

Examiners' Report
June 2018

GCSE Geography B 1GB0 01

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Introduction

This paper forms component 1 of the first linear assessment series for the Edexcel B (9-1) Geography specification. Paper 1 is an issues-based paper covering a range of physical and human geography content. It is a 90-mark paper, broken into three 30-mark sections, with each section covering one topic within the specification. 4 additional marks are allocated to the extended writing question within Question 2 – the Development Dynamics section. These marks are for correct spelling and accurate use of grammar – SPaG.

The questions are designed to increase in difficulty within each section, culminating in an 8-mark extended writing question. The 'ramp' resets at the beginning of each section. All questions are compulsory.

Many candidates demonstrated a high level of geographical understanding throughout the paper. These candidates made excellent use of the source material provided, interpreted the command words correctly, and identified the keywords within questions. It was evident that they had been well-trained in dealing with the demands of the new style questions, as well as being able to produce well-structured, detailed extended writing responses.

Less-able candidates often found the extended writing questions challenging. Again, knowledge of the key words in the 'detailed content' section of the specification can help here. Being able to interpret key words in this style of question, along with an informed guess, is always better than leaving the question entirely blank. It is worth reminding candidates that marks are given for correct responses, but they will not *lose* marks for stating anything that is incorrect.

Time management may have been an issue for some candidates; some of the later extended writing questions had brief answers and often only offered generic points. On the other hand, some of the earlier short answers had responses that were overlong. Candidates need to pay close attention to the mark tariffs and the expectations of length of response, using the number of lines provided as their guide.

Question 2c proved to be challenging for a large number of candidates who evidently did not understand the term 'topography'. This is specification terminology, which the candidates should cover. In future series', ensuring that candidates are aware of all key terminology mentioned in the 'detailed content' part of the specification is recommended – see the Edexcel website for details.

Questions that required candidates to assess understanding of specification content (AO2) and those that were designed to apply this understanding to evaluate geographical information and make judgements (AO3), were particularly successful in discriminating between candidates of different abilities.

This report will provide exemplification of candidates' work, together with tips and comments for a selection of questions. This exemplification will come mainly from questions which required an extended candidate response.

Question 1 (b) (i)

Although most candidates were able to identify a cause of a tsunami, which was encouraging, far fewer were able to explain the link between the physical process and the formation of a tsunami.

The majority of those receiving full marks were credited for the identification of the cause, which was commonly an 'earthquake' with an extension identifying that this transferred energy to the water, causing a tsunami. Although not as common, it was pleasing to see that a variety of different causes had been taught, with candidates referring to landslides and meteor strikes.

(b) (i) Explain **one** cause of a tsunami.

(2)

A tsunami is caused by a release of energy caused by an earthquake which sends waves through the water. The earthquake is caused by a build up of pressure between two plates which then jolts past each other to release energy.

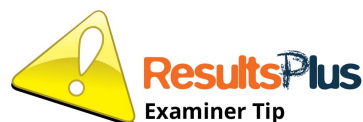
With this type of question, as well as identifying the physical process causing a tsunami, some explanation is needed as to how this process leads to wave formation.



This is a very strong answer, containing several ideas.

The cause of a tsunami is identified, along with the explanatory point of the energy causing waves. Further explanation is given regarding plate movement.

2 marks



Explain processes fully

Do not expect examiners to fill in the gaps for you

Question 1 (c) (i)

The graph for this question showed the commonly-seen correlation between carbon dioxide levels in the atmosphere and mean temperature in Antarctica.

The identification of a strong correlation between the two variables was the most common answer for most candidates. This was expressed frequently as 'fluctuations', 'strong correlations' or more simply as 'when carbon dioxide goes up, so does temperature'.

Many candidates found it difficult to gain further marks. Although they were able to identify points on the graph they did not engage with the term 'trends'. Stating that '200 000 years before present temperature was -3°C ' in isolation did not describe a trend and consequently they limited their marks.

Where candidates engaged with the term 'trends' and used data, they produced good answers, with many candidates achieving full marks.

Teachers should practise using a variety of different graphs with candidates throughout the Geography course. The AO4 skills section is tested on all papers. It is important that candidates can access all types of the geographical and mathematical skills outlined on pages 36 and 37 of the specification.

Upon interpretation, encouraging candidates to identify the most obvious features of graphs can give confidence to lower-ability students and is often a useful step to accessing marks.

- (i) Describe the trends in mean Antarctic temperatures and CO_2 concentration as shown in Figure 2. Use numeric data in your answer.

(3)
They both follow the same pattern as if the mean CO_2 concentration rises the mean antarctic temperature rises. 25 000 years ago when the CO_2 level was low at about 187 parts per million the antarctic temperature was low at -9°C . Now as the CO_2 level has risen to 390 parts per million the antarctic temperature has risen to 5°C .



The candidate identifies the most obvious feature: that there are similar trends, as well as identifying that temperature rises tend to be accompanied by rises in carbon dioxide concentration.

There is evidence of an overview of the graph, including data.

3 marks

Question 1 (c) (ii)

Over half of the candidates were able to gain two marks for this question. Responses were varied to include a wide variety of causes, most commonly volcanic eruptions and the associated cooling effect. Common errors included not extending the cause either by detail or by the effect on temperature. Some candidates explained a human cause of climate change e.g. the intensive breeding of cattle and large numbers of cows producing methane, a greenhouse gas. A smaller group of candidates mistakenly described the effects of, or responses to, climate change.

(ii) Explain **one** natural cause of climate change.

(2)

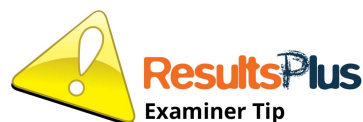
Volcanic eruptions release ash and gas into the atmosphere which means the sun's rays cannot reach the surface and so the temperature cools.



This response shows a common route taken to access the two marks.

The cause is identified, in this case volcanic eruptions, with the answer being accompanied by an explanation regarding how they impact upon climate change.

2 marks



The two-mark 'explain one' questions often carry a mark for identification of a factor and a further mark for explanation

There must be some element of explanation to gain 2 marks

(ii) Explain **one** natural cause of climate change.

(2)

one natural cause of climate change is the Milankovitch cycle. This occurs every 100,000 years, affecting climate change as it increases it.



Here, the candidate identifies a relevant factor – a part of the Milankovitch mechanism, but is unable to explain clearly how this impacts on climate change.



Underline key geographical terms in the question. In this case, 'natural cause', where you clearly need to explain what this is, and 'climate change'. Practise linking both parts of a question such as this – 'how do 'natural causes' cause 'climate change?'

Question 1 (e) (i)

This style of question was similar to those on the previous specification but, as indicated in the sample assessment materials, they are marked differently. Candidates were expected to identify and extend two points. It is therefore a 2x2 question.

Most candidates extracted relevant information from the map and the table and could extend this to explain why this made Haiti vulnerable. Quite a large number of candidates achieved the full 4 marks.

The most frequent answers included the use of Human Development Index (HDI) data to identify:

- a lack of education making hurricane preparation difficult
- Haiti's low Gross Domestic Product (GDP) per capita, which means it may not be able to build strong defences or shelters

In each series, there will be questions that link directly to a resource. If the question states, 'use figure x' then ensure that you are doing so in your answer.

Teachers should ensure that candidates are made aware that the specification encourages a deepening understanding of the world around them.

Candidates should be able to apply knowledge to new information. This can be practised through starter activities, where information on a new case study is given and the class tries to predict what the location is like.

(i) Haiti appears to be very vulnerable to the impacts of Hurricane Matthew.

Using Figure 3, suggest **two** reasons why.

(4)

1. Haiti has a low HDI of 0.48 which shows they are a developing country. ^{Haiti} Developing countries ^{doesn't} don't have very much money (only US\$ 761) which is low. This means they can't afford to protect their homes + properties.
2. The hurricane passed really close ~~to~~ to their capital port au Prince which is home to 2.5 million people. This means that there is a high chance of deaths. From
geth
damag



This candidate has been able to interpret three useful pieces of information from the map and is able to extend two of them:

- the ideas of a low GDP and the lack of money to protect properties from damage
- the storm track is heading close to the Haitian capital, which will have a high concentration of people.

HDI is also mentioned early in the answer but is not sufficiently extended.

4 marks



Always use resources if they are provided

Question 1 (e) (ii)

This question seemed to challenge many candidates. The most successful simply identified that the map resource had both date and path information and used these to suggest different ways in which this could enable preparation. Less-able candidates tended to mirror their response and repeated a generic preparation comment.

The question did not state that it was necessary to make use of the resource in the candidate's answer. The significance of Geographic Information System (GIS) track maps is covered in integrated skill 4 on page 10 of the specification. Although the majority of candidates tended to refer back to the resource, a pleasing number of candidates had been exposed to a variety of different styles of track maps. Such candidates referred to wind speed within the storm or the speed of movement of the cyclone itself.

(ii) Figure 3 includes a GIS cyclone track map.

Explain **two** ways maps such as these can help countries to prepare for tropical cyclones.

(4)

1 They can predict where the hurricane will go next, so people will have time to prepare defences and evacuate.

2 They can predict the speed the hurricane, so people will know how long they have until hurricane is upon them.



It is worth noting that this is another example of a 2x2 question. It is necessary for the candidate to 'explain two ways', rather than producing a lengthy explanation of one way that this style of map can be useful.

This answer identifies two ways in which GIS maps can be useful and provides a reasonable explanation of each one, achieving full marks.

4 marks



Ensure that you are familiar with the:

- detailed content of the specification
- integrated skills for each topic

Question 1 (f)

This was one of the more challenging questions that was faced by many candidates with many candidates receiving no marks. However, there were numerous candidates who attained the full 3 marks.

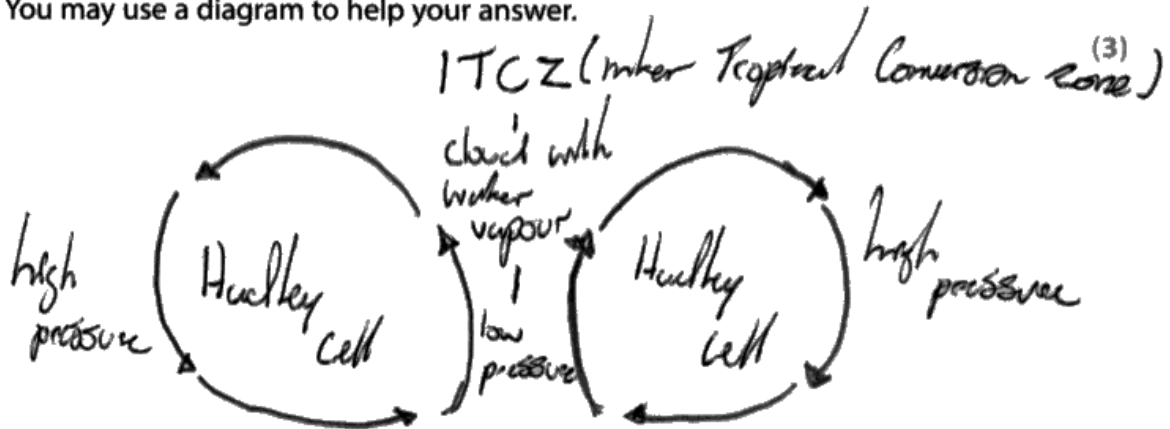
The most common route to full marks was through identifying the equator as an area of low pressure (high rainfall) and then going on to explain the process of precipitation at this area.

Many candidates completed complex regurgitation of the global atmospheric circulation diagram, with varying degrees of success. It is important to stress to candidates that they cannot receive marks twice. Frequently, complex diagrams that had clearly taken several minutes to draw, were then described within the text. Neither of these was related to the question and thus time was lost for other questions.

A well-labelled diagram is sufficient to score maximum marks in this style of question. As tempting as it may be, there is no need to repeat the text contained in your diagram on the lines below. This merely wastes time which could be better spent on other questions.

(f) Explain **one** way in which global atmospheric circulation determines the location of high rainfall (low pressure) areas.

You may use a diagram to help your answer.



The Hadley cell low pressure areas are created when heat rises at the pole. This causes the water vapour to condense which results in high rainfall. This mostly happens at equator, however it does change throughout the year.



In this response, the diagram alone is good enough to score three marks without the accompanying text.

The inter-tropical convergence zone (junction between two Hadley Cells is identified) along with the idea of rising air as indicated by the arrows as well as the formation of clouds through rising water vapour.

The text is superfluous and, as a result, merely costs time.

3 marks



Use a diagram or text – not both

Question 1 (g)

A large number of candidates utilised a case study on Hurricane Katrina to give information regarding the quality of the USA's response to tropical cyclones in general. Many candidates described the quality of the response and many gained AO2 marks with detailed case study knowledge.

The highest-performing candidates accessing Level 3 distinguished between the effectiveness for different groups of people (rich and poor). They also expanded the case study information to show the difference between short-term and long-term responses.

High-quality AO2 knowledge enabled candidates to be more specific when reaching a judgement. Some candidates were very well prepared for this type of question, evaluated throughout, and reached a sound conclusion.

Those candidates who did not engage with the evaluate element of the question were effectively limited to Level 2, because they did not reach a judgement.

In weaker Level 1 responses, a significant number of candidates did not respond to the question. Instead, they discussed the preparations for, and effects of, rather than the responses to, a hurricane. Such answers tended to be very vague, generic and lacked any specific detail relating to the country that they had chosen.

Some candidates used either no case study or referred to a developing country. Where comments were relevant, they were credited appropriately. Whilst a regular feature in examiner reports, it is important to stress to candidates which case studies should be used for each type of question.

Paper 1 requires that you learn six located examples of geographical processes.

Look out for the globe symbols in the specification and produce case study notes for each one.

When answering the extended writing question, underline the type of country that is required in the response to help focus your answer.

(g) Evaluate the effectiveness of the methods of response to a tropical cyclone in a named developed country.

(8)

Named developed country ~~U.S.A.~~ U.S.A.

Hurricane Katrina hit the U.S.A. in 2005. It was a category 3 hurricane with a 6 metre storm surge that caused 1800 deaths.

On one hand, the response to the disaster was not of a high enough standard. FEMA, ~~a~~ ~~for~~ (The Federal Emergency Management Association) were the branch of the government tasked with ~~protecting~~ rescuing those stranded in the worst-hit areas. However, they were not ready for the strength and destruction that Katrina brought, and ~~some~~ some people were left stranded in their homes for two weeks or longer. ^{FEMA reached them.} For a developed country such as the U.S.A., this was simply not acceptable.

Alternatively, some responses were excellent. Despite the Hurricane costing \$100 billion in damage, the government invested ~~a further~~ \$14 billion into flood defenses in the area, building new levees capable of withstanding larger storm surges (Katrina's 6 metre surge wiped out all old defenses). This response showed ~~the~~ dedication from the government to prevent a disaster like

This ever occurring again.

In conclusion, the responses to Katrina were mixed -
the ~~exam~~ USA showed the extent of their financial
response well, but their search ^{and} ~~the~~ resource was inadequate.



ResultsPlus
Examiner Comments

This answer acknowledges the command word by adopting an evaluative approach throughout and is substantiated by detailed case material.

Arguments for and against the effectiveness of the response to Katrina are given, with the candidate reaching a rounded conclusion.

8 marks

Level 3



ResultsPlus
Examiner Tip

Underline the type of country required - this will help focus your answer

Question 2 (b)

Many candidates did not make the connection between HDI and life-expectancy. They wrote generally about how the wealth of a country would impact on health, incorrectly bringing in ideas about GDP, which is not measured within HDI.

Those candidates who made the link with life expectancy usually gained the second mark, explaining the meaning of the term or, more simplistically, stating that a high life-expectancy score indicates that there is a healthy population.

With the command word being 'explain', there must be an element of good explanation to receive the second mark.

Again, do not expect the examiner to make the connections for you.

(b) Explain how the HDI measures the health of a population.

(2)

HDI considers the life expectancy of a country. Therefore, a country can judge how healthy a country is based on this.



ResultsPlus
Examiner Comments

Here, the candidate recognises that life expectancy is a component of HDI, for one mark.

However, the second mark is not obtained because the candidate is not specific when explaining the link between the term and health.

1 mark



ResultsPlus
Examiner Tip

Develop your points whenever you can

Question 2 (c)

This was the most poorly answered question on the paper. It was evident that many of the cohort had very little, if any, understanding of the term 'topography'. This led them either to attempt an educated guess or to leave the question out entirely.

'Topography' is a specification term, which candidates should have encountered during their course. As was the case with this first paper, going forward, the wording for all questions in the series will come from the 'detailed content' part of the specification. Therefore, it is important that candidates are supported to learn key geographical terminology.

Successful candidates, such as those below, were able to interpret the term 'topography' and establish a link as to how it can be either favourable or problematic for economic development. It was pleasing to see several different aspects of topography appearing in candidate responses.

Most commonly, steep/flat land was identified but some candidates were able to mention a reduction in temperature with height, difficulty establishing communication routes, as well as poor mountainous soil quality.

(c) Explain **one** way in which topography affects economic development.

(3)

£ If a land is flatter, this means that planting crops and setting up factories and transport routes will be easier - if trade and production is easier, economic development can increase as more money would be fed into the economy. If land is bumpy ^{and} mountainous, then it would be harder to trade and build ~~some~~ areas for jobs and homes, meaning the economy would not have much being put into it and so economic development would be low.



This response achieves full marks by the time the candidate reaches the start of line 4. Marks are awarded for:

- identifying a valid element of topography – 'if land is flatter' (1)
- identifying why this is advantageous – 'planting crops will be easier' (1)
- linking this to economic development – more crops = more money (1)

(c) Explain **one** way in which topography affects economic development.

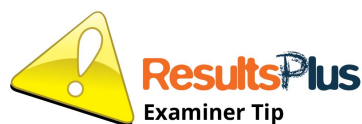
(3)

If the land is steep not many crops can be grow there So there are limitations on what amount of crops you can grow this means no money can be made.



This candidate takes a more simplistic yet equally effective route to achieving 3 marks. Marks are awarded for:

- an element of topography is identified - 'land is steep' (1)
- the reason that this is problematic is explained - 'not many crops can grow there' (1)
- the link to economic development is made - 'no money can be made' (1)



Make glossaries of key words from the detailed content part of the specification. The questions are created using words from this section.

Question 2 (d) (i)

This was a simple mathematical question requiring the interpretation of a resource and the subtraction of one figure from another. The majority of candidates gained 1 mark by identifying that the difference between 119.6 billion and 34.4 billion is 85.2 billion.

Question 2 (d) (ii)

This question tested another mathematical skill, this time percentage increase.

Given that candidates encounter percentage increase problems in their Maths lessons, as well as now in their Geography studies, it was somewhat surprising to see the majority of candidates receiving no marks.

Some candidates were able to demonstrate an understanding of the mechanics of percentage increase and show this in their workings to receive 1 mark and then provide an incorrect answer. A small number, unlike the candidate below, gave their answer as 211.45, despite the question asking for an answer to one decimal place.

- (ii) Calculate the percentage increase in FDI in China between 2000 and 2014.
Answer to one decimal place.
Show your working.

(2)

$$\frac{119.6 - 38.4}{38.4} \times 100$$

.....211.5.....%



ResultsPlus
Examiner Comments

This response receives 1 mark for the correct calculation demonstrating an understanding of percentage increase.

It receives another for the correct answer rounded to 1 decimal place.

2 marks



Build in opportunities to practise the required mathematical skills throughout the course

Question 2 (e)

Most candidates had a good understanding of the key term in this question and therefore received two or three marks.

Some candidates, although a minority, gave examples to help formulate their answers, typically referring to large dams.

Most answers focussed on the idea that local communities are often ignored and projects were therefore inappropriate for local people's needs.

(e) Explain **one** disadvantage of top-down development strategies.

(3)

~~Some candidates~~ Top down development strategies are very expensive to set up and run, therefore this means the government do not have as much money to spend on things like healthcare when the project is being set up. Consequently, more people could become seriously ill or die if they haven't got access to medicine they need.



This response identifies a disadvantage of top-down development.

It complements this with two extensions showing why spending large amounts of money on such projects is disadvantageous.

3 marks

Question 2 (f) (i)

It was pleasing to see that a large majority of candidates gained the mark available for this question.

Many candidates were able to simplify the figures to a ratio of 5.5:1 although this was not necessary to receive the mark. Indeed, any suitable ratio was credited, with frequent answers including 550:100 and 11:2.

A small number of candidates misread the question and expressed the ratio as the urban to rural population, giving answers such as 1:5.5 which was incorrect.

It is worth reiterating to candidates that 1 mark calculate questions require only the correct answer. There were some examples of time-consuming long division given in answers, which was unnecessary in this instance.

Question 2 (f) (ii)

This is another new-style question that encourages candidates to demonstrate their knowledge and application of different graphical techniques.

A significant number of candidates was able to identify a relevant data presentation technique, with a similar number being able to describe how the technique would demonstrate the changing Chinese rural/urban population data. The most popular presentation method offered was a bar chart, with successful candidates going on to describe how this would look if drawn out.

A small number of candidates opted to describe the technique using a diagram, which was equally acceptable for the second mark. Many candidates limited themselves to 1 mark by offering a bar chart or line graph as a suitable technique, without any description. A common pitfall was the suggestion of a single pie chart, which would be inappropriate for showing temporal change.

In 2-mark questions such as these, if possible, try to offer a little more than just stating one point – in this instance, it could be mentioning a bar chart and then there needs to be some description to reach the full mark allocation.

(ii) Describe another data presentation technique which could be used to show the changing rural and urban populations in China in the table (Figure 5).

(2)

A bar graph can be shown with three bars for each year showing the difference in rural population, urban population and total population at each year.



This is a typical good response, in which the candidate identifies an appropriate data presentation technique and offers an element of description

2 marks



2-mark questions such as these need description to gain the second mark.

Question 2 (f) (iii)

Although most of the candidates had something to say about the negative impacts of rapid economic development, many were not able to establish a direct link to human health. Candidates should guard against complacency when using vague terminology in isolation, such as 'industry' and 'pollution', and attempt to be more specific, for example nitrous oxide and/or nitrogen dioxide from diesel engines.

Again, underline key parts of the question on the examination paper.

One negative impact of rapid economic development is required and then its impact on human health needs to be explained.

'Explain' almost translates as 'say why'. Why is air pollution bad for human health?

(iii) Explain **one** negative impact of rapid economic development on human health.

Air pollution would increase dramatically⁽²⁾
meaning there may be more cases of
Asthma and other other medical issues.



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Examiner Comments

Here, the candidate identifies the potential impact of rapid economic development (air pollution) for one mark.

They explain the impact that this can have on human health, demonstrating a good understanding of the demands of the question.

2 marks



ResultsPlus
Examiner Tip

Explain almost translates as 'say why'

Question 2 (f) (iv)

Although some candidates were able to deliver well-rehearsed case-study detail in response to this question, less successful candidates overlooked or misinterpreted the key terms in this question – 'socio-economic' and 'regions'.

Some candidates were unable to move out of the confines of an emerging country city in their answer and lacked an understanding of the concept a wider region. Consequently, few candidates were able to achieve four marks.

India was a popular country of focus, with many stronger answers contrasting the regions of Maharashtra and Bihar.

Be careful not to mirror your answers when given two scaffolds as is the case here – in other words try to avoid saying the same thing twice!

(iv) For a named emerging country, explain **two** socio-economic differences between regions.

(4)

Named emerging country India

1. Maharashtra is an urban core region which means it attracts most of the foreign direct investment and TNC's locate there. This creates job opportunities and people receive more income to spend on health and goods.
2. However Bihar is a periphery region and has a lack of wealth to invest in education and health. This leads to low literacy rates which keeps people trapped in a cycle of poverty.



This candidate understands the two key components of the question – socio-economic differences and regions.

The candidate is able to identify that Maharashtra has higher average incomes, explained by the concentration of foreign direct investment.

Bihar, by contrast, has lower levels of literacy as a consequence of a lack of investment in education.

4 marks

Question 2 (g)

Candidates who were successful in gaining Level 3 marks were able to look at both the positive and negative impacts of globalisation on the economy.

Answers that included increasing interconnectivity and employment opportunities were frequent, as well as those that identified the possibility of companies exploiting its employees.

Many candidates demonstrated excellent case-study detail and had been well-trained to include geographical terminology. Candidates made errors when they diverged from discussing the economy and focussed too much on the environmental impacts.

Some candidates were able to link environmental problems with human health, and therefore an inability to work or more money needed to be invested in health services. However, this ability was quite rare.

Generally, AO3 performance was weaker than AO2. Smaller numbers of candidates offered any judgements as to whether the positives of globalisation outweighed the negatives or attached any specific weight to any of the impacts that they had identified.

However, there was evidence that candidates had been well-trained to deal with this type of question, with many examples of relevant connectives such as 'on the other hand' and 'an alternative viewpoint is'.

Again, India was the most popular location of choice, although there were several excellent answers focussing on Nigeria and China.

In terms of SPaG, some less-able candidates continued to make elementary errors such as lacking capitalisation for place names and writing without punctuation. It is worth reiterating to candidates that the four marks available are not based on spelling alone – good punctuation is just as important.

Try to evaluate throughout your answer rather, than leaving it until the conclusion.

This will help you perform at a higher level in AO3, where you are marked on your ability to make judgements and support them with evidence.

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

- (g) Evaluate the impact of globalisation on the economy of a named emerging country.

(8)

Named emerging country India.

On the one hand, Globalisation is good for India's economy because due to the fairly cheap labour & working costs, many companies have outsourced centres to India, for example BT. There has been an increase in the amount of jobs in telecommunication and other tertiary sector jobs. This has caused growth poles to occur in major cities such as Mumbai which attract more businesses, thereby developing India's overall economy greatly. Moreover, multiplier effect has caused more FDI investments and TNC involvement, which increased India's GDP. On the other hand, more formal economy jobs due to globalisation may not be viable to all workers as some don't speak English well, and as more workers move into more formal work, ^{the} informal job sector, which can be greatly seen in Dharavi has declined slightly as a result, and this sector of work contributes to \$3.6 billion of India's economic revenue, this is an economic disadvantage.

Another disadvantage is that increased want for more TNC's has led to government policies allowing tax free zones for certain countries. Even though initially India could receive a lot of money from this as trade would increase, leading to more economic activities, the lack of taxation reduces how much money is going into the government, therefore smaller-scale, but very important Indian businesses will be outcompeted, and possibly can no longer afford to have their businesses set up in these areas, due to the fact

that they don't receive any aid and funding from local councils and governments.

However, overall globalisation has impacted the economy positively as it has resulted in more FDI's and money going in, than money goes out.



ResultsPlus
Examiner Comments

The candidate reaches Level 3.

This candidate attempts to deconstruct the question before beginning their answer. They underline key words and add ideas, which help to formulate a structure.

The candidate reaches Level 3 by demonstrating an accurate understanding of the key issues relevant to the question (AO2).

They make balanced judgements throughout, which are supported by evidence (AO3).

Spelling, punctuation and grammar are consistently accurate throughout, earning the additional four marks.

Response: 8 marks

SPaG: 4 marks

Total: 12 marks



ResultsPlus
Examiner Tip

SPaG is important and not purely all about spelling. Remember to punctuate too!

Question 3 (b) (i)

Two-thirds of the cohort demonstrated an understanding of the term 'informal employment' and were able to give a characteristic.

By far the most common response involved not paying tax, followed by the idea of no set salary or irregular pay.

Informal employment is another example of specification terminology and reiterates the value of ensuring that candidates have an understanding of such terms.

Question 3 (b) (ii)

Frequent answers referred to a shortage of jobs in the formal sector caused by rapid rural-urban migration. Alternatively, candidates cited a lack of education preventing migrants accessing jobs in the formal sector.

However, too many candidates referred to the incorrect idea that informal employment has increased out of a choice by the residents of urban area workers with ideas such as that they:

- do not want to pay tax
- want to work on their own terms and 'be their own boss'
- want to keep the money for themselves rather than making tax payments to the government

(ii) Explain **one** reason why informal employment has grown rapidly in some cities.

(2)

Informal employment increases due to overpopulation in cities therefore there are not enough jobs in formal employment for everyone to earn income so people resort to informal (in slums).



This candidate identifies that a key requirement of the question is to explain why informal employment is growing rapidly in urban areas.

The candidate:

- identifies that there is a shortage of formal jobs, forcing many into the formal sector (1)
- attributes this to overpopulation (1)

2 marks

Question 3 (c) (i)

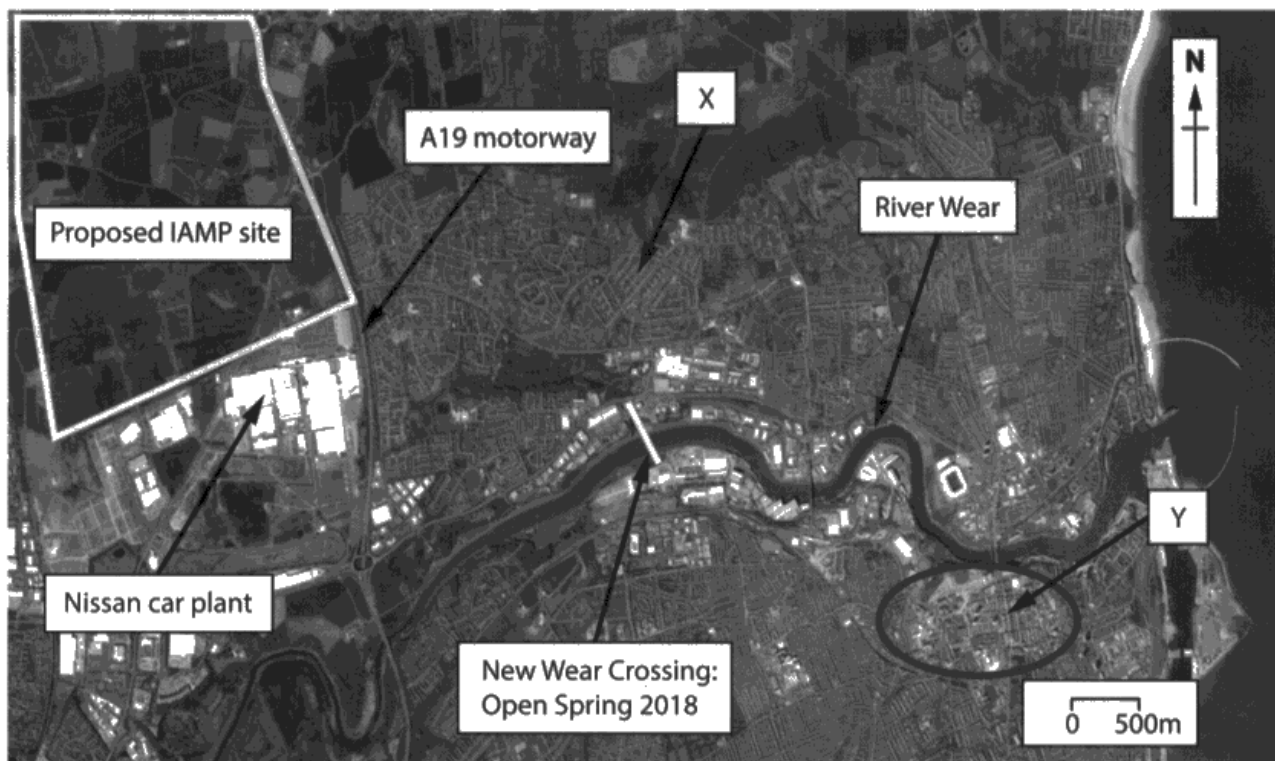
The majority of candidates gained full marks in this question.

The specification asks candidates to learn the characteristics of commercial, industrial and residential land uses. This is supplemented with the associated integrated skills asking candidates to be able to identify different areas of land use from satellite imagery.

Of the candidates who did not achieve full marks, a significant proportion confused the terms 'commercial' and 'industrial'. In addition, they were unable to associate commercial land use as dominating within the central business district.

Some candidates gave more than one land use for each location. With the question asking for the **main** type of land use at X and Y, they were unable to access a mark by adopting this approach.

(c) Study Figure 6.



Key:

IAMP - International Advanced Manufacturing Park

○ - Sunderland's Central Business District (CBD)

Figure 6

An annotated satellite image of Sunderland showing different land uses and future developments

(i) Identify the main land use found at locations X and Y by completing the table using the list below.

(2)

- A Transport
- B Agricultural
- C Residential
- D Commercial
- E Industrial

Location	Main land use
X	A, B, C
Y	C, D, E



With the question asking for the main type of land use at each location, this answer receives no marks because several different land uses are given.

0 marks



Multiple-choice questions may appear to be relatively straightforward. Read these questions carefully: some of the choices are 'distractors' – they distract from the correct answer

Question 3 (c) (ii)

The vast majority of candidates received at least one mark for this question, but only a small number went on to gain all three marks.

Successful candidates were well-versed in the difference between 'describe' and 'explain' and kept their answer focussed on purely descriptive comments. They were able to make good use of the pointers available on the resource, such as the scale, compass point and other features marked on the map of Sunderland.

Several candidates oversimplified their answer with comments such as 'it's near the sea, near the river and near a bridge' – only one proximity mark was awarded to this type of answer.

Some candidates made incorrect direction and distance judgements. Another common mistake was to attempt to explain why the Central Business District location was beneficial, with comments such as 'it's location near to the sea helps with trade.'

(ii) Describe the location of Sunderland's Central Business District (CBD) shown on Figure 6.

(3)

South east on the map and about 650 meters
away from the coast. It is south to the river by
0 metres.



This candidate keeps things straightforward, making three valid descriptive points.

3 marks



If a map has a compass point and a scale, try and use them in your answer.

Question 3 (c) (iii)

Generally, this was a well-answered question, with over a quarter of candidates receiving the full four marks.

Many of the responses identified the factors that influenced the location of the International Advanced Manufacturing Park (IAMP). A frequent response was that the A19 is located nearby, which would help with the transportation of manufactured goods. Additionally, close proximity to the Nissan car plant would help with manufacturing resources.

Some common mistakes were that candidates mirrored their answer in scaffold two, limiting themselves to two marks by offering the same, or a very similar, explanation twice.

(iii) Suggest **two** factors which may have influenced the choice of site for the proposed International Advanced Manufacturing Park (IAMP) shown on Figure 6.

(4)

- 1 It looks like greenfield land that ~~has never been built on~~ so should be easy to develop is quite far away from the CBD so should be cheaper as it tends to be less in demand.
- 2 It runs right next to the A19 motorway so building supplies and stock can be efficiently transported & easily



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Two valid factors are identified and clearly explained enabling the candidate to access full marks.

4 marks



This is another 'suggest two' question. Suggest and explain are two very similar command words. The key difference is that suggest encourages you to bring in your wider geographical knowledge and, in this case, apply it to the resource.

Question 3 (d) (i)

This question tested both candidates' knowledge of mathematics and their locational knowledge.

Over half of the cohort managed to attain at least one mark with many attaining both marks. Those that gained full marks knew which three cities were South American and also understood how to calculate the mean.

A less successful group of candidates was those that were able to identify the three cities in South America but surprisingly were unable to calculate the mean, giving them an incorrect answer and zero marks, as in the example below.

Some candidates were able to do a basic mean calculation, albeit with erroneous figures.

- (i) Calculate the mean % population growth between 2011 and 2025 in South American megacities.
Answer to one decimal place.
Show your working.

$$17 + 15 + 14 = 46 \%$$

(2)

.....46.....%



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Examiner Comments

The candidate is able to identify the three South American cities but stops short of calculating the mean, thereby receiving no marks.

As always in calculation questions, there is one mark available for demonstrating an understanding of the mathematical process and another for the correct answer.

0 marks



Practise questions involving the use of mean, mode, median and inter-quartile range

Question 3 (d) (ii)

This was a fairly well-answered question with the majority of candidates receiving at least one mark.

The idea of social challenge was something that some of the candidates did not quite understand, with answers referring to environmental challenges and even political challenges.

Most successful candidates cited problems associated with overcrowded housing and the associated problems of living in shanty town conditions. There were also some interesting responses which detailed the social challenges in the rural areas as a consequence of rapid rural-urban migration.

(ii) Explain why the rapid growth of megacities shown in Figure 7 may cause social challenges.

(3)

~~more people may move~~ As the areas become more popular, land becomes more expensive, and people previously there may be evicted. For example, there is a large squatter settlement in Mumbai (a megacity) and there are social challenges as whether to demolish the settlements as the land they're on is useful land for expansion, but then the settlers will lose their homes and communities.



This candidate takes a slightly unusual, but equally valid, specific case study approach using a named megacity.

The issue of increasing land values is identified and well-extended.

3 marks

Question 3 (e) (i)

Most candidates were able to identify a pull factor encouraging the movement of people to urban areas, or a push factor encouraging them to leave rural areas. Rural-urban migration was also a popular response, followed by the pull factor of greater job opportunities.

Question 3 (e) (ii)

The majority of responses for this question were very descriptive.

Successful candidates could identify two contrasting areas of a megacity and could describe the varying quality of life but could not explain the reasons for the differences.

Similarly, some candidate responses were very general, discussing a poor area without a named location in relation to an unnamed rich area of the megacity. Due to the descriptive nature of some responses, a minority of candidates was awarded three marks. There was the little chain of explanation because some candidates phrased their response as a comparison, rather than explaining fully the reasons for the differences between those areas.

However, when candidates did identify contrasting residential areas of a megacity, their points were often supported with explanatory points, showing that they had secure case study knowledge.

It is worth reiterating that in the 'Challenges of an Urbanising World' part of the specification there is one major case study, which candidates need to learn – a megacity in a developing or emerging country.

- (ii) For a named megacity, explain why the quality of life varies between different residential areas.

(3)

Named megacity Mumbai

In the slums of Dharavi quality of life is very low. Hundreds of people per toilet and taps means illness spreads very quickly and people often die. ~~the~~ houses are makeshift and ~~have~~ only have electricity by illegally branching off wires which is dangerous. In the high rise ~~apartments~~ apartments running water, toilets and electricity are available for everyone so quality of life is much higher.



Although this candidate is unable to name two contrasting residential areas within Mumbai, the reasons for the differences in quality of life between Dharavi and the wealthier residential zone are explained clearly.

3 marks



Make sure you have a detailed set of revision notes on your chosen city

Question 3 (e) (iii)

This question proved challenging for the less-able candidates, with a large number of responses that were unanswered or had a very generic short answer. This could possibly be due to the fact that this is the last question of the paper and candidates had difficulty with time management. Generic short answers consisted of vague information about the megacity, some of which had little relevance to answering the question.

The main approach adopted by candidates was to outline top-down and bottom-up strategies to promote sustainability with Mumbai as the most popular case study. Candidates were able to focus on a range of strategies such as recycling and the environmental advantages of Mumbai's monorail system. That knowledge was often substantial. A few responses made use of 'developed' non-megacities such as London or New York and identified problems of sustainability and how they could be achieved.

Responses that achieved Level 1 (1-3 marks) focussed primarily on A02, demonstrating a basic understanding about development projects which helped their city become more sustainable. The skills that limited their marks were lack of assessment in the question and not linking the concepts back to sustainability. There were often generic statements which could apply to most megacities but primarily it was an absence of A03 assessment which prevented them access to Level 2.

Responses that achieved Level 2 (4-6 marks) consisted of more specific, non-generic information. They showed clear understanding of projects that attempt to make a megacity more sustainable, supported by some A03 judgement skills. Candidates were able to begin to assess the success of projects and giving disadvantages of the project that could hinder sustainability of the megacity. The areas of improvement that were needed to gain them access to Level 3 were the candidates' inability to link the strategies back to the idea of sustainability and the impact that the strategies were having on the population.

To attain Level 3, candidates need to:

- link the strategies back to the idea of sustainability
- be able to evaluate by demonstrating the impact that the strategies are having on the population

A megacity in a developing or emerging country is the only detailed case study candidates need to learn for the challenges of an urbanising world part of Paper 1

(iii) For a named megacity, assess the different strategies used to improve sustainability.

(8)

Named megacity Mumbai

One strategy used to improve sustainability in Mumbai is called 'Vision Mumbai', which was set up by an American businessman and is set to be completed by 2050.

The main way that it aimed to improve sustainability was by demolishing the Dharavi slums, to leave space for green space and greener housing developments. This strategy could be popular from a top-down perspective, as it achieves some of the aims of sustainability that were part of the project. However, it was not popular with residents of the slums, as they lost their communities and their livelihoods. Additionally, Dharavi had a huge recycling industry, which recycled about 80% of waste, so demolishing Dharavi would lose that industry. This contradicts the aim of sustainability that the project wanted to achieve.

A different strategy used in Mumbai to improve sustainability was the 'monorail'. This aimed to reduce congestion and deaths that originally were occurring up to 10 times a day on the usual train services. This could be positive for sustainability because it reduces congestion, which means ~~the impact~~ that travelling around Mumbai is a lot safer and faster. However, the 'monorail' track didn't run through very useful areas such as industrial areas and thus only benefited some people.

Although the strategies used were beneficial to Mumbai, they were mostly only useful to certain groups of people, and only created a larger inequality between the rich and the poor in the city, due to the top-down nature of the schemes.



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This is a strong answer, which:

- contains an excellent level of detail covering the strategies adopted in Mumbai (AO2)
- relates back to sustainability and assesses the strategies making judgements throughout (AO3)

It moves to the top of Level 3 in the final paragraph. The idea that the strategies, although beneficial to some, may widen the inequality gap between rich and poor, is a very advanced judgement indeed.

8 marks



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Examiner Tip

Go through the detailed content in the specification

Make case study notes on each section for your chosen megacity

Paper Summary

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

- Examiners construct questions based upon the wording in the 'detailed content' part of the specification. This year, many candidates lost marks by not understanding some of this terminology such as 'topography' in Question 2c. Go through the detailed content, making a glossary of key words
- Having an understanding of the command words is very important. This year, many candidates confused 'describe' and 'explain' when answering Question 3cii
- Pay close attention to emboldened words within questions. In the case of Question 2e, candidates were asked to 'explain one disadvantage of top-down development strategies
- Some questions will ask you to make use of a resource, typically giving advice such as is given in Question 3ei, which asks candidates to make use of figure 3. Ensure that you study resources, making use of them in your answer. Many resources will have a compass point and a scale. Try to make use of these in your answers
- Case-study knowledge is important. In the 'Development Dynamics' section, there is a compulsory case-study of an emerging country. In the 'Challenges of an Urbanising World' section candidates must cover a megacity in either a developing or emerging country. Be prepared to use specific case study detail in responses
- When answering the extended-writing, 8-mark questions, be aware of what is required to access Level 3. Try to include specific locational knowledge applied to the question (AO2). This will often come from the case studies that have been covered in class. An often-overlooked area is the need to try to make on-going evaluation or assessment supported with evidence (AO3)
- There are two possible command words for Paper 1, 8-mark questions: 'assess' or 'evaluate'. Be aware of the difference between the two
- Time-management is important, and look carefully at the number of lines for your answer – they should be sufficient. There are three sections to answer and 90 minutes to complete the paper, so as a guide, attempt to spend a maximum of 30 minutes on each. It was evident from this year's paper that some candidates did not have enough time to answer the final 8-mark question and were only able to produce short, generic answers. Try to manage time effectively to avoid this situation

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>

