



Examiners' Report

June 2022

GCSE Geography B 1GB0 03

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Introduction

The candidates who sat this examination performed extremely well considering the disruption to teaching and learning they will have experienced throughout 2020, 2021 and, in some cases, 2022.

Many candidates produced substantial, high-quality answers for the extended writing questions (3f, 3h and 4). They are to be congratulated for showing such resilience during a very difficult period of study.

In line with previous series, there was evidence this year of generally good:

- time management (most candidates finished the entire paper, with the majority completing satisfactory responses for the extended writing questions 3f, 3h and 4)
- focus on question key words (with some exceptions, which are discussed below)
- use of the Resource Booklet.

Question 1 (a)

Around 80% of all candidates correctly identified the year 2002.

Question 1 (b)

Around half of all candidates provided a valid alternative reason for growing resource demand over time. Common themes included economic growth or development, industrialization and rising affluence. Credit was not given to answers which gave no clue as to why demand was actually *growing* over time, for example a statement such as: 'Agriculture needs resources.'

Question 1 (c)

Most candidates were able to use data from Figure 1 to provide an explanation which demonstrated understanding of the prediction, namely that population might *double* in size over a 30-year period. Past evidence in Figure 1 shows, for example, population growing from 15 to 30 million between 1990 and 2020. Candidates who used valid data such as these in their answer were awarded the full 2 marks on the basis that they had demonstrated understanding of what is meant by 'doubling' and they also understood the requirement to look for evidence of what can happen over a 30-year period of time.

(c) Ghana's population is predicted to double in size between 2020 and 2050.

Explain **one** way in which the graph in Figure 1 supports this prediction.

Use data from Figure 1 in your answer.

In 1990 there were 15 million people
and in 2020 there were 30 million people
population with this data doubled in 30 years
so in another 30 in 2050 it could double again. (2)



In this response, the candidate has carefully selected past evidence showing the population doubling in size over a 30-year interval. This information supports the prediction which candidates were asked to think about. Full marks were awarded.

(c) Ghana's population is predicted to double in size between 2020 and 2050.

Explain **one** way in which the graph in Figure 1 supports this prediction.

Use data from Figure 1 in your answer.

(2)

The graph shows that in 2002, there were 20 million people then in 18 years it rised to 30 million



In this response, the candidate has used data from Figure 1 unselectively. The data they have chosen shows Ghana's population has grown in size, but this answer lacks specific support for the proposition that population can double in size over a 30-year time period. Only 1 mark was awarded.

Question 1 (d)

Most candidates were able to use Figure 2 to identify two ways in which mining leads to vegetation loss. The most common ways chosen by candidates were (i) the clearance of forest to make room for settlement and (ii) the polluted water. Credit was not given to responses such as: 'It causes deforestation'. The question asks candidates to identify the ways in which mining leads to deforestation, not to simply re-state the outcome.

Question 1 (e)

Candidates scoring 2 marks typically employed subject-specific terminology and made it clear how the soil is harmed, for example through erosion or reduced fertility. Typically, candidates explained either that the loss of interception cover increases the chance of soil erosion, or that the loss of vegetation means a decreased supply of nutrients which affects soil health negatively. Full explanations such as these were awarded 2 marks. Weaker responses scoring 1 mark typically provided a more basic explanation which lacked clarity in terms of the impact on the soil.

(e) Using your own knowledge, explain **one** way in which soil can be damaged by the loss of vegetation.

(2)

Soil needs ~~the~~ nutrients in order to be fertile. This nutrients is supplied by decaying biomass such as vegetation. If enough vegetation is lost not enough will decay on the ground therefore soil fertility is damaged.



This example employs terminology well and clearly explains how the soil has been damaged.

(e) Using your own knowledge, explain **one** way in which soil can be damaged by the loss of vegetation.

(2)

soil can become dry and crack, causing any nutrients to leave it so it becomes damaged.



This example lacks clarity, and also lacks a focus on a **single** way in which damage occurs. The answer repeats the wording of the question by asserting that the soil is 'damaged'. No additional detail is provided of this damage, such as erosion or reduced fertility.

Question 2 (a)(ii)

Only a minority of candidates answered this question correctly. Around two-thirds of candidates either lacked familiarity with this key statistical word ('modal') or were unable to apply their understanding to the data shown.

Question 2 (b)

More than two-thirds of the cohort answered this question correctly to gain full marks.

Question 2 (c)

This question was answered very well by many candidates. The best answers applied understanding of ecosystem ideas and concepts to the question by providing an answer which focused on habitat loss or food chain disruption. Candidates carefully selected two changes shown in Figure 4 as the 'springboard' which they used to demonstrate this understanding. Popular themes included: the loss of emergent trees which might serve as a specific habitat for some birds or primates, or might allow some species to escape predators; the loss of the forest floor and ground layer habitat, which may have served as an important food source for some species, or may have provided shade. Weaker responses demonstrated a less secure understanding of the concepts, or made unselective and poorly-focused use of Figure 4.

(c) Study Figure 4 in the Resource Booklet.

Explain **two** ways in which the changes shown in Figure 4 may lead to the loss of tropical rainforest animals.

(4)

- 1 There are no more high layers of vegetation such as the emergent layer and canopy layer meaning animals that live on ~~the~~ tall trees and use the tall trees to get away from predators cannot use them anymore leading to the loss of animals since they're probably killed by ^{other} ~~the~~ animals.
- 2 On the ground layer there aren't many plants ~~now~~ so animals that would live on those and use the vegetation at the bottom for food will either die of starvation or die from being killed.



This example shows strong applied understanding of ideas and concepts. The response is focused on specific changes shown in Figure 4. Credit is awarded under both assessment objective 2 and assessment objective 3. Full marks were awarded.

(c) Study Figure 4 in the Resource Booklet.

Explain **two** ways in which the changes shown in Figure 4 may lead to the loss of tropical rainforest animals.

- (4)
- 1 Deforestation, ~~with~~ means a lack of trees therefore ^{the rainforest} animals won't be able to survive as there isn't any vegetation to live from.
 - 2 The climate, if there are a lack of trees the rainforest animals will find it hard to find shade.



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This example shows insecure understanding of ideas and concepts. The response is weakly focused on Figure 4 and lacks attention to detail. In the first answer, we do not know what is meant by 'live from', nor which trees are being described. There are trees in the 'after' image, so there is not a 'lack of trees' afterwards. 1 mark is awarded for applied understanding of the importance of 'shade'.

Question 3 (a)(i)

Around 85% of candidates answered correctly.

Question 3 (b)

Around 85% of candidates answered correctly.

Question 3 (c)

This question required students to create links and connections between two figures in the resource booklet. Rather than relying mainly on their own prior learning, candidates were expected to create an explanation by synthesising new information and ideas provided to them under examination conditions. The best answers followed the instructions carefully and cited specific evidence from both figures. High – scoring answers often saw that other oil-producing nations are shown to have a higher per capita GDP: Ghana’s own GDP per capita might therefore increase if new oil resources are developed within its own borders. Some candidates went on to explain that this economic growth might lead to a further reduction in international aid, as shown in Figure 5. Other candidates included a negative way in which Ghana’s economy might be affected. They explained that if the new oil resources were discovered within the borders of rival competitor countries, this could impact on Ghana adversely due to falling prices caused by a potential oversupply of oil. Answers such as these were often impressive in the way they synthesised new ideas and understandings based on the figures provided.

(c) Study Figures 5 and 6 in the Resource Booklet.

Using evidence from Figures 5 and 6, explain **two** ways in which Ghana's economy might be affected by the development of new oil resources.

(4)

1. ~~At~~ Figure 5 shows ~~about~~ about 25-30% of Ghana's GDP is from oil and therefore new oil resources will benefit the GDP of Ghana's economy.
2. Figure 6 however shows much larger countries with the same or more percentage of ~~income~~ ^{GDP} coming from oil which creates competition that Ghana are unlikely to come on top of which could negatively affect their economy.



This response scored full marks. Two clear explanations were provided, based on links and connections made between the 2 figures. Supporting evidence has been provided, as required by the question. This response provides both positive and negative scenarios depending on where the new oil resources are discovered.

(c) Study Figures 5 and 6 in the Resource Booklet.

Using evidence from Figures 5 and 6, explain **two** ways in which Ghana's economy might be affected by the development of new oil resources.

1. The development of new oil resources ⁽⁴⁾ may increase the GDP they receive as they will be exporting greater amounts of Gold.
2. The development of new oil resources also leading to greater GDP per capita will also lead to the amount of international aid received falling.



This response only gained 2 marks. Limited specific use is made of any evidence and the explanations lack clarity (especially the first one).

Question 3 (e)

Most candidates provided two appropriate reasons. At the lower end of the mark range, these tended to lack any development. Weaker responses recognised that oil is not a ubiquitous resource and is only found in particular places. They also were aware of the high economic costs that sometimes accompany oil resource development which could become a barrier to exploitation. Only a small minority of candidates displayed any deeper understanding of their chosen physical reason. A very small proportion of responses wrote about sedimentary rocks or the role of geology in their answers.

(e) Using your own knowledge, explain **one physical** and **one economic** reason why oil resources can only be developed in certain places.

(4)

Physical reason

only some areas around the world have the right conditions to create oil.

Economic reason

some countries do not have sufficient funds to develop oil resources



This response gained half marks. Two simple explanations have been provided, both of which are correct but lack any specific recalled knowledge and understanding.

(e) Using your own knowledge, explain **one physical** and **one economic** reason why oil resources can only be developed in certain places.

(4)

Physical reason

The geology of the place depends if oil resources can be developed as oil is usually found in sedimentary rock or very far underground.

Economic reason

Oil needs a lot of machinery and technology to extract so if they cannot afford to buy the required things then they cannot develop the oil resources.



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This response gained full marks thanks to the way the candidate applied their own knowledge and understanding to develop both reasons. There is good use of subject-specific terminology in the first explanation.

Question 3 (f)

Most candidates were awarded a Level 2 mark in the range 4 to 6. This meant that they could apply and deconstruct the information provided and make logical connections between the two viewpoints by comparing and contrasting the narratives, as instructed. At the bottom end of level 2, candidates sometimes compared the facts appearing in the two narratives rather than using the information to show the viewpoints being expressed. At the top end of Level 2, candidates sometimes provided a simple judgement about whether the similarities outweighed the differences overall. At the top end of Level 2, candidates showed better use of geographical skills in their treatment of the information, for example through the use of quotation marks surrounding carefully selected quotations. At the top end of Level 3, candidates typically included a *strong overall* assessment of the net level of similarity or difference of the two arguments.

(f) Study Figure 8 in the Resource Booklet.

Assess the similarities and differences between the two views.

(8)

In Figure 8, there are 2 views on the exploitation of oil and other natural resources in Ghana. View 1 is from a Ghanaian government minister and view 2 is from a Ghanaian university professor. View 1 views TNCs as helpful and supportive but the heavy rely placed on them won't be for much longer as university develop offering higher tertiary courses. "We still rely on foreign TNCs to provide the skilled workers and technology needed to develop our offshore oil. But this will change as our universities begin to offer management and engineering courses." He is hopeful and convinced Ghana is developing and sees hope for the future. However, view 2 ^{explains} ~~shows~~ how TNCs exploit Ghana. "TNCs take \$100 billion each year from developing countries. TNCs, aided by a few rich and powerful Ghanaians, keep most profits. Everyone else is left dependent on aid." This shows the realness and corruption of TNCs as they exploit workers and pay them not what they deserve so developed countries can continue to make money while developing countries continue to struggle to develop.

However, a similarity between the two views is that they both agree Ghana is dependent on TNCs for their development. View ~~one~~ 1 states "We still rely on

foreign TNCs to provide the skilled workers and technology needed to develop our offshore oil" and in view 2 ~~the~~ the professor describes them both "dependent on aid". They both agree Ghana can't run independently without foreign aid from country because in 2019 \$1,256 million was received in foreign aid by Ghana.

In conclusion I think that both views are somewhat alike however view 1 is more optimistic in the sense that there is hope for Ghana to stop relying on other countries aid and increase their education levels so they can do well independently however in view 2 it is more pessimistic but factual explaining the extensive exploitation Ghana / developing countries face.



This excellent response gained full marks. The candidate has carefully analysed the two viewpoints and provided a sustained assessment of the similarities and differences between the two views, while constantly connecting (comparing and contrasting) the two narratives. The portrayal of the views as 'optimistic' and 'pessimistic' is very good. There are moments where the clarity of language used might be improved, but this is not a reason to withhold marks. Excellent skill is shown in the selection and presentation of qualitative data.

(f) Study Figure 8 in the Resource Booklet.

Assess the similarities and differences between the two views.

(8)

Both have very similar and different views on the exploitation of oil and other natural resources in Ghana. The Ghanaian government minister starts his point of view off with a short and powerful sentence with only 3 words, "Ghana is lucky". This here shows how much it means to finally have some oil in their possession. The Ghanaian university professor shows his involvement with exploitation of oil and other natural resources in Ghana.

Furthermore, the Ghanaian government talks about a similar view with the Ghanaian university professor. Ghanaian government says "Today, everyone is talking about oil and freeing ourselves from foreign aid." Ghanaian university professor says "Everyone is left dependant on aid." On the ~~the~~ ^{other} hand, they ~~are~~ ^{also} talk about their differences. Ghanaian government minister says "One day soon, Ghana will be a top African oil exporter". Ghanaian university professor says "While we stay too poor to pay for the infrastructure".



This response gained 5 marks (the modal mark for this item). The candidate has read the two extracts and reproduced some of the material in the answer space. There is some effective organisation of material to demonstrate similarities and differences. Mostly, the overall tone remains descriptive and lacks any assessment of how far the views are similar or different overall. Although the first paragraph does include a comment about the 'powerful' tone of the minister, which shows some AO4 skill in the handling of qualitative data. Quotation marks are used well as part of the data assessment.

Question 3 (g)

The majority of candidates provided an effective response which gained 2 marks or higher. At the lower end of the marking range, candidates offered little in the way of explanation beyond the statement that carbon emissions have increased 'because fossil fuel use has increased'. In the middle of the marking range, candidates identified reasons for this increase such as global population growth and rising affluence. At the top end, candidates gaining full marks typically made use of carefully selected evidence from the figure, such as the steep rise shown in coal use. Some applied their own knowledge and understanding of increased resource consumption in Asia to help explain the upward trend in coal use.

(g) Study Figure 9 in the Resource Booklet.

Using evidence from Figure 9 and your own knowledge, explain **two** reasons for the rise in global CO₂ emissions from fossil fuel use since the year 2000.

(4)

- 1 the global CO₂ emissions from coal has increased from just under 10 billion tonnes in 2000 to 15 billion tonnes in 2017 this could be because of ~~growing demand~~ ^{overpop increasing} population causing the demand for fuel and energy to rise and therefore also the emissions.
- 2 the global CO₂ emissions from ~~other~~ ^{all} fossil fuels has ~~also~~ increased from 25 billion tonnes to just over 35 billion tonnes ~~this is to be~~ ^{this could be} because as conventional fossil fuels are being ~~exhausted~~ ^{exhausted} ~~new~~ ^{of new} ~~unconventional~~ fossil fuels are adding to emissions.



This response gained full marks. The candidate has demonstrated in-depth understanding of the reasons for increased global fossil fuel consumption in recent decades, including use of new sources (shown in red on the graph). This understanding has been applied selectively to key information extracted from Figure 9.

(g) Study Figure 9 in the Resource Booklet.

Using evidence from Figure 9 and your own knowledge, explain **two** reasons for the rise in global CO₂ emissions from fossil fuel use since the year 2000.

(4)

- 1 growing population means the demand for fossil fuels and more resources has increased. It also is because more people use fossil fuels which increases the amount of CO₂.
- 2 More people use coal, oil and gas and fossil fuels as it is cheap and easy to make/get.



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This response gained half marks. The candidate has provided 2 generic statements which neither demonstrate in-depth understanding of the topic nor make selective use of data from Figure 9.

Question 3 (h)

The majority of candidates were awarded a Level 2 mark in the range 4 to 6. This usually meant they had demonstrated Level 2 competency in their ability to make links and connections between different elements of Figure 10. Typically, candidates identified which of the three climate change predictions best helps explain particular environmental issues shown in the four boxes below. At the upper end of Level 2, candidates usually began to additionally weigh-up the *relative* severity of the different impacts shown and to perhaps assert a view as to which is most concerning. Level 3 answers tended to further develop their assessment or weighing-up of the relative severity of the varied environmental challenges. Some candidates used a sustainability framework to demonstrate how some issues, such as the loss of key marine species, would not only be environmentally ruinous but also economically and socially devastating for communities (who depend on those ecosystems for food and income).

(h) Study Figure 10 in the Resource Booklet.

Using evidence from Figure 10, assess the environmental challenges which climate change may bring to Ghana.

(8)

Ghana ~~is a coastal country~~ is a coastal country and with the sea levels rising, Ghana is in trouble. Ghana has a very high population and with sea levels rising meaning that the coast will get flooded where 2 million people live. This also leads to loss of farmland.

As well as that, the temperature will increase 1.4-5.8°C higher meaning the vegetation and species that could live in a certain temperature will unfortunately die or lose their ~~the~~ habitats. Moreover, the 2 million people who earn a living of fishing will be at a loss since the most of the fish die in warmer waters.



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This response gained half marks: the candidate extracts information from Figure 10 to describe a series of concerns. In doing so, some links are established between different elements of the information. However, there is little attempt to assess or weigh up the different challenges.

(h) Study Figure 10 in the Resource Booklet.

Using evidence from Figure 10, assess the environmental challenges which climate change may bring to Ghana.

(8)

Climate change may cause Ghana to experience freshwater shortages due to a 4% decrease in rainfall by 2040. This decreases the volume of water available to generate hydroelectric power - inhibiting development of this energy resource as well as depriving many communities of safe drinking water.

Climate change may also move ~~severely~~ severely harm ecosystems that exist in Ghana. Due to the decrease in rainfall, forests will be replaced ~~with~~ by grasslands with fewer animal habitats, reducing biodiversity. Climate may also become too dry for some existing crops - limiting food sources for both animals and humans.

More importantly, climate change could cause a 75-190mm rise in sea levels by 2100, which could cause Ghana's coastline to flood. Many of Ghana's urban areas, where 2 million people live, will be flooded and many farmlands near Lake Volta (damaging food supply).

As well as this, climate change could cause a 1.4-5.8°C increase in temperatures by 2080 which could lead to warmer coastal waters. This would lead to the loss of

Species who prefer a colder habitat as well as an extreme loss of earnings for 2 million people who earn a living from fishing.

To conclude, the most severe issue that climate change poses in Ghana is the threat of rising sea levels which could displace over 2 million people from their homes. All of the consequences of climate change would be shown to have detrimental effects on Ghana's development.



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This response was awarded a Level 3 mark. The candidate makes sustained use of Figure 10 to create multiple logical connections between different elements of the information. A wide-ranging assessment is provided which carefully weighs up a range of challenges in terms of their severity, or the multiple ways in which they threaten people and places in Ghana.

Question 4

At the upper end of the marking range, some excellent responses were created by candidates. One of these is reproduced below. An important hallmark of high-scoring answers is the ability demonstrated by candidates to 'dig deep' into their chosen option and explain why its outcomes would be positive. This requires them to mine their own prior knowledge and understanding, along with a wide range of information provided by the booklet, to help support the case being made. In contrast, candidates in the middle of the mark range often provided a brief explanation of why their preferred option could be beneficial for Ghana before writing long and sometimes superficial paragraphs about possible flaws of the other options. This approach tended to limit their ability to apply their own knowledge and understanding of ideas and concepts from prior learning. To summarise: carrying out three short reviews of all three possible options is unlikely to result in the award of a Level 3 mark. This approach sometimes limits SPAG attainment too, because a superficial review of all three options can result in fewer opportunities to showcase subject-specific geographical terminology as part of the response.

Chosen option option 2

Continuing to strive to build up trade and industry is vital to Ghana's development. An overall increase in GDP from 5194 \$ would provide resources to educate the growing population, pull people from poverty and increase social development through reinvestment. Support from government ministers to explore the possibilities of growth from oil is immensely valuable and allows for the ~~the~~ correct redistribution of wealth.

//An argument could address climate change projections and attitudes towards environmental development. The statistics are less than positive - with ^{up to} almost 6 °C increase in temperature in 60 years time (fig. 10) the biomes and natural beauty within Ghana will be soon lost. There would be hope however, that with a rise in national ~~of~~ income, political leaders would be able to invest in smarter energy production eg make use of the frequent sunlight, and generate energy with solar panels ^{creating little to no carbon emission, compared to 20 billion tonnes produced by fossil fuels} or utilise agroforestry to ^{existing} work with biomes and plant around them. Taking inspiration from Finland, where the 'Every man' law protects valuable biospheres and logging is controlled and rejuvenated accordingly.

//Purely relying on the oil industry however, would require a new level of education for many ~~and~~, lead to a loss of jobs and increase locational poverty in areas that are not the focus for oil due to convenience. A loss of traditional industry would be damaging culturally too, despite the possible vast increase in national wealth. Moreover,

it could be argued that cocoa trade allows for charity (fair trade) to ensure profits are adequately returned and replenished to make sure farmers are not ~~rejected~~ neglected.

Relying on education alone requires high investment as resources are needed as well as trained staff to provide lessons. Futures of the growing population are very important and could lead to the development of alternative energy solutions to cut climate change, however only 17% of people are recorded to attend university and the demand may not be so high.

The root of the issue is lack of funding and if there is no primary industry providing income, then reliance on aid is ~~necessary~~ necessary to maintain it.

"By focusing on all three sources, I believe that the quality of life can be improved, as well as the HDI and overall development. Higher income due to trade, if handled correctly, will be reinvested into education, healthcare, poverty avoidance and raise national affluence if the leaders step up and

address the impacts of TNC activity (taking over 100 billion \$), the lack of return in profit so far and possible corruptive roots. Despite the late start in development for Ghana due to colonisation, if focus is placed on trading the most valuable resources they have been given, a clear independence ^{can} be established - away from the need for TNC investment or foreign aid - and Ghana can fully take advantage of their income and development opportunities.

(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)



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This is an excellent answer which has all the hallmarks of a Level 3 response. Wide use is made of the resource booklet with careful referencing and the names of particular figures added in brackets to show where data have been extracted from. The assessment objective 4 (AO4) criteria are therefore strongly met. Secondly, there is a sustained argument which justifies why option 2 is the best choice to make. This involves writing in considerable depth about some of the positive benefits which option 2 may bring. By making this 'deep dive' into option 2 (rather than spending too long dismissing options 1 and 3), the candidate has used their argument as a 'springboard' to bring in their own knowledge and understanding (in line with assessment objective 2). We therefore award A02 credit for the material looking at alternative energy sources which has been applied from the teaching and learning for this paper. This includes some good references to solar panels and agroforestry. All of this information is used over several pages to build up a strong case about why option 2 is the best pathway to choose. The end result is an answer which easily reaches Level 3. There is an excellent blending of all three assessment objectives in this candidate's way of answering the question.

Paper Summary

Moving forwards, the following points may help guide future teaching and learning.

- It is important that candidates pay full attention to the instruction to either use their **own knowledge** or use evidence **from the figures** when answering questions. It is highly recommended that Q3c and its accompanying mark scheme from this year's paper are used to support future teaching and learning.
- Candidates need reminding that their performance in apparently straight-forward 1-mark tasks can be undermined by carelessness or answering in excessive haste. Significant numbers of candidates scoring a high final cover mark had lost marks answering 2a_{ii} and 3a_{ii}, which may have adversely impacted on their final grade.
- Candidates will always require clear guidance on how to set about answering questions which typically ask them to 'explain **one** way' or 'suggest **two** reasons'. They need to **develop** their ideas to receive full marks.
- Candidates require clear guidance on how to answer the 8-mark questions which use the command word **assess**. Credit is awarded under assessment objective 3 and assessment objective 4. The latter of these is measuring a candidate's competence in selectively extracting relevant information and ideas from the resource booklet. The former is a measurement of candidate's competence (i) in synthesizing ideas (this can mean making connections between different elements of information or establishing causal linkages) and also (ii) in making judgements, which in the context of this paper's 8-mark questions is best evidenced through an ability to 'weigh up' the relative importance of different factors or the relative severity of different challenges and threats.
- Compared with previous years, a growing number of candidates this year answered Question 4 by working sequentially through the strengths and weaknesses of all three options. It was rare for this approach to result in a Level 3 mark because the answer typically consisted of a superficial listing of the strengths and weaknesses of all three options. This is an approach that does not lend itself to the application of deeper understanding in line with assessment objective 2 (AO2). Candidates might be advised to dedicate at least half of their answer to an in-depth evaluation of their preferred option and no more than half of their answer (and possibly much less) to any comments they may wish to make about the shortcomings of the other two options.

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