Examiners' Report

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GCE Geography 6GE01 01

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Introduction

Most centres are now familiar with the contemporary themes of Unit 1 and it is pleasing to see candidates applying geographical understanding to global issues with confidence. Most candidates completed the whole paper, though some gave short answers to Section B part (b).

There is little evidence of planning for Section B essays. Where 15 marks are available a short list of key topics to cover would help avoid drifting away from the question. There was evidence of this being necessary particularly in Questions 9 and 10, where many candidates ended up writing general answers about impacts of TNCs and migration respectively. Question 7 was by far the most popular. The accessible part (b) was probably the reason for this, although the quality of answers varied considerably.

The majority of candidates' knowledge about El Nino was much improved. Many candidates are now much more specific about different parts of Africa. This is to be encouraged.

Post-colonial migration was not well understood by some. Sunspots could be covered more effectively, and knowledge about Arctic ecosystems seems variable.

Question 1 (a) (i)

Two crosses were required here. A sizeable minority of candidates only selected one, presumably because they had not read the question carefully. The other concern is that some candidates lack confidence over using technical terms for the hydrological cycle processes.

Question 1 (a) (ii)

Most candidates successfully answered this question.

Question 1 (b)

The range of options here was large, but only 1 mark was allowed for different types of farming (eg ranching, biofuels, cash crops). Some candidates used 'making paper' as the reason for deforestation which was not allowed as the question had specifically asked for developing countries.

Question 1 (c)

Good knowledge was shown of the processes involved in the Hydrological Cycle, and how they have been altered in an urban setting. Some candidates wrote far more than was necessary to achieve maximum marks. A few of the less able candidates did not consistently apply the specific terminology, such as 'soak in' rather than infiltration, but as the concepts they conveyed were usually correct marks were not necessarily lost. Some candidates slightly lost their way at the start, writing generally about flooding but poorly linking their answers to the urban setting. However, many managed to salvage marks via reference to impermeable surfaces, overland flow, and decreased throughflow, often scoring several marks in a single sentence. Living in high risk areas was frequently referred to but often not in enough detail to warrant a mark, as there was no explanation. Reference to coastal flooding worked well when focused on a specific case study, but had to be explained alongside urban expansion and population density increase. Weaker answers described flood events and these were not necessarily linked to urban growth. A key point to note is that simply repeating the words of the question did not score a mark, whereas using the term increased 'population density' did.

This is an excellent answer which scored full marks (5/5).

(c) Explain how urban growth can lead to more people being at risk from flooding.

(5)

Urban growth leads to development of land through building.
Concrete on the surface reduces infiltration of rainwater,
thus increasing surface run-off and the risk of flash floods.
Deforestation of areas through urban sprawl can reduce
vegetation interception and less water can be stored in it.
Urban areas attract more people to live there, so more
people are in the area and they therefore at risk.
Urban growth can also lead to a increased greenhouse gas
emissions thereby, enhancing the greenhouse effect, and causing
increased thermal expansion of the ocean, putting coastal
areas at risk from sea level rise

(Total for Question 1 = 10 marks)

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Examiner Comments

By starting with a key impact of urban growth (concrete) the candidate identified reduced infiltration, increased run-off, and increased flash floods as leading to increased risk.

Further marks were earned through comments on reduced interception and storage.

There was no mark for the final four lines, nor for the 'more people' phrase which repeated the question.

Another approach was used in this response, focusing on where people live.

(c) Explain how urban growth can lead to more people being at risk from flooding.

(5)

urbanisation causes them to live on a high risk land e.g. sloping land. or living on flood plains as it is cheaper. The city expands so poorer people have no choice but to move into flood plains that are dangerous. With urban growth comes urbanisation which increases the population density, in the area. Meaning more people at risk from flooding as they are vulnerable.

ResultsPlus
Examiner Comments

Marks are awarded for specific dangerous locations (flood plains and sloping land) and the greater vulnerability for the poor forced to live there. Also for 'population density'.
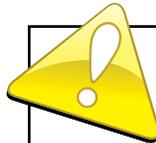
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Examiner Tip

Remember to use key terms like 'density' to describe population change whenever you can. This conveys depth of understanding and scores marks.

Try not to waste time repeating the question, as this candidate does in the final line. It is unlikely to score a mark.

Question 2 (a) (i)

Questions asking for graph descriptions often occur in this type of Geography paper, and candidates' approaches to them have improved. An overall comment on the trend shown is a good way to start.

This response was awarded all 3 marks.

2 Study Figure 2.

(a) (i) Describe the variations in sunspot activity shown.

(3)

- The average number of sunspots fluctuates between almost none in 1700 to the 75 in 2010.
- An overall increase in sunspots is observed but there are large fluctuations — like in 1850 when it dipped from 50 to around 10.

ResultsPlus
Examiner Comments

In this answer marks were awarded for identifying the fluctuations, for the data in the second line and the trend ('overall increase').
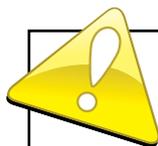
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Examiner Tip

When changes over time are covered in a graph, make sure you refer to the data as well, ie in this case, the number of sunspots. Don't just identify dates for high points and low points.

Question 2 (a) (ii)

There was clear understanding from most candidates on the link between the number of sunspots and changing temperatures but not why there was this link. The majority of candidates scored 2 marks by linking an increase in sunspots with warmer temperatures and quoting the Medieval Warm Period or vice versa with the Little Ice Age.

Candidates generally struggled to provide appropriate explanations. There were not many who could discuss magnetic activity, solar flares etc. A few reversed the effects and scored no marks, arguing that the more sunspots there are the cooler it will be as they block the sun's energy. There were inevitable forays into major ice ages/interglacials (wrong time scale). Milankovitch, global warming/industrialisation and the ozone layer were also wrongly linked as causes of variation. The question revealed some very muddled thinking - some candidates even seemed to think events on earth affect sunspots.

This answer scored 3 marks but the candidate went far beyond the requirements of the question.

> has ever been at over 70 sunspots.
>
> (ii) Briefly explain how these sunspot variations are linked to past climate changes.
>
> (3)
>
> Sunspot variations emit Solar radiation from the Suns surface (due to there magnetic activity). More Sunspots means more Solar radiation is emitted, therefore meaning that more enters the earths atmosphere. Causing more ~~to be~~ Solar energy to be retained within the earths atmosphere due to the Green house effect. This causes the earth to warm creating warmer more tropical climate changes in the past when the earths climate was warmer then it is now – e.g the medieval warming period. ~~Lower Sunspo~~ A lower level of sunspots has caused cooler periods (e.g the little ice age from 1500 – 1800. as less heat /solar energy is present within the atmosphere. It causes medium term climate change.

Question 2 (b)

There were some good answers to this question showing a range of ideas about why data is incomplete/unreliable. Those who scored a single mark usually mentioned 'better technology' but did not go on to develop the point to explain how thermometers or satellite imagery have improved. The subjective nature of proxy records and the local aspect of tree rings/pollen were the ideas usually discussed by the candidates who scored more highly. A few candidates lost out by trying to discuss problems of Milankovich or by repetition, for example giving several examples of proxy records but failing to explain why their evidence was unreliable. A few did not really consider the marks allowed or the space given as their ideas were few.

This answer covered a range of ideas and scored 5 marks.

> (b) Explain why some evidence for past climate changes is incomplete and unreliable.
>
> (5)
>
> Different types of evidence for climate change are more reliable than other. For example, historical records can be used to fill gaps in scientific data such as the periods before 1816 when weather records began. However this type of qualitative data from photographs, paintings and written records is subjective as it was never intended for scientific use (proxy records). As a result there are issues of validity and how reliable the data is. Also dendrochronology- the study of tree rings can be used to assess periods of greater growth in trees suggesting warmer climatic however scientists are unsure what factors in particular affect tree growth eg. rain, humidity so data could be unreliable
>
> (Total for Question 2 = 11 marks)

ResultsPlus
Examiner Comments

Marks were gained for weather records only being available for the last 200 years (approx), therefore being incomplete. Various sources of proxy data (photos etc) are subjective therefore unreliable. Dendrochronology is unreliable as many factors contribute to the size of rings.

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Examiner Tip

Specifics about artists or books could score marks here, also types of equipment used both in the past or present. Also the recent growth in global communications plays a part in securing a more complete set of records. Many answers had some facts but failed to use them to answer the question so seldom scored more than 1 or 2 marks.

Question 3 (a) (i)

Most candidates managed to select the correct definition for food insecurity.

Question 3 (a) (ii)

There was a great variety of answers to this question which asked why food insecurity is **rising**. Single word answers could score a mark (war, conflict, desertification). Deforestation alone was not rewarded, although some candidates extended the point by discussing soil erosion as a result. Climate change was rejected but global warming was acceptable. Population answers needed to focus on increase or growth. Overconsumption in MEDCs was also acceptable.

Question 3 (b)

This question produced some excellent answers, often giving far more information than was needed for maximum marks. The mechanisms of wind and current reversals were well documented, even though they were not required, and it does show an improvement in the understanding of the phenomenon compared to a few years ago. The most common mistakes that candidates made were the incorrect reversal of the impacts, specific reference to La Nina or picking an area beyond the Pacific Rim and being rather vague (apart from the accepted East Africa exemplars). Identifying continents (South America being mentioned most frequently) was not credited. The most commonly highlighted areas were Peru/Chile or Australia/Indonesia though a few strayed further afield to California and/or a named location in Central America. Overall this was a high scoring question for most candidates. Accurate diagrams were drawn by some but seldom used to answer the question.

This example scored 2 marks as only one hazard (drought in Australia) was covered.

(b) Using located examples, suggest how hazards caused by El Niño events can lead to food shortages.

(4)

El Niño causes droughts and wildfires in areas such as Australia. Drought in some parts of Australia meant that farmers would not be able to grow their crops or water their livestock. This would cause food shortages as there may not be enough produce for people in periphery, remote areas of Australia and so they would suffer.

ResultsPlus
Examiner Comments

This question clearly asks for located examples of hazards. One example of a hazard and one location will not score full marks however detailed. Some candidates gave full accounts of the El Nino processes which were not really needed here.

ResultsPlus
Examiner Tip

Make sure you read the question carefully. Here, locations, hazards caused by El Nino and effects on food supply were all needed for full marks. Plus you need two different places! Many candidates answered this very successfully.

This is a good example for 4 marks.

(b) Using located examples, suggest how hazards caused by El Niño events can lead to food shortages.

(4)

During El Niño the East coast of Australia becomes very dry and hazards to wildfires, this can have a massive impact on crops if they are taken up by the flames. This is because farmers cannot use these crops or the peice of land they were grown on so this makes a massive impact on the people who need them. Over in South America and the west coast including Peru there are serve storms during El Niño this means that crops will fail because of flooding and there will not be enough leading to food shortages.

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Examiner Comments

Marks were awarded for wildfires in Australia which burn the crops. The second section on storms in Peru is extended with reference to failure of crops due to flooding.

ResultsPlus
Examiner Tip

Continents are too general when a located example is needed. Learn a country or even better an area of a country (eg eastern Australia).

Question 3 (c)

Food supplies in Africa: most answers focused on the more negative aspects of increasing temperatures/drought and were able to identify specific places where this might occur and the impact on food supplies. There were not many references to ITCZ shift but those that were offered tended to be accurate. The vulnerability of subsistence farmers was also well understood and documented, often with statistical support. Other potential impacts of increasing rainfall or rising sea levels were less common, but candidates were able to discuss impacts on food supplies even though examples of specific locations were not as accurate. There were a lot of vague references to rather large areas of the continent, where in fact increasing drought was also found. The main reason for loss of marks was not specifying changes, just referring to 'hot temperatures' or 'drought'.

Ecosystems in the Arctic: very few answers strayed into people/economic activities and the few that did were able to score at least a mark as there was some reference to ecosystems in the answer. A good understanding of a range of impacts was shown, often with specific species support, along with the use of ecosystem terminology ie biomes, predators, carnivores, trophic levels. A few incursions of penguins were seen but not many! The main area of confusion was the impact of the increasing/stronger UV rays on phytoplankton, candidates not being able to distinguish between the impact on freshwater and marine systems, which is slightly different. However, any mistakes made were often made up elsewhere in the answer as, for this section, most candidates wrote far more than was necessary for 3 marks.

This is an excellent answer which scored 6 marks.

(c) Suggest how global warming could affect:

(6)

food supplies in Africa

Global warming is affecting Africa in different ways. The south East of Africa (e.g South Africa) is wetter and the North and West is hotter. Aggriculture is a major income for African countries and they rely on rainy seasons. Global warming is affecting the ITCZ which brings rains. If rainy seasons do not come then crops will die and food will be scarce. However, too much rain will wash away crops therefore there will be little food.

ecosystems in the Arctic

Global warming is melting Arctic ice due to rising temperatures. Animals live and hunt on the ice e.g. Polar bears, reindeers, and the ice melting is destroying their habitat. If they die then this will disrupt ecosystems as their prey will not be hunted and populations will grow so therefore their prey will have low numbers to feed larger populations. Also, the rise in temperature could cause new species to move north e.g trees, insects, fish. This new introduction could cause a new preditor to eat more prey so species starve.

(Total for Question 3 = 12 marks)

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Examiner Comments

The first sentence is too general for a mark. The located wetter area and located hotter areas are both credited, and links are made to crops being washed away and food being scarce. The ICTZ point and the idea about being dependent on agriculture are also worth a mark.

The second section is well focused on ecosystem process and marks were awarded for the food web idea, for tree species moving north and for invasive species. There is a mark here for polar bears living and hunting on the ice as well.

ResultsPlus
Examiner Tip

Polar bears are a popular choice of example for the Arctic case study but many candidates write in generalised terms and are very vague about where the bears live, feed and breed. Other species such as killer whales and Arctic foxes might prove to be worth investigating and might be more memorable in an exam situation.

This is an answer that scored 3 marks. It is clearly less precise than the other example.

(c) Suggest how global warming could affect:

(6)

food supplies in Africa

Global warming can increase dry conditions in parts of Africa for example Ethiopia. Africa largely depends on their agriculture so with less water they can't water their crops and have no food to eat and also have no food to sell meaning no sustainable income for themselves.

ecosystems in the Arctic

With warmer temperatures due to global warming in the Arctic more land ice is melting meaning a high sea level rise. With this occuring polar bears especially are losing their habitats. They can't live in the water and can only survive on land. Reindeers are also affected in the same way.

(Total for Question 3 = 12 marks)

ResultsPlus
Examiner Comments

Marks were scored for the dry conditions in Ethiopia (1 mark) resulting in less water for crops (1 mark).

There was just enough here about polar bears for a mark. The comments about rising sea levels are not clearly enough linked to ecosystem impacts.

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Examiner Tip

Check you have precise and accurate details to discuss about the compulsory case studies of Africa and the Arctic on the climate change topic. As has been pointed out before, you need to differentiate between named countries or locations within Africa.

Question 4 (a) (i) (1)

A sizeable percentage of candidates used Poland, France or Germany as examples of post-colonial countries.

Question 4 (a) (i) (2)

A sizeable percentage of candidates used France or Germany as examples of post-accession countries. Some mentioned Poland which was disallowed as it did not feature in Figure 4.

Question 4 (a) (ii)

This was a generally accessible question for most candidates but there doesn't seem to be a consensus on when the UK joined the EU (1973); 2004 was the most quoted date. Confusion continues over the Schengen Agreement, which relaxed border controls and has not been signed by the UK. Of course the UK, Sweden and the Republic of Ireland did allow A8 migrants to work immediately from 2004 until 2011. Some candidates strayed off the question and just described/analysed the resource which tended to leave them short of marks and there was the assumption that all the countries in the table were EU members. This was a case when the resource provided stimulus material rather than the answer to the question. However, the candidates making these errors were in the minority. Most responses focused on the freedom of movement that EU membership brings, along with the need to fill job vacancies and balance the greying population. These points were nearly always supported with examples of jobs and/or other specific data. Many candidates wrote far more than the marks/space allocated needed.

Question 4 (b)

Candidates needed an in-depth case study of a post-colonial migrant group with details of their reasons for the journey and their experiences. This might be an opportunity for a visit from a local person to tell their story. Many candidates did not pick up on the phrase 'post-colonial' and in these cases just tended to write in very general terms about migration pull factors to the UK. Some even attempted to write about EU migration even though the previous question had assessed their knowledge on this.

This answer scored 4 marks.

(b) Explain why post-colonial migrants have been attracted to the UK since the 1950s.

(4)

Countries such as India have an established connection with the UK. The intervening obstacles are less. They speak English which also attracts migrants. They may be joining family. They may be in search for a better standard of living, better pay, more opportunities for jobs.

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Examiner Comments

There is a generic pull factors comment at the end of the answer. Earlier points on reduced intervening obstacles due to UK connections and speaking English were also awarded, as well as joining family.

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Examiner Tip

Using terminology here ('intervening obstacles') helps show understanding of the concepts.

This answer only scored 1 mark. The question is looking for reasons for the attraction of the UK, or pull factors.

(b) Explain why post-colonial migrants have been attracted to the UK since the 1950s.

(4)

They have been attracted as when they stopped be ons
dependent on the UK, a lot of them would still have
spoken the language of English, so they would be able to
move there. Also, in places like Pakistan, many people
moved to the UK after civil unrest in their own
countries, and they were at danger of the protests and
riots.

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Examiner Comments

Although this has useful background information about Pakistan (an appropriate example), the candidate has written about reasons for leaving (push) so only scored 1 mark for the point about speaking English.

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Examiner Tip

Check you know which countries are post-colonial and which are post-accession.

Question 5 (a)

For the majority of candidates the loss of jobs through mechanisation was the only mark they scored, as in their second response their focus often came away from the resource and the question, which meant their response also went elsewhere. They could not make the link between loss of jobs and the potential loss of land due to commercialisation/expansion.

This is one of the few answers which achieved 2 marks.

5   Study Figure 5.

(a) State **two** ways in which rural change, such as that shown, can lead to out-migration.

(2)

1 ~~An~~ One way is ~~transportation~~ modernisation - the use of machines.

2 TNC's using rural areas for cheap farming.

(b) Using examples, describe the different types of employment opportunity that pull

ResultsPlus
Examiner Comments

The first point is less clearly made but implies machines will modernise farming methods. The second shows an understanding of current practices by agricultural TNCs resulting in loss of land and homes. Most candidates either repeated themselves for their second point, or wrote about the attractions of urban areas.

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Examiner Tip

Remember that globalisation has a massive impact on agriculture as well as on manufacturing and service employment. A short study of impacts on developing countries would be helpful, perhaps linked to a contrasting 'Fair Trade' example.

Like many answers, this response only scored 1 mark for the first point.

5 Study Figure 5.

(a) State **two** ways in which rural change, such as that shown, can lead to out-migration.

(2)

1 Less workers needed so they move away to find more work.

2 Vork is better paid in urban areas.

(b) Using examples, describe the different types of employment opportunity that pull

ResultsPlus
Examiner Comments

The second point is a reason for moving to urban areas, and is not linked to rural change.

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Examiner Tip

Try to investigate the consequences of the green revolution or GM crops on people, particularly women (as shown in the photo) who are the ones doing most of the subsistence farming globally.

Question 5 (b)

Many responses covered both developing and developed megacities and were usually supported by specific examples, either of megacities or types of job. Surprisingly, reference to the informal sector did not feature as much as might have been expected. Candidates chose instead to examine the range of employment types offered by megacities in general, eg lower skilled jobs such as construction, or service jobs such as shops, cleaners, or hotel work. More highly skilled opportunities were illustrated through the professions or research and development. TNCs were frequently mentioned but many candidates didn't get beyond the reference to secondary/factory/call centre work. One or two candidates became side-tracked with the reasons for rural-urban migration and the problems with rural employment opportunities or the pros/cons of TNCs in general. Nevertheless, this was a question where most candidates scored between 2 and maximum marks.

This response scored 4 marks, and is well focused on named megacities. Either developed or developing world examples were acceptable.

> (b) Using examples, describe the different types of employment opportunity that pull migrants to megacities.
>
> (4)
>
> Megacities contain over 10 million people some developing countries such as Mumbai contain slums e.g. Dharavi with a high informal economy, this is good for poor migrants with low skills. In Los Angeles industry has decreased but there are many international business / technology centres there e.g. Apple headquaters, this provides highly skilled and paid jobs.

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Examiner Comments

Marks were scored for identifying the informal economy in Dharavi, Mumbai suitable for low-skilled migrants. The Los Angeles example is more specific as it names a company (Apple) and a type of employment (high-skilled business jobs in the headquarters).

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Examiner Tip

Informal and formal are useful terms to help analyse employment. Other candidates used primary, secondary, tertiary and quaternary effectively. Either approach needed specific examples of either types of job or named cities, or both. Knowing specifics about named cities scores marks too, such as the film industry (LA and Mumbai), IT (Bangalore), or tourism (London and New York).

Question 5 (c)

This question asked for urban environmental problems occurring largely in suburban or fringe areas, so greenhouse gases, global warming and deforestation were excluded. However, decreased green space within city boundaries was credited.

Dharavi/Mumbai was the most popular choice of example, and candidates often strung together a number of points about sanitation, naming specific diseases etc and frequently scored several marks. This was an accessible question in which many candidates scored well, unless they focused on developed megacity growth. The question clearly states DEVELOPING world and candidates should be reminded that this does not include Los Angeles or London. Transport was a frequently highlighted problem but was then linked to CO2 and global warming rather than congestion and localised pollution such as smog. Problems of waste, landfill and loss of green space also featured. A frequent weakness was referring to 'pollution' which rarely scores a mark at AS, as candidates need to identify what is being polluted (air, water, soil). Causes of pollution could also be explored, as well as the reasons for poor governance by city planners.

This is a typical high scoring (5 marks) response as, although locational detail is limited, it is clearly based on Dharavi (dried marshland point).

(c) Explain why rapid megacity growth in the developing world creates urban environmental problems.

(5)

Rapid & urban growth prevents the housing and job market to be able to keep up and provide neccesities for those migrating in. Therefore, it can often lead to the formation of slums and shanty towns which lack sanitation are often built on unsuitable land (eg. Dharavi is built on a dried marsh land). This causes many environmental problems as the land it they are built on is destroyed as water becomes contaminated and waste dumped and is left. This causes the environment to decline and can harm wildlife as rubbish is not disposed of properly.

(Total for Question 5 = 11 marks)

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Marks were awarded for slum housing on unsuitable land in Dharavi, resulting in contaminated water and dumped waste. Explanations are included (provision is overwhelmed) and consequences for wildlife are identified. The answer has range rather than depth but there is enough for full marks.

ResultsPlus Examiner Tip

Always read the question carefully, as here URBAN environmental problems were required, and global warming and deforestation were not appropriate.

In contrast, this example has no named location and at times is not focused on urban issues.

(c) Explain why rapid megacity growth in the developing world creates urban environmental problems.

(5)

Megacity growth will mean that there will be more pollution from transport and litter. There will be little or no greenland left because it has all been built on and factories will then contribute to global warming due to their pollution. More people in a place will lead to congestion that also leads to pollution. Unhealthy air due to the pollution will cause unhealthy people.

(Total for Question 5 = 11 marks)

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Examiner Comments

3 marks were awarded for litter, loss of greenland and congestion. The final sentence is too vague, and factory pollution leading to global warming is not at the right scale.

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Examiner Tip

Use a highlighter or pen to underline key words in the question to ensure you don't misunderstand what you are being asked to do.

Question 6 (a) (i)

This was a straightforward question based on the resource but many candidates struggled for the second, or both marks. This was usually due to being too general in what they wrote, ie too polluting, low wages; the ideas were there, just not the precision. Those candidates that did score were precise, although most tried to write far more than was needed or that there was space for.

This answer scores the 2 available marks but does go beyond what is required. It makes two contrasting points and emphasises the reason for each point leading to a low score (social and environmental) which is certainly not essential, but perhaps in the candidate's mind it ensured that different aspects were considered.

6   Study Figure 6.

   (a) (i)   Suggest **two** reasons for low Environmental, Social and Governance (ESG) scores.

                                                                                    (2)

1 Cheap Labour, meaning people one are doing difficult jobs for low wages and it is cheaper. This is a social issue.
2 As TNC's are building elsewhere, the transport of goods to headquarters means more CO2 and pollution. This is an environmental issue.

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Examiner Comments

Each reason given clearly picked up a weakness in the strategies used by companies to exploit people (low wages) and the environment (CO_2 emissions).

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Examiner Tip

On these 2 mark questions, ensure you make points that are sufficiently different to each other.

Question 6 (a) (ii)

Many candidates struggled for 4 marks, as although the understanding was there, they either couldn't provide a second supporting point or example, or gave several suggestions within the answer, of which only one could be credited. This seemed an accessible question but some candidates failed to focus on the **two actions** that were asked for. Candidates who had studied and learnt specific examples did best here. Shell pumping CO_2 into greenhouses, Marks and Spencer and its various green strategies, and airline companies offering offsets for carbon emissions all worked well. Less successful were suggestions that nuclear power could be used by Cathay Pacific or 'stricter regulations' being mentioned without any clarification of what was to be regulated.

This answer was awarded 4 marks.

> (ii) Suggest **two** actions that TNCs, such as those shown in Figure 6, could take to improve their ethical score.
>
> (4)
>
> 1 Fair trade. This is when the TNC's pay the workers elsewhere a fair wage for the work done. This prevents cheap labour and will increase their social records as the workers elsewhere are working for a good wage.
> 2 Also TNC's can make the products locally wherever the branch is. This means there will be less transport, and less CO_2.

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Examiner Comments

The first action, improving 'social record' by 'preventing cheap labour' is extended by indicating that this is achieved through fair wages (Fair Trade isn't really developed). The second action suggests reducing CO_2 emissions by using local manufacturing and cutting transport. This was a sound answer.

ResultsPlus
Examiner Tip

Where 2 marks are needed, ensure you give an example or extension. This might be a detailed action by a company that you have studied or an extension of the point you have made.

Question 6 (b)

This was well answered on the whole. The clear framework in the question allowed candidates to demonstrate what they knew about buying locally. The issue of air miles and carbon emissions was clearly explained and many candidates were able to balance this with the conflict of increased energy use in greenhouses locally. Similarly jobs and support to the local economy was balanced with their loss in LEDCs. Better answers discussed how local purchasing could undermine some Fair Trade initiatives. Possibly due to recent food scandals in the news, the issue of food provenance also featured highly as a strength. Virtually all candidates discussed a mixture of strengths and weaknesses, though there was not always a balance between the two. A few more details or an expansion of ideas would have increased scores, and there were few examples of case studies, either of local schemes or Fair Trade cooperatives overseas that might lose out. There were a few rushed answers where candidates appeared to be running short of time.

This is a good answer which covers impacts locally and overseas. It scored 5 marks.

(b) Explain the strengths and weaknesses of **buying locally** as an ethical or green strategy.

(5)

> Buying locally is much more expensive than buying from cheap-laboured products from TNCs. However the quality of locally sourced products may counter balance this as it is likely to be higher quality.
>
> Buying locally could help boost the local economy, however it could weaken world trade and disrupt trade prices. Buying locally will mean that less £ emissions are emitted due to the reduced transport. for example "food miles" will be more in Africa than from Wales.

(Total for Question 6 = 11 marks)

TOTAL FOR SECTION A = 65 MARKS

ResultsPlus Examiner Comments

Marks were awarded for local food being more expensive, of higher quality (provenance point), boosting the local economy, and involving fewer emissions due to less 'food miles'. The answer recognises that there will be negative global consequences.
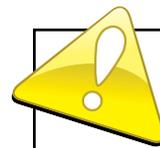
ResultsPlus Examiner Tip

This question clearly asks for strengths and weaknesses, and most answers included both. When a question mentions 'impacts' remember these are almost always positive and negative.

Another answer that scored 5 marks.

(b) Explain the strengths and weaknesses of **buying locally** as an ethical or green strategy.

(5)

locally Sourcing produce can help reduce the 'air-miles" of the food you are consuming, and support local farmers who are loosing out to ~~big traders~~ TNC's such as tesco's, however buying locally isn't going to stop TNC's from importing produce and only adds to the waste they will throw away. But on the other hand if enough were to do it they may be forced to buy ethically themselves (TNC's).
Some produce however can only be imported such as types of wine and exotic fruits such as mangoes, and it would cost more green house

(Total for Question 6 = 11 marks)

gas emissions to produce even TOTAL FOR SECTION A = 65 MARKS
winter goods ~~here~~ locally than to import them.

Question 7 (a)

This was by far the most popular question. Some clearly focused answers were based on the resource with appropriate reasons for increasing disaster risk linked to the changes. The risk equation was often written out at the start of the question and those candidates that systematically applied it to the data were able to highlight increasing risk more clearly. Weaker answers referred only to increasing population and relatively few made extensive use of the other categories. Households, over 65s and living in poverty were most often discussed, with a little explanation. More advanced answers included ethnicity and gave a good explanation of this without being stereotypical. A Level 3 answer also typically wrote specifically about how risk was increased (for example, more people in poverty so they cannot afford to live in structurally sound housing so are at risk from earthquakes), or referred to the Tohuku earthquake in Japan where 65% of those who died were aged 60+, and were able to offer convincing explanations of increased vulnerability (more likely to be disabled so harder to escape, more likely to live on their own so cannot call for help, may not have access to their prescribed medicine etc).

To score Level 2 marks, candidates needed to describe and explain how risk would increase. For Level 3 they needed to write coherently about at least 2 and more likely 3 rows of data. Very few wrote an answer without reference to California or the data, but it must be emphasised that this is a data response question, so for Level 3 marks the answer must refer to the resource.

Question 7 (b)

Plate boundary types were usually accurately identified and most were accurately named, although there was confusion in the Philippines as to which plate was subducted beneath the other. Higher scoring answers went beyond description into explaining processes of plate movement and magma formation and using terminology with confidence and accuracy. Better answers also noted that both locations had volcanic activity, albeit less recently in the Cascade range in Northern California. Good use was made of specific exemplars of hazard events though answers needed to move into an explanation of why these occur rather than focusing too much on the impacts. Perhaps still remembering part (a), some candidates lost focus by going down the vulnerability route for part of the answer which tended to distract from the required explanation and detail for the specific hazards, so marks were not as high as they could have been.

The majority of candidates correctly gave physical descriptions of the nature of geophysical hazards and most gave some detail of process. Better answers gave these in detail and used a range of geographical terminology. Many included landslides, better answers linked these well with hydro-meteorological hazards. Some candidates incorrectly focused on human factors and consequences of the hazards and linked back to the previous question about hazard risk. Most answers included both the Philippines and California.

In this example of a part (a) answer, the candidate uses Figure 7 in detail and goes on to explain how increased population, household number, % elderly and % in poverty will each lead to specific increased risks. It is based on California but adds a relevant contrasting example in Bangladesh. A final summary sentence would have been helpful.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question Number:

Question 7 ☒   Question 8 ☒

Question 9 ☒   Question 10 ☒

7a) A hazard becomes a disaster when it intersect with a a vunerable population (Deggs model), causing death, injury and/or damage. It is predicted that the population in Southern California is to rise by 7.2 million (from 18.9 million to 26 million) between 2008 and 2035. This will mean that the population will be more dense and vunerable to a disaster. California is prone to many hazards including earthquakes, landslides/mudslides, (geophysical), tsunamis, wind and wildfires (hydrometeological). The disaster risk equation states that there is a higher risk of a disaster when a hazard occurs in a place with a vunerable population with a low capacity to cope.

It is predicted that the population in Southern California is to rise by 7.2 million (from 18.9 million to 26.1 million) between 2008 and 2035. This will mean that the population will be more dense which means that they are more vunerable to a disaster. If a hazard was to occur in this area then there would be more people to affect, increasing the chance of it becoming a disaster. For example, Bangladesh is the most densley populated country in the world and it experiences many disasters as there are more people there to affect.

Also, the number of households is set to rise from 5.9 million to 7.7 million by 2035. This means that there is more property

and possesions to damage. Insurance companies define a disaster as a natural event that causes 200 deaths or injuries or US$15 million of damage. There is likely to be more damage if there are more households and infrastructure to damage.

The percentage of over 65s is ~~xxxx~~ predicted to rise from 9% to 17% by 2035. Elderly people are more vunerable to hazards. This is because the cannot escape as quickly as they are less likely to own cars. Also, they are physically not as strong and so are more likely to be injured. The elderly are more likely to live by themselves and so cannot call for help. These create a more vunerable population.

Finally, ~~in~~ the percentage of people living in poverty is likely to rise from 13% to 17%. This creates people to have a lower capacity to cope and that are more vunerable. Poorer areas are less likely to have a early warning systems to prepair people. Also, their building are less likely to be resistant to hazards. This means they are more vunerable to hazards.

This example of a part (b) response scored 14 marks.

The Philippines is located on a destructive plate boundary, where the Eurasian plate is subducted underneath the Philippines plate. As these two plates move against eachother, they move in a series of jolts. This is what causes one of the common geophysical hazards, Earthquakes, in the Philippines. As well as Earthquakes, the destructive plate boundary also causes the Philippines to experience another geophysical hazard of tectonic origin, which is Volcanoes. As one plate is subducted

under the other, it melts and forms magma. As it has only just melted, when it comes close to the surface it solidifies creating a cap on the vent, but then the pressure below builds up and causes extremely powerful volcanic eruptions, such as that of Mt Pinatubo in 1991. The volcanoes are more common along destructive plate boundaries, and this is why the Philippines experiences so many.

In California, there is a different type of plate boundary called a conservative plate boundary. It is made of the Pacific Plate and the North American plate, and as the Pacific Plate moves northwestwards past the North American plate, and at a quicker speed, the friction is created, and there is a

lot of jolt movements which cause earthquakes. Examples of this are the 1989 earthquake at Loma Prieta, California, and the 1994 earthquake at Northridge.

However, as well as Natural factors, there are also some human factors which has led to the Philippines and California experiencing geophysical hazards. Examples of this are deforestation, which increases the frequency of landslides, and also building on mountainous regions or on steep slopes so that more people are at risk of them.

In conclusion, both California and the Philippines experience Geophysical Hazards, such as earthquakes, volcanoes, and landslides, due to their global positioning along destructive plate boundaries and conservative plate boundaries, climatic occurences such as monsoons or El Nino, and human development further increasing the frequency and disaster risk from geophysical hazards.

Question 8

Question 8 (a)

The difference in the quality of the answers depended on two factors, whether or not the candidate differentiated between the different ice stores and if they realised that ocean ice does not have a direct impact on Rising Sea Levels. Those candidates that did deal with the different stores in turn managed to tease out their different contributions and dealt competently with the issues of albedo reduction, GHG/methane release from permafrost and ice melt and link it to RSLs (including thermal expansion) and temperature increase. Those that lumped all the ice stores together couldn't get much beyond a description of albedo reduction and 'ice melts so sea level rises'. A significant proportion of the candidates had clearly been well taught and they were extremely knowledgeable about global warming. Teachers might like to consider ways of helping candidates research, record and learn the wide range of different impacts of melting ice stores so that candidates are able to clearly categorise these into impacts on sea level and impacts on temperature as well as the links between them.

Question 8 (b)

Those candidates that picked up on the phrase 'some…suffer more than others' tended to produce a more focused answer even if there was not a lot of specific detail. Other candidates, by virtue of the exemplars they picked ie Bangladesh, Netherlands, Maldives, UK produced a comparison more by default than intent but without the focus that the question required. Common factors were relief and other physical factors, wealth, and economy sectors affected. To reach Level 3 and 4 marks at least some clear detail about the chosen exemplars was required. Some candidates successfully applied the risk equation to support their comparisons. Ideally, best answers needed to have a range of countries experiencing a range of impacts for different reasons. Few submitted written plans.

This Level 3 answer to Question 8(a) covers all 4 ice stores and scored 9 marks.

a) The melting of the Artic Ocean ice and Greenland Ice Sheet is likely to have increase get sea level rises. This is because as global warming occurs, they melt, therefore this decreases the albedo of ice in these areas. Due to a decreased albedo, this means less UV radiation is reflected back to the Sun, hence more UV radiation is absorbed; the absorption of UV radiation is likely to melt a more ice, and contributes to rises in global temperature warming. Moreover due to this positive multiplier effect, it will lead to more ice melting especially around the Artic (potentially 70% which was moreover adding to the fact it's as it a (70% of the worlds ice), this at a pronounced latitude (absorbs more energy from sun). This means that it could potentially contribute to a greater rise is sea level ★ May shut of Thermoline circulation in in total, decrease temperatures in Europe. If Je Eurasion permafrost melts. this would lead to an increase in emissions of methane. From the diagram, we can see

it covers a great area of the Earth. Due to increased melting of permafrost, the increased emissions of methane are likely to have a positive change multiplier the greenhouse gas effect. This may lead to an increase in global temperature. However it's also likely to drain lakes, which may decrease the sea level.

If the Himalayan glaciers melt, this may lead to an increase in sea level. However due to To conclude, the melting of all these ice stores may also have a negative multiplier effect, as it may lead to increased rainfall (evaporation) which may counteract the increase ↓ global warming in global temperature

This answer to Question 8(b) was awarded full marks (15/15). It has specifics throughout and is detailed, with comparisons between nations.

The impact of predicted sea level rises include social, economic and environmental costs. The extent of these costs for for example social → amount of lives lost, economic → the amount of businesses destroyed and

environmental costs → the extent of damage of to the environment (how much coast has been eroded). This depends on the effectiveness of adaptive strategies implemented by different nations and the GDP of the nations. and location of

Nations whose economies depend on agriculture, from income and are generally poor are likely to suffer more. For example, The Kiribati Islands and Tuvalu, due to predicted sea level rises more water will damage the coral reducing their fresh water supply, this leads as they to have no other alternatives many have to move eg 75 Tuvaluans relocate to New Zealand every year. Islands will be affected by sea level rises → Economy is dependent on agriculture, reduced ability to grow crops.

Additionally it also depends on the effectiveness of their adaptive strategies. For example in London, The Thames Barrier is effective in reducing the impacts of flooding and protecting 40% of GDP,

Additionally people are educated about floods (The Met Office). Places like The Indonesia and Bangladesh are poorer therefore even the adaptive capacity to ~~protect~~ educate it's people about flood warnings to reduce economic damage and lives losts. Additionally

the adaptive strategies in Tuvalu are unlikely to be effective eg beach ~~mining~~ reduction, considering the relative economic cost of stopping beach mining. Bangladesh also has a flood delta, and is low lying which may increase the frequency of flooding due to global warming and worsen the impacts in comparison to London.

To conclude we don't know, the predicted impacts of sea level rise for example we don't know how much greenhouse gases will increase in the atmosphere due to increased industrialisation of NIC's and BRIC's, ~~and~~ the effectiveness of mitigation strategies implemented by the goverment and the extent of positive and negative multiplier effects (global dimming.)

Therefore it is difficult to say to what extent different nations will suffer. However ~~the~~ increasing poverty in

nations in Indonesia (negative economic growth rate) is likely to exacerbate the effects of sea-level rise such as famine, water scarcity and loss of lives

Question 9 (a)

This was an accessible resource but many candidates only referred to volume of trade rather than contrasting growth rates for the different continents. Candidates frequently offered good descriptions of the flows, but were less secure on the reasons. Asia was usually well covered with clear reasons for its prominence (well connected, SEZs, EPZs so fewer duties and tariffs, outsourcing for cheap labour, investment by TNCs, a 'hub of production') but after that candidates struggled for specific points. There were general ideas about industrial wealth of MEDCs with Africa seen as a mainly subsistence economy exporting primary products. Many candidates described it as generally switched off compared to the other areas on the resource, despite the resource indicating that it has grown almost as fast as Latin America, albeit from a lower starting point. The Middle East wasn't tackled well, as candidates did not pick up on the idea that much of the oil transport involved pipelines or that West Europe has an increasing tertiary/quaternary export profile. Few tried to consider variation within continents, and Asia almost invariably was taken to mean China.

Questions 9 (b)

This was an interesting question that more able candidates tackled extremely well as it gave them the opportunity to explain how TNCs encourage globalisation as well as considering other factors that play a role (eg technology, sport, International organisations like WB, IMF, non-government organisations). Weaker answers quickly veered off into the pros/cons of TNCs, and often struggled to get out of the Level 2 mark band. Clear definition of terms helped a great deal as did a plan to avoid drifting off course.

The role of manufacturing TNCs and those spreading western culture, ie McDonalds and Disney were frequently quoted, with additional reference to the role of FDI that they bring. More able candidates broadened theirs answers and looked at travel and the various forms of communication which then gave the responses breadth as well as depth. A few looked at global sport such as the Olympics and next year's World Cup (Brazil). Not many identified the possible reverse role in leaving places switched off by not establishing themselves there, but Gambia and Mali were mentioned by some. Few candidates brought in other factors to promote globalisation.

This high quality answer scored 21 marks in total.

Chosen Question Number:

Question 7 ☒　　　Question 8 ☒

Question 9 ☒　　　Question 10 ☒

a.) Global trade flows are where countries transport goods over political boundaries in order to increase the amount of global connections and providing people with more choice for goods.

Global trade flows have increased over the years allowing people to buy more goods. It can bee seen from figure 9 that Asia has the most amount of containerised goods. Asia ships and exports 207.9 million of containerised goods suggesting it is highly connected and has flows of trade with several countries. China, in Asia has many SEZs (special exporting zones) and EPZs (exporting processing zones) EPZs enable China to freely import raw materials, manufacture them and re-export them with no duties or tarrifs. This has increased their interconnectedness and allowed them to export on large scales.

conversly, the middle East and west Africa have limited global trade flows as they have ~~been~~ between ~~than~~ 20 - 30 million containerised goods being exported. ~~the~~ ~~the~~ However, Africa's ãnual change ~~grew~~ increased by 10.8% in 2010 showing that it is contributing to a "shrinking world" and is exporting on large scales. Eastern and southern Africa's trade bloc comes A has allowed ~~the~~ Countries in Africa to export agricultural goods such as cocoa and bananas. This has helped improve Africa's trading standards and has ~~opened up~~ allowed Africa to increase its' global connections.

Lastly, ~~the~~ Europe has a combined G.D.P of £11 trillion; larger than ~~the~~ USA and Japan combined. Western Europes mass scale of exporting zones has allowed the (w) to become a global phenomena of trading and therefore the pattern of trade is largely westernised; as the to ~~trades to MEDS~~ Exports ~~to~~ MEDES.

b.) TNCS are multinational co-orporations that ~~eff~~ operate in several countries and have large scales of production. Globalisation is the process of greater interconnectedness and the opening up of financial markets and investment markets in multiple countries. TNCs have played a large role in creating a world of time space compression.

McDonalds is one of the largest TNCs in the world and is opened in every continent apart from Antarctic. TNCs like McDonalds create a world of greater connections. ~~and~~ ~~Fo~~ Globalisation allows people to have more access to a wider choice of goods and services. TNCs therefore provide the goods and services to people at low costs. For example, McDonalds has used a process known as ~~glo~~ "glocalisation" to adapt to local

markets and suit local needs.
In India, McDonalds has created a
meal called the "spicy Mc Paneer".
This creates a world of more
choices and now due to TNCs
opening up in a range of cantries, there
is greater access to foreign cultures.
Furthermore, facebook is a
TNC with global superpowers. Facebook
creates flaws of data, media and
technology. 45% of North America use
facebook and in Ethiopia alone there are
15 million users on facebook. This
shows that TNCS, like facebook have
created a "shrinking world" where
connections make people feel closer
together.
TNCS also enable LEDCS
to broaden their scope of technology.
TNCS play a large role of providing
jobs to citizens in LEDCS and
improving the literacy rates of
people in poorer cantries. For example
In Malaysia, Dyson, a TNC pays
workers $3 a day; this is more
than workers were earning beforehand.

Therefore TNCS have increased the economic welfare of people in less developed Countries. Additionally, TNCs outsource several of their operations to India ; Ebay outsources its call centres to India and employs Indian workers. ~~to take cars to reach~~ By doing so, people in India have learnt to speak english, which improves their literacy skills. ~~And~~

As countries become closer together through increased interconnections and the growth of financial markets, TNCS ~~add~~ open up factories and markets in several ~~for~~ countries, creating a wider choice of goods and ~~of~~ diverging cultures. It can therefore be seen that TNCS aid ~~the~~ globalisation and act as the catalyst for growth of greater connections.

Question 10 (a)

Overall this was not a particularly high scoring question. Candidates did not always identify challenges or variation from place to place. Most relied heavily on the resource and often could do little more than quote the figures. One of the main areas of confusion, which tended to spoil their answers, was the differing contributions of national and local taxes. Those that identified and understood the differences tended to score more highly as they could develop the idea of challenge. There was a reasonable understanding of why there was a population imbalance but most candidates couldn't develop this to discuss varying challenges. Answers were generally adequate but frequently rather basic, often confined to the costs of providing care homes, home helps etc. There was little realisation of the benefits OAPs could bring to any area, though some recognised that jobs in care homes could be a benefit for young people along the south coast.

Question 10 (b)

This question was not particularly well done either, which is unusual for a question on migration. Some responses drifted into general answers about the impacts of migration on schools and housing etc which was not required or credited here. The word 'characteristics' floored some. Examiners were looking for comments on ethnicity, employment and population distribution as well as population structure (age, fertility, gender), and the ways in which migration had affected these in the UK. Some candidates covered these themes almost by default as they wrote 'all they knew' about Polish migration.

The best answers knew about specific flows of migrants through the last 50-60 years and were able to contrast impacts on the UK population of flows from A8 countries with Ugandan Asian people and flows to Mediterranean countries. There were some good comments about the effect on population structure, focusing on fertility, birth rates, dependency ratios etc, often with supporting data. Ethnicity and density of population were recognised by some with reference to enclaves in named cities and the pull to hub cities and to East Anglia and Herefordshire for agricultural work.

This part (a) response uses the resource and goes beyond it to identify challenges. It scored 8 marks.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question Number:

Question 7 ☒   Question 8 ☒

Question 9 ☒   Question 10 ☒

10 (a) A greying population is one that has an increases amount of over 65s in the region.

For rural areas, the challenges may include that the facilities provided don't meet the needs of the elderly population. For example, in the Highlands, 82% of residents are over retiring age. This displays a high dependency ratio in the region, however, most economically active people migrate to inner cities leaving little support for the elderly in rural areas. Due to its remoteness, countryside living brings challenges such as the increased need for bus services, which can be a huge economic expence for governments. From Fig 10, there is a high number of 50-54 yearsolds living along the south coast. Coastal regions support 70% of the over 65 population, which means that more care homes and facilities for an elderly population such as Bupg need to be

enforced//caring for an aging population in cities such as inner london can cause challenges such as accomodative housing. The 75-79 age group has over the UK average living in the region, approximately half of these will have a physical or mental illness, so home alterations such as stair lifts and disabled bathrooms would be required that aren't easily found in urban accommodation.

The rising pension burden and people living longer with higher life expectancy mean that governmental funding can be stretched significantly with 27.1% of national taxes going towards pensions alone. This encourages governments to raise the retirement age, and make people work longer. This may not be realistic for rural settlers, where job opportunities are hard to come by, especially as employers claim they would prefer a 17 year worker that a 62 year old worker due to labour costs. (online wages.com)

ResultsPlus
Examiner Comments

Marks were awarded for recognising that rural isolation of elderly people in the Highlands brings costs, as does the need for care homes and suitable housing on coasts and in cities. There is good use of terminology (dependency ration, economically active).

ResultsPlus
Examiner Tip

Bring your own knowledge to part (a) questions and use it to support or challenge or explain the information in the figure.

This is an extract from an excellent response to the part (b) question which scored 14 marks overall.

One impact migrants have on the UK's population structure is that there is going to be a higher amount of economically active people entering the country. This is due to the UK being part of the EU trade blocs meaning migrants can freely move in to the country. They come in search of a better quality of life and skilled jobs they may not find in their home country. (or they fill unwanted jobs). In relation to the population structure, it means the amount of people from (6 - 25 will increase, such as in Inner London where these age ranges are above the rest, with in total around 20-30% of the population being in their 20s alone and are therefore economically active. Due to the 'younger' culture of the country, it may change the UK's characteristics and possibly may increase crime rates.

ResultsPlus
Examiner Comments

This answer is well structured with sections contrasting economic activity of A8 migrants. In the first paragraph, age of migrants, employment and distribution (London) are all covered. The answer goes on to consider the impact on the population pyramid, and then to evaluate the consequences of migration to Spain. It uses contrasting words throughout, such as 'higher amount' and 'increasing'.

ResultsPlus
Examiner Tip

Learn your compulsory case studies thoroughly, then read the question and select the relevant parts to focus on what is required. Do not just write everything you know as you are unlikely to score more than 50% of the available marks.

Paper Summary

Based on their performance in this paper, candidates are advised to:

- learn hydrological cycle terminology

- familiarise themselves with EXPLANATIONS of how sunspots link to climate change noting particularly errors over human causes of variation in the number of sunspots

- make sure they know why data from tree rings, diaries etc is unreliable/incomplete

- understand that polar bears are not 'ecosystems' by themselves and that the wider context of changes in the Arctic needs to be investigated

- learn the meaning of 'post-colonial' and choose an appropriate, detailed case study

- explore the difference between urban and global environmental problems

- clarify the meaning of 'population structure' and 'population characteristics'.

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