage growth in Gross Domestic Product (GDP).

(3)

On the map we can see that the countries with the highest percentage growth in GDP are found in Asia, India and China, in North America and in Africa (Mauritania, Ethiopia)



This response was awarded three marks.

The candidate has identified two broad areas (Africa and Asia) for two marks, and has named a specific country (Ethiopia) for the third mark.



There are never any 'double command' words used in questions; therefore, do not mix up the requirements of 'describe' and 'explain'.

## Question 2 (c) (ii)

Many candidates identified that the investment from FDI allowed countries to have a high growth in GDP, alongside this there were clear examples of investment by TNC's which encouraged growth and development and this was supported by the understanding that this investment led to a development of GDP. Very few candidates fully developed their points to access all of the marks available. Many answers referred to quite simplistic points regarding increasing trade and increasing jobs. Also, only a small proportion of candidates referenced specific points such as improvements in infrastructure. Overall, candidates did not seem able to develop one point fully to the extent required and therefore, it was not surprising to see that 1 mark was the mean score on this question.

(ii) Suggest **one** economic factor that has led to these areas having a high growth in GDP.

(3)

Economic investment has helped to grow the GDP of these areas. TNCs such as Nike have focused foreign direct investment into infrastructure in India.



This response was awarded one mark.

The candidate mentions FDI (1), but this idea has not been developed for further reward.

Since these countries' GDPs were low before, there is a mass room for growth.  
(ii) Suggest **one** economic factor that has led to these areas having a high growth in GDP.

(3)

Foreign direct investment. Larger brands and businesses invest into these ~~poor~~ poorer countries, developing their economies and increasing trade. This allows more jobs and creates employment for more people.



This response was awarded three marks.

After making the initial point about FDI (1), the candidate successfully goes on to make a 'double-development' to secure all three marks.

## Question 2 (d)

Many candidates were unable to provide an accurate definition of the term, 'periphery'; as a result, only a small proportion of candidates were awarded one mark for this question. Often, responses were too vague, eg 'on the outskirts' or 'on the edge of something'.

(d) Define the term **periphery**.

(1)

The less developed area, were typically  
a rural area. The outer areas  
located on the outskirts, outer  
areas.



This response was awarded one mark.

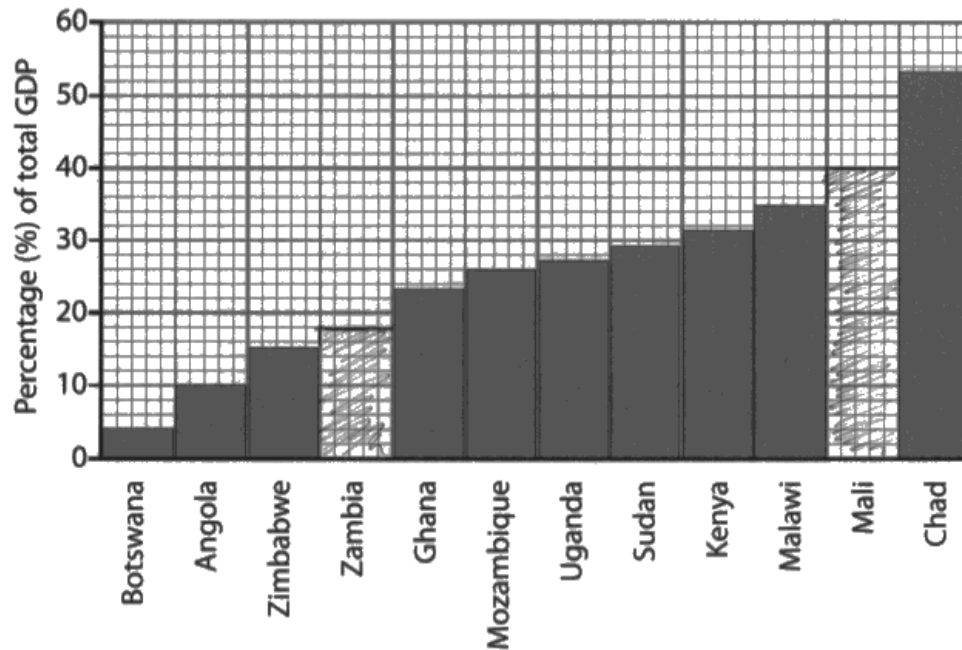
The candidate has provided an adequate definition of 'periphery' with some link to development/wealth.



## Question 2 (e) (i)

This question was generally very well answered, with a large proportion of candidates scoring full marks through the accurate completion of the graph.

(e) Study Figure 2c below.



**Figure 2c**

**Agriculture as a share of total GDP for selected African countries, 2014**

(i) Complete Figure 2c by plotting the data from the table below.

(2)

Percentage (%) of total GDP	
Zambia	Mali
18	40



This response was awarded two marks.

The candidate has completed Figure 2c by accurately drawing two bars.



Remember to bring a pencil, rubber, ruler and calculator into the exam.

## Question 2 (e) (ii)

This question was generally answered well. The majority of candidates were able to develop their points for 2 marks. Answers came from a range of possible options but most commonly included high relief, lack of fertile soil, lack of rainfall and landlocked countries.

(ii) Suggest **one** way the physical environment might influence the GDP of the countries shown in Figure 2c.

(2)

The physical environment allows the country to do different things such as Somalia is on the coast of east Africa and could be used as a port to trade with eastern countries such as Turkey. This enables them to have a high GDP.



This response was awarded two marks.

Many responses focused on limiting physical factors, but physical factors (such as proximity to the coast) are also valid.

This candidate has used this example (1) and explained why it can lead to a higher level of GDP (1).

## Question 2 (f)

Many candidates identified the first point on the mark scheme (meeting local needs/community involvement). Candidates were often unable to access more than 2 marks and either did not write a second developed point or rewrote/reworded their first point. Candidates who identified the low costs or longevity of the projects often did not develop these points further. A minority of candidates mistakenly referred to 'top-down' government schemes, instead of grass roots/community-led, bottom-up schemes, or did not provide any evidence to suggest that they knew the difference or distinction between them.

(f) Explain **two** advantages of using community-led projects to address uneven development.

(4)

1 One advantage of using Community-led projects is that they will target specific areas where there is uneven development and will address it for e.g. more wells with water.

2 Another advantage of using community-led projects is that they are often cheaper and more effective as they are smaller scale projects rather than top down schemes which are more expensive.



This response was awarded two marks.

In both sections, the candidate successfully identifies an advantage of community-led projects, but in both instances, is unable to develop the point any further.



Use the phrase, 'which means that...' to help you develop a point.

## **Question 2 (g)**

Most candidates scored 3 or 4 marks (low level 2). Many did not include sufficient detailed knowledge of specific cities or countries to warrant a higher mark, or did not attempt to give a balanced answer; omitting any limits or barriers to improvements. Many comments were vague and generic. It was disappointing to see a lack of understanding about what 'quality of life' actually included, but those candidates who reached the top of level 2 and beyond could usually do this. High quality answers commented on improvements in adult literacy rates and primary school enrolment percentages. The A02 element was stronger than the A03 element in almost all answers seen. The most popular countries referred to were India and Mexico (specifically Mexico City). Comments on India spoke about government policy to improve FDI through call centres leading to higher paid jobs, but at the expense of the periphery/countryside areas and growing inequality. Candidates wrote about improving slums in Mexico City although admitted the challenge of improving air quality within the basin due to the topography and terrain. Many answers used a structure which would be more suited to an 'assess' question. There seemed to be little understanding of the differences between these command words and many top answers missed a conclusion.

(g) Evaluate how the government has improved the quality of life in **either** a named developing or emerging country.

(8)

Named developing or emerging country Mexico

The Mexico government created a plan to reduce ~~air~~ pollution called 'Plan Verde' - this included things such as: increasing <sup>public</sup> ~~public~~ transport, encouraging recycling and has banned vehicles for one day of the month to reduce air pollution.

~~The~~ Plan Verde has massively helped improve the quality of life as it has helped reduce the country's ~~air~~ pollution levels by 35%, which means people residents are living in a cleaner and nicer looking country. Plan verde has also improved quality of life by encouraging more people to recycle.

Plan verde has also improved connectivity in Mexico by increasing the amount of public transport. This means people will not have to use cars as much which ~~massive~~ hugely reduces air pollution levels.

To conclude, the government in Mexico has greatly improved the quality of life by making Mexico a cleaner country by using 'Plan Verde':



This response was awarded 5 marks (mid level 2).

The candidate has included several place specific ideas about how the Mexican government has improved the quality of life, although the explanation linked to these strategies is not fully developed.

There is a conclusion and they have attempted evaluation, but this is quite simplistic as it is based upon limited evidence.



(g) Evaluate how the government has improved the quality of life in **either** a named developing **or** emerging country.

(8)

Named developing or emerging country Thailand

Thailand for a long-time, has ~~struggled~~ struggled with littering ~~ing~~ problems which polluted streets, ruined hygiene and lowered the quality of life. Thailand's government has acknowledged this and have been deploying more waste bins around. Thailand has also adapted fines for littering in hopes of decreasing the amount of litter produced. Change was <sup>truly</sup> noticed when streets were being cleaned by volunteer groups and <sup>the</sup> local community. However this wasn't the government's doing. Thailand has lowered its <sup>total</sup> carbon emissions a lot since they built the BTS, which is an electric skytrain which is a lot of the ~~most~~ <sup>most</sup> populated cities populations main choice of ~~to~~ transport. Thailand's government have now started development on the purple line, which is a new line on the <sup>skytrain</sup> ~~train~~ that reaches to the outskirts and country sides of Thailand. This improves the quality of life as it allows a <sup>cheap</sup> alternative to carbon emitting transport options, which lowers the amount of pollution nationwide.



Thailand struggles a lot from pollution  
so this would hugely improve quality of life



This response was awarded 6 marks (top level 2).

There is a good balance of AO2 and AO3 throughout; however, the candidate has not included a conclusion or made a definitive judgement - something that would be expected for level 3.

### Question 3 (a) (i)

The majority of candidates were able to provide a correct definition for the term 'abiotic'.

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

(a) (i) Define the term **abiotic**.

(1)

The non-living parts of the environment



This response was awarded one mark.

The candidate has written a correct definition using the phrase 'non-living', scoring one mark on this question.

### Question 3 (b) (i)

Most candidates were able to identify the positive correlation, but there was a significant amount of confusion over the scales and therefore many candidates believed that the grain increase outstripped the population growth when it was in fact the other way round. A small proportion of candidates managed to score the second mark by using data correctly, although again many misread the growth statistic which was a pity. Overall, over half of the candidates gained one mark but only a small proportion scored full marks.

(b) Study Figure 3 in the Resource Booklet.

(i) Compare the trends shown in Figure 3.

(2)

As the population increases, the production of cereal grain increases. This is because a higher population requires more food available.



This response was awarded one mark.

The candidate gains one mark for the idea that both variables are increasing; however, there is no further credit here for the explanation as the command word is 'compare'.



Try to use terms such as 'fluctuating' and 'correlation' when describing a trend or a relationship between two variables.

### Question 3 (b) (ii)

Candidates generally performed well on this question and were able to explain a wide range of impacts of intensive agriculture, ranging from eutrophication to soil erosion. A minority thought the question required them to describe the graph, which usually gained no credit, and a small minority wrote about the impacts of factories which make breakfast cereals, not realising that 'cereal grain production' means farming wheat and rice. A significant number of candidates recognised primary impacts like habitat loss, but the explanation of secondary impacts (eg waste/packaging etc) was lacking. Impacts of more CO<sub>2</sub> emissions or the use of chemicals was also common.

### Question 3 (b) (iii)

A significant number of candidates failed to score any marks on this question as they failed to read and understand the question correctly. Many of the responses that failed to score tended to give ideas about how websites can be used to collect information, eg carry out a survey or read it, rather than identify how information on a website can be processed, eg through a graph, poster or 'wordle'. Those candidates who did correctly interpret the word 'process' tended to just identify a method, eg bar graph or poster, but did not develop their points. Those candidates who did successfully develop their point, eg by suggesting what could be presented on the bar graph, were awarded two marks.

(iii) One type of information that could be used to investigate the impact of farming on the environment is a website.

Describe **one** technique that could be used to process this information.

(2)

You could test the waters for fertilisers and pesticides which damage the plants living in the water and kill the wildlife. Then link the amount of fertilisers used by farmers and its impacts on the environment.

(Total for Question 3 = 10 marks)



This response scored zero marks.

Many responses similar to this one were seen, demonstrating a mis-interpretation of the question by the candidate.



Read the question carefully and try to leave time at the end of the examination to check your answers.

## Question 4 (b)

The majority of candidates were able to state one reason (eg population is rising, people are getting wealthier) and thus scored one mark on this question.

(b) State **one** reason why the global demand for energy is increasing.

(1)

An increasing  
population



This response was awarded one mark.

Please note that on a 'state one...' question, no development is required.

## Question 4 (c)

Many candidates found this question to be quite challenging; this might be because they are well versed in the disadvantages of non-renewables or praising renewables but not in the advantages of non-renewables. Consequently, there were a significant number of candidates who still chose to discuss at length the advantages of renewable energy for no reward. For those candidates who focused on a non-renewable energy resource, many were able to identify a basic advantage but very few were able to provide an extended explanation of this point. The most common answers that did gain credit referred to: coal being easily accessible and cheap to mine; the development of oil creating jobs; the development of natural gas leading to fewer carbon emissions and less global warming; and the development of nuclear (uranium) being good because only small amounts are needed and there is less carbon emissions than other non-renewables.

(c) Explain **one** advantage of the development of a named non-renewable energy resource.

(3)

Named non-renewable energy resource Coal

Coal is cheaper to use than renewable energy resource and is also more reliable efficient as it provides more energy for a smaller initial cost. Also coal is also already present in some countries which makes it even cheaper as they do not have to pay for it to be extracted. It also does not take up space for crops whereas many renewable resources do.



This response was awarded two marks.

The candidate has identified one advantage of coal (cost) and developed this idea through explanation but this is quite limited, and a 'double development' is needed for all three marks.

(c) Explain **one** advantage of the development of a named non-renewable energy resource.

(3)

Named non-renewable energy resource

Nuclear power

One advantage of nuclear power is that only a small amount is needed to power a lot of products meaning less needs to be used.



This response was awarded one mark.

The candidate has identified an advantage of nuclear power (only a small amount is needed) for one mark, but there is no further development, eg in terms of how this might impact on costs or the longevity of this type of energy resource.



## Question 4 (d) (ii)

This question produced very mixed responses. Many candidates went off on a tangent and discussed the photograph rather than offering new ideas for the 'investigation'. For those who grasped the question, the better answers included reference to: hours of sunlight; amount of solar energy that can be produced here; proximity to settlements/houses; size of the site and climate (particularly wind). Alternative uses for the land including other sustainable methods of energy production were explored well. A few candidates referred to the accessibility of the site but used this as a point about vandalism and the resource being damaged. There were a notable number of candidates that described the figure in terms of what they saw, not addressing the question's requirements.

(ii) The photograph in Figure 4 provides some information about a renewable energy site.

State **two** additional pieces of information that would help to investigate if this is a good location for the development of renewable energy.

(2)

1 The climate would help because if it were sunny often, more energy would be produced

2



This response was awarded one mark.

One additional piece of information (climate information) has been stated for one mark.

## Question 4 (d) (iii)

Unfortunately, a number of candidates failed to refer to Figure 4 in this question, and provided a response that was not focused on the development of solar. There was a general misunderstanding that renewable energy can have disadvantages, so there was a lack of depth in some of the answers; many responses only scored one mark for a basic reason (eg 'they are too expensive to develop in poorer countries) which is fine, but this was rarely developed. Another weakness here from some candidates was the tendency to list a number of disadvantages of solar power, without actually developing any of the ideas.

For the majority of candidates who did address the question, there was a split in approach. For some the idea of producing solar energy at this site or anywhere else in the UK was looked upon with scorn. Consequently, they discussed the alternative power sources, particularly wind. Those who stayed on track referred to the fact that the sun does not shine all of the time (the site did not look very sunny, therefore less energy produced); the site was too small to be productive; start-up costs are expensive; habitats are destroyed and solar farms are unsightly. Some candidates did use fieldwork examples to help them answer the question.

(iii) Suggest **one** disadvantage of developing this type of energy resource in the area shown in Figure 4.

(4)

It is expensive, ~~and~~ because ~~of~~ solar panels cost so much to have, people cannot afford them so they result to ~~be~~ non-renewable resources such as coal which is bad for the atmosphere because it creates pollution and is also running out.



This response was awarded one mark.

The candidate has identified one disadvantage of solar (cost), but this idea has not been developed for any further reward.

(iii) Suggest **one** disadvantage of developing this type of energy resource in the area shown in Figure 4.

(4)

Solar pannels need sunlight to power energy, however the area shown in Figure 4 has many surrounding trees which may shade the solar pannels and this means they wont be creating as much energy as the ~~potens~~ potentially could.



This response was awarded two marks.

The candidate has identified a disadvantage (surrounding trees can place the panels in shade), with development (which means that not as much energy will be produced), but further linked explanation is required to achieve 3 or 4 marks.

## **Question 4 (e)**

Many responses illustrated a lack of understanding with candidates opting to describe how energy resources are being managed in different countries, rather than explaining why governments/organisation hold particular views (a similar issue was evident on Q05e). Nevertheless, some candidates produced exceedingly good, balanced answers reflecting both sets of views. A few stronger candidates included a structured conclusion that linked back to the question. They were able to highlight the similarities and differences in position and articulate their understanding. Such candidates could make clear links between growing world population, increasing demand for energy, fossil fuels and their impact on global warming and the current position regarding the development of renewable technologies. Furthermore, they could make positive reference to case studies such as the Bavaria solar park, the London Array and Three Gorges dam. In some level 3 responses, candidates were often able to show some knowledge of the Paris agreement and the USA pulling out of such a treaty. There was a lot of knowledge regurgitated for this question in relation to the German solar scheme and the Three Gorges Dam project in China without any detailed application to the question's requirements. It was clear that the majority of candidates realised that there is need for an energy mix and for governments' to meet the needs of their populace, but they struggled to explain why such an energy mix was needed. Some weaker responses saw candidates stray into explanations about energy conservation strategies and the reduction of emissions, but these tended not to be linked to the question. There was very little other concrete examples of organisations/NGOs, except for the infrequent mention of Greenpeace.

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

(e) Assess the views held by organisations and governments on the management of energy resources.

(8)

Fracking is a method by which oil is obtained by using a pipe to burst chemicals at rocks. It's begun in the UK and many environmentalists disapprove. Its main issue is water pollution as it pollutes nearby rivers causing illness for animals, decreasing biodiversity. It also releases ~~the~~ CH<sub>4</sub> which is a very hazardous ~~pollutant~~ greenhouse gas, speeding up climate change. Therefore, it is definitely ~~not~~ the best <sup>resource</sup> ~~method~~ for the environment and so organisations like Green Party oppose it. However, ~~it's~~ many conservatives believe we rely too much on the Middle East (oil) and Russia (coal) for our energy (coal and oil are the UK's main energy sources). This is true as the Middle East's a zone of conflict whose ~~values~~ are ~~to~~ very different to the West, so fracking allows ~~the~~ the UK ~~have~~ a source of homegrown energy. The UK does need to reduce carbon emissions however to meet its goal ~~by~~ of ~~renew~~ by 2030. Therefore, renewable sources like solar, wind, hydroelectric power, favoured by environmental groups will help, however they are expensive and - most importantly - don't produce enough energy for the UK as a whole as ~~we~~ ~~don't~~ they're very inconsistent. However, the Atlantic Ocean does provide strong winds, good for ~~the~~ wind turbines.

Most organisations agree our energy consumption's too high. It should be managed more sustainably - we shouldn't be allowed to use so much.



This response was awarded 6 marks (as well as 3 marks for spelling, punctuation and grammar).

The candidate has attempted to assess the views of governments and organisations and makes some valid explained points about different views and actions.

The response does stray from the question at times, but overall a good attempt has been made to explain the views of different stakeholders although 'assessment' of these views is very weak, and needs to be more coherent for level 3.

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

(e) Assess the views held by organisations and governments on the management of energy resources.

(8)

Wind turbines are a good idea in some organisations eyes as they are efficient at there job and don't harm the environment much, they can be tricky to install and maintain but ultimately provide a good energy source which is using wind as the primary consumer.

The government also like using solar panels and solar energy as a way to access and produce energy. This is because they are eco friendly and can pay off big time when producing energy. The government try and encourage people to install solar panels in there homes as they are more efficient in producing energy.



This response was awarded 2 marks (and 1 mark for spelling, punctuation and grammar).

The candidate includes some basic points about energy resources and why governments may choose to develop them (AO2); however, there is a lack of AO3 (explanation and assessment) which limits this response to mid level 1.



## Question 5 (b)

This question was generally answered well by candidates although some candidates failed to gain credit because their definition was just too vague, eg by saying, 'a lack of water' without any link to demand, etc.

(b) Some countries suffer from a water deficit.

Define the term **water deficit**.

(1)

It is when there is no water available at all.



This response was awarded 0 marks as there is no link to demand.

(b) Some countries suffer from a water deficit.

Define the term **water deficit**.

(1)

The demand for water is outgrown by population or natural reasons



This response was awarded 1 mark as the link with demand has been made by this candidate.



## Question 5 (c)

Very few candidates secured full marks on this question. The majority of successful responses were able to identify monetary differences and therefore differences in access linked to development. After making an initial point (often linked to development), further development was either weak or absent within the response. Candidates often missed linking how the factor they had chosen would affect the domestic water usage. A number of students failed to respond in terms of domestic usage often talking about agriculture.

(c) Explain **one** reason why there is a difference in domestic water usage between different countries.

(3)

In <sup>Some</sup> ~~developed~~ countries there is a high percentage of domestic water uses than in other countries depending on how much precipitation a country receives. In some countries there is higher precipitation than in other countries as they could be in drier regions where they don't receive as much rainfall.



This response was awarded one mark.

One reason for the difference has been made, precipitation levels (1), but this has not been expanded upon for any further reward.

## Question 5 (d) (ii)

This question was generally answered quite poorly by candidates, with a modal mark of zero. Many candidates chose to describe what they could see in Figure 5, rather than answer the question by stating two additional pieces of information that could be used to investigate why water usage varies between countries.

(ii) The photograph in Figure 5 provides some information about water usage in a developed country.

State **two** additional pieces of information that would help to investigate the differences in water usage between developed, and emerging or developing countries.

(2)

1 ~~then~~ How rich a country is

2 It's development



This response was awarded one mark.

The candidate repeats the same (valid) point about finding out how rich a country is (1).

(ii) The photograph in Figure 5 provides some information about water usage in a developed country.

State **two** additional pieces of information that would help to investigate the differences in water usage between developed, and emerging or developing countries.

(2)

1 The amount of yearly rainfall

2 The consumption consumption of clean water



This response was awarded 2 marks.

The candidate has stated two legitimate pieces of information that could be used to investigate levels of water between countries.

## Question 5 (d) (iii)

Candidates were often able to identify that irrigation was shown in the picture, but only a relatively small proportion of candidates explained why irrigation might be needed beyond making crops grow or that it is quicker to water this way. Candidates appeared to fail to connect the use of irrigation to a lack of/inconsistent rainfall or the idea of increasing crop yields/profits for the farmer.

(iii) Suggest **one** reason why this type of water usage is common in the area shown in Figure 5.

(4)

Because areas in figure 5 get long hot days of sunshine with warm temperatures meaning that land needs added water to improve the quality of the soil and to allow the crops to grow also this means that farmers can get more crops from there land meaning more money.



This response was awarded four marks.

The candidate has successfully provided a detailed, linked explanation following an initial reason based upon the climate in an area.

(iii) Suggest **one** reason why this type of water usage is common in the area shown in Figure 5.

(4)

because there is a lot of farming in the UK and the rainfall is not reliable the crops still need to be watered ~~but~~ but you can't do it manually. this is a popular technique as it is efficient and no effort.



This response was awarded one mark.

This candidate has been able to provide a reason why irrigation is being used in Figure 5 (unreliable rainfall), but does not offer any further development or explanation.

(iii) Suggest **one** reason why this type of water usage is common in the area shown in Figure 5.

(4)

Water is taken from the ground to then be used to water crops, this is common in this area as it means water is being recycled. It's also common in these areas as it means that all the crops get watered.



This response was not awarded any marks.

The candidate has not identified irrigation as the type of water usage shown in Figure 5.

## Question 5 (e)

Several candidates did not attain many marks for this question as they chose to simply write out the case studies that they had been taught which was not what the question was asking. Candidates who provided a detailed description about how water resources were being managed often failed to apply their case study material to the question, and usually made little or no reference to government or organisational views (eg Las Vegas & transfer schemes from the Hoover Dam was a common one used in this way). Lots of the responses referred to a generic 'they' rather than identifying the stakeholder, be it government or an organisation; this typified a level 1 response. Overall, similar issues were observed as in Q04(e), which was disappointing as this is targeting one specific section of the detailed content in the specification.

**In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.**

(e) Assess the views held by organisations and governments on the management of water resources.

(8)

Some organisations and governments think the best way to manage water resources is to distribute it evenly all over so that it isn't wasted or some have more than others. However, others see that the best way to manage it is to ~~to~~ not give much<sup>out</sup> and save it in case of emergencies such as droughts.



This response was awarded one mark (plus one mark for spelling, punctuation and grammar).

The candidate makes a basic point about the management of water resources (AO2) but very little else.

Better responses would tackle the views of governments and organisations separately and provide some supporting names, facts and figures.

**In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.**

(e) Assess the views held by organisations and governments on the management of water resources.

(8)

Many governments try to supply the most populated areas of their country with enough water for them to survive. So, in the UK for example, the government have built pipes from areas in the north with a water surplus and brought that water to areas in the south with a large population but not enough water. This water is then used domestically, to drink or clean.

Organisations such as Water Aid, attempt to give water to those in desperate need by building wells and facilities that store or clean water. These projects are funded by donations and are implemented in areas like Africa where children have to walk many kilometers a day to get clean fresh water so they don't get diseases.

Organisations in areas of America, such as Las Vegas, adopt a reuse policy for their water. Hotels in Vegas often feature large fountains that attract tourists. The water used by these fountains is put



in a constant cycle so that new water  
doesn't need to be used ~~and~~ <sup>so</sup> they can  
save water as drought is common here.  
Individuals in Las Vegas also help water  
management by using large ~~washing~~ <sup>washing</sup> machines  
to ~~save~~ <sup>reduce</sup> the amount of water needed per  
wash.



This response was awarded three marks (plus two marks for spelling, punctuation and grammar).

The candidate has included a range of viewpoints (AO2), but has not explained these or offered any assessment (AO3), something that would be expected for level 2.

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

(e) Assess the views held by organisations and governments on the management of water resources.

(8)

Water resource management is different in each country. the majority of the ~~the~~ earth's population have no access to clean water ~~in~~ 100% of ~~the~~ <sup>the</sup> time.

In China, there is ~~is~~ 1.7 billion people living there. ~~is~~ and the country is one of the largest in the world yet 90% of the population live in the East near the coast. ~~is~~ Even though 75% of the water is in the south west. the South to North water movement scheme organised by the communist Chinese government plan to speed up the water's path over 3 separate ways each travelling 1000 kilometers. China is a developing country and due to the majority of Chinese income being funded by the secondary sector domestic and industrial water use is extremely high which shows how poorly they are managing the water.

The UK on the other hand is a very small country with 66 million people. ~~is~~ → we have a water deficit in areas like London due to sewer pipe leakage and wastefulness. Due to the UK's moist maritime climate the government aren't strict on water

use which causes water deficit. The UK's water deficit is also due to a region of high rainfall from the sea is on to the west coast which is very mountainous. This causes water surplus in the region.

**(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)**  
**(Total for Question 5 = 24 marks)**

Overall developed countries manage water worse than developing due to the money available to be spent if need be on desalination plants.

**TOTAL FOR SECTION C = 34 MARKS**

**TOTAL FOR PAPER = 94 MARKS**



This response was awarded four marks (plus three marks for spelling, punctuation and grammar).

The material about government viewpoints is quite good, with some useful place-specific information (AO2) and some developed explanation (AO3).

However, the response does not wholly address the question (about 'viewpoints') and fails to consider organisations, something that would be expected for a mid to top level 2 response.

**In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.**

(e) Assess the views held by organisations and governments on the management of water resources.

(8)

Depending on whether the country is developed or developing, different organisations and governments within the country have different views on management techniques.

For example, in China the government developed a scheme to decrease water scarcity whereby water was transferred from the wetter ~~area~~ south to the drier north through pipes. This was a hard engineering technique and had many drawbacks. For instance the water which arrived from the south was very polluted and it was very expensive to transfer. As it was polluted it would also cost a lot of money to treat to make it safe to drink again. Also, 330,000 people had to move so ~~refugees~~ could be built to aid this project. This was ~~also~~ a disadvantage as it was very inconvenient and very expensive, hampering the country's development. Because of this scheme not being very effective, the Chinese government ~~re-evaluated~~ re-evaluated their views of the best management technique and switched to a soft engineering technique, ~~which~~ ~~to~~ ~~mean~~ this meant water was delivered to plants through micro-hydro sprinklers meaning the amount of water ~~that~~ that is lost to evaporation decreased, which saved more water. They also switched to drought resistant crops meaning if water was scarce these crops could live for a prolonged period of time, increasing the crop yield in drier months and also saving water.

However, developed countries like America have more commercialised views on the best form of management for water.

resources. For example, in Las Vegas, the government ruled that new houses should not have front lawns and only desert gardens in the back. This used less water as it meant less water was used on gardening as desert gardens require little water, so it was saved. Furthermore, organisations in Las Vegas like popular hotels and casinos have switched to washing machines that use 70% less water than usual meaning they are able to conserve water and manage water resources effectively.



This response was awarded seven marks (plus four marks for spelling, punctuation and grammar).

The candidate provides some excellent material about government viewpoints, eg not just 'what' has been done, but also 'why' it has been done.

There is evidence of assessment within the answer but it is slightly imbalanced, with limited material about the viewpoints held by organisations, which is something that would be expected for full marks.

**In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.**

(e) Assess the views held by organisations and governments on the management of water resources.

(8)

The Governments send out warnings and bans towards the usage of water for less important reasons. This is when an area/country is usually experiencing a drought and do not want people wasting water on plants, & swimming pools, etc. This can happen in the UK.

Some organisations create donations & in order to fund for places like Kenya and hot regions, that ~~are~~ experience serious droughts.



This response was awarded two marks (plus one mark for spelling, punctuation and grammar).

The candidate has provided brief ideas about the viewpoints of governments and organisations, although this is quite generic and lacks explanation and/or place-specific detail.



# Paper Summary

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

- When answering the 8 mark 'assess' or 'evaluate' questions: Ensure that candidates are clear about the difference between the requirements for 'assess' and 'evaluate' questions. Candidates should be reminded that 'assess' questions require evidence to determine the relative significance of something, considering all factors and identifying which are the most important. Alternatively, 'evaluate' questions require candidates to measure the value or success of something and ultimately, provide a substantiated judgement/conclusion. There is now a much 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, along with a lack of detailed explanation, ultimately prevented a number of candidates from going beyond a mid-level 2 mark for the 8 mark questions.
- Make full use of resources: Resources in the Resource Booklet and Question Paper are more than just 'wallpaper' to trigger some ideas; instead, there will be specific AO3 and/or AO4 marks available for the interpretation of these resources, which means that candidates must do more than merely recall knowledge and understanding.
- Developed points are needed on 4 mark 'explain/suggest two...' questions: These types of questions were generally answered better this year, in particular Q01(e) and Q01(f)(iii). However, there were still several instances on these style of questions where candidates struggled to develop an initial point, which meant that a large number of candidates scored two out of four.
- Extend an explanation: Performance on the, 'explain/suggest one...' for 3 or 4 marks were generally done poorly. Candidates must remember to use the number of marks a question is worth as a guide to how much time they need to spend on it and therefore, ensure that the appropriate number of links in the explanatory chain are developed.
- Maths and Stats – it is important to remember how to perform different calculations (AO4): In general, questions that required candidates to complete a graph and questions where a 'calculation' was required were done better than in the previous series. However, many candidates struggled to calculate 'percentage increase' Q01f(ii). Also, a smaller proportion only scored one mark on 2 mark calculation questions due to a failure to display all workings.
- Candidates should be able to define all the key geographical terminology in the detailed content: For example, a secure understanding of the terms 'situation' and 'periphery' were not fully grasped by many candidates in this examination series. Also, 'economic factors' Q02c(ii) were often confused with social or physical factors.
- Centres are encouraged to 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. 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 range of command words and how they are attached to different Assessment Objectives.

## 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>





