Pearson

Examiners' Report
June 2017

GCSE Geography 4GE0 01

ResultsPlus

edexcel

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

ResultsPlus

Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.
Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2017

Publications Code 4GE0_01_1706_ER

Introduction

This was the penultimate examination of the 2014-18 version of the IGCSE/Edexcel Certificate in Geography specification with its discrete section of four long structured fieldwork investigation questions. The paper carries question choice within each of its four sections but as might be hoped after three previous examinations, rubric infringements were relatively minimal though within the fieldwork section the issue of choosing between questions 7 or 8 and between 9 or 10 still confuses a few. In the other three sections of the paper (A, B and C), candidate choice seemed pre-determined on the basis of topic teaching decisions in centres and the common knowledge that the paper has a topic order template. Question popularity followed the pattern of previous examinations with Hazards followed by Rivers being the most popular in section A, Ecosystems and rural environments being significantly less popular than the other two topics/questions in section B, questions 7 and 9 having more takers than the other two fieldwork options in section C, and Fragile Environments having about half of the candidature in the three-question section D.
The candidature has remained relatively stable in size and composition over the four examinations starting 2014. There were slightly more candidates than in previous years, with roughly a 50:50 split between home (4GE0 and KGE0) and overseas candidates.

Question 1 (a) (i)

Question 1(a)(i) was generally well answered by candidates with correct features as per Figure 1 usually identified. This was an image-based question rather than a generic item on the upper courses of rivers.

In question 1(a)(ii) more than half of the candidates correctly identified vertical erosion as the most important process though a sizeable proportion opted for one of the three distractors, particularly headward erosion.

Question 1 (b)

In question 1(b)(i) most candidates were able to clarify the term 'hydrograph' in terms of river discharge and gain 1 mark, but fewer recognised that it related rainfall to discharge so did not gain the second mark.

In question 1(b)(ii) most candidates were able to identify two factors that affect hydrographs with many developing these factors sufficiently in terms of impact on discharge to make hydrograph shape change self-evident and be worthy of maximum marks. The best answers referred to lag time and limb steepness and some included hydrograph sketches in their answer. The level of process understanding was very often good with explanation of why discharge was impacted by heavy rainfall, urban surfaces, steep-sided drainage basins and rock impermeability.

This item scored reasonably well overall. Below is a maximum mark response.

(b) (i) What is a **hydrograph**?

(2)

A hydrograph displays the variations in a rivers discharge, month to month, - river regime.
A storm hydrograph allows for comparison of river discharge before and after a passing rainstorm.
Compares rainfall with discharge.

(ii) Outline **two** factors that might affect the shape of a hydrograph.

(4)

1 Prolonged intense rainfall - this would increase the river discharge and cause a steeper line on the hydrograph

2 urbanisation - more impermeable surfaces / rock - more run-off, higher discharge - steeper line on the hydrograph.

ResultsPlus
Examiner Comments

1(b)(i) A definition worthy of 2 marks with reference to variations in discharge, rainstorm, and a final sentence about rainfall and discharge being compared.
1(b)(ii) Again, a maximum mark response in which two valid, basic factors are identified (1+1) followed by some brief outlining of process and a closing reference to shape as per the question, i.e. steepness (1+1).

ResultsPlus
Examiner Tip

Short and focused responses to (b) items can be very effective. (b)(ii) is a good example.

Question 1 (c)

This item differentiated well with many candidates achieving Level 2 scores as per the mark scheme. There was a considerable range of ways in which flooding could be controlled offered by candidates and in some cases in individual scripts. Description of these ways was generally done better than the explanation of how they reduced flooding. Explaining how methods work to control flooding was the key to Level 3 which some accessed. Explanatory detail was the essential feature of these higher level responses. These responses often showed understanding of both hard and soft engineering methods; however, most answers were biased to hard engineering where understanding tended to be deeper. Some candidates adopted a case study approach to their answer, generally addressing what methods were in place along one particular river; some offered a series of mini-case studies covering a number of different rivers.

One of the many Level 2 responses received.

(c) Explain how different methods are used to control river flooding.

(6)

River flooding can happen quickly and often without warning. It can have major impacts on local towns and villages. Therefore councils implement schemes and methods to control river flooding. Dams can be used to contain the water content of a river to one area and limit the water in another, however in extreme weather Dam's can 'overfill', causing river flooding anyway. Another method used to control river flooding is the placement of sand bags. Sometimes, as a short term solution, they will pile up sand bags on the sides of the river. Then when the river floods the sand bags will soak up a lot of the water.

ResultsPlus
Examiner Comments

This is a lower Level 2 response based on one actual flood control method i.e. dams with some back-up from a temporary, stop-gap reaction i.e sand-bagging. There is some linking of method to flood reduction but explanation is in the form of brief outlining, but it is not comprehensive.

ResultsPlus
Examiner Tip

Candidates need to use the "explain" command word effectively; in this case, to offer connections between method and flood control, i.e. reason(s) how the method works to control the flood.

Question 1 (d)

The responses to this item were quite variable in quality with many not focusing purely on the question set. The request was for material relevant to consequences rather than for a response covering "all I know about my rising water demand in country X case study." Too many responses referred to causes of rising water demand. Most understood the concept of water demand and where its rise was problematic in terms of water shortage e.g. UK, Spain, China, USA. Those candidates who used a case study relating to one specific place tended to score better than those who moved between locations. Some responses were purely generic but scored quite well where they wrote about the consequences for people, the economy and/or the environment. The best answers offered place-specific details along with both negative consequences, e.g. agricultural difficulties and positive implications for water management, e.g. strategies for better control of water use; schemes for more water storage and/or greater water movement.

Question 2 (a) (ii)

Question 2(a)(i) This objective test item, had a reasonably high success rate with about two-thirds of candidates correctly identifying the ecosystem as a coral reef. Salt marsh was the most popular of the three distractors.

Question 2(a)(ii) This item had a high mean mark with many candidates correctly identifying two acceptable physical features. Beach and cliffs were common and correct. Spit was offered by some but not credited.

Question 2 (a) (iii)

Generally, candidates came up with a legitimate impact that the heavy vegetation cover was likely to have on the coastline, usually on weathering and erosion, e.g. biological weathering; protection from wave erosion; binding of soil or sand. Those not picking up on coastal weathering and erosion often struggled to gain the mark.

(iii) Suggest **one** way in which vegetation can affect this coastline.

(1)

Red Vegetation on the cliffs stabilises them and makes them less vulnerable to erosion by the sea.

ResultsPlus
Examiner Comments

This is an example of a candidate identifying erosion as their focus for answering and expressing a valid environmental process about the role of vegetation. 1 mark credited.

ResultsPlus
Examiner Tip

Look to write in these clear, concise and accurate terms.

(iii) Suggest **one** way in which vegetation can affect this coastline.

(1)

Vegetation can cause the coastline to change its direction.

ResultsPlus
Examiner Comments

This is an example of a candidate not latching on to a valid and conventional aspect of coastal environments and writing something quite dubious, unsubstantiated and likely to be outside their geography teaching. 0 marks awarded.

ResultsPlus
Examiner Tip

If your suggestion is valid, always better to say how or why to avoid examiners doubting its validity.

Question 2 (b)

Question 2(b)(i) This was one of those weakly answered definition questions mentioned at the beginning of this report. Few were able to give a full, accurate definition with most simply referring to a rise or fall in the height of sea level without reference to land level. Most responses achieved only 1 mark. Reference to 'global' or 'length of time' was insufficient for a second mark without reference to 'relative to land level'.

Question 2(b)(ii) This item was much better answered than the previous definition item. Most candidates could identify two valid impacts/consequences of sea level change, often referring to emergence and submergence and their associated landforms e.g. rias and relict cliffs. Not all candidates indicated that specified landforms or stated impacts on the coastal environment were the result of sea level rises or falls, and as such were disadvantaged. There were some excellent answers all worthy of 4 marks.

Question 2 (c)

This item differentiated well with most candidates appreciating what is meant by physical process and weaker candidates being able to either identify various processes or describe a single process. More able candidates offered some explanation of the workings of such discrete processes as longshore drift, weathering and types of erosion. The best responses explained a range of processes in the context of the whole coastal system either by connecting processes together e.g. erosional processes providing material for depositional processes or by linking processes to subsequent landforms e.g. constructive/ destructive waves to landform creation.

Question 2 (d)

The majority of candidates seemed to have a reasonable understanding of the nature of this question and as such it differentiated well. In the top answers candidates addressed conflicting views and why people disagree, linking these to how the coastline is being managed, and offering some evaluation of the management in terms of the conflict balance. Many candidates, however, discussed the different management strategies or the conflicts that occurred between different users but lacked the link between the two to show how this affected the choice of management. The latter approach was the most popular among these middle performing candidates with many references to a range of stakeholders, e.g. environmentalists v. government; tourists v. local people; fishing communities v. tourists. There were some generic responses but the majority offered a case study, e.g. the management conflicts along the retreating Holderness coastline; the management conflicts from developments along the coastline of St. Lucia. The acid test is not always how deeply the study is covered but how it is used and applied to the question set. Whilst answers overall were good, not enough candidates gave a conclusion/evaluative ending, referring only vaguely to coastal management groups/organisations.

(d) Discuss the conflicting views that affect the choice of management for **one** named stretch of coastline.

(9)

Named stretch of coastline Studland Bay

At Studland Bay there are conflicts between the tourists and locals wanting to protect the natural environment.

The tourists want to make the most out of their visits and walk a lot of places e.g sand marshes which are at threat of erosion. whereas the locals and environmental groups want to preserve the environment and stop tourists walking on them.

Tourists also go on fishing trips, extracting there fish and ~~them~~ damaging the environment. They also want public toilets, car parks, bins, cafes and shops which will ruin the natural look of the coastline.

Some locals people want to manage the coastline by putting in groynes, sea walls, rock armor, revetments and gabions, ~~but~~ to protect the coast and their own land. But tourists don't want this because it ruins the look, they want beach nourishment so it'll still look good and help with erosion. But still some people want nothing done and think you should let the coast naturally erode and that you shouldn't interfer.

ResultsPlus
Examiner Comments

This response is typical of a majority of candidates who focused on the conflicting views of different user groups. They do not refer to coastal management which should be given as an outcome of the conflicting views. The case study name is noted but the material could easily apply to a number of coastlines. Coverage is generic, superficial and there is no evaluation. A Level 2 response.

ResultsPlus
Examiner Tip

Analyse the question. Choice of management needs underlining as well as conflicting views.

Question 3 (a) (i)

Question 3(a)(i) This opening item fulfilled its purpose of providing access for the vast majority who scored the available mark with creditable responses including deaths, building collapse, and water supplies cut off.

Question 3(a)(ii) Again, the vast majority scored this objective test item mark by opting for earthquake.

Question 3 (a) (iii)

This item generated variable responses warranting the award of all three available scores. Most indicated impacts, often economic and gained a mark, but too few related the impacts to the scale of magnitude as in the question. Where the impacts were given as great and long-term and related to a large scale event, either implicitly or explicitly stated, then second develop mark was awarded.

Question 3 (b)

Queston 3(b)(i) This was another weak definition item. Very few candidates wrote about changing atmospheric conditions, short-term/daily, state of the atmosphere, with the typical answer simply listing weather elements. Some responses indicated confusion over the distinction between weather and climate.

Question 3(b)(ii) Most candidates scored well on this item. Many were able to name a valid instrument, e.g. barometer or a piece of technology that can be used to monitor weather conditions, e.g. satellite, with a large proportion of these candidates outlining their use as collectors/measurers for a second mark.

(b) (i) What is meant by the term **weather conditions**?

(2)

It is the actual weather, like rainfall, temperature and cloudiness are weather conditions, which change day-to day. The average of these weather conditions make up the climate of a specific region

(ii) Outline **two** methods of monitoring weather conditions.

(4)

1 One method is the measurement of the temperature with a thermometer. It shows the current weather condition and also digital ~~thermo~~ temperature loggers can be used.

2 A dinometer can be used to measure the current wind speed, so that the current wind speed can be measured.

ResultsPlus
Examiner Comments

3(b)(i) A stronger 1 mark which fails to recognise the concept of atmosphere but as well as listing weather elements does refer to day-to-day change. Not quite maximum marks.
3(b)(ii) Not a strong response but 2 marks awarded for method 1. Method 2 given nothing - wind speed alone not worthy of credit. Instrument named is clearly not a meteorological one.

ResultsPlus
Examiner Tip

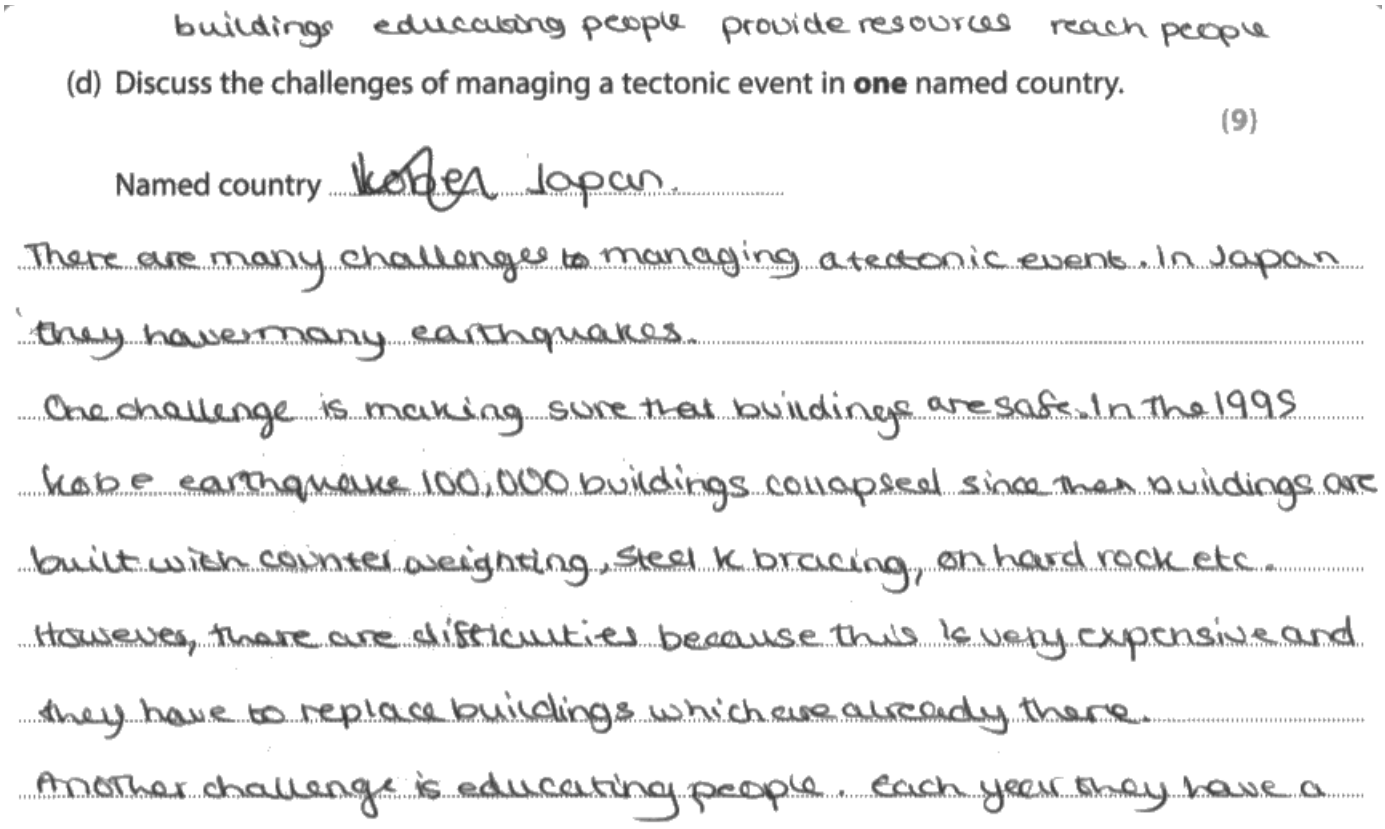
Revise the specified definitions - some come up in (b)(i) items every year.

Question 3 (c)

The causes of tropical storms differentiated well with a range of levels of response and a pleasing overall standard of answer. There were many Level 2 answers which focused on description of a tropical storm, e.g. wind and rain, eye conditions; the conditions for their formation, e.g. sea temperatures, locational information, low pressure; there was some account of process, e.g. evaporation, condensation/air rises and cools. At the top end of the responses explanation and linked process was good, including reference to convection currents, rotation and the Coriolis Force and the full sequence of events leading up to the storm. The various parts of the storm and their related weather conditions were often all that Level 1 responses offered.

Question 3 (d)

There were many sound responses to this particular longer-answer question. Most were able to explain the management of usually an earthquake event but volcanic ones were offered and linking these strategies to the challenges that lie behind them was a discriminator. The better responses did explicitly identify a range of challenges and were able to connect them to chosen management strategies. The very best evaluated how successful these management decisions were in the context of the challenges. The challenge-management-evaluation link was often best done where an LIC case study was adopted. Able candidates using an Indonesian or South American tectonic event, recognising why the event was difficult to manage because of lack of resources, financial constraints, limited engineering/technology, and ease with which disease could spread. Responses based on HIC case studies, especially Japanese earthquakes, often amounted to overviews of the country's plans and preparations with an assessment of how these allow them to cope well with tectonic events. Answers concerning earthquake-proof structures often focused too much on how good the management is rather than what the basic challenges that remain are, and how difficult it is to implement these techniques in financial, engineering/technology terms.



buildings educating people provide resources reach people

(d) Discuss the challenges of managing a tectonic event in **one** named country.

(9)

Named country Kobe Japan.

There are many challenges to managing a tectonic event. In Japan they have many earthquakes.

One challenge is making sure that buildings are safe. In the 1995 kobe earthquake 100,000 buildings collapsed since then buildings are built with counter weighting, steel K bracing, on hard rock etc.

However, there are difficulties because this is very expensive and they have to replace buildings which are already there.

Another challenge is educating people. Each year they have a

National earthquake day where the whole country practises evacuation drills eg; jumping out of buildings etc. This involves a lot of co-ordination across the country to make sure everyone understands the hazards and how to respond to them. In addition, the government has to provide the resources for people to protect themselves from the hazards. Warning systems have to be set up all over the country to make that people are reached. This can be very difficult as some parts of the country do not have good communications. This is also very expensive. The government has to make sure that they can accurately predict an event and make the people aware of it.

Lastly, the country should also have plans in place for recovery. Short term plans such as more being about to provide temporary housing are also important and they should also have money in the long term to support rebuilding projects so the country is not set back in development.

In conclusion, there are many challenges in managing a tectonic hazard event including good prediction, preparing and response to the event.

(Total for Question 3 = 25 marks)

ResultsPlus
Examiner Comments

A genuine attempt to use some case study knowledge from Kobe, Japan to identify a few relevant challenges but does not show much place-specific detail. It reads quite generically and could express more strongly the real nature of the threat and the enormity of the challenges faced. There is also too little evaluation/conclusion for a top mark. A lower Level 3 response.

ResultsPlus
Examiner Tip

'Discuss effectively' means analyse and assess i.e. not only the challenges faced but how much of a challenge they are.

Question 4 (a) (ii)

Question 4(a)(i) Distance measuring on an OS map extract seems to be a straightforward basic skill but around 30% of candidates arrived at the wrong answer.

Question 4(a)(ii) This item was generally well answered and showed clear evidence of the appropriate use of Figure 4. Some did not score highly because they failed to develop their point sufficiently to indicate a locational reason, e.g. near a road is not enough. There were many developed 3-mark responses.

(ii) Suggest **three** reasons why this location was chosen for the Motor Works.

(3)

1 There are many transport links at hence goods at services may be exported efficiently

2 The environment is ostensibly very attractive, particularly due to the greenfield area. As such, this is appealing to investors.

3 There is still space for expansion which will someone be inevitable if the company is successful.

ResultsPlus
Examiner Comments

This is a good example of a developed 3-mark response. Three valid factors have been observed on the map extract and each is developed into a full locational reason. 3 marks awarded.

ResultsPlus
Examiner Tip

Reasons are more than factors. Factors need developing.

Question 4 (b)

Question 4(b)(i) Good definitions were hard to find despite question 4 being a popular option. The modal mark was below 1 rather or above because the concept of efficiency (i.e. getting the most out of a resource) was generally not appreciated by candidates. References to not wasting energy were as close as the majority got. There were many middle marks, plenty gaining no credit and a few technical answers scoring maximum marks.

Question 4(b)(ii) This second item on energy efficiency tended to do better than the first with most being able to give at least one valid reason why it is needed. Nevertheless, energy efficiency remains a weak spot in candidate knowledge and understanding. Some credit was gained for responses referring to the energy gap, waste of finite resources, greenhouse gas emission reduction and business costs. Development marks for explaining why these factors are important were not particularly frequently gained.

Question 4 (c)

This was one of the best answered items on the paper with a high modal score. There were many good accounts, some referring to or even drawing the Clarke-Fisher Model. Many answers included convincing data, named countries, e.g. UK v. Ethiopia and reasons for the HIC-LIC differences, e.g. mechanisation or higher disposable income. Some candidates missed out one or more sectors, e.g. secondary, and focused on LIC primary and HIC tertiary/quaternary.

Question 4 (d)

Overall, this was a well-answered finale item with many providing good case study detail for a named and located high-tech industry, e.g. biotechnology, pharmaceuticals, ICT services. Development was largely interpreted as locational factors which were often well explained. The discuss command did differentiate well with only the better answers including an evaluative aspect and coming to a conclusion as to the relative importance of factors, e.g. 'the M4 is the most important factor because...'

agglomeration, transport, university, attractive, space

(d) Discuss which of the factors affecting the development of **one** named high-tech industry is the most important.

(9)

Named high-tech industry Pfizer, Bio-tech firm.

The ~~Bio~~ bio-technology firm Pfizer is located in Cambridge science park. There are many factors which affect its development and hence it would perhaps be somewhat jejune to deduce which are of the "most impact". ~~However~~ Nonetheless, a major and the effect its development is ~~due to~~ the close proximity to Cambridge University. As such, they are able to employ highly academically dexterous individuals who contribute greatly to the company - this may certainly be perceived as "the most impact" factor. However another impact factor is the fact that, whilst sitting in the science park, the phenomenon of agglomeration occurs. As such, not only can goods and services be exchanged ~~by~~, but perhaps most significantly, competition is sustained - this is vital if the company is to survive and drive; as such, it may certainly be conceived to be a main factor. However another impact

factor could include transport links, in this case the layout actually in close proximity would be the M11. This allows not only necessary components to be delivered, but it allows domestic and international markets to be reached. Additionally, the environment must be attractive as chemist workers may decide whether to apply. Moreover, there must be space for expansion as the development may subsequently manifest as a continued physical growth. Ultimately, it is very difficult to decide. However, if one must decide, it is perhaps the closeness to Cambridge university as this seems to be the real moral force as well as scheme of a rejuvenating skimmity.

(Total for Question 4 = 25 marks)

ResultsPlus
Examiner Comments

This is Level 3 work in quality and a maximum mark answer. It identifies and locates a high-tech industry and accounts for its development accurately and in some detail with the key factors explained. The discuss command is addressed, and as required by the question gives a clear conclusion as to the most important factor even though there is scope for greater justification as to why.

ResultsPlus
Examiner Tip

Tweaking your case studies to suit the question set as this does is a vital examination skill.

Question 5 (a) (ii)

Question 5(a)(i) As in the case of 4(a)(i) and 6(a)(i), map distance measuring is not a well mastered skill. This was the worst done of the three opening objective test items in Section B with a modal score of 0.

Quesion 5(a)(ii) Most candidates gained the mark and seemed to understand the term 'depopulation'.

Question 5 (a) (iii)

This item was answered particularly well with a modal score of over 1. Almost all candidates were able to identify at least one push factor from an interpretation of the Figure 5 key, e.g. few job opportunities; no secondary/further/higher education. Many identified two such distinctive factors and expressed them in a way in which their role as push factors was self-evident.

Question 5 (b)

Question 5(b)(i) This was another one of those definitions that the candidates generally found challenging. Most achieved only 1 mark for vague references to looking after/caring for/protecting. Few referred to preserve and protect/manage for the future.

Question 5(b)(ii) Again, few marks were awarded with many writing very generally about wildlife, forests, and heritage. Few made the point about protecting resources from human influence or for human development. Two full, developed and distinctive reasons worthy of 2+2 marks were rare.

Question 5 (c)

Agricultural and population influences, including drought and migration, tended to dominate the responses on the causes of food shortages. War and conflict did get some mention but there were few references to the roles of food storage and distribution and cash crop exports from LICs. Most answers were LIC-based and many were developed and of middle level quality. Weaker responses were basically listed and relevant factors lacked explanation.

Question 5 (d)

This was by far the weakest answered finale item on this paper and on many predecessors. The majority seemed to lack understanding of what was being asked; few offered a valid ecological process (such as adaptation, cycling, chains or succession) nor clarity as to the nature of biodiversity, or how the two are connected. There were some descriptive accounts of temperate grassland, rainforest, coral reef ecosystems where the effects of soil, latitude, the seasons and human activities on vegetation were touched upon. Overall, a weakly answered question lacking understanding, accuracy and discussion/evaluation.

Question 6 (a) (ii)

Question 6(a)(i) Distance measurement on Figure 6 was acceptable with around two-thirds correctly arriving at 1.8 km across Sheffield city centre.

Question 6(a)(ii) Most understood the question and realised from Figure 6 that the site was a gateway to the CBD. Creditable answers about access for commuters and visitors; rebranding/re-imaging; positive first impressions were found on a majority of scripts.

Question 6 (a) (iii)

This item performed quite well, generating a range of responses covering the three marks available for award. The modal score was around 1 and many candidates achieved this level by identifying the clustering of one type of regeneration project, often in the CBD. Some gained both marks by recognising the two locations and their different project types. Some misunderstood the question and scored 0 marks.

Question 6 (b)

Question 6(b)(i) This was one of the better answered definition items on this year's paper. The vast majority as expected seemed familiar with the term and were able to write about a shanty town and gain at least 1 mark. Not all got to the true essence of shanty towns necessary for maximum marks i.e. they are makeshift/spontaneous squatter settlements.

Question 6(b)(ii) This was very well answered overall. Many candidates knew a range of schemes from self-help to local authority redevelopment programmes, including place-specific strategies in named shanty towns/cities e.g. pacification in Rio de Janeiro. The item scored well with initiatives often being developed into their impact on quality of life or basic infrastructure.

offices.

(b) (i) What is meant by the term **shanty town**?

(2)

Shanty towns are collections of makeshift houses, often built out of materials such as mud and straw which house people (often rural-urban migrants) who can't afford to live anywhere else.

(ii) Outline **two** strategies for improving shanty towns.

(4)

1 Self-help schemes are being put in place in São-Paulo's favelas. Building materials such as tiles are given to people who are in dire need of them and who rely on the materials to support their homes which could otherwise be falling to pieces.

2 Micro-lending can improve shanty towns as small sums of money are given to people who want to run their own businesses which they wouldn't be able to do otherwise.

ResultsPlus
Examiner Comments

6(b)(i) Reference to the nature of the housing i.e. makeshift, is worthy of 1 mark but no reference to squatting/ illegality. 1 mark award.
6(b)(ii) Two well-recognised schemes i.e. self-help and micro-finance identified (1+1) with sufficient development to show how they will help improve the shanty town and its quality of life (1+1). 4 mark award.

ResultsPlus
Examiner Tip

Gets 4 marks for two strategies by identifying them and developing each a little, so question addressed.

Question 6 (c)

Generally the responses scored well and related directly to the question set. Knowledge of the developments from housing to commercial activities on the rural-urban fringe of HIC cities was sound and many candidates were able to offer explanation for these developments, including transport and environmental reasons. Some turned their answer into a case study-style response with Southampton being a popular choice of city. Weaker candidates were able to get some credit from this item and the best answers were impressive.

(c) Explain the changes taking place at the edges of HIC cities.

(6)

During the last few years the models of most cities in HIC's are starting to change adapting to the lifestyles of the people nowadays. Now people are starting to move away from the CBDs to live on the edge of their city, areas with a much bigger space as there is less agglomeration than on the CBD. This is also an advantage for some businesses, because with a [illegible] bigger space they can build locals or stores (even shopping malls) with big parking spaces for peoples cars, this is also an advantage for the countries economy. Another incentive for people to move there is that land is really cheap at the edges.

ResultsPlus
Examiner Comments

This is a very generic response without any reference to examples or a named city. It is Level 2 in quality and scores the modal mark (4) for this item. It identifies a few common edge-of-city developments with its strength being its reasons for the popularity of such locations in the recent past and today in HICs.

ResultsPlus
Examiner Tip

Examples and place-specific detail always improve answers; this answer lacks these.

Question 6 (d)

Overall, this item was moderately well done with many middle-ranking marks and many candidates reaching Level 2 quality. Level 3 quality answers were relatively uncommon and stood out when they appeared. The vast majority of candidates seemed familiar with the socio-economic and ethnic background concept but many were not good at clarifying the distribution of different groups of people in one named city before going on to offer reasons for these distributions. Distributions and reasons were often vague and worthy of only modest credit. The best answers were case-study based and data-rich, made clear the diversity of the population and generally used their case study to good effect e.g. Leicester, Birmingham, Zomba. Some of the weakest answers were very vague and lacked evidence.

Question 7 (a) (ii)

Question 7(a)(i) This item had a very high correct option rate for an objective test item. Very few opted for distractors.

Questin 7(a)(ii) Site selection factors were clearly understood by the candidates in general. Some identified considerations recalled from their river fieldwork while the nominations of others were more generic and of a risk assessment nature. In both cases it was evident that candidates had conducted actual fieldwork investigations. Many candidates scored well.

Question 7 (a) (iii)

Secondary sources proved a little challenging either because the concept was unfamiliar or because naming an actual source was problematic. Those familiar with the concept often found specific source names, e.g. Google Maps, OS map, Met Office difficult to come up with and resorted to the general, e.g. internet, books, previous studies. Some credit was given for the generic provided its purpose was made clear. Many candidates managed to achieve good marks.

Question 7 (b)

Question 7(b)(i) This item discriminated well but scored less highly than data presentation and conclusion tasks usually do. It was evident that some candidates had undertaken fieldwork where sampling strategies had been discussed and a decision made. These candidates were clearly at an advantage and generally scored maximum or near maximum marks. They were able to accurately express the difference between the three basic approaches. At the other end of the spectrum, a proportion of candidates did not attempt an answer. Among those responses in the middle of the performance range, random sampling was often the most poorly outlined; repeating the word 'random' was insufficient to gain credit. The other feature of these mid-quality responses was the number who confused stratified sampling and systematic sampling. A significant number did offer two accurate definitions with sufficient extension on the method to be awarded (2+2) 4 marks.

Question 7(b)(ii) Systematic sampling was generally the better defined in (b)(i) and was a popular choice in (b)(ii). Again this item favoured candidates where the sampling procedure decision had been discussed when planning their own fieldwork. Many managed to gain up to 2 marks for a justification of their chosen strategy linked to river fieldwork, e.g. representative, fairness. Low scores often resulted where candidates wrote vaguely.

(b) (i) Outline each of the **three** following sampling methods used in geographical investigations.

(6)

random sampling

investigating random areas, to get an unbi-
ased and accurate result. using equipment such as
a quadrat.

stratified sampling

investigating strategicly and finding out the results quickly and effeicenty using geographical technique

systematic sampling

going into a geographical investigating and investigating diecerent sections one by one in a order that correlates with the experiment.

(ii) Suggest why **one** of the sampling methods named in (b)(i) would be appropriate to use in a river channel investigation.

(3)

Sampling method systematic

to measure each course of a river starting from the source and ending at the mouth, this way the investigation would be most efficent.

ResultsPlus
Examiner Comments

This example contrasts remarkably with that selected for inclusion in the report on item 8b. This was not untypical of candidates who for whatever reason had little understanding about the different approaches to sampling.
7(b)(i) 1 mark overall awarded. There is mention of a quadrant in random sampling and of "different sections one by one" in systematic sampling. Hints of being on the right line but not enough for 2 marks.
7(b)(ii) 1 mark for attempting to justify systematic for a channel investigation.

ResultsPlus
Examiner Tip

You need to know the terms in the specification and the three sampling methods are specification terms.

Question 7 (c)

Question 7(c)(i) Generally, candidates answered this item well. Those not scoring offered an aim not related to a river channel e.g. water quality and those not scoring both marks did so because of vagueness e.g. investigating changes in a river downstream (1). Many candidates offered specific aims worthy of 2 marks.

Question 7(c)(ii) Most candidates gained at least 2 marks with sound, distinctive reasons, e.g. faulty equipment; recording errors; insufficient quantity of data; site inaccessibility; interpretation errors. This showed a pleasing understanding of how to evaluate an investigation. Some weaker responses gave reasons that you would expect to be covered within the aim. Again, this item tended to highlight those candidates who had personal fieldwork experience.

Question 8 (a) (ii)

Question 8(a)(i) This item had a high correct option rate for an objective test item. The majority opted for teamwork and option C.

Question 8(a(ii) Factors to be considered when selecting sites for a microclimate investigation were generally known but many had difficulty naming three without going into risk assessment territory, i.e. safety. The influence of buildings was generally appreciated and some referred to access and permission. Few were able to develop stated factors into meteorological justifications for selecting a site. There was a spread of marks but generally from the middle to the bottom of the available range.

Question 8 (a) (iii)

Secondary sources were not widely understood well. Better candidates did know to identify, for example, the Met Office and OS map but many found naming a particular source challenging. Instead they referred to the internet, previous investigations, or the weather forecast. Descriptions of how the source might be useful were sometimes done well. Many candidates reached 2-3 marks.

Question 8 (b)

Question 8(b)(i) Outlining the three different sampling methods discriminated well but scored less well than data presentation and conclusion tasks usually do. It was evident that some candidates had undertaken fieldwork where discussion and decision about which sampling strategy to adopt had taken place. Clear and accurate definitions and full marks came from such candidates. Equally, there were candidates who had little or no idea about the different approaches to sampling. A proportion of candidates left the page blank without attempting a response. There may be an issue for some centres here to address. Among those responses in the middle of the performance range, random sampling was often the most poorly outline; repeating the word, random was insufficient for credit. The other feature of these mid-quality responses was the number who confused stratified sampling and systematic sampling. A significant number did offer two accurate definitions with sufficient extension on the method to warrant 4 marks (2+2).

Question 8(b)(ii) Stratified sampling was a popular choice though a substantial went for random sampling. Many managed to gain up to 2 marks for a justification of their chosen method linked to microclimate investigations e.g. unbiased, fairness. Low scores often resulted where candidates wrote vaguely about the appropriateness of their chosen method.

(b) (i) Outline each of the **three** following sampling methods used in geographical investigations.

(6)

random sampling

Using ICT, obtain a random number table and randomly plot where you might begin your investigation. For example on a beach, randomly

Say how far along the transect you will go using the table.

stratified sampling

Choosing different sections and taking 5 measurements there. For example on a beach choosing a spot on the beach you will move up the transect and stop every time the beach rises and choose 5 rocks to sample.

systematic sampling

using consistent points, like saying every 2 meters will be where you choose a sample. or every 20 minutes I will move on.

(ii) Suggest why **one** of the sampling methods named in (b)(i) would be appropriate to use in a microclimate investigation.

(3)

Sampling method Systematic Sampling

If you are in a group each person can walk 5 metres along the same transect and record measurements every metre and then place onto a table of results using ICT. Then do the same for the other 2 locations. Also make sure that it only take 5 minutes and you use the same person as some may be taller or shorter than others.

ResultsPlus
Examiner Comments

8(b)(i) 6 marks awarded for three sufficiently correct and full definitions of the three sampling methods (3x2).
8(b)(ii) 1 mark only awarded because the material on systematic sampling is basically another description of the method rather than as requested a justification of its appropriateness for microclimate investigations.

Question 8 (c)

Question 8(c)(i) Generally speaking, the aims offered were frequently too vague, e.g. investigating changes in the local area. It was also not always recognised that the aim and reasons why it may not be met are intrinsically linked, a weak aim in (b)(i) being associated with weak reasons in (b)(ii). Some candidates did offer specific aims worthy of 2 marks.

Question 8(c)(ii) Many candidates gained at least 2 marks with sound and distinctive reasons offered e.g. faulty equipment, misreading of equipment, recording errors, insufficient quantity of data. These showed an understanding of how to evaluate an investigation. Again, this item tended to highlight those candidates who had personal fieldwork experience.

Question 9 (a) (ii)

Question 9(a)(i) This objective test item proved to be a very straightforward opener to question 9 with approximately 90% of candidates choosing the correct option.

Question 9(a)(ii) This item differentiated well with a full spread of marks awarded. Those gaining full marks gave sufficient focus to the business of survey recording sheet design and construction, e.g. question type; recording sheet length; the audience, and developed these points. Too many responses dealt with using the recording sheet in the field, e.g. collecting responses; sample composition; weather and safety, rather than preparation of the actual sheet. Most candidates managed to score some marks.

Question 9 (a) (iii)

Generally well answered with large numbers gaining both marks for urban risks such as road crossing, street crime, getting lost. The vast majority got at least one valid risk.

Question 9 (b)

Question 9(b)(i) Generally well answered with few inaccuracies. The majority of candidates gained full marks with their plotting and joining of data points done to a high level of accuracy. The most common error was lack of labelling. Only a few candidates plotted and connected plots carelessly and inaccurately though a surprising number offered no attempt at the task for whatever reason.

Question 9(b)(ii) Most candidates seemed to have been well prepared for this standard question on presentation technique justification. Many candidates acquired at least 2 marks for identifying such advantages of a line graph to display data as easy to see trends, compare, interpret, produce by ICT. Some did not name the type of graph, others referred to it as a scattergraph and some suggested an alternative data presentation technique should have been used.

Question 9(b)(iii) There were many excellent scores for some impressive Level 3 responses. A high level of skill in analysing the data set given to reach conclusions was demonstrated by many candidates. These candidates generally made good use of the data to support their observations and conclusions, often expanding and illustrating their answer with material from their own knowledge and understanding. Most candidates were able to reach Level 2 by identifying clear basic patterns in the data though supporting percentages for sources were sometimes wrong. Many of the few who scored poorly on this item did so because they mis-read Figure 9b and confused opposing with supporting a type of energy source.

Question 9(b)(iv) This tended to be the weakest answered part of 9(b) though there was a spread of marks. Most got some credit for the odd reasonable suggestion e.g. more data; other energy sources, but relatively small numbers responded very well to the question and reached full marks. These candidates often suggested gathering reasons for opinions, interviewing a larger sample and sampling a wider age range.

(b) Study Figure 9b which shows some results of a survey about the use of four energy sources.

Age Group	Percentage (%) of age group opposing this source			
	Nuclear	Onshore wind	Solar	Fracking*
16–24	26	5	2	14
25–34	20	4	2	16
35–44	25	5	2	26
45–54	37	10	6	24
55–64	26	16	8	30
65+	21	20	10	24

*gas from underground rocks

Figure 9b

(i) Complete Figure 9c by representing the data for nuclear and onshore wind.

(4)

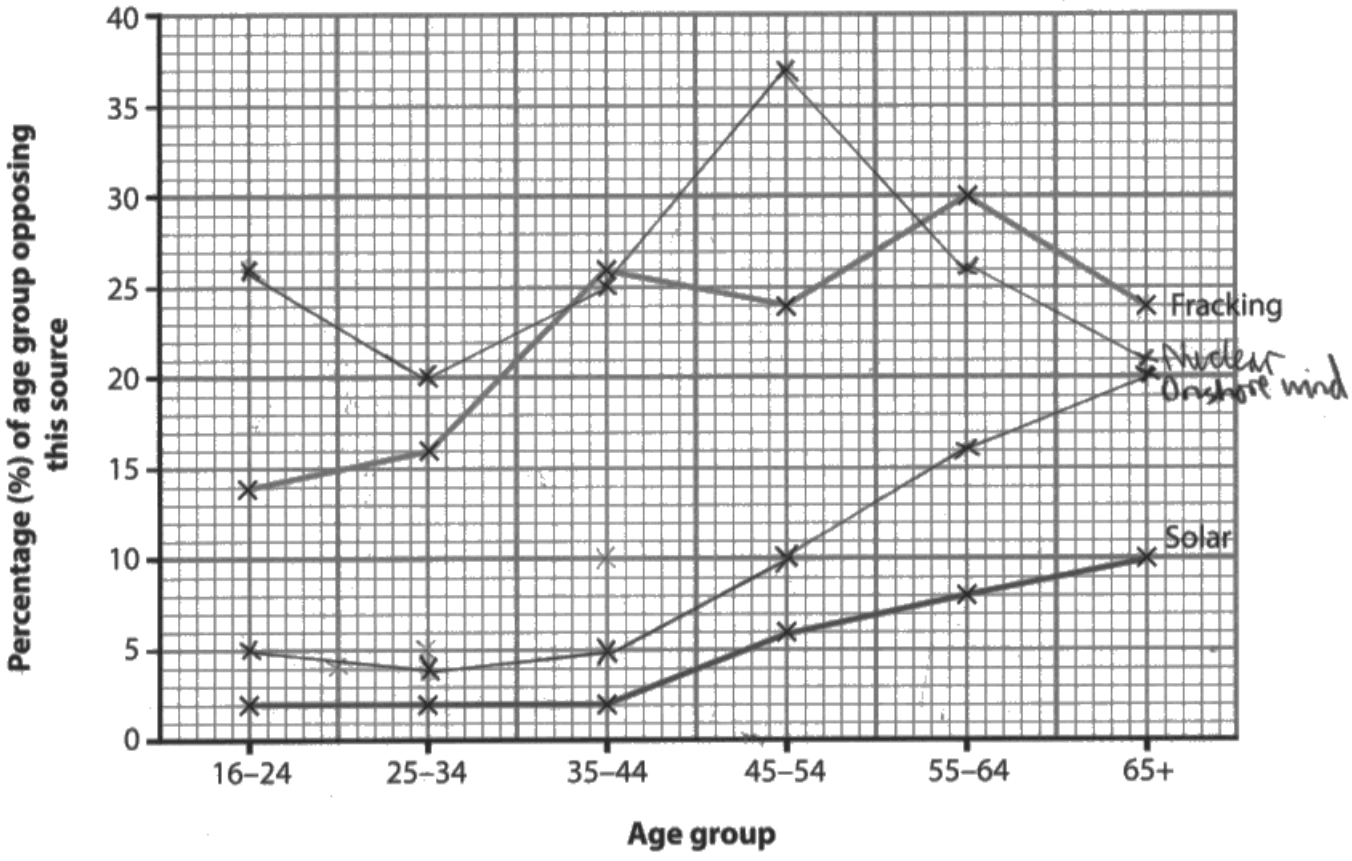


Figure 9c

(ii) Justify the technique used in Figure 9c to represent the results shown in Figure 9b.

(3)

This scatter line graph was good to represent the results shown in figure 9b, as it is easy to read and interprete, and the different methods of energy can be easily compared to each other. It is also continuous data so is drawn accurately on this graph. This type of graph can also be drawn by ICT so the data would be displayed accurately.

(iii) What conclusions can be reached from an analysis of Figures 9b and 9c?

(8)

From figures 9b and 9c we can conclude that as age increases, more there is a higher percentage of the age group opposing the onshore wind. At the age group 16-24 only 5% of the group oppose the onshore wind, but as the age increases the percentage gradually increases to 20% of the 65+ opposing the offshore wind. It is similar with the solar power, as the age increases, the percentage of the age group opposing the source increases. However, with solar energy the first three ages groups all have the same percentage of opposition of 2%. Also the solar power overall has less opposition, its highest is 10%, than the onshore wind, who's highest is 20% opposition. The source with the highest percentage of opposition across the age groups is nuclear with 37% in the 45-54 and the source with the lowest percentage of opposition is solar with 2% at the 16-24. The nuclear energy percentage of age group opposing the source fluctuates dramatically as the age increases. Across the age groups the opposition appears to be quite high and the highest is at 37% at 45-54 age groups. There appears to be no

trend but the age group with the least opposition for nuclear is 25-34 with 20%. The percentage of age group opposing fracking also fluctuates as the age increases but the age group with the most opposition is 55-64 with 30%.

(iv) Suggest additional information that might be collected to improve this investigation.

(3)

Additional information that might be collected to improve this investigation could of been the percentage of people in favour of the sources or the percentage of people unsure. The gender as well as their age could of improved the investigation and to improve this investigation, the total percentage of people opposing the source could have improved the investigation.

ResultsPlus
Examiner Comments

9(b)(i) A well-drawn, error-free graph. 4 marks awarded.
9(b)(ii) Despite referring initially to a scatter line graph, there are three clear advantages pointed out here, especially the ease of comparison between types which is very relevant to Figure 9c.
9(b)(iii) An impressive Level 3 answer drawing key conclusions and supporting them with data. The basic patterns and trends in the data set are covered but no hint of evaluation e.g. importance indicated by %s in the answer, so 7 rather than 8 marks.
9(b)(iv) 3 marks awarded (1+1+1) for three valid additional pieces of information mentioned, i.e. those in favour (1) and those unsure (1); gender (1). No credit for last sentence.

ResultsPlus
Examiner Tip

This is the standard of work to aim for; 17 marks out of 18 available.

Question 10 (a) (ii)

Question 10(a)(i) This objective test item provided good opening access to question 10 with a high success rate for candidates.

Question 10(a)(ii) This item on survey recording sheet preparation generated a spread of marks but not many achieved the full four marks. Most candidates focused on either the aspects of environmental quality e.g. noise; litter; traffic; or the use of the sheet in the field e.g. collecting responses; sample composition, rather than the actual business of designing and constructing recording sheets. The better responses did refer to such design and preparation matters as scales and question type. It was rare not to see mention of environmental quality factors to observe/measure.

(ii) Describe the factors to be considered in preparing a recording sheet for an environmental quality survey.

(4)

is there a colomun that can be used to identify each place. Are the ranges listed and are they large enough to show differences. Is the sheet easy to read / understand. Are the levels of the ranges agreed upon. EG. how bad is 1/2/3/4/5?)

ResultsPlus
Examiner Comments

Just enough here for 3 marks even though it is brief and not always clear. Credit can be given for: space for location (first sentence 1 mark); readability (1); ranges/scores clarified (last sentence 1 mark). The candidate focuses on the recording sheet, its design and construction.

ResultsPlus
Examiner Tip

Answer the question set, its precise wording - preparing a recording sheet.

Question 10 (a) (iii)

Generally well answered with large numbers gaining both marks for urban risks such as road crossing, street crime, getting lost. The vast majority got at least one valid health and safety risk.

Question 10 (b)

Question 10(b)(i) Generally well answered with few inaccuracies. The majority of candidates gained full marks with their plotting and joining of data points done to a high level of accuracy. The most common error was lack of labelling, especially of the EQ line. Only a few candidates plotted and connected plots carelessly and inaccurately though a surprising number did not attempt the task for whatever reason.

Question 10(b)(ii) Most candidates seemed to have been well prepared for this standard question on presentation technique justification. Many candidates gained at least 2 marks for identifying such advantages of a line graph to display data as easy to see trends, compare sites, interpret, produce using ICT. Some did not name the type of graph, others referred to it as a scattergraph and some suggested an alternative data presentation technique should have been used.

Question 10(b)(iii) This was a high scoring item for many candidates with many reaching Level 2 marks and substantial numbers Level 3. Clear basic patterns were identified by the majority of candidates who were able to state land use and percentage changes along the transect and often link environmental quality score to land use change e.g. industry and EQ score. Most offered at least one such valid conclusion and used data reasonably accurately. Candidates were generally able to effectively analyse the data set in order to identify, describe and explain patterns. The better answers brought knowledge and understanding to the examination e.g. references to the urban models, to regeneration and gentrification, to urban fieldwork and case study material.

Question 10(b)(iv) Generally answered quite well with most gaining up to at least 2 marks for a range of sensible pieces of additional information e.g. gathering the same information in another town/city; researching land prices; undertaking traffic or pedestrian counts; widening the investigation area; researching historical land use. Generally, there were more primary than secondary sources suggested. Weaker answers tended to mention only sampling more areas.

Question 11 (a) (ii)

Question 11(a)(i) Mato Grosso was clearly the key in this objective test item with around two-thirds of candidates selected. By not reading the graph correctly, a number of candidates opted for Rondonia, one of the three distractor options.

Question 11(a)(ii) Most correctly identified the basic trend between 2004 and 2013 but did not always supported it with accurate data or any data.

Question 11 (a) (iii)

This item posed few difficulties for the candidature. Almost all were able to identify a consequence of deforestation, e.g. habitat loss; carbon sink loss, and gain the 1 mark. The ability to elaboration and illustration the consequence so that the issue became explicit for the second mark was far more variable.

Question 11 (b) (iii)

This item sought use of the specified case study on soil erosion/desertification management which many candidates had learned and could recall. There were some excellent answers offering excellent knowledge of management techniques e.g. afforestation; magic stones, and some explanation as to the process of holding back desertification and soil erosion. Those without this case study knowledge struggled to gain good marks. Many responses were less convincing with regard to specific naming of an area than they were about management techniques; the best named a country, e.g. Burkina Faso. Sahel was fairly commonly given but some were even less specific.

Question 11 (b) (i-ii)

Question 11(b)(i) The modal score was 1 mark with most candidates recognising that desertification was about a change to desert-like conditions. However, many failed to go beyond this basic description for the second mark by referring to, for example, spread into semi-arid areas. Full accurate definitions of the term were not particularly common.

Question 11(b)(ii) Most candidates could identify at least one cause of desertification. The item differentiated quite well with stronger candidates offering two causes which they were able to extend into two outline explanations of causation. A majority of candidates' responses fell between these two extremes and generated 2-3 marks.

Question 11 (c)

Most candidates were able to gain between 2 and 4 marks without too much difficulty by identifying two pairs of linked changes with some explanation of the link. However, higher marks were harder to find as candidates generally struggled to explain second links in the chain and indicate that these changes and links constituted evidence of climate change. Maximum mark answers were relatively rare. Many failed to offer valid explanations or went beyond simple connections between the pieces of evidence in Figure 11b.

Question 11 (d)

Overall, candidates answered this discuss item well with many appreciating that global warming and climate change can be multi-causal and is currently an issue of some controversy. The new US President's name did feature. Human causes e.g. fossil fuels and greenhouse gases were identified and explained in some detail by the vast majority of candidates. Sometimes there was uncertainty about whether a cause was natural or human, e.g. cattle rearing; deforestation. The better responses, however, looked at both human and natural causes as sought by the question and made a judgement. Weaker answers were vague and disjointed, often not connecting with the question, e.g. opinions on global warming itself rather than its causes; no reference to how people's opinions differ; international agreements and summits; role of fossil fuels and deforestation ignoring natural impacts. Few wrote knowledgably about a number of natural causes.

(d) Discuss the different opinions about the possible causes of global warming.

(9)

There are two main theories surrounding global warming. The first is that global warming is directly ~~released~~ related to the release of of greenhouse gasses by humans, such as CO_2, Sulphur dioxide and CFC's. This would be baked up by the existence of numurous agreements such as the Paris agreement of 2015 which aim to reduce emissions to tackle global warming. The second theory is the Natural cycle theory and sunspot cycle theory. The idea that every 80 years the earth goes through a rise phase of high temperates particularly every 22 years due to a sun spot. Followed by a dip phase of cooler conditions for another 80 years, all of which impact on the internal conditions of earths atmosphere and sea levels and so forth.

ResultsPlus
Examiner Comments

This response is certainly on the right lines by providing a balance of both human and natural causes of global warming, but it is a fairly superficial account lacking substance and detail, e.g. only sunspot theory for natural causes; no enhanced greenhouse effect process, with little real connection to the question of a debate about causation. A level 2 response (5 marks awarded).

ResultsPlus
Examiner Tip

Look to explain what you write and in discuss items give your opinion as a conclusion.

Question 12 (a) (ii)

Question 12(a)(i) This objective test item proved a little more challenging for candidates than others though the success rate was over 50%. The idea of identifying the smallest may have challenged some.

Question 12(a)(ii) The majority correctly identified the slowing rate over the 1990-2010 period for the initial mark but not all gained the second qualifying mark for either quoting accurate statistics or noting and describing the variable downward trend.

Question 12 (a) (iii)

Most managed to suggest an acceptable consequence of refugee arrivals for 1 mark e.g. employment possibilities; integration, but there were not too many development marks awarded for indicating how this was an issue for either the host country or the refugee themselves. There is a tendency for unacceptable remarks to appear in such questions in today's world.

Question 12 (b) (iii)

Most candidates seemed familiar with this subject matter as it constitutes a specified case study leaving centres the choice of studying either China or India's changing role in the global economy. Those candidates opting here for China tended to score the higher. The consequences raised included more jobs, rising living standards, greater consumer materialism, urban development, TNC involvement, exploitation of labour, air pollution. The item scored reasonably well and some descriptions were of an impressive standard.

(iii) Describe the consequences for **either** China **or** India of its changing role in the global economy.

(4)

Chosen country China

China has gained much concerning infrastructure and factories and levels of education have gone up due to money being pumped into China by the TNCs and the government earning money. China has been forced to loosen its strict "communist" regime and so crimes against human rights could be discovered. However, much of the tradition has been lost and pollution (especially air) is taking its toll.

ResultsPlus
Examiner Comments

This is an on-task response with a number of relevant consequences identified without ever indicating what is China's new role globally, e.g. workshop of the world. 3 marks awarded: TNC money spent on; change in traditions and politics; pollution. 3 marks and close to max. Changing role needed stating.

ResultsPlus
Examiner Tip

Start answers by setting the scene, i.e. direct follow-ons from the question.

Question 12 (b) (i-ii)

Question 12(b)(i) Not many candidates were able to provide a full and accurate definition of this term. Most seemed not to understand the concept of an economy and the best answers seemed to be descriptions of the global economy and globalisation. 2-mark answers were relatively rare.

Question 12(b)(ii) Most candidates were able to give two basic factors driving the rise of the global economy, e.g. improved transport; labour costs; internet communications; the TNCs. The development of these factors into full reasons differentiated quite well with the better responses explicitly explaining their role in driving globalisation and the establishment of a global economy.

Question 12 (c)

Candidates tended to find this item challenging and scores were rather low. Many failed to grasp that they had to link their sustainable tourism project case study to two of the three generic benefits shown in Figure 12b. Their answers frequently did not give justice to the actual benefits brought to the local area or country by named projects. Where candidates made good use of case study knowledge Level 3 scores were achieved.

Question 12 (d)

The majority of candidates answered the question well recognising the role of TNCs in terms of the costs and benefits they bring to host countries. Quality-wise there was a range from the very generic and sometimes speculative to the detailed and related to a named TNC. The most effective answers were evaluative, weighing up advantages and disadvantages.

Question 13 (a) (ii)

Question 13(a)(i) This proved to be an effective objective test item with an approximately 50% success rate. It was expected that more would opt for Asia, the correct option.

Question 13(a)(ii) Most candidates could identify at least one trend in the rate of population growth forecasted for this century and many were able to gain the second mark by either pointing out Europe as an anomaly or giving quantitative support for their trend or indicating a further trend.

Question 13 (a) (iii)

This item did not pose significant difficulties for the candidates. The vast majority were able to suggest an issue resulting from population change either natural or migrational and many indicated the population change associated with the issue in their answers. In many cases, candidates picked up the second mark available by outlining why the stated consequence of population change is an issue for the individual or society e.g. ageing population > rising cost of pensions > pressure on public finances.

Question 13 (b) (iii)

The best answers referred to debt relief, trading arrangements and intermediate technology, though some did use other kinds of aid than appropriate. Most did appreciate that this was not another aid question and there were some good descriptions of debt relief schemes and intermediate technology projects. Weaker responses often took the form of merely identifying other ways e.g. fair trade.

Question 13 (b) (i-ii)

Question 13(b)(i) Appropriate aid was not as well understood as aid. Most got the concept of aid and scored 1 mark but the idea of aid being appropriate and linked to development was only expressed by more able candidates.

Question 13(b)(ii) Some had not fully grasped the idea of appropriate aid so their examples were not always appropriate methods of aid, e.g. multi- or bi-lateral; food aid; emergency aid. Better answers did outline two appropriate methods and answer the question well.

Question 13 (c)

This 6-mark item was generally answered well with the concept of quality of life being fully appreciated by the vast majority of candidates. Most candidates were able to make a linkage between two factors and quality of life with literacy and health being the most popular choices. Fewer chose political freedom. The best answers were strong, scored highly and gave developed points showing how each factor could increase quality of life.

(c) Study Figure 13b which shows three factors affecting quality of life.

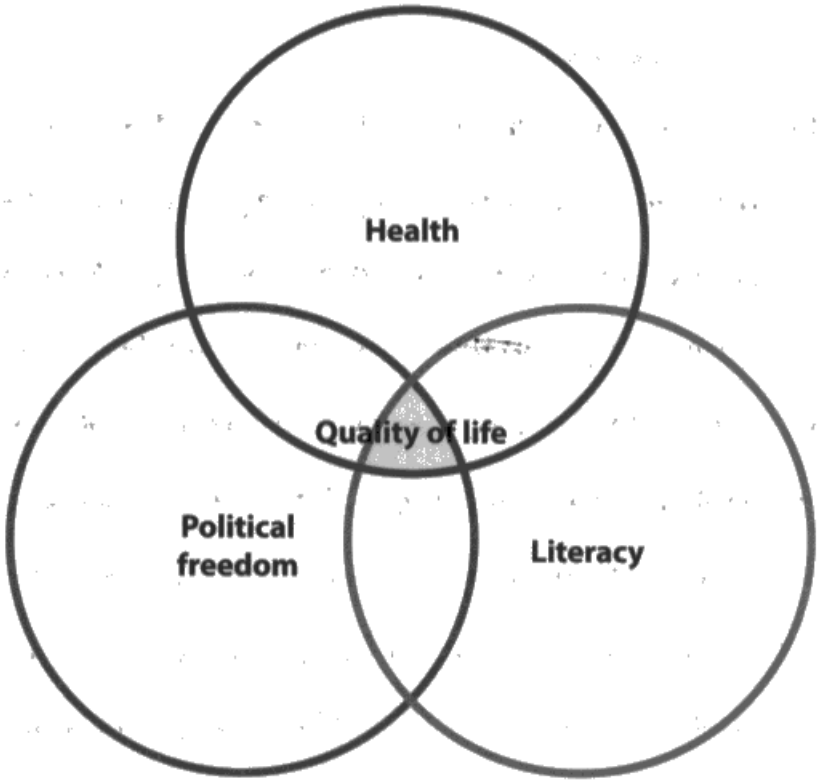


Figure 13b

Explain how **two** of these factors affect quality of life.

(6)

1 Health affects quality of life as if you do not have good health there is a chance of earlier death or being less able to do activities. If you have poor health, you may not be able to go to do daily chores that you originally could. You may not be able to do exercise. This can lead to a downward spiral and will lead to a dip in mental health also if your physical health is bad.

2 Political freedom affects your quality of life as everyone should be able to believe in their own ways or others. Not being able to choose freely

who they follow with mean people would be a lot less happy. Political freedom allows people to also make their own decisions and choose their leader or someone who concerns their needs the most, which leads to a higher quality of life.

ResultsPlus
Examiner Comments

Both factors chosen - health and political freedom - were awarded 3 marks making this a maximum mark response. With regard to health, the candidate refers to its importance and how it alters QOL, the link between physical and mental and the downward spiral brought on by poor health. 3 marks.
With regard to political freedom, again the link to QOL is made. They refer to beliefs, participating in decisions, and about leadership - this raises QOL. 3 marks.

ResultsPlus
Examiner Tip

Developing your points is key in successful answering of questions as has been done here.

Question 13 (d)

This item differentiated well generating a range of responses at the three levels. Overall it was answered well with the majority naming a country e.g. UK or Italy, the case study being regional (e.g. north-south divide) or local (e.g. disparities within one city such as London). Some candidates focused their answer on the need for management while others addressed the management strategies adopted. The better answers went for a composite approach referring to both the need for and methods of managing regional/local disparities and development.

Paper Summary

The general standard of the scripts was broadly comparable to that of the previous examination. The questions elicited much good geographical learning from candidates though there was a small drop in the mean mark in relation to the 2016 examination. This drop of around 1 mark may be a reflection of four issues that candidates experienced with this year's paper:

- The definition items which form (b)(i) of questions 1-6 and 11-13 generally generated few 2 mark responses except in the case of 6(b)(i) - shanty towns - and 11(b)(i) - desertification. Full and accurate definitions of hydrograph, sea level change, weather conditions, energy efficiency, conservation, global economy and appropriate aid were not common.
- 5(d) was very poorly answered by almost all candidates. The concept of an ecological process was very largely unknown.
- 7/8(b) assessing knowledge, understanding and application of sampling methods scored less highly than its 2016 graphicacy predecessor. The different approaches to sampling had not been well learned.
- A significant number of candidates did not gain all or most of the 4 marks available for graph plotting in 9/10(b)(i) because figures 9/10c were left untouched.

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

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.