

Examiners' Report  
June 2019

GCSE Geography 1GB0 01

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# Introduction

This paper forms Component 1 of the 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. Four additional marks are allocated to the extended writing question within Question (Q) 02 – the Development Dynamics section. These marks are for correct spelling, punctuation, and the accurate use of grammar and specialist terminology (SPGST).

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. The exam includes multiple-choice questions, short open response, calculations and 8-mark extended writing questions. The exam command words, which are used in this paper, are defined on page 49 of the specification. Each of the questions is mapped to one or more of the Assessment Objectives (AOs).

Many candidates demonstrated a high level of geographical understanding throughout the paper, demonstrating an ability to analyse a variety of resources, effectively interpret the exam command words, and make detailed judgements in the extended writing questions. It was encouraging to see candidates of all abilities being able to identify factors relevant to such questions, although the less-able candidates did find the evaluation of geographical information and making judgements element (AO3) difficult.

Answers that required case study information needed to be formulated carefully by candidates. Often, as in the case of Q01(g) and Q02(g), questions required candidates to demonstrate their understanding of issues in a country at a specific level of development. By selecting case study content that is at an inappropriate level of development, answers 'demonstrate isolated elements of concepts and the interrelationships of places', which is a Level 1 descriptor. Candidates should be made aware of the definitions of different levels of development, which may be found on page 48 of the specification.

Q01(c)(ii) proved to be challenging for a large number of candidates, who were unable to describe how social media can be used to assess the impact of a tropical cyclone. This is a specification integrated skill, which the candidates should cover. In future series', ensuring that candidates are prepared for questions that have their origins in the 'detailed content' as well as the 'integrated skills' part of the specification is recommended – see the Edexcel Geography (9-1) B specification for details.

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. In contrast, 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.

This report will provide exemplification of candidates' work, together with tips and comments for a selection of questions. Usually, this exemplification will be taken from questions that required an extended candidate response.

## Question 1 (a) (ii)

The vast majority of candidates were familiar with the term 'range' and were able to determine that the highest annual monthly average temperature was 42° Celsius and the lowest was 30° Celsius, giving a range of 12 degrees.

## Question 1 (b)

Many candidates found this question challenging.

There was a lot of confusion between high and low pressure, and whether air is rising or sinking. This led invariably to candidates being unable to determine whether or not the area was likely to have high or low amounts of rainfall. A further misconception was that areas near the equator are warm, therefore they are dry.

The most common route to two marks was to identify that arid areas are characterised by high pressure, with the extension mark coming from the idea that dense/descending air holds very little moisture.

(b) Explain **one** reason why some areas are arid (have low rainfall).

(2)

These areas might be high pressure areas. This means that the air is dry, cool and dense and this air doesn't hold moisture well therefore there's less rain.



Here, the candidate identifies that high pressure areas are associated with aridity and extends this, explaining why high pressure areas have low rainfall totals.

2 marks



In 'explain one' questions worth two marks, look to identify a relevant factor for the 1st mark and extend your point to gain the additional mark

## Question 1 (c) (i)

The most obvious issue with this question was the misunderstanding of the term 'ratio'.

The mathematical and statistical skills that candidates need to cover are outlined on page 38 of the specification. For those candidates who understood the concept, this was a very accessible question and it was pleasing to see the overwhelming majority of candidates gaining the mark.

Many candidates were able to simplify the ratio to 1:4 although this was not necessary to receive the mark. Indeed, any suitable ratio was credited, with frequent answers being 1800:7200 and 3/12.

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

(c) Analyse the data in Figure 2.

Name of tropical cyclone	Location and date	Economic cost (US\$ billions)	Number of deaths
Hurricane Katrina	Caribbean / USA August 2005	108	1,800
Typhoon Haiyan	South East Asia November 2013	3	7,200

Figure 2

### Selected data for two tropical cyclones

- (i) Calculate the ratio of the number of deaths between the two tropical cyclones.

$$1800 \quad 7200$$
$$1 : 4$$

(1)

1:4



It is good practice to simplify ratio by dividing the numbers in the ratio by the highest common factor, as shown here.

1 mark



Practise all of the mathematical and statistical skills outlined in the specification.

## Question 1 (c) (ii)

This question focussed on an integrated skill in Section 1.5a of the syllabus. Almost half of the candidates gained 2 marks.

Given the widespread usage of social media, it was somewhat surprising to see relatively few responses making reference to social media platforms.

Successful answers tended to make reference to the ability to take pictures or record footage of tropical cyclones and then to share/upload this to social media. It was evident that some candidates had a very good understanding of the intricacies of social media, with answers making reference to hash-tagging and the geo-location abilities of platforms such as Facebook and Instagram.

In weaker responses, candidates made reference to other abilities of their devices such as the use of applications, or the ability to access news reports through the internet. In doing so, candidates ignored the focus on social media in the question.

(ii) Describe how social media could be used to record the impact of a tropical cyclone.

(2)

You could use social media to see what the weather is like and keep updated on how many people have died during the cyclone.



Here, the candidate proposes that social media, applications, and the internet, are all one and the same.

0 marks



Ensure that you:

- underline key words in the question
- are familiar with the integrated skills in the specification

(ii) Describe how social media could be used to record the impact of a tropical cyclone.

(2)

Social media could be used to record the impact of a tropical cyclone because could either record or take pictures of the effects of the cyclone and then upload it to social media where it would then be recorded.



This response gains 2 marks but the candidate wastes vital time by repeating the question in the first two lines of their response.

In lines 3 and 4, the idea of taking pictures and then uploading them gains marks.

2 marks



There is no need to rewrite questions – time is precious.

Identify key words and phrases in a question and underline them.



## Question 1 (c) (iii)

Q01(c)(iii) required candidates to identify a reason why the economic cost of tropical cyclones varies. This would include a mark for identifying a factor relating to why the level of impact varies, with two developmental marks for an explanation of that factor.

Overall, this was a well-attempted question. The most common approach linked the level of development caused by the development of a country to the overall economic cost.

Some candidates, although a minority, restricted their answer by not extending the explanation fully. For example, a developed country like the USA would have a greater economic impact because they have a more developed infrastructure. This was not fully extended to cover the idea that such infrastructure is often extremely expensive to repair. Other candidates gave two separate reasons why the economic cost of tropical cyclones varies, without fully extending either.

'Explain one' questions, which are worth 3 marks, require the identification of a relevant factor (for instance the level of development) and a double development of that same point, to gain the full 3 marks.

(iii) Explain **one** reason why the economic cost of tropical cyclones varies.

(3)

The economic <sup>cost</sup> damage of tropical cyclones is largely affected by a country's vulnerability and development, such as their preparation. Richer, more developed countries can use modern technology, for example satellites, to prepare and defend ~~ing~~ themselves. Poorer countries do not have this option, but their country and things inside it may not be worth as much (buildings, technology and large businesses lost) so their economic cost is generally not as high.



This response identifies a reason why the economic cost of tropical cyclones varies – a country's level of development.

It complements this with two extensions, explaining why tropical cyclones in developing countries often have a lower economic cost.

3 marks



Avoid the temptation to make two separate points in 'explain one' questions.

Aim to identify one factor and provide the sufficient number of explanatory points to gain full marks.

## Question 1 (d) (i)

This, as intended, required candidates accurately to interpret a graphical resource.

Whilst the question was well-attempted, a significant number of candidates made only one comparison between the highest and lowest sea level projections and therefore restricted themselves to one mark.

More-successful candidates included data when comparing the projected rise by 2100, which they manipulated to calculate the range in the projections – in this case, 180cm.

Less-successful candidates read the data inaccurately from the graph and therefore limited the number of marks that could be awarded.

(d) Study Figure 3 which shows four projections about sea level rise from 2020 to 2100.

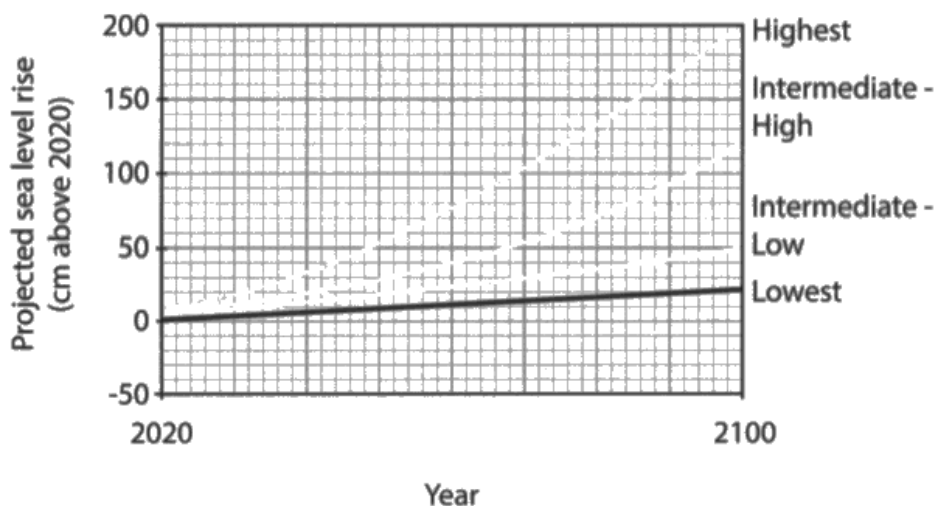


Figure 3

(i) Compare the highest and the lowest sea level projections.

(2)

The highest sea level rise rises 200cm by 2100 whereas the lowest only rises 20cm. The highest would be caused by severe global warming and melting of the ice caps where as the lowest is minimal.



In this response the candidate receives a mark for stating accurately that the highest projection rises to 200cm by 2100, whereas the lowest rises to 20cm.

The second part of the answer begins to offer potential explanation for the projections, which the question does not require.

1 mark



When presented with a graphical resource, attempt to use the data in your answer.

In comparison questions, aim to use comparative language, for example 'whereas' and 'in comparison'.

## Question 1 (d) (ii)

Candidates were expected to identify and extend two points. It is therefore a 2x2 question.

Most candidates were able to identify that the overall rise in the projections is due to melting ice sheets/thermal expansion and climate change. Many candidates were unable to explain why there were differences between the highest and lowest projections.

The most frequent answers focussed on the adoption of renewable energies, subsequently lowering sea level rise projections. Some candidates then offered a mirrored, business-as-usual approach for high sea level projections. In this style of question, it is important that the factors identified are suitably different, in order to gain full marks.

With the question stipulating that data from Figure 3 must be used in the answer, a small number of candidates restricted their answer to 3 marks by not doing so. Questions such as this targeted a combination of AO2 and AO3. AO2 examined candidates' ability to demonstrate understanding and AO3, in this case, focussed on candidates' ability to analyse geographical information.

(ii) Using data from Figure 3 explain **two** reasons for the range of projections shown.

(4)

1. It depends on our source of energy was to change or not. If it does change from fossil fuel to something that does not release greenhouse gases then the sea level will not rise by a large number if not it would rise ~~due~~ to global warming

2. ~~If~~ Also, depends on population. If population is low there would be less energy useage so less fossil fuel burnt which is less greenhouse gases so the sea levels would not rise as much<sup>as</sup> if there were a large increase in population.



This candidate is able to identify two factors that could lead to variations in sea level projection and extends both of them.

Marks are awarded for:

- The movement away from fossil fuel consumption and reduced greenhouse gas emissions (2)
- Although not eloquently expressed, the candidate mentions variations in population growth and subsequent variations in energy usage (2)

4 marks



Always use data from resources if the question asks for it.

## Question 1 (e)

Generally, Q01(e) was answered well. Responses were varied and included historical records such as ice cores, tree rings, historical paintings or diary entries.

Having identified an appropriate historical record, some candidates did not link the record to past climates and therefore only received 1 mark. A small group of candidates mistakenly identified the causes of, or responses to, climate change.

(e) Explain **one** way in which historical records provide evidence of past climate change.

(2)

Historical records like ice cores and tree rings provide evidence of past climate change because we can use them to see how hot <sup>and</sup> cold ~~or~~ wet and dry ~~months~~ ~~for~~ past periods were.



In this response, the candidate identifies two historical records, ice cores and tree rings.

Note that with this question being an 'explain one', only one historical record can be credited.

A further mark is available for a valid explanation of what this can tell us about past climates – not evident in this example.

1 mark



The two mark 'explain one' questions often require one mark for the identification of a factor and a further mark for explanation.

(e) Explain **one** way in which historical records provide evidence of past climate change.

(2)

Newspapers from many years ago show weather reports, as well as drawings of events. For example, the Thames Frost Fair shown in Victorian newspapers proves that temperatures in winter used to be much lower.



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

An historical record is identified (drawings) with the example of the Thames Frost Fair painting showing colder climatic conditions, as an explanation.

2 marks



## Question 1 (g)

The majority of candidates were able to discuss the basic differences between composite volcanoes on convergent boundaries and shield volcanoes on divergent boundaries.

Weaker answers tended to focus simply on the shape differences between them, most identifying that one was steep-sided whilst the other was flatter and wider.

The stronger responses not only focussed on this shape difference but also identified that this was related to the viscosity of the lava and the time/length of travel before the lava solidifies.

The most successful answers included this detail, along with the gas content and the explosivity of the volcanoes on the two boundaries.

The strongest answers also included detail of the andesitic lava of the composite volcanoes.

Some candidates did not answer the question concerning the differences and instead only discussed the difference between the plate movements.

A significant number of answers confused the types of volcano and attributed erroneous characteristics to the incorrect plate boundary.

(g) Explain **one** difference between the type of volcanoes found at divergent and convergent plate boundaries.

(3)

At divergent plate boundaries, the volcanoes are flatter and more spread out. On the other hand, the volcanoes at convergent plate boundaries have steeper sides and are more narrow.



This is a typical response.

A difference between volcano types is identified for 1 mark but there is no explanation as to why this difference occurs.

1 mark



Remember in 'explain one' questions, one factor needs to be identified and then developed with two explanatory points.

## **Question 1 (h)**

Earthquakes were by far the most popular choice to assess the importance of primary and secondary impacts, with Haiti the most commonly chosen emerging/developing location. Answers were often richly-evidenced with many impacts – usually correctly identified as primary/secondary. This was a good choice because candidates had many very specific impacts to assess. The cross-over between primary and secondary was clear enough for a large range of candidates to be able to categorise, discuss and judge.

Frequently, candidates laid out paragraphs for each category of impacts, which allowed accurate AO2 knowledge and understanding to be displayed clearly. Generally, they went on to judge the severity/significance of the impacts against each other in a summative paragraph, which gave them access to AO3 credit.

The better Level 3 answers tended to assess the importance of their chosen impacts throughout the text, so demonstrating a more holistic approach. Successful candidates finalised their answer with a decision as to which type of impacts were worse and why. Sometimes, they re-iterated what they considered to be to the most important aspect or why they believed this to be so.

Less frequent was a final paragraph that brought in a new piece of strong evidence that reinforced the decision very coherently in support of the argument. These candidates tended to achieve 8/8 marks.

Weaker answers lost the focus of the question and did not evaluate the differing impacts but simply listed them. There were several candidates that gave very generalised impacts that could have belonged to any event. Therefore, they were unable to demonstrate their AO2 knowledge very well, and gained few marks.

Level 1 answers tended to be characterised by candidates who did not outline clearly the difference between primary and secondary impacts, or gave information that was really a list of impacts. Lower mark ranges tended not to show any assessment or there was a significant lack of balance in their argument.

Several candidates chose location studies correctly but failed to apply their impressive AO2 knowledge to the question. They simply wrote all they knew about that earthquake/eruption, paying little attention to categorising the impacts or assessing their significance. They had learned the facts in a rote manner but were unable to deconstruct the relevant information as the question demanded.

Some candidates either used no located example or referred to a developed country. Where comments were relevant, they were credited appropriately.

It is important to remember that this paper requires candidates to learn six located examples of geographical processes.

Look out for the globe symbol on the specification and produced detailed notes for each of these located examples.

(h) Assess the importance of the primary and secondary impacts of **either** earthquakes **or** volcanoes in an emerging **or** developing country.

(8)

Named emerging or developing country ~~Japan~~ Haiti

In my opinion, the primary impacts of the ~~2010~~ Haiti Earthquake were more severe and more important than the secondary impacts of the magnitude 7 earthquake. This is because more ~~people~~ destruction occurred having significant ~~consequences~~ effects on the country.

Firstly, the ~~severe~~ primary impacts of the Haiti earthquake were generally destruction of land and buildings. For example, 5000 schools ~~were~~ collapsed in this earthquake, in addition to all 8 ~~school~~ hospitals, all 3 of the island's universities and a large prison, leaving ~~4000 inmates~~ ~~4000~~ 4000 <sup>criminals</sup> ~~prisoners~~ loose on the island. The destruction of these buildings not only caused ~~300,000~~ <sup>316,000</sup> deaths but ~~further~~ caused a further 300,000 injuries, that could not be treated as all the island's hospitals had collapsed. In my opinion, these primary impacts ~~are~~ were more important as they <sup>caused</sup> ~~had~~ the most devastation and had the worst impacts.

However, the secondary impacts were just as severe, where 1.5 million people were left homeless, surviving

in temporary camps where sanitation and hygiene was lacking, as well as food, water and medicinal supplies too. As a result of the people bathing in and drinking the same water, cholera spread around these camps further heightening the death toll. As a result of the escaped prisoners and homelessness, crime rates in and

(Total for Question 1 = 30 marks)

lossing occurred further impacting the country.

TOTAL FOR SECTION A = 30 MARKS

In conclusion, the primary impacts were more important as they had a worse effect on the people and Haiti itself as the port was damaged in Port-au-Prince meaning supplies and aid could not reach them. The secondary impacts were just as bad, ~~in my opinion,~~ however I believe the primary impacts were more important.



This answer makes good use of the command word.

It adopts an approach that evaluates the relative importance of both the primary and secondary impacts throughout the response.

Located knowledge is detailed, reflective of a candidate who has a high level of geographical understanding (AO2). Assessments are supported by judgements throughout the response (AO3) to attain full marks.

Level 3

8 marks



Before embarking on your answer, underline the type of country required by the question.

## Question 2 (a) (ii)

Generally, Q02(a)(ii) question was answered well, with the majority of candidates opting for Gross Domestic Product (GDP) as their chosen economic measure.

Many candidates went on to explain that it measured the total amount of goods and services produced in a country per year, as the example below demonstrates.

Some candidates confused Gross National Income (GNI) with GDP, whilst others stated it was an average wage.

Those candidates who achieved no marks did not identify the 'economic' measure and explained other ways of measuring development, such as life expectancy or literacy.

(ii) Explain **one** way in which economic development is measured.

(2)

~~GDP~~ Gross Domestic Product ~~shows~~ shows the total value of goods and services produced by a country in a year. An increase in this shows you it has become richer, ~~so can afford~~ more developed in terms of industry (e.g. more tertiary, higher value)



A very strong explanation of the economic indicator, GDP, is given.

The candidate goes on to mention that a high figure equates to higher levels of economic development, which is correct but not required in this instance.

2 marks

## Question 2 (b) (ii)

(ii) Figure 5 is a choropleth map. State **two** disadvantages of this method of data presentation.

(2)

1 the colours are not the clearest to distinguish

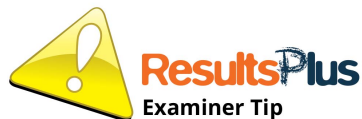
2 ~~it doesn't explain it~~ doesn't give you an exact

number as Australia and Canada are the same colour  
but one may be a lot more correct than the other



The candidate identifies two disadvantages of the choropleth mapping technique, to receive both marks.

2 marks



Make sure you are familiar with all of the mathematical and statistical skills on page 38 of the specification.

They may be examined in any of the three components.



## Question 2 (b) (iii)

Candidates found this question challenging.

Many of the candidates received at least one mark for identifying corruption, dictatorships or authoritarian governments as playing a role in causing inequalities. They found it difficult to explain why these systems of governance may be problematic.

Those candidates who answered the question well were able to explain that government resources may often be directed to one area of the country or group of people. They commented that this benefitted that area or group but not others, and that often the poorest in society benefitted least.

Gender inequality was also a common response. Candidates still have difficulty with 3-mark 'explain' questions and the need to 'double-develop' **one** reason.

'Suggest' and 'Explain' are two very familiar command words. Both require an element of saying why something may occur. The key difference is that 'suggest' encourages the candidate identify potential explanatory reasons making use of their wider geographical knowledge. Such questions tend to have a wide range of possible answers.

(iii) Suggest **one** way in which systems of governance can cause inequalities.

(3)

one way system of governance can cause  
inequalities is that if an area is highly corrupt then  
~~less~~ the government would not focus on  
the country so much.



This is a typical response, which identifies a way governance can cause inequality without going on to explain how this may occur.

1 mark



This is another 'identify one factor' question and provides the opportunity for a double extension and three marks

Practise this style of question throughout your course

### Question 2 (c) (i)

The vast majority of candidates were able to interpret the population pyramid correctly and identify the 10-14 age group as being the group with the highest percentage population in 2019.

### Question 2 (c) (ii)

This was another accessible question, with many of the candidates able to add the total percentages of those in the 0-14 bracket together to obtain the correct answer of 19.1%

### Question 2 (c) (iii)

This question was answered well, with candidates often using data to support their comparison.

Many of the candidates gained two marks for identifying accurately that in 2019 the pyramid was more bottom-heavy (or had a higher birth rate) than 2050 and that in 2050 the population was more ageing.

'Compare' is a command word, which some candidates sometimes found difficult. It is important that candidates avoid purely descriptive comments and, where possible, incorporate comparative language into their answers.

(iii) Compare these population pyramids.

(3)

~~In 2014~~, the population in 2019 is much more youthful than in 2050. This can be seen as there are higher percentages of young people (e.g. highest population age group is 10-14), however, in 2050, it is predicted that highest population age group will be 25-34. There are a high percentage of elderly people in 2050 (ageing population). Also, birth rates in 2050 are much lower, as there are a lower percentage of 0-4 year olds (3.2% compared to 4.7%).



This is a strong answer that makes good use of the resource and is able to provide several comparative points.

3 marks



Practice using comparative language when answering this style of question.

## Question 2 (d)

Candidates found this question particularly challenging.

Many candidates did not know the meaning of intermediate technology. Others confused intermediate technology with bottom-up development strategies. Of those candidates who were successful, there was often reference to a relative cost or reliability and associated costs.

'Intermediate technology' is a specification term, which candidates should have encountered during their course. As was the case last year, with the first paper in the series, the wording for all questions in the series will come directly from the specification. Therefore, it is important that candidates are supported to learn key geographical terminology.

Several candidates identified that intermediate technology can be expensive, which is true for the poorest members of society. Other successful routes to answer the question highlighted that such technology is often unreliable and may require repeated maintenance with associated costs.

(d) Explain **one** disadvantage of intermediate technology.

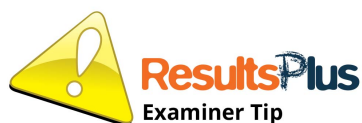
(2)

It only solves ~~the~~ problems in a very small area of the country. E.g. the micro hydro scheme in ~~the~~ Peru only gives electricity to one village, and only provides a few jobs for that village. Does not help the rest of the country.



This is good answer that follows the unusual approach of using an example of intermediate technology to identify an often inherent problem (that it is often only having an impact in a small area) and provides an extension.

2 marks



Compile a glossary of key words from the specification.

## Question 2 (e)

The most obvious issue with this question was a misunderstanding regarding the meaning of Foreign Direct Investment (FDI).

Successful candidates were often able to gain two marks for stating that FDI created jobs and therefore generated tax revenue/income for the country to invest/spend on infrastructure or services.

(e) Explain **one** way in which high levels of Foreign Direct Investment (FDI) might benefit an emerging country.

(2)

High FDI helps countries grow economically. This is due to more TNCs being placed in the emerging countries and more jobs being generated amongst the general public. This means that more taxes are paid and the economy can grow.



This answer is a little wordy.

It observes that FDI creates jobs, which means an increased tax revenue for the government.

2 marks



Try to get straight to the point when answering questions.

There is no need to repeat the question wording.

## Question 2 (f)

This question was not answered particularly well because candidates did not connect the impact of rapid economic development to the idea of different (specific) age groups. Consequently, most responses were very generic.

The example below was the most frequent of the successful responses. They explained that the elderly would get 'left behind' and that young migrants attracted to urban areas may be unable to find affordable housing and, consequently, have to live in slum housing.

(f) Explain **two** negative impacts of the rapid economic development of an emerging country on different age groups.

(4)

1. Elderly people in poorer regions of India, like Bihar, are left behind by younger members of their family as they go to find work, meaning they can be less self-sufficient.
2. Young people who move into cities in India, like Mumbai, usually end up living in chawls or slums because accommodation is too expensive.



This answer identifies two negative impacts of rapid economic development and is able to link these impacts to different age groups.

4 marks



'Explain' nearly always means 'say why'

## **Question 2 (g)**

This was the most challenging of the 8-mark questions.

Most candidates received marks at the top of Level 1 or the bottom of Level 2. They identified correctly that transnational national corporations (TNCs)/FDI has played a role in changing India/China from a primary based economy to one of secondary, and even tertiary, through call centre outsourcing.

Better answers developed this point and related it to a dependence on India for the provision of service industries. Some candidates confused the concept of BRIC countries (Brazil, Russia, India China) and discussed them as if they were an economic bloc. Candidates tried to link ideas of free trade between this grouping.

Weaker answers lost the focus of 'international role' and proceeded to write answers that discussed the costs and benefits of economic growth in the country.

The strongest answers were able to relate economic growth to becoming a member of the G20 and some were able to link their role in the Paris Agreement. Others brought in the idea of the influence of 'Bollywood' in terms of global influence.

Very few candidates developed their answer past this point and found it difficult to assess the idea of 'extent'. Those that did, tended to explore the idea that there is still much poverty in India, which is weakening its international role. Also, they discussed the idea that whilst TNCs are outsourcing, India is still in a weaker position compared to more developed nations.



(g) For a named emerging country, assess the extent to which economic development has changed its international role.

(8)

Named emerging country India

India's economic development could be argued to be the main factor in its increasing global role. One reason for this, is its growing political significance. For example, India was one of the founding members of G20 (a group of the world's largest economies). ~~that~~ they would not be a part of that if they had not economically developed. Additionally, India's economic growth now means that it can contribute to the World Development Bank, to help ~~to~~ LICs to develop. Additionally, India is set to become part of the UN security council. Again, arguably, this is only because, by 2050, India is set to become the world's largest economy. However, it could also be because it has 1.28 billion population (second largest in the world).

Additionally, India's influence in Asia has been increasing. ~~Since 1948, 1948~~ Since 1948, India has had ~~4 or 3~~ <sup>is still ongoing</sup> ~~years~~ of conflict with Pakistan, and there ~~is still ongoing~~ <sup>is still ongoing</sup> conflict. They both had nuclear weapons since 1998. ~~that is because that India~~ <sup>India were only able to</sup> ~~attain these~~ because of their ~~to~~ economic growth. Also, there is ongoing conflict over the area, Kashmir. Pakistan & India's main river both originate in the mountains of Kashmir, therefore it is disputed between them. India may not have the resources to keep this conflict going unless they had economically developed.



Overall, India's economic development has absolutely increased its role in global affairs. Although, India has a large population (1.25 billion), and the world's largest democracy (In 2015, 672 million registered to vote), it is clear that India's growth has made them a threat to <sup>some</sup> other countries (eg Pakistan), and an ally to others (members of G20). ~~It is clear~~ <sup>Other countries</sup> must face India seriously as they are set to be world's largest economy by 2050.



This is a very strong answer that identifies reasons for India's changing international role as a consequence of its international development.

To gain the full mark allocation, the AO3 component of the answer could be developed further, more directly to address the 'extent to which' element of the question.

Level 3

7 marks

SpaG: 3 marks

Total: 10 marks

### Question 3 (a) (i)

The most frequent issue with this question was not one of accuracy nor misreading of axis but purely one of identification.

There was a significant proportion of the cohort that simply omitted this question from their answers. Given that there was a follow-up question and that the line was obviously unfinished, this was unexpected and cost many candidates a relatively easy mark. When candidates attempted the question, the vast majority were able to achieve the mark.

There was a small but significant group that did not receive the mark because they lacked accuracy in plotting the information. Utilising graphical skills is part of the wider range of geographical skills outlined on page 37 of the specification.

In order to build exam literacy, short, simple activities where candidates complete a variety of graphs will increase their exposure to different graphical techniques and enhance their broader geographical skill set.

3 (a) Study Figure 7 which shows projected global urbanisation trends, 2020 - 2050.

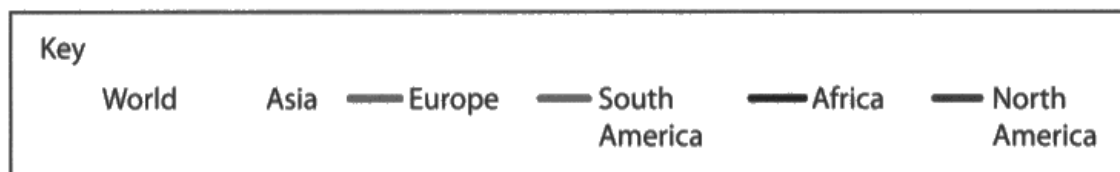
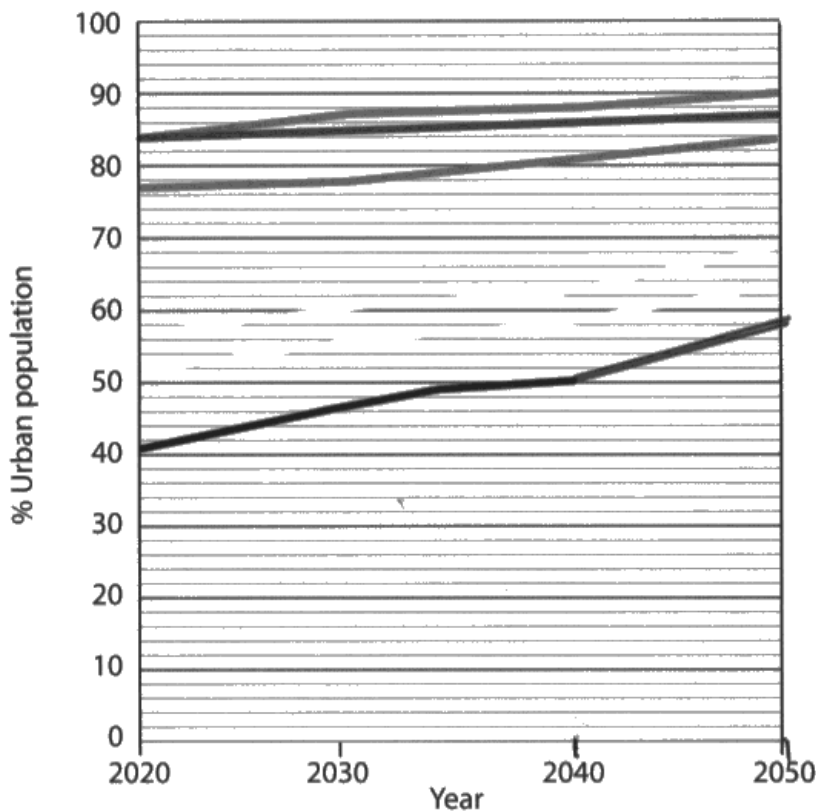


Figure 7

- (i) Between 2040 and 2050, the urban population of Africa is predicted to rise to 58%. Plot this information on Figure 7.



It is known that candidates are working with a variety of pens and are under time pressure.

Here the candidate uses a broad-tipped pen and slightly overshoots with their plotted line. However, the centre of the plot is evidently going through the 58% line and receives the mark.

1 mark



Make sure you have the necessary equipment for your examination.

Rulers and calculators are essential.

### Question 3 (a) (iii)

This question was well-answered by most candidates.

The two-mark response most usually seen was a reference to rural-urban migration and a key factor in this (eg jobs). There was breadth in the responses and many candidates described the variations in natural increase between rural and urban areas either because of improved healthcare or the migration of younger people to urban areas.

It was pleasing to see that candidates understood the processes involved in migration, with many writing clear responses well within the space allocated to the question.

(iii) Explain **one** reason why the percentage of the world's urban population is projected to increase.

(2)

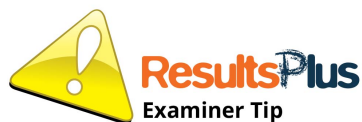
This is because there is more rural-urban migration into cities. This leads to a greater percentage of the world's population living in urban areas.



This candidate is able to identify a reason why the world's population is becoming increasingly urban.

However, there is no explanatory extension to claim the 2nd mark. Why is rural-urban migration happening?

1 mark



Develop your initial point in this style of question, to gain full marks.

### Question 3 (b)

Candidates generally answered this question well, although there was a number who identified only one characteristic instead of the indicated two required. In the rush of an exam context it is not unexpected, but is disappointing, to see able candidates making simple errors. When there are five options, candidates are expected to choose two responses.

### Question 3 (c) (i)

The mathematical requirement in geography papers challenges candidates to think about skills that are taught predominantly in their maths lessons, applying them to a geographical context.

In Geography, the two marks available are for the correct answer and an appropriate manner of working out. There was a variety of methods used, the simplest being calculating the difference between the 1991 and 2016 populations. Candidates had to divide this figure by the 1991 (original) population and then multiply by one hundred. Most candidates gave their answer correctly to one decimal place and those that had used an appropriate method generally gained two marks.

The 'Maths for Geographers' guide, available on the Edexcel specification B website, provides support, outlining the different maths requirements. This is a useful tool to use in conjunction with maths departments in school to provide clarification on ways to teach maths and to reinforce mathematical concepts.

- (i) Calculate the percentage population increase of Delhi from 1991 to 2016.

Answer to **one** decimal place. Show your working.

(2)

$$\frac{(19.1 - 9.4)}{9.4} \times 100 = 103.191$$
$$\approx 103.2$$

.....103.2.....%



This response shows the correct method and the correct result, rounded to 1 decimal place.

2 marks



Do not forget to show your working – there will be almost always be credit for it.

### Question 3 (c) (ii)

Candidates answering this question successfully wrote concisely and, as a result, were able to gain the full three marks in a short space of time. Those candidates that referred to an area of urban growth, a direction growth has occurred and the extent of growth by using scale, gained full marks quickly.

When accessing this type of question, candidates should be comfortable in approaching them at different scales. Some were able to provide an holistic overview and used either scale or proportional increases to signify growth eg four times bigger or has extended to 68km across. Other candidates worked on a smaller scale, eg the area surrounding the airport has become more urban to the south-west by approximately 12km. Both were equally creditworthy.

Candidates who attempted the question but did not gain credit wrote very generally, with comments such as 'it got bigger' or 'it has grown' being characteristic of this type of answer. The word 'growth' was in the question, so candidates needed to add further detail to gain credit.

(ii) Using Figures 8a and 8b, describe the growth of urban land use in Delhi between 1991 and 2016.

(3)

Since 1991, there has been large growth of urban land use south (SSE) of the airport, stretching about 20km from it. Furthermore, the city has seen steady growth along the NW of the city, expanding an extra 12km in ~~some~~ some cases. Firstly, it is apparent since 1991, Delhi has expanded surely in all directions, except South East of the airport.



This is a strong response that makes excellent use of the resource. Indeed, the candidate receives full marks by line 3 of the response by:

- giving a direction of growth
- giving an area around which this has happened
- making use of the scale

3 marks



When presented with a resource containing a compass point and a scale, attempt to make use of them in your response.



### Question 3 (c) (iii)

Most candidates were able to gain marks for this question, with direct reference to figure 8b providing many of the opportunities for further extension. Candidates needed to extend both of their answers to gain the full marks.

Some candidates spoke generally about the different challenges to be found in different megacities but did not refer to the figure. Consequently, they were limited in the number of marks that they could achieve.

This style of question targets AO2 and AO3. Candidates are not expected to know about Delhi, but they should have known about issues in emerging world cities such as Delhi and be able to apply their knowledge to the information shown. Candidates should therefore practise retrieving knowledge from unfamiliar places and link this to their wider learning.

(iii) Using Figure 8b, explain **two** ways that rapid urban growth creates challenges for people living in megacities.

(4)

1. It creates air pollution. In 2016, Delhi was declared the city with the world's worst <sup>air</sup> pollution. This means people living there are breathing in unhealthy air, meaning respiratory ~~problems~~ problems or illnesses become more likely.
2. There is limited accommodation available. If urban growth occurs, more people will move to ~~Delhi~~ Delhi, meaning the 52% of people living in slums will increase.



This is a full-mark response that makes good use of the resource, as is required by the question.

The candidate is able to identify two challenges caused by rapid urban growth and explain why these can be problematic for megacity residents.

4 marks



If the question asks you to use a resource, make sure that you do so.

### Question 3 (d) (i)

Most candidates gained the mark for this question. The most common error was misinterpreting Detroit's population change as a positive, rather than a negative.

### Question 3 (d) (ii)

The most successful candidates were able to suggest that planning regulation will slow down and restrict growth. Such answers referred to combating urban sprawl by the enforcement of a greenbelt or creating national parks, which halted growth in one area.

The question referred to the growth of cities and was spatially focused. Less-successful candidates commented on population growth and referred to stopping migration. These answers were not credited.

(ii) Explain **one** reason why planning regulations can affect the growth of cities.

(2)

It can prohibit building on certain areas  
e.g. national parks and therefore they  
may not be able to expand as quickly.



This answer identifies that planning regulations can restrict building in certain areas.

The candidate then gives a valid example of such an area (national parks).

The candidate goes on to identify a link between planning restrictions and the growth of a city – exactly what the question requires.

2 marks



Always look back at the question when writing your answer, to ensure you have answered it effectively.

### Question 3 (e)

A sizeable number of candidates had difficulty with the concept of deindustrialisation and were unable to access this question. Examination fatigue may have been a contributing factor but the different ways in which deindustrialisation occurs were not articulated by many candidates.

The most frequent responses were connected to the impact of reduced labour costs, in addition to reduced costs of importing goods due to improved transport – often referring to containerisation. Generally, these answers were linked to the impact and resulting deindustrialisation. Where candidates fell short, it was in referring to the basic cause but not extending to include the impact and resulting closure of factories.

Several candidates referred to the effects or impacts of deindustrialisation, for example the derelict land or the loss of jobs for an area. Another sizeable contingent suggested that deindustrialisation was a chosen path for countries or areas. This is a difficult concept for candidates to discuss, and many were unable to respond concisely and gain the marks when answering this question.

A final group chose to state that deindustrialisation may be occurring by some countries attempting to decarbonise their economy and therefore close factories. This was creditworthy, but again, it was felt that this was rarely articulated appropriately. When discussing deindustrialisation, it is important to describe this as a process, rather than what countries or regions generally choose to do.

(e) Explain **two** reasons why de-industrialisation may occur.

(4)

1. As the country develops it can become wealthier and change use for it's land use. This might push TNCs to outsource to other countries, leaving derelict buildings and causing de-industrialisation.

2. As a country gets wealthier, it's main sectors may move to tertiary and quaternary, especially with more educated people, meaning the secondary sector decreases, causing de-industrialisation.



Two valid factors are identified and explained, enabling the candidate to receive all of the marks available.

4 marks



This is another 'explain two' question.

Identify two valid factors, as in the example above, and add an explanatory point.

### Question 3 (f)

It appears that an overwhelming majority of candidates are studying Mumbai and as a result most answers were focussed upon the monorail and the Gorai garbage scheme.

The features of both projects meant that those who accessed the question were using simple evaluation effectively. Therefore, it may be assumed that most candidates are aware of the difference between top-down and bottom-up strategies: some candidates used the success of a bottom-up strategy to affirm the challenges of a top-down technique.

In this question, there is obviously a strong relationship between the focus of the strategy and the outcomes for local people. Most candidates made that connection and were able to evaluate the social impact, either by referring to the extent of the monorail or the number of people affected by the Gorai garbage scheme.

The overwhelming view of the candidates was that the monorail scheme was bad and the Gorai garbage scheme was good. The usual route for building on this simplistic response was to link it to social impacts or the environmental improvements, and determine the extent to which improvements had been made.

(f) For a named megacity, evaluate the success of different top-down development strategies.

(8)

Named megacity Mumbai

Mumbai is a city in India with a population of 12.5 million. There have been many different top down development strategies, some have been more successful than others.

One top down strategy was Vision Mumbai. This was a project that was done by the government and many international organisations. The plan was to invest \$60 billion into making the quality of life better for the poorest people by replacing slum housing with high rise apartment buildings which had access to sewage and water pipes and restored over 300 green spaces to help increase the air quality. This was partially successful as people from slums such as Dharavi were moved into 14 storey apartment buildings and the green spaces were restored. But, it did cause the communities to be split up and the very successful <sup>recycling business</sup> ~~apartment buildings~~ set up in the slums were shut down. This increased the waste that was dumped in the river as these businesses were no longer able to recycle waste as they did in the slums.

This means the project wasn't very successful as neither the environment <sup>really benefited</sup> or the people <sup>1</sup>

Another top-down strategy was the ~~map~~ Mumbai monorail. This project again involved the government and wanted to make a monorail in Mumbai, to ease the pressure of the railway system, which had over 3 million commuters travelling in every day. But, unfortunately, it didn't work very well as the poorest people, who were the ones who did often use the railway couldn't afford ~~the~~ the monorail fare prices. Therefore, while it did help to ease the pressure a bit ~~at~~ for the people who could afford to use the monorail instead of the overcrowded ~~st~~ trains (which ~~killed~~ 636 people died due to in 2015) a lot of people couldn't afford it and therefore continued to use the railway.

In conclusion, I think that while neither projects were ~~very~~ very successful I believe ~~Dision~~ Mumbai to be slightly more successful. While neither projects worked well as the government did not consider well enough the needs and situation of the poorer people, ~~Dision~~ Mumbai at least had some positives as it did <sup>renew</sup> regenerate hundreds of green spaces in Mumbai. (Total for Question 3 = 30 marks)



This is an excellent response to this question, which:

- contains an excellent level of understanding covering some of the different top-down strategies adopted in Mumbai (AO2)
- is evaluative throughout the response, making judgments regarding the relative successes and failures of the various schemes (AO3)
- has a final concluding paragraph, which further addresses the command word of the question, making summative comments on the success of the schemes

Level 3

8 marks





The coverage of a megacity in an emerging country is a key part of the 'Challenges of an Urbanising World' content.

Go through the specification making detailed notes on your chosen megacity.

- (f) For a named megacity, evaluate the success of different top-down development strategies.

(8)

Named megacity Mumbai

"Vision Mumbai" <sup>is</sup> ~~was~~ a top-down development strategy that <sup>aims</sup> ~~aimed~~ to replace the slums with cheap high-rise buildings.

The project has seen some success as a small area of slums has been replaced. This has also lead to better transport links in and out of the city as the slums were unplanned so there were no main, regular roads. This has made Mumbai more accessible to commuting workers.



However, the project has received several complaints from local communities. Many would prefer slum improvement as the buildings separate communities, force small businesses to close and raise the price of rent. Many are also unhappy with the fact that water quality has actually decreased due to the construction.

In conclusion, "Vision Mumbai" has resulted in more problems for the local communities that are directly affected by this scheme.

(Total for Question 3 = 30 marks)



This candidate demonstrates a more simplistic understanding, which:

- demonstrates a more simplistic understanding of the successes and failures of top-down strategies in Mumbai. AO2 Level 2
- occasionally makes judgements, although these are less likely to be supported by specific evidence. AO3 Level 2

Level 2

5 marks



Support your statements with evidence whenever possible.

## Paper Summary

All three of the components across the specification will always contain calculation questions, which are focussing on AO4. The mathematical and statistical skills listed on page 38 of the specification can be examined across any of the components. Centres should incorporate opportunities for candidates to practise each of these skills during their delivery of the course. Additionally, it is essential that candidates have a calculator in the examinations.

Candidates should be encouraged to think carefully about the amount of time they allocate to particular questions. Short response questions, particularly those with the command words 'state' or 'identify' can be answered in a few words. By saving time with this style of question, candidates will have a longer period in which to answer the extended 'assess' and 'evaluate' questions, which carry a larger number of marks.

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

- Questions are formulated using the wording from the specification. This year, many candidates lost marks by not understanding the meaning of key terms, for example: 'intermediate technology' in Q02(d). Centres should prepare candidates for the exam using the wording from the specification. Candidates should also be encouraged to produce a glossary of the meaning of key words from the specification
- It is important that centres incorporate the 'integrated skills' into their delivery. Despite it being an integral part of many candidates' lives, surprising numbers were unable to describe how social media can be used to assess the impact of tropical cyclones – an integrated skill in section 1.5a of the specification
- Centres should prepare candidates to differentiate between the command words 'assess' and 'evaluate' in the extended response questions
- In extended responses, candidate answers should have an element of balance between AO2 and AO3. Answers that focus heavily on one of the assessment objectives to the detriment of the other cannot advance beyond Level 2. Page 39 of the specification provides detailed guidance on the use of the assessment objectives
- The extended writing responses often require candidates to include case study knowledge, with questions being worded to focus on locations at a specific level of development. Candidates should be given ample opportunities to practise questions focussing on developing, emerging and developed countries. Definitions of these terms can be found on page 48 of the specification
- Generic answers, which could be applied to almost anywhere, rarely advanced beyond Level 1. Candidates should be encouraged to provide evidence to substantiate their writing
- Inaccurate case study selection almost always limits candidate answers to Level 1, with them demonstrating 'isolated elements of understanding of concepts and the interrelationship of places, environments and processes'
- In questions where candidates are asked to explain, suggest or describe two factors, it is important that they use sufficiently different factors to obtain the full marks available. In addition, candidates should include a sufficient number of developmental links reflecting the mark tariff

- Questions immediately following a resource almost always will require that the candidates make use of that resource in their answers. These questions are targeting AO3. Candidates should be given ample practice with resource-based questions in their exam preparation
- Candidates should be as accurate as possible when asked to complete graphs or diagrams
- If provided, incorporating the use of a scale and compass points is good practice in resource-based questions

## 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>

