

Examiners' Report
January 2012

GCE Geography 6GE01 01

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Introduction

The scripts presented by candidates in January 2012 were often of extremely good quality. In particular, examiners reported:

- Distinct signs of improvement in the quality of the human geography essays. Content was far more reflective of the modern world than was seen in essays submitted for the first two series of 6GE01 in 2009. Candidates often gave nuanced, informative and up-to-date accounts of globalisation's impacts and of migration trends. Very few are still presenting an over-simplistic black and white world wherein Asian cities are portrayed as little more than sweatshops making profits for MEDCs. Candidates, in increasing numbers, grasp that there is far more complexity. Further evidence of a resurgence of good human geography was the fact that essay questions 9 and 10 were also just as popular as essay questions 7 and 8 (even though the latter were accessible and attractive).
- Improved exam technique, with better use of examples being made by candidates of mid-ability.
- Reduced evidence of candidates facing timing difficulties. There were far fewer unfinished essays or question 6 responses than in previous series.
- That the breadth of content tested by this paper remains a challenge to some. Many candidates continue to have knowledge gaps that can result in several marks - perhaps even a grade - being lost. Just possessing very basic knowledge of the topic in question (for example, in the case of this paper, knowing that the concept of albedo is related to light reflectivity and absorption, or understanding what 'physical' means in relation to global networks) can make a real difference to the final cover mark.
- That overall, far too many candidates continue to pay insufficient attention to the specific wording of the question, preferring instead to answer a simplified version of the question that they have perhaps anticipated or had practice of writing.

Question 1 (a)

For full marks, the disaster aspect of location D needed to be spelled out i.e. the lack of human habitation (thereby distinguishing "disaster risk" from "hazard risk"). Some students appeared not to grasp the clear distinction between a hazard and a disaster. Typically, they wrote at length about the physical hazards present in the area and then happened to "tag on" the human disaster element at the end - as if by accident or "by the way".

1 Study Figure 1.

(a) Identify which location is likely to have the lowest disaster risk and give a reason for your choice. (2)

Location D

Reason

There are no cities at point D so there will be no disaster because it will not affect people.



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Examiner Comments

An effective answer; no more needs to be said.

Question 1 (b)

For full marks, candidates were required to identify and briefly outline two reasons for a flood risk in Californian cities. It was well answered on the whole, especially when answers focused on straight-forward themes such as urban impermeability, river flooding (San Gabriel) or slope angles. Confusion crept in when movements along the San Andreas Fault were linked with tsunamis, or hurricanes were asserted to be a frequent phenomenon. There were also some unrealistic ideas advanced about the scale of past and present sea-level rises.

(b) Suggest **two** reasons why cities in California sometimes suffer from flooding. (4)

- 1 California lies on the coast therefore storm surges can some times lead to coastal flooding.
- 2 During the El Niño years, California experience a lot of rain and can sometimes lead to flash flooding.



ResultsPlus Examiner Comments

This paper does not expect candidates to have depth of knowledge of physical processes. However, A-level candidates are expected to show *some* precision in their answers. This is a great example where two accurate reasons are identified and a specific extension idea is included.



ResultsPlus Examiner Tip

This is a good example to show students who struggle to write a lot but have good ideas: it will re-assure them that full marks can be gained through concise writing.

This is another example of a response to Question 1(b).

(b) Suggest **two** reasons why cities in California sometimes suffer from flooding. (4)

1 ~~Some~~ Some cities are near the coast of California e.g. San Francisco.

2 ~~Some~~ Cities on low lying land suffer



ResultsPlus Examiner Comments

This candidate was either rushed for time or has poor understanding of how marks are allocated. Offering an example of city does not extend the reasoning (the focus of the question) so only 1 mark is awarded in the first case. Clearly, the second case can only merit 1 mark.

Question 1 (c)

The focus of this question was explaining, rather than simply describing, the geo-physical hazard events for a compulsory case study. Under the circumstances, examiners expressed surprise at how many highly generalised answers were seen that only scored around 2 or 3 marks because plate movement rates, or other convincing case study details, were missing. The minority that could develop the answer, with specific explanatory points included, easily scored 5. At A-level, geography students who have examined California as a compulsory case study really should have prepared for the exam by memorising some specific information about the various plate boundaries found in California and the range of hazards they generate. Whilst some good knowledge of landslides associated with earthquakes was seen, detailed knowledge of Californian fault systems was lacking.

(c) Explain why California often experiences geophysical hazard events. (5)

Geophysical hazards such as landslides often occur in California as close to California and in some parts of California there are steep hills which when heavy rainfall arrives can trigger landslides. Also they are located near to volcanoes which is another geophysical event. The fact they are a multiple hazard zone or hazard hotspot means they are exposed to a range of hazards such including geophysical events.



ResultsPlus Examiner Comments

This is a very superficial response that offers little explanation. No specific information is provided and little appears to be known about California.

This is another example of a response to Question 1(c).

(c) Explain why California often experiences geophysical hazard events.

(5)

California is on a conservative plate boundary. The North America and Pacific tectonic plates are sliding past each other. Also the San Andreas fault runs the length of the Californian coastline. California experiences earthquakes and volcanoes and landslides. Also there is a valley of craters of ~~water~~ old volcanoes called the caldera valley. California experiences earthquakes because as the plates try to slide past each other friction builds up and lots of energy is released as the plates slide forward in the form of an earthquake. California is mountainous with slopes in excess of 35° which can cause landslides.



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Examiner Comments

This is an example of very good exam technique - a range of brief explanations are provided, each with specific details. Points are well-nuanced (we are told about the *scale* of the San Andreas Fault; many students simply said "California is by the San Andreas Fault").

Question 2 (b)

Candidates had a good understanding of how changes in albedo in the Arctic may accelerate global warming - but how many noted the allocation of marks and made three discrete points in order to gain three point marks? Some sadly did not, and failed to develop their answers beyond making a basic point about less light reflected. There was good knowledge in some scripts from some centres about positive feedback, though some confusion arose about where methane fitted in (many suggested that the melting sea ice emitted either methane or carbon dioxide). Weaker candidates were confused about what exactly was happening to reflectivity and some thought more light was being reflected and warming up the atmosphere (or, indeed, the ozone layer).

(b) Explain how changes in albedo in the Arctic may contribute to accelerated global warming.

(3)

The albedo affect is a positive feedback mechanism. As the Arctic ice melts, this means theres more dark ocean and less white ice. White reflects suns rays so with less of it, more heat is absorbed by the sea, speeding up Global Warming.



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Examiner Comments

Many students grasped the essence of this question very well. The example shows adequate understanding of this change in process to gain full marks.

Question 2 (c)

Many candidates did not answer this question correctly, suggesting some widespread misconceptions about sea ice melting.

Question 2 (d)

Some excellent answers were seen where knowledge of changes in the Arctic (Specification 1.5) was presented in a way that additionally addressed the wider geographical implications of global warming and the way people can adapt to it (Specification 1.6). This is another compulsory case study so the details of food web, biome and ice cover changes should always be well known by well-revised candidates. Pleasingly, many answers did contain some very good case study detail.

(d) Explain why some people could benefit from climatic change in the Arctic region.

(5)

Some people could benefit from the melting of ice in the Arctic as there lots of natural mineral deposits there which could be used and sold. It can result in new accessibility to the Arctic for research and ~~trips~~ holidays. It will allow for new shipping routes as they can get to places quicker by going through the Arctic, where the ice is not on land. There will be warmer waters so fish would migrate further north allowing for more fishing to be done. More tourists would be able to visit increasing the Inuit economy.



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Examiner Comments

This is a very concise and informative answer where the candidate displays good knowledge about ecological and environmental changes in the Arctic. The broader geographical context of people being affected by climate change is also acknowledged quite neatly.

Question 3 (a)

This was successfully answered by the overwhelming majority of candidates.

Question 3 (b)

Those who could take the reference to 'greater losses' had the required comparisons and scored more highly. The better candidates could offer the first two bullet points in the mark scheme and then progressed to provide some very specific suggestions about people and places. Many focused on the plight of African farmers and how much they stood to lose (good answers referenced countries, rather than the continent as a whole, clearly appreciating the heterogeneous nature of Africa, its peoples and their vulnerability to climate change). Most focused on falling agricultural output; some recognised that a few areas in Africa might have more useful amounts of rain and so might gain, at least in the short-term. Several thought tourism might gain in the UK as British people would increasingly stay at home rather than visit the Mediterranean. A few suggested Alpine countries would be greatly hit because of a lack of snow for skiing.

Question 3 (c)

Most candidates now understand the difference between new adaptation and mitigation. Very few strayed into the realms of mitigation but not all could relate their knowledge of adaptation to the question set very successfully. Good answers could provide detail on how increasing hazards might require greater spending and many candidates developed this point for several marks. There was some confusion over what type of flooding the Thames barrier is supposed to counteract but most understood that it will require replacing at some juncture, and at increasingly greater cost. Generally, the more specific the candidates were with their suggestions here, the higher the marks that they scored. Candidates should remember that the inclusion of examples will always help them achieve the full range of marks available. Too often, very good candidates are not providing enough ideas or exemplification to gain full marks in a question such as this.

(c) Explain why the costs of climate change adaptation strategies keep rising.

(5)

Adaptation is reacting to an event. Examples include ~~not~~ raising the Thames Barrier in London now roughly 5.4m. As global warming increases more + more money has to go into adapting as the effects are worsening eg more natural disasters. As sea level rises, the Thames barrier has to replace. This costs more money + equipment. Due to anthropogenic forcing of using cars + burning fossil fuels, global warming increases, making the barrier increase ~~at~~ every year. Also, as global warming makes productivity slow, ~~more~~ less is being made, so prices of making even 1 thing rise meaning costs are increasing due to low productivity. Places in the Pacific Islands like Marshall Island will flood by 2025, so they have to adapt + move to places like New Zealand. This costs money as New Zealand need new houses which costs more money.



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Examiner Comments

This response indicates the degree of precision that we expect to see in a good A-grade candidate (from someone perhaps on track for an A* at A2). The use of geographical vocabulary is impressive. A range of ideas and specific places feature here - a good strategy for gaining full marks!

Question 4 (a)

There were a lot of precise and succinct responses to part (i) that gained 3 marks. Amongst weaker candidates there was a tendency to explain, rather than describe. Describing and explaining trends is something that should be a familiar expectation of candidates at this level and is something that centres could focus on to help improve responses. Often students did not identify extremes, but compared countries in the middle of the range, making factually correct statements which were not on the mark scheme because they lacked significance within the wider picture. There was also geographical confusion about which continent Mexico belongs to. In part (ii) most could explain with reference to wealth differences, and some could develop this with specific ideas about slums or national economies. Some took a development timeline approach, which often worked well. However, there was a lack of understanding in some cases of landlines, and stereotypical views were common about poor countries not knowing how to use mobiles (given the phenomenal growth rates of mobile markets in Africa, Asia and South America, this is a misconception that needs addressing!). A minority understood that the rainforest, the width of the Amazon, the location of the Andes etc. could all hinder the roll-out of landlines.

(a) (i) Describe how levels of connectivity vary for the countries shown.

(3)

HIC's in North America (Canada and USA) have a ~~low~~ high number of fixed landlines compared to the countries shown in South America (Brazil, Argentina, Peru). Argentina has the highest amount of mobile phones though even above USA. Peru has the lowest of mobile phones, in North and South America.

(ii) Suggest reasons for the variations you have described.

(3)

Canada and USA may have a high number of fixed landlines as the infrastructure is in place and easy to set up. Where as in Peru, there may be ~~no~~ landlines setup and would cost billions of US dollars to do so. USA will also have a large amount of mobile phones due to ~~country~~ people have lots of disposable income. People in Argentina, may have the highest amount of mobile phone users as they may use mobile phones as a substitute to landlines, as the infrastructure is not in place for landlines.



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Examiner Comments

Part (i) shows good exam technique: overall patterns are made clear, with maximum and minimum values identified. In part (ii), points are made about wealth, costs and the existing availability of infrastructure (implying development). The suggestions are intelligently made and refer back to countries identified in part (i).

Question 4 (c)

Some excellent answers were seen here and many candidates gained 4 or 5 marks. Good knowledge of resources, trade routes and the physical site and situation of global hubs all appeared as themes in the best scripts. There were many creditable developments of hazard risk ideas, with good exemplars. However, some candidates failed to realise that this question was asking them to focus on physical factors and too often the focus became human factors. This was also a question that most likely required the development of some ideas in order to gain a maximum of 5 marks.

Question 5 (c)

Good candidates answered this question with a wide range of ideas: better jobs, wages and lifestyles; community enclaves, support networks and migration law all featured (and were framed in a way that drew comparisons with other countries). One examiner remarked that good answers to this question were "a pleasure to mark!". However, some candidates failed to read the question properly (or at least think about its meaning). They were not specific about why EU migrants would come to the UK rather than other countries. As a compulsory case study students should have very specific information to be used here; yet too often the weaker candidates merely cited a brief list of generic push-pull factors.

(c) Suggest reasons why many eastern Europeans migrated to the UK in 2005 instead of to other countries.

(4)

When the ~~new~~ new countries joined the EU, only the UK and some other countries granted them the right to move under EU law. The UK had a labour shortage and wages were much higher than other countries. The exchange rate from pounds was very beneficial to eastern Europeans. Low budget airlines meant it was relatively easy and cheap to move and visit family. The UK had a history of tolerant attitudes towards migrants.



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Examiner Comments

This response is very well-directed at the question, which asks "... instead of to other countries". Every suggestion is phrased in a way that shows the UK as being perceived as a stand-out destination by potential migrants. The legislative context is also understood (without the point being over-laboured).

(c) Suggest reasons why many eastern Europeans migrated to the UK in 2005 instead of to other countries.

(4)

They migrated to the U.K. in hope of a new start doing the jobs that we don't want to do. However they came over because there was cheap flights to major cities where they could settle down quickly and get jobs that they didn't have back home. Often the ~~other~~ working male would come over and send his wages back home to help support his family.



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Examiner Comments

This answer, in contrast with the first example, is insufficiently engaged with the question. This is, in fact, the answer to a different, simpler question ("Why do people move from Poland to other countries?").



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Examiner Tip

Candidates must ask themselves: "Why is the question phrased this particular way?" They should use the words appearing in the question in their answer (though not simply copying out the question as the first line of their answer ideally!).

Question 5 (d)

Most students put a positive spin on cultural integration and only a minority referred to the migrants as 'taking our jobs'. A minority of candidates still need to be careful of adopting stereotypical responses which lack accuracy and could be perceived as a little bigoted. Overall, not many candidates strayed into impacts for source nations and so most scored well. A frequently quoted social impact was that many Polish immigrants to the UK are Catholic and therefore this boosts church attendance. The better candidates also considered retirement migration to Spain and this allowed their responses to explore several different themes, thus maximising marks.

(d) Explain the social impacts of migration within Europe for host nations.

(4)

There may be quite a lot of racial tension between the ~~new~~ migrants and the locals as the jobs markets reached an all time low. Locals blamed migrants for taking the jobs. Racism could become a strong trait in many UK citizens, e.g. the rise of the BNP won more seats than they held before. The migrants may not speak English, so there may be communities set up saturated with a type of nationality. This could also lead to segregation of ethnicities & nationalities. NHS would suffer if more & more people suddenly ~~to~~ migrated. However, the migration of young people, would help the problems of an ageing population.

- Racial tension
- new communities
- Multicultural mix
- Health care



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Examiner Comments

A well-structured and detailed short answer. This is a candidate who clearly knows that 4 marks will be rewarded to someone who can explain four impacts - there is a little list included! While we would not encourage people to waste time writing out plans for short answers (not everyone can write as fast as this candidate), the thought process is important to draw attention to.

Question 6 (b)

This question required candidates to provide details of why the (proportionate) size of an ageing population might vary from place to place and what the implications of that might be. Weak answers included details of neither of these, merely asserting that some places have more elderly people than others. Good answers did, however, exemplify this statement, could say why, and could suggest a couple of impacts. Weaker candidates understood that the number of elderly would vary between places, thus the impacts would also vary, but didn't take it a step further by thinking of how local people would have to support them. Most candidates were able to differentiate between the impact of young and old people in urban or rural areas. Urban areas were predominantly seen as enclaves for the young and rural areas as 'peaceful retreats' for the elderly. Connections were made between the distribution of resources and different groups in society e.g. education, health service and other support groups.

Question 6 (c)

Some excellent answers were seen, often containing many different points and extension ideas; there was clear understanding of the economic challenges that affect both local and national government. Most candidates were able to discuss the problems of a decline in economically active people as life expectancy increases, and the concept of dependency was sometimes developed. Weaker responses simply listed the problems.

(c) Why does the UK's ageing population bring many economic challenges?

(5)

For many reasons. ~~They~~ As they age, they need more and more medical attention, which costs money in terms of medicines, nurse's salaries etc. As the graph states, payouts already stand higher than what is being paid in and the gap is widening. Free bus travel also costs in terms of congestion and the money lost out on each trip, by each person across the UK. ~~As they are not contributing~~ As more and more are getting older and are not contributing, the nation's money is simply being drained.



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Examiner Comments

A rather sketchy response - a few ideas are here, but no concrete details are given to support them. Two or three ideas that are not developed is not going to merit 5 marks!

(c) Why does the UK's ageing population bring many economic challenges?

(5)

The UK's ageing population bring many economic challenges they are not working, therefore there is a short supply of money being stimulated in the economy which will result in the retirement age increasing. At the moment it is at 65, estimated by 2050 to be at 68 years. Younger works have to supply for old peoples pension etc, this is not fair on the working population. Old people will be trying to save money, therefore will not be spending much. Family members help out for there elder family members for no pay



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Examiner Comments

This, on the other hand, is a response from a candidate who clearly knows where the bar is set for a question like this. In as many lines of handwriting, greater breadth and depth of knowledge are shown.

Question 7

Candidates generally had a good understanding of the resource and were able to explain how each strand influenced vulnerability. To access the highest marks they needed to include some specific case study detail to show that they had moved beyond merely copying-out the resource. There were some excellent answers drawing on what were presumably candidates' home towns, as well as hazard hotspots such as Los Angeles or Manila.

In the second part of the question, there was evidence of some good understanding of the global distribution of hydro-meteorological types. Many were strong on explaining the general distribution of storms but were weaker on droughts or floods. Flood distribution was typically explored through a series of case studies which was a creditable approach (often focusing on a description of floods in Bangladesh, New Orleans, California or the Maldives). Drought was not well understood and generally confused with aridity. Few could talk about the movement of the jet stream, or ITCZ, in ways that give rise to a periodic lack of rain that is below the expected level.

(a) Vulnerability to hazards is the likely exposure to the impact of a natural event on humans. One way to assess this is through physical factors. For example, if people in areas such as Rio de Janeiro and Dharavi in Mumbai experience hyper-urbanisation and due to a growing population in every city, people would be forced onto more marginal areas of land such as the slopes of Mount Pinatubo in the Philippines. As these people live there, these volcanoes can erupt, sending Lahar and landslides along with ash, explosive magma and debris, down the slopes and onto the settlements below, increasing vulnerability. Moreover, if the area ~~was~~ is on a plate boundary such as the San Andreas Fault under California, many natural hazards may occur. In a local area such as London, if the settlements such as the Thames gateway is built on the floodplains ~~then~~ to accommodate an increasing population, then floods can occur and water cannot infiltrate into the concrete and tarmac built there.

(b) Hydro-meteorological hazards are events that involve people to do with the weather and water, (not triggered by geophysical hazards such as tsunamis).

One of these hazards is ~~kind of~~ tropical storms. These are named differently due to its origin: Typhoon in the Pacific Ocean, Cyclones in the Indian Ocean and Hurricanes in the Atlantic Ocean. These all originate about $\pm 5^\circ$ latitude from the equator. This must occur so that they can get spin, which is not provided on the equator. They also begin ⁱⁿ the tropics between the Tropic of Capricorn and Tropic of Cancer. They need to originate in these areas, ^{at least 7m in depth} as the sea temperature needs to be at least 26°C . This would therefore allow for the evaporation of water to form the



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Examiner Comments

The extracts shown from part (a) and part (b) are taken from a wide-ranging and well-revised response by one of the best candidates who entered the exam. It shows a level of detail and clarity of language that other candidates might aspire towards themselves.

Question 8

Part (a) provided candidates with good opportunities to extend their reasoning (e.g. to explain how and why tree rings offer clues). The focus of the question was "historical", ideally suggesting a focus on the middle ages and more recent centuries. Much longer-term ice core analysis was not the intended focus, although some credit was given for this. Some responses made creditworthy comments about the accuracy / reliability of data. It was surprising how often good candidates failed to bring in their own knowledge for this question and merely copied out the resource. Consequently many answers stayed in Level 2.

Some excellent answers to part (b) combined knowledge of the "hockey stick" trend with a thorough dismissal of natural causes of climate change as the culprits for recent temperature rises. Weaker, generalised responses often lacked any supporting data and merely asserted that a rise in GHGs during "the last 50 years" has been caused by cars, cows and China. There was a lack of appreciation that trends date back to 1750-1800.

The following are two excerpts from a response to Question 8.

8a) The painting of the Thames frozen in 1814 shows that winters were colder almost 200 years ago. In the painting trade is going on, on the Thames which shows that people were comfortable with the frozen river suggesting it was not uncommon for it to freeze. The well loved Charles Dickens, read by millions shows that times were colder in the 1800s when snow was almost always on Christmas Day. In recent year, apart from December 2009 and 2010 snow in December is extremely rare.

Tree trunks help show gas levels, weather climate from many years ago. Tests can be carried out on the wood to provide evidence for changing times.

The use of burning fossil fuels, since the 1750s, the industrial revolution can be linked with warmer temperatures as this is when the incline has occurred from.

Since the banning of CFCs the climate has changed for the better, although it may not seem like it. This shows that human activity is in control of the climate showing human activity is to blame.

Although the planet has risen and fallen in temperature for millions of years, it is the rate of increase that is alarming. With the population at 7 billion the planet is using more and more of the natural resources up and the amount of CO₂ levels are rocketing. America produces 25% of all CO₂ emissions for the world.



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Examiner Comments

In part (a), this candidate added very little to the resource. Note how the use of tree trunks is asserted but not explained.

In part (b), this candidate fared better. This extract shows some very specific knowledge being applied to help build a case. Better candidates could additionally provide accurate CO₂ data (in ppm).

Question 9

Answers to part (a) were generally well-related to resource and showed some understanding about sustainability and carbon footprints. Better candidates highlighted other strategies that involved communities and local action. They often had excellent knowledge concerning the issue of food miles and better candidates pointed out the conflict between reducing air miles and its impact on Fair Trade goods. Many candidates added their own local examples of sustainability, often mirroring those outlined in the resource. The need for community involvement was a strong theme, and many picked up on some of the larger supermarkets' efforts to use local produce as a boost. Or, as one candidate put it: "Eddie Todmorden will see an increase in profits due to selling more produce to locals and supermarkets".

Part (b) was often answered with strong exemplar support. A few weaker candidates over-generalised the impacts of TNCs and labour exploitation but most went beyond that and produced a nuanced account. Issues of increasing connectivity and a shrinking world were frequently addressed and most responses were reasonably balanced, though if they were more one-sided it tended to focus on the negative.

The Rio Earth Summit in 1990 produced Agenda 21 which urged local governments to take action like in 'Todmorden' or 'Yolshere' shown in Figure 9. They are 'buying locally' ~~and~~ by producing all of their own food to reduce air miles. This will reduce the amount of fuel burnt and CO₂ released. Food can travel unimaginable distances - e.g. ~~Prans~~ Scottish caught prawns are shipped to China to be processed into scampi then back to the UK to be consumed. This would cause huge environmental damage. This town is not only cutting out food miles but trying to encourage a sustainable way of thinking in their children so they will carry on their mitigating ideas rather than taking a 'business as usual' approach and letting the Earth become ruined.



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Examiner Comments

This is an extract from a part (a) that scored full marks. It blends own ideas with the information from Figure 9 in an expert way, creating exactly the right kind of blend that the assessment is asking for.

Question 10

Answers to part (a) were often well-related to the resource and provided some good descriptions of named megacities but were not always focused on newcomers. The question required candidates to be specific about the severity of problems in the face of continued in-migration. The better candidates focused on housing problems from the viewpoints of a variety of stakeholders (e.g. newcomers, authorities). Too frequently the issues presented were not specific to megacities.

Part (b) answers that were specific and related to particular case studies stood out from the rest which were generic. Some very good responses focused on mechanisation of agriculture or social problems and conflict in places like the Swat valley or DRC. When these factors were linked to the growth of named megacities, Level 4 marks were generally achieved.

b.) There are many reasons for rural to urban migration. For example, in LEDCs like India, poverty is rife particularly in rural areas. They suffer from factors such as famine and water scarcity due to drought and a lack of water systems and pipes. This can shape their whole lives. For example, in Africa, 70% of the population are subsistence farmers; they rely on their crops in order to eat, and they have no source of income as there is a lack of jobs in rural areas. There is also often a lack of services in such rural poverty-stricken areas.

For example, rural areas in Ethiopia and Mozambique have a lack of schools available for children, which limits their prospects and the likelihood of them finding a job. All these factors are push factors which result in rural to urban migration.

In contrast, ^{mega} cities can deliver what rural dwellers look for, or so they believe. The promise of jobs and good wages attracts migrants from rural areas. This could solve all their problems of poverty and lack of food and water. Megacities attract provide more hope of more jobs than normal cities due to the great range of jobs and amount of services needed.

A factor which pulls many migrants to moving to a megacity is the fact that friends and family



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This shows one half of a candidate's answer to part (b). It moves from generic reasons for rural-urban migration and presents a range of ideas, facts and places. Note, however, that no actual megacities are mentioned! That keeps the mark in Level 3 as the focus is not quite there.

Paper Summary

Suggestions for improved teaching and delivery of GE01 include:

- Ensuring candidates do not have knowledge gaps through testing in the run-up to the exam. Candidates should revise using a copy of the Specification, ensuring that the meaning of every key term or concept is known.
- Encouraging students to always volunteer examples without prompting.
- Helping students recognise when they are over-simplifying their arguments and when they should be making more carefully qualified statements.
- Helping students recognise when they have failed to provide either breadth or depth in Section A.
- Checking students do not “over-write” part (a) of the essay question at the expense of part (b).
- Getting students to reflect on how each question has been phrased - to make sure the answer provided has the correct slant (in this series, the most useful example is Q5c and the requirement that the phrase “to other countries” is addressed).

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