Examiners' Report
June 2022

GCSE Geography B 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. As a result of the disruption to teaching resulting from Covid-19, the 2022 paper incorporated an element of optionality for candidates. Candidates were required to answer all questions from topic 1 – Hazardous Earth and then answer either topic 2 Development Dynamics or topic 3 Challenges of an Urbanising World. For this series only, the paper was worth 64 marks, consisting of two 30-mark sections, with four additional marks being allocated to the extended writing question within topic 1 – the Hazardous Earth 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. 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).

Overall, the responses showed increasing candidate confidence in the extended writing 'assess' and 'evaluate' questions (AO2 and AO3) although these remain a significant challenge for some candidates in the middle to lower ability range. Calculate questions (AO4) were, on the whole, well answered although percentage change remains an area for development for many candidates. The 'explain one' questions produced a mixed performance with a significant proportion of candidates finding it challenging to develop the necessary explanatory points. This report will provide comments for a selection of questions.

However, centres should be congratulated on the progress made, both with respect to the range and depth of coverage of ideas, specification terminology and the understanding of command words particularly given the extenuating circumstances both they and candidates have experienced during the last two years.

Question 1 (a)(ii)

The vast majority of candidates were familiar with the term 'range' and were able to determine that the highest mean annual rainfall was in Libreville with a mean of 2883mm and the lowest was in Cairo with a mean of 18mm. This gives a range of 2865mm.

Question 1 (b)

Many candidates found this question challenging.

A lack of understanding of the various causes of rainfall limited many candidates. One mark was often scored for identifying an area experiencing high rainfall totals, usually the Equator without any explanation as to why rainfall occurs in these locations.

The most common pathway to full marks was to associate high rainfall totals with areas of low pressure, to explain that this resulted in rising air and the subsequent condensation of water vapour.

(b) Explain **one** reason why some areas have high annual rainfall.

(3)

Low pressure environments. Warm air is rising and as it rises up into the atmosphere it cools and condenses. It then forms clouds and rains. low pressure areas therefore are wet and have warm (MOIST) air rising. —

ResultsPlus Examiner Comments

Here, the candidate identifies that low pressure environments are associated with high annual rainfall, extends this by explaining that air rises in such locations with the final mark being scored for stating that this results in cooling and condensation.

3 marks.

ResultsPlus Examiner Tip

In 'explain one' questions which are worth three marks, identify a valid factor or reason for the 1st mark and then make two further explanatory points to gain the additional marks.
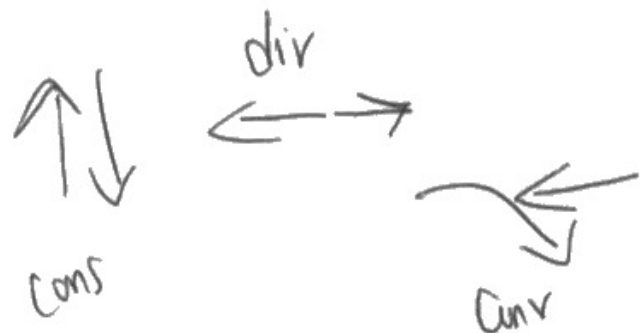
Question 1 (c)(ii)

By correctly interpreting the resource, many candidates were able to identify that the plates are attempting to slide past one another and the resulting friction is a key cause of earthquakes at this plate boundary.

A significant number of answers confused the type of plate boundary illustrated in the resource and therefore attempted to explain the causes of earthquakes at collision or destructive plate boundaries as opposed to the conservative / transform boundary shown in Figure 2.

(ii) Explain why earthquakes are common at this type of plate boundary.

(2)

Earthquakes are common at conservative plate boundaries because when the plates are sliding moving past # eachother, it creates (builds) friction an tension, & which causes tremmors - which are earthquakes. Also sometimes the plates get jagged together and they finally move away it=also again creates friction and tension and sends tremmors to the earths surface - earthquakes

ResultsPlus
Examiner Comments

A slightly wordy response which scores the full 2 marks by the time it reaches line two. The idea of plates sliding past one another is identified, resulting in friction.

2 marks.

Question 1 (c)(iii)

This proved to be a challenging question for many candidates with many candidates receiving no marks. However, there were numerous examples of candidates who attained the full 3 marks.

Convection currents was the most common process identified by candidates with successful answers going on to explain the importance of rising magma and the pushing / pulling effect the currents can have on tectonic plates. Smaller numbers of candidates identified and explained the processes of either slab-pull or ridge-push – both of which were perfectly valid responses.

(iii) Explain **one** reason why tectonic plates move.

(3)

Due to convection currents in M the mantle. Some mag of the semi-molten mantle is hotter so is less dense and therefore to the surface rise. At the same time, cooler, denser mantle at the nearer the surface sinks. This creates a circular, wheel-like motion. These convection currents drag the plates above them apart (e.g. at divergent plate boundaries)

ResultsPlus
Examiner Comments

This is a strong answer, scoring the full three marks.

Here, the candidate identifies the process of convection currents and adds several further explanatory points such as the rise of magma, the circular motion of the currents and the way the currents create a dragging effect on the plates.

(iii) Explain **one** reason why tectonic plates move.

(3)

Tectonic plates move because of convection currents. Plates of different densities moving against, towards or away from each other build up in pressure. Finally, a displacement tectonic plates are different in thickness.

ResultsPlus
Examiner Comments

In this response the candidate identifies convection currents as a cause of plate movement, scoring 1 mark. However, there is no subsequent explanation as to how convection currents operate and how they cause plates to move.

ResultsPlus
Examiner Tip

Underline command words in the question. In this case, the question wants you to 'explain'. Practise using explanatory phrases in your answers to these questions such as 'this is because.....', 'this means that...........'.

Question 1 (d)(ii)

This question tested the ability of candidates to calculate a percentage decrease.

Percentage change is a mathematical skill which has appeared in several previous exam series and encouragingly, increasing numbers of candidates are demonstrating success in this area.

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.

(ii) Study Figure 4 which shows information about Hiroshima's annual precipitation in 2019 and 2050 (projected).

	2019	2050 (projected)
Hiroshima annual precipitation (mm)	1554	1286

Figure 4

Calculate the projected percentage (%) decrease in Hiroshima's precipitation.

Give your answer to one decimal place.

You must show your working.

(2)

$1554 \longrightarrow 1286$

$1554 \times 0.828 = 1286$

$1554 = 100\%$

$1554 - 1286 = 268$

$\frac{268}{1554} = 0.172458 \times 100 = 17.2$

17.2 %

In this example, the candidate demonstrates detail in their working. They identify the difference between the 2019 and 2050 figures, in this case 268. They divide the difference by the original 2019 figure and multiply the result by 100 to give a percentage decrease of 17.2%.

This response therefore scores both of the available marks.

(ii) Study Figure 4 which shows information about Hiroshima's annual precipitation in 2019 and 2050 (projected).

	2019	2050 (projected)
Hiroshima annual precipitation (mm)	1554	1286

Figure 4

Calculate the projected percentage (%) decrease in Hiroshima's precipitation.

Give your answer to one decimal place.

You must show your working.

(2)

$$1554 - 1286 = 268$$

$$\frac{268}{1554} \times 100 = 17.0$$

17 %

ResultsPlus
Examiner Comments

Here, the candidate demonstrates correct working to score 1 mark, The difference between the two figures is identified, this is then divided by the 2019 figure and multiplied by 100. However, the candidate does not correctly answer to one decimal place, giving the answer of 17% instead of 17.2%.

1 mark is awarded for the correct working. However, the final answer is incorrect.

ResultsPlus
Examiner Tip

Underline key parts of the question, in this case 'give your answer to one decimal place.'

Question 1 (d)(iii)

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

A significant number of candidates were able to identify that melting ice is a major contributor to sea level rise. This was then explained, identifying that the melting ice adds water to the oceans.

A common misconception amongst candidates was that increased levels of precipitation add water to the oceans.

(iii) Explain **two** ways in which climate change causes sea levels to rise.

(4)

1 Increased concentration of carbon dioxide ~~is caused~~ ~~by climate change~~. ~~This~~ heats the oceans to a higher temperature. Water ~~most~~ particles then expand, forming a sea level rise.

2 Increased temperatures melts ice at the Artic. This ice melts into water, increasing the volume of water in ~~se~~ ~~this~~ seas, causing sea levels to rise.

In four mark 'explain two' questions remember the 2x2 route to scoring full marks. Identify a cause or reason for one mark and give explanation to score the additional mark. Repeat this process to score the full 4 marks.

Question 1 (e)

This question is another 2x2 question in that the candidate is asked to identify two natural causes of climate change and offer explanations as to how they influence climate.

Generally, the question was answered well. Candidates offered various natural causes of climate change such as volcanic eruptions, orbital changes, solar variations or asteroid collisions.

(e) Explain **two** natural causes of past climate change.

(4)

1. Solar variation, the Sun has spots of Solar output which radiate onto Earth, the more solar energy emitted the more heated the Earth becomes.

2. Volcanoes, when a volcano erupts & releases Carbon dioxide which prevents sunlight from entering cooling the Earth and sometimes creating ice ages.

ResultsPlus Examiner Comments

This answer scores 3 marks.

The candidate identifies that variations in solar activity have resulted in past climate change for 1 mark. This is then successfully extended for the second mark.

In the second scaffold, the candidate correctly identifies volcanic eruptions as being a past cause of climate change. However, the explanation is confused with the candidate attributing the release of carbon dioxide to a cooling effect. The release of carbon dioxide from such eruptions results in a short-term warming effect as it absorbs long-wave radiation, acting as a greenhouse gas. The candidate could have mentioned that the release of ash results in a cooling effect, preventing incoming short-wave radiation from reaching the Earth's surface.

(e) Explain **two** natural causes of past climate change.

(4)

1 Volcanic eruptions is a natural cause of past climate change. volcanic eruptions release ash and dust into the atmosphere which creates a shield and blocks out the sun which causes a cooling ~~effect~~ effect and temperatures to drop.

2 Another cause is the Earths orbit. The Earth has a cycle in which it orbits every 100 000 years slightly and since the past it has changed. This changes the amount of suns radiation we receive and so affects climate change.

ResultsPlus
Examiner Comments

Here, the candidate identifies two natural causes of climate change – volcanic eruptions and changes in the earth's orbit. Both of these points are well developed, explaining how they have caused changes in the Earth's climate.

This answer therefore scores 4 marks.

Question 1 (f)

Due to the optionality introduced for the 2022 series, this 8 mark question Hazardous Earth question carried the additional 4 marks for spelling, punctuation, grammar and specialist terminology. These additional 4 marks are usually allocated to the 8 mark Development Dynamics question.

Most candidates received marks at the top of Level 1 or the bottom of Level 2. They identified that coastal flooding can result in problems for communities experiencing tropical cyclones. However, at this mark range, answers often did not offer any acknowledgement of the other hazards caused by tropical cyclones or any assessment regarding their relative significance. Such answers also lacked evidence and tended to be a list of impacts caused by coastal flooding, rather than an assessment of the view that coastal flooding is the most significant hazard resulting from tropical cyclones.

At the upper end of Level 2, candidates began to provide evidence using case-study material and offer AO3 assessment regarding the relative significance of coastal flooding in various locations. However, other hazards resulting from tropical cyclones were often omitted and therefore an assessment of the view that coastal flooding is the most significant hazard was unbalanced.

The most successful Level 3 answers provided evidenced, case-study material to support their more holistic judgements, considering the significance of coastal flooding in comparison to other hazards resulting from tropical cyclones such as landslides, strong winds and heavy rainfall.

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

[handwritten annotation] Talk about positive + negative and decide on

(f) **Assess** the view that coastal flooding is the main physical hazard caused by *[handwritten: the best]* tropical cyclones.

(8)

Coastal flooding is the main physical hazard caused by tropical cyclones. This is because flooding could cause destruction of infrastructure in urban areas, increasing the number of injuries and deaths. Also in third world countries flooding caused by ~~cyclones~~ *cyclones* could damage ~~farming~~ *& crops* which is vital for survival. Furthermore, this leads to secondary impacts such as increased job loss, homelessness rates which contributes to the poverty rates.

However the ~~tropical~~ *winds speeds* caused by tropical cyclones may be the main physical hazards. This is due to the mass destruction they cause e.g. destroying homes and blowing cars away. Also it is the high level winds which play a role in causing the flooding by breaking embankments and levees holding the water, causing flooding.

In conclusion, I believe wind speeds caused by the tropical cyclone is the main physical hazard. This is because they play a role in most physical hazards caused by the cyclone e.g. flooding.

(f) Assess the view that coastal flooding is the <u>main physical hazard</u> caused by tropical cyclones.

landslides, ~~tsunami~~
storm surges

(8)

Tropical cyclones are deadly areas of rising low pressure around a destructive eye of low pressure. These cyclones can force water upwards, hence catalysing a storm surge such as the 7.6m one in Myanmar, Burma in 2008. Inturn, such forceful surge ~~cata~~ fuels mass coastal flooding. Coastal flooding could be viewed as the main physical hazard caused by tropical cyclones, as not only does it directly kill people by drowning, but it also destroys buildings and homes. Such hazards are augmented in developing countries: Cyclone Nargis hit Myanmar in May 2008, causing 138 866 deaths. Due to the weak infrastructure of the country, the 7.6m storm surge simply tore down buildings and homes, hence catalysing mass homelessness. Not only that, but coastal flooding catalysed devastating secondary impacts as the 2.5 million people affected didn't have the money to rebuild after the category 5 cyclone, hence evidencing the severe physical hazard of coastal flooding. Furthermore, coastal flooding does not only impede on developing countries: in August 2005, Hurricane Katrina hit New Orleans, imparting mass destruction. The principal reason for the 1836 deaths was coastal flooding: the water simply burst through the unmaintained levees and flooded the ancient pumping systems. ~~Thi~~ Inturn, such flooding catalysed the main bridge route into New Orleans to collapse: not only did this mean people became trapped in the poorer suburbs, but it also meant that aid could not come into the city, hence fuelling the death toll. ~~#~~ Therefore, this evidences the pivotal hazard coastal flooding is as it not only devastates developing countries, but it also imparts chaos into developed countries also.

However, another important physical hazard caused by tropical cyclones is landslides. When the force of the around 175mph winds hit, unstable land can be displaced. Inturn, this can

cause further deaths and destruction of homes, as people who are already panicked may be unaware of falling land from above. However, this is of lesser significance than coastal flooding, as landslides are provoked by such flooding; when the earth becomes saturated with water, it is more likely to slump and slide. In turn, this evidences how such physical hazard is simply fuelled by coastal flooding, therefore evidencing its diluted importance as a hazard caused by tropical cyclones. Moreover, another physical hazard caused by

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 1 = 34 marks)

TOTAL FOR SECTION A = 34 MARKS

tropical cyclones is the augmented risk of spread of disease. When buildings are destroyed, especially in developing countries where sanitation systems are sparse, many people end up closely packed together in refugee camps or simply on the streets: in Myanmar, one million people were left homeless with only little aid from neighbouring governments. Due to the close proximity, disease spread like wildfire that was simply incurable due as there was a lack of healthcare, hence magnifying the over 130 000 people already dead. However, this holds lesser significance than coastal flooding as it typically only impinges on developing countries who cannot afford healthcare and for the most part is catalysed by external factors such as windshear and flooding that destroy homes.

Overall, despite landslides and disease holding importance, I believe that coastal flooding is the main physical hazard caused by tropical cyclones. Not only does it affect developing countries, but it also formed the foundation on which the destruction of Katrina in the USA was built upon. Furthermore, it aids hazards such as landslides as it saturates the earth, hence evidencing my opinion.

Question 2 (a)(ii)

Many candidates were able to identify a reason for variations in maternal mortality rates, usually differences in healthcare provision. However, no subsequent explanation followed therefore resulting in the candidate scoring one mark. Other candidates, such as in the example below, offered two separate reasons for variations in maternal mortality rates without explaining either one.

(ii) Explain **one** reason why maternal mortality rates differ between countries.

(2)

This differs between countries beecause the level of hygine may not be great or the amount of doctors to patients rctioa may not be good eathe either.

ResultsPlus
Examiner Comments

Here, the candidate offers two reasons why maternal mortality rate may vary between countries without any explanation. The response therefore scores 1 mark.

ResultsPlus
Examiner Tip

'Explain' nearly always means 'say why'. Make sure you offer explanation. In this response, why may the doctor to patient ratio not be good?

Question 2 (b)(i)

This mathematical question examined the ability of candidates to calculate the mean of a set of numbers. As is the case for all two mark 'calculate' questions, the marks are scored by demonstrating appropriate working out and the correct answer.

The vast majority of candidates scored two marks by totalling the mean annual levels of air pollution to give 884 and then dividing this figure by the number of cities, in this case 7. The question required candidates to give their answer to one decimal place.

(i) Calculate the mean annual level of air pollution shown in Figure 5.

Answer to one decimal place.

You must show your working.

(2)

116 + 120 + 124 + 125 + 129 + 135 + 135 = 884

884 ÷ 7 = 126.29

........126.29 PM2.5

ResultsPlus
Examiner Comments

In this response, the candidate scores one mark for demonstrating their working out. However, the answer is not given to one decimal place and therefore scores 1 mark.

ResultsPlus
Examiner Tip

Two mark 'calculate' questions have one mark for your working out and one mark for the correct answer. Read the questions carefully, checking if you need to answer to a decimal place.

Question 2 (b)(ii)

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 1:6 although this was not necessary to receive the mark. Any suitable ratio was credited, with frequent answers being 20:120 and 2:12. It is worth reiterating to candidates that 1 mark calculation answers only require the correct answer.

Question 2 (c)

In this two mark, explain 'one' question, candidates were asked to identify one way rapid economic development has had a positive impact on the environment.

A considerable number of candidates suggested that countries had more money to spend on the environment but failed to explain say how this money would be spent so therefore did not score the additional explanation mark. Higher scoring responses tended to draw on technological advances in alternative energy and on the growing interest in environmental protection.

(c) Explain **one** way that rapid economic development has a positive impact on the environment.

(2)

One way is that the country will have more money to invest in more environmentally friendly energy sources. For example HEP or solar panels.

ResultsPlus
Examiner Comments

This is a strong response scoring 2 marks.

The candidate identifies that as a consequence of rapid economic development, countries will have more money available. The extension which states that the country can invest this money in environmentally friendly energy sources scores the second mark. The candidate also gives an example of alternative energy resources, however, both marks have already been scored by the end of the first sentence.

Question 2 (d)(ii)

This was an accessible question with the majority of candidates obtaining both marks. A bar chart was by far the most commonly suggested data presentation technique. Candidates obtaining both marks then went on to describe how the axis of the bar chart would represent the data to score the second mark. Several candidates responded with a labelled drawing of a bar chart which was also creditworthy.

(ii) Describe another data presentation technique that could be used to show the changes in GDP shown in Figure 6.

You may use a diagram in your answer.

(2)
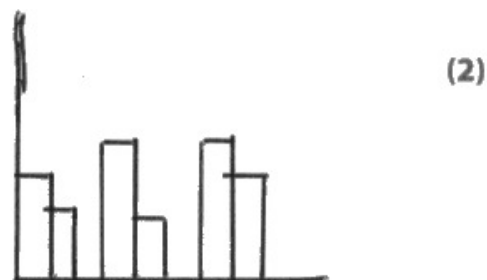
bar Chart can allow for a clear comparison of countries ~~throughout~~ between 1990 and 2019.

ResultsPlus
Examiner Comments

In this response, the candidate offers both a written and graphical response to the question although does not give quite enough detail in either to score the two marks.

If the axis of the graph had been labelled correctly then a second mark could have been awarded without the subsequent description.

1 mark.

ResultsPlus
Examiner Tip

In this type of question where you may use a diagram in your answer, either provide a fully labelled diagram or a sufficiently detailed written description, identifying a technique and describing how it would look if drawn.

Question 2 (e)

Candidates found this question particularly challenging.

Many candidates did not know the meaning of advances in communication. Others confused advances in communications with the ability to communicate in a specific language.

Of those candidates who were successful, there was often reference to a developments in mobile phone technology or internet availability. 'Advances in communications' is a specification term, which candidates should have encountered during their course. As is always the case, 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 developments in transport infrastructure have encouraged foreign direct investment which has increased the availability of jobs.

(e) Explain **one** way advances in communications have helped the economic development of a named emerging country.

(3)

Named emerging country: India

Advanced communications have helped economic development because of TNCs. TNCs such as BT have their calling centres in India. The TNCs will build modern infrastructure like ~~the~~ offices ~~so~~ and ~~all~~ also upskills the workers. These ~~offer company secondar~~ tertiary jobs so ~~they are~~ the workers get paid more, which will allow them to pay ~~high~~ higher tax to the government, which increases GDP and GNI

In this response, the candidate identifies that advances in communications have encouraged transnational corporations (TNC'S) to locate in India which has subsequently created jobs. This scores two marks.

However, throughout the responses, the candidate does not mention any 'advances in communications'. They allude to modern infrastructure but rather than referencing transport or internet infrastructure, they refer to developments in the built in environment (offices).

2 marks.

Complete a glossary of key words from the specification.

Question 2 (f)(ii)

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

Some candidates wrote extensively, listing all the characteristics of the pyramid that were representative of a developing country instead of concentrating on one characteristic as is demanded in the question.

(ii) Suggest **one** way Figure 7 provides evidence that South Sudan is a developing country.

(3)

The population pyramid has a wide base, as more children are born. infant mortality rate is higher in developing countries as the health care sector is not as advanced and not as affordable. families in developing countries have more children as some will die due to poor health, before adult hood.

ResultsPlus Examiner Comments

This is an excellent response scoring three marks.

The candidate identifies that South Sudan has a large number of children being born for the first mark. The reasons for this are then fully explained.

Question 2 (g)

This was another 'explain two' question worth four marks.

Many candidates scored 2 out of 4 marks as they used the country's geographic location and ease of trade for both factors, in slightly different guises. The best answers used this once, typically a country's coastline and therefore ability to trade with other nations and then a different locational factor was identified and explained to gain all four marks. Several candidates attempted to explain locational advantages which are not geographically accurate. For example, India sharing a land border with China and subsequent trade flows was identified as a locational advantage whereas in reality, the Himalayas restricts any trade.

Some candidates identified a locational factor which restricts the economic development of a country such as being landlocked, near a mountainous border, or identified arid areas within a country leading to regional inequalities.

(g) Explain **two** ways that the location of an emerging country you have studied has influenced its development.

(4)

Named emerging country: _____ Drc congo._____

1 The topography is very ~~hilly this well~~ hilly as well as mountaneous making it harder to develop/build infastructure.

2 ~~A~~ This country is landlocked. Making it hard for trade on land as they would have to pass through other countries as well as the expenses that come with flying material out.

> ### ResultsPlus
> **Examiner Comments**
>
> Here, the candidate identifies two separate locational factors and explains how they influence the development of the Democratic Republic of Congo.
>
> 4 marks.

Question 2 (h)

As was the case for question 3i, this question proved particularly challenging for less-able candidates, although far fewer blank responses were recorded in this series, likely as a consequence of the additional time which was allocated to candidates.

Level 1 candidates often wrote, short, generic answers consisting of vague information as to why some of the world's countries are relatively poor. Both colonialism and neo-colonialism are specification terms but both, particularly neo-colonialism, were poorly understood by candidates operating at Level 1.

At Level 2, candidates were able to differentiate between colonialism and neo-colonialism and their contribution to inequalities although there was often an absence of AO3 evaluation.

There were many examples of detailed Level 3 answers which offered an evaluation of the impacts of colonialism and neo-colonialism and provided location specific evidence to substantiate answers. There were some exceptional responses which began by introducing Frank's dependency theory, used case study examples such as India, highlighting both positive and negative aspects of colonialism, and attempted balanced AO3 judgements. Such candidates argued that despite independence, the development of countries is being restricted by neo-colonialism referring to examples such as plantations in Malawi and emerging superpower nations such as China exploiting mineral wealth in Africa.

Some candidates cited the example of Ethiopia, a country which never experienced colonialism which is now lagging behind in terms of development when compared to countries which did experience colonialism.

(h) Evaluate the importance of historical factors (colonialism and neo-colonialism) in the growth of global inequalities.

(8)

In the past, as part of colonialism, some countries took control of and exploited the people and resources of a another country.

Colonialism can have a very negative effect effect on the development of some countries because their resources may have been depleted in the past when they were part of a colony. This means that development is harder, as Rostow outlined in his modernisation theory, that, as a traditional society, it is necessary to have raw materials an good land to develop, as these are necessary for primary industries. If these are depleted, economic growth can be made harder, for the colony country, and easier for the coloniser as they have used these resources for their own economic growth.

Colonialism also has impacts today in the form of neocolonialism, which is when colonisers and ex colonies have unfair trade relationships. Frank demonstrated this in the dependency model which shows that there are core and periphery countries, which need each other for raw materials or manufactured goods. This unfair trade relationship will have impacts on development of periphery countries who can't grow economically when kept in these positions, and core countries which grow faster.

However, it could be said that these historical factors are not most important, because some countries, like India, have escaped this, as they are now one of the most influential countries as part of G20 and the UN,

despite having been a colony. Similarly, some countries, like Ethiopia, were never colonised and have not developed much.

this is why I think that physical factors are more important, as

(Total for Question 2 = 30 marks)

it can be seen by Malawi that poor land and ~~too~~ poor access to the sea (they are landlocked) can be major factors to consider as part of development, as Rostow shows in his modernisation theory that these are needed for development.

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Examiner Comments

This is a strong answer, which:

- contains an excellent level of detail covering the contribution of colonialism and neo-colonialism to global inequalities (AO2)
- offers evaluation of the impacts of colonialism and neo-colonialism, making judgements throughout (AO3)
- Shows deeper thinking by concluding that whereas historical factors are important, physical factors are more significant in their contribution to global inequalities.

8 marks

(h) Evaluate the importance of historical factors (colonialism and neo-colonialism) in the growth of global inequalities.

(8)

Colonialism meant that European powers took over land from the Americas, Asia and Africa. This meant that they exploited these lands for their cheap labour and natural resources. The profits then went to the colonial powers and not to the exploited lands meaning that the European powers increased their wealth while the exploited lands only had their economy shrink.

In modern times, former colonial powers still influence the economy of former exploited countries. They control the debt market meaning that the countries who were exploited are poor so they ask the richer, former colonial powers to borrow money. They are then charged an interest rate which forces them to pay even more money back. This makes the richer former colonial powers richer and the poorer countries poorer.

TNC's from richer countries can work in poorer countries. This is in order to exploit the cheaper labour and raw materials found there. As such, the profit mainly goes to the TNC and the country its headquarters are in which is usually a richer country.

and not to the poorer country increasing the growth of global inequalities.

In conclusion, historical factors are significant in the growth of global inequalities as it ~~allows~~ plays a part in making the ^richer, former colonial powers to become riche and the poore countries, poore

This is a typical mid level 2 response.

The candidate identifies issues caused by both colonialism and neo-colonialism demonstrating AO2 understanding.

However, there is no evaluation (AO3) offered other than a very brief conclusion which states that colonialism and neo-colonialism have made poor countries poorer and rich countries richer.

Throughout the response, there is no specific evidence provided to help substantiate the answer. The inclusion of this and some more detailed evaluative comments would have propelled this response into level 3.

5 marks.

Underline key geographical words in the question – this will help focus your answer.

Remember to include judgements in your response. Half of the marks available in this style of question are for balanced, evidence-based judgements.

Question 3 (a)(iii)

This was a well-answered question with the majority of candidates achieving two marks. Various methods were illustrated to calculate the forecasted urban population of Africa in 2050 with candidates needing to calculate 20% of the forecasted global urban population in 2050 of 6.5 billion. Most commonly, candidates multiplied 6.5 billion by 0.2 (20%) to obtain the correct answer of 1.3 billion.

(iii) In 2050, globally there are forecast to be 6.5 billion people living in urban areas.

Calculate the number of people forecast to be living in urban areas in Africa in 2050.

You must show your working.

(2)

.........1.3......... billion

ResultsPlus
Examiner Comments

Here, the candidate provides the correct answer of 1.3 billion. Unfortunately, no working out is shown, therefore limiting the response to 1 mark.

ResultsPlus
Examiner Tip

When 'calculate' questions are worth two marks and the question states 'you must show your working', there is one mark available for your working out and one mark for the correct answer.

Question 3 (b)

Most candidates had a good understanding of the why the population can decrease in urban areas with the majority scoring two marks. Some candidates, although a minority, confused the terms 'urban' and 'rural', instead referring to population decline in rural areas. Significantly, candidates referred to contemporary urban population decrease, citing the decline in office-based work in city centre locations and the subsequent movement of people to less expensive rural locations. Many candidates also accurately explained the process of counterurbanisation and the reasons for it.

(b) Explain **one** reason why the population has fallen in some urban areas.

(2)

Counterurbanisation is a reason why population has fallen in some urban areas. This is where people migrate from urban to rural areas for a better lifestyle. This includes having cleaner air, more open green spaces and better quality housing.

ResultsPlus
Examiner Comments

This response identifies a reason for the decline in the population of urban areas and complements this with several reasons as to why counterurbanisation is happening. Only one extension, such as 'cleaner air', is sufficient to score the second mark.

Question 3 (c)

The majority of candidates were able to complete the pie chart successfully, utilising the data for Nepal, Pakistan and India.

A surprising number of candidates were unable to accurately illustrate the data as shown in the example below.

(c) Study Figure 9, a pie chart showing the origin of international migrants living in Doha, the capital city of Qatar, in 2020.

Figure 9

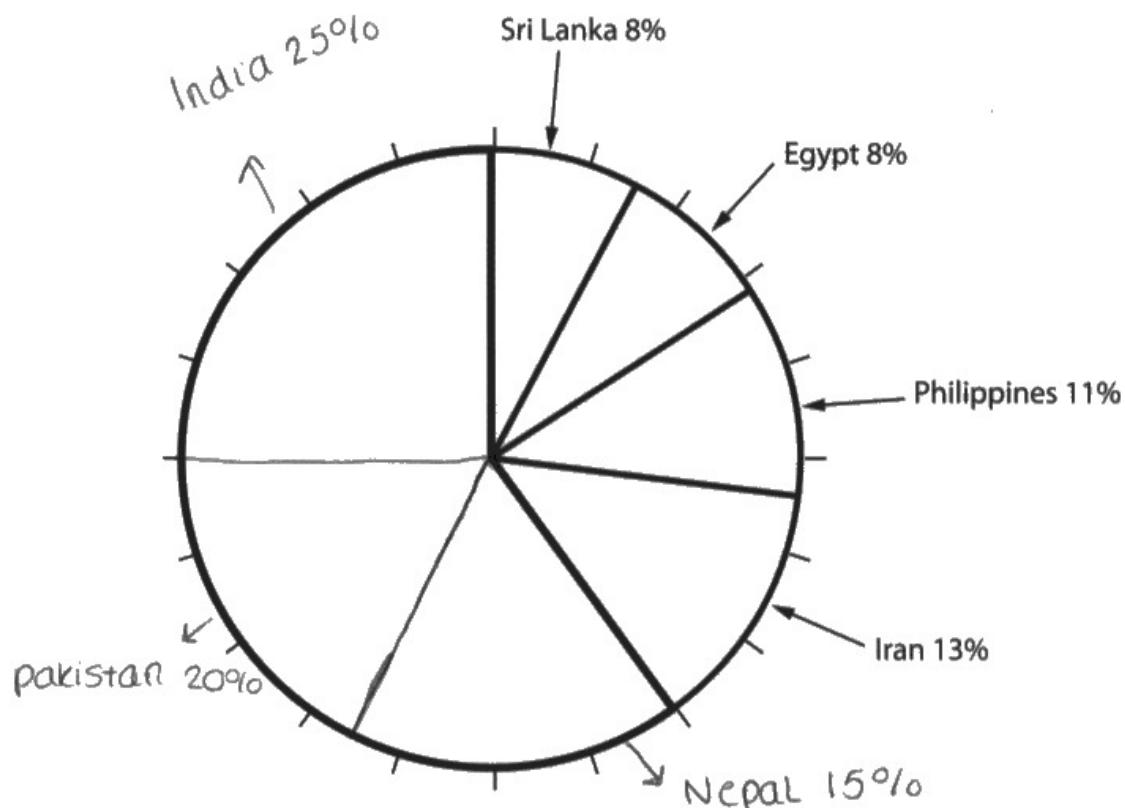Plot the data from the table below to complete the pie chart in Figure 9.

(3)

Country of origin of migrants	Percentage (%) of total migrants in Qatar, in 2020
Nepal	15
India	25
Pakistan	20

In this response, the candidate accurately completes the segment of the pie chart for India but the data for the other two countries is not accurately represented.

This response scores 1 mark.

Question 3 (d)

In this two mark explain question, the greatest barrier to full marks seemed to be candidates misinterpreting the question and missing out the impact regeneration has on the population of an area. Responses then became focused on the impacts of regeneration in general, rather than how it can affect the number of people living in the area. Many candidates focussed on regeneration making the place look better or increasing jobs in the area therefore leading to in-migration. A broadly equal number of candidates preferred to attribute regeneration to population decline with some excellent answers attributing gentrification to a rise in house prices and therefore people moving out of urban areas to cheaper locations.

(d) Explain **one** impact of regeneration on the number of people living in urban areas.

(2)

It will Increase the population as there will be more space to build houses and then more people can live there

ResultsPlus
Examiner Comments

This is an example of incomplete explanation. The candidate identifies that the population of regenerated areas may increase as a consequence of there being more space for house building but offers no explanation as to why regeneration of areas sometimes equates to more space being available.

1 mark.

ResultsPlus
Examiner Tip

Explain your answers fully using explanatory language.

Question 3 (e)(ii)

This question was well answered by many students. Candidates made good use of terms such as 'positive correlation' and associated terminology. Successful candidates were able to access full marks for this question by correctly identifying the trend, anomalies, and make use of data to support their answer. Some candidates went down explanatory routes when formulating their response when the question asked for description. Some candidates did not make use of data in their answers, therefore limiting themselves to two marks.

(ii) Describe the relationship shown in Figure 10. Use numeric data in your answer.

(3)

The relationship between contribution of GDP to national population living in the capital city is positive trend with positive correlation with a few anomalies such as Copenhagen where it contributes 40% to the GDP but only 13.5% live in the capital city and Ottawa Washington DC where only 41% people live in the capital. It provides 39.5%.

ResultsPlus
Examiner Comments

This is an example of a strong response scoring all three marks. The trend is correctly stated, an anomaly to the trend is identified and data is used to support the answer.

3 marks.

ResultsPlus
Examiner Tip

Read the questions carefully. Underline the command word – in this case 'describe'. Also, if the question asks you to use data then do so!

Question 3 (g)

The most widespread response was that informal jobs are not subject to taxation whereas formal jobs are taxed. Very few candidates addressed why this is the case and therefore many candidates did not access the second mark. Of all the misconceptions amongst the cohort, one of the most recurrent is that people prefer to take informal jobs as a way to avoid paying tax. Successful, two mark answers, identified that as there is no monitoring by the government, informal sector employment is not taxed whereas the opposite is the case for formal employment.

(g) Explain **one** difference between formal and informal employment.

(2)

Formal ^workers are taxed for in their pay while generally there is no ~~tax~~ taxation in the informal employment when being payed

ResultsPlus
Examiner Comments

This is a typical one mark response. The taxation difference between informal and formal employment is identified but there is no subsequent explanation as to why this is so.

1 mark.

ResultsPlus
Examiner Tip

Make use of linking words in your answers such as 'because' or 'therefore'. These are helpful in 'explain' questions, because they identify that one thing leads to another.

Question 3 (h)

This question examined the candidates' knowledge and understanding of bottom-up strategies in their chosen megacity in either an emerging or developing country. Those candidates with case-study knowledge and understanding provided answers that were location specific in terms of detail and showed more comprehension of the bottom-up concept and were able to identify aspects of bottom-up strategies and explain how they have helped the lives of citizens. The most common answers were those that referred to various bottom up strategies in Mumbai such as Lok Seva Sangam (LSS) and the impact that the project has had on the health of residents. More generic answers tended to be very generalised, usually mentioning the community-driven nature of bottom-up strategies or their low cost of implementation.

(h) Explain **two** advantages of bottom-up strategies in a named megacity in a developing or emerging country.

(4)

Named megacity: Mumbai

1 one advantage is that they provide support for the local community, such as schools funded by NGOs. This gives children opportunities for education and to be able to get a well-paid job in the future.

2 another advantage is that they help with sanitation, such as the toilet blocks being set up. These are more hygenic so can help to improve peoples health and their overall quality of life.

Provide support for local communities, such as schools by NGOs.

Sanitation + health in deprived areas, toilet blocks in dharavi.

(h) Explain **two** advantages of bottom-up strategies in a named megacity in a developing or emerging country.

(4)

Named megacity: Mumbai

1 One advantage is that bottom up strategies tend to be ~~significantly~~ cheaper than a Top-down strategy which heavy envolves the government, meaning more money is involved. Instead they are a Charity and raise money in an aware way, ~~overcoming~~ working hard.

2 Bottom-up strategies involve the Community as it is a NGO and this can bond the community if they are all working together as a team to build a strategy. ~~Moreprovas~~ They meet meet the communities needs better as the community are doing the strategies themselves so have a better more accurate idea of what they want ideally.

Question 3 (i)

The most common areas of discussion were Mumbai and Lagos, although any megacity in a developing or emerging country was a suitable selection. More commonly, candidates demonstrated sound AO2 understanding in terms of the reasons for the relatively recent population growth, attributing this mainly to rural-urban migration, coupling this with a range of push and pull factors.

Fewer candidates were able to successfully engage with historical factors for population growth. Those that did often referenced specific physical features such as Mumbai's deep-water port and the impact of colonial development.

At Level 1, answers tended to be a generic list of reasons why the population of a city may increase, usually urban pull factors with no specific megacity evidence and no AO3 judgements made.

At Level 2, candidates began to incorporate case-study detail and attempted to differentiate between past and present reasons for population growth although AO3 judgements were unsubstantiated. For example, candidates said that rural-urban migration is significant without offering any specific evidence to affirm this judgement.

The best answers included case study specific understanding (AO2) and evidenced based judgments (AO3) regarding the relative significance of the identified population growth factors. Such answers often offered an overview of the development of the historical development of the megacity for example, the port created an opportunity to trade, the trade then attracted TNCs which now encourages rural-urban migration and attributed a significance weighting to each stage of the population growth of the megacity.

(i) For a named megacity in a developing or emerging country, <u>assess the reasons</u> for past and present trends in population growth.

*the city being accessible via the Suez canal. (8)

Named megacity: Mumbai

One reason for population growth in Mumbai is due to an increase in TNCs ~~settima~~ ˅such as microsoft and google. setting up their companies there ‹one›. These FDIs are due to Mumbai having a large population of ~~yob~~ youthful skilled workers, ~~this accessibility~~ ‹city being *›, and the fact that there is no minimum wage, meaning it ˅is˅ ~~is~~ cheap to outsource ∮ there. This increases population as there is an increase in job opportunities available, causing the workers to settle there.

Also another reason for population growth in mumbai is due to the abundance of services available there. Despite these services such as transport and education being predominantly more accessible for the more affluent, these services attract people from rural areas of India to settle there so they can have access to these luxuries which are not available in the countryside.

Furthermore, a reason for the population growth in mumbai is due to the large availability of informal jobs. This is more attractive ∮ for people in informal settlements as they ● are

not signed to any contracts and these workers means they have more freedom. This increases the population of people in Mumbai's 8th shanty town Dharavi as more people are ~~being~~ working for the informal economy meaning they have to settle for spontaneous settlements due to their low wages.

(Total for Question 3 = 30 marks)

ResultsPlus
Examiner Comments

This response has the basis of a strong answer. The candidate identifies several reasons for the growth of Mumbai's population. However, the candidate does not engage fully with the question. There is no attempt to differentiate between past and present reasons for the growth of the city and AO3 judgements where the candidate should attempt to 'assess the reasons' are lacking.

Level 2 – 4 marks.

ResultsPlus
Examiner Tip

Think about how this answer could be improved and be made a level 3 answer. Focus upon differentiating between past and present reasons for the the growth of the city and also making judgements about the importance of each of the reasons for growth.

Paper Summary

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: 'advances in communications' in Q2(e) or 'bottom-up approaches' in Q3(h). 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 candidates are given the opportunity to practice the accuracy of their graphical skills. In Q3(c) inaccurate representation of the provided data was quite common.
- 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 provide candidates the opportunity to refer to their case-study material.
- 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.
- In 'explain' and 'suggest' questions, candidates should be given opportunities to make use of explanatory language such as making use of phrases such as 'this is because', or 'this means that'.
- There will always be some questions that require candidates to perform a calculation (AO4). It is essential that candidates have a calculator with them. It is also important to read the question carefully. For example, if the question states that they should 'show your workings' or give the answer to one decimal place it is important that they do so.

Grade boundaries

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