



Examiners' Report June 2024

GCE Geography 9GE0 02

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Introduction

Centres should be commended on the performance of their candidates this exam series. Again, fewer candidates used extra paper this series, showing that answers were of the length expected. Therefore, most candidates were focusing their answers on the mark allocation and were guided by the question's command word.

The paper was generally accessible to candidates across the ability range, with evidence of high-quality work particularly in the higher 12 – and 20-mark questions. There was an increasing number of candidates opting to not answer questions and instead leaving them blank.

As in the previous series Regenerating Places (question 3) remained the most popular with around 76% completed questions compared with 24% on Diverse Places (question 4). About 53% answered questions on Health, Human Rights and Interventions (question 5) and 47% answered questions on Migration, Identity and Sovereignty (question 6).

An increasing number of candidates struggled to remember which of the optional question 3/4 questions they should be answering and therefore a number chose to write their answers in the corresponding question space. Candidates should refrain from doing this to ensure that they are awarded the correct marks for these optional questions.

Centres may like to focus on the following:

- 20-mark essays work best if there is a plan, perhaps written and certainly in the mind of the candidate. Very few candidates choose to plan these longer responses and this is an area that centres should look to train their candidates.
- The 20-mark questions require ongoing evaluation through the candidate response to reach the higher levels. A significant number of candidates rely solely on a judgement in the conclusion at the end. Centres should consider teaching their candidate a writing format such as PEEL or PEECE to help to structure their responses.
- All essays should be 'supported by evidence' (third bullet point in the mark scheme). This might be a series of located examples, case studies, or facts or data, including evidence from the resource booklet (where appropriate) or a candidate's geographical knowledge.
- Candidates struggled to differentiate between 'globalisation' and 'westernised' and often conflated the two in their answers to 6c.
- At times candidates are writing longer responses to the 12-mark questions than the 20-mark questions, suggesting that candidates are struggling at imposing time restrictions on questions to ensure that adequate time is left for the last half of the paper.

Question 1 (a)

The question asked for only one reason, which must then be extended, developed or exemplified for further marks. Therefore, selecting a suitable initial reason is crucial, as it needs to be broad enough for development.

Most candidates performed well and this was an accessible opening question to the paper. Candidates were expected to identify one way in which globalisation had increased flow between countries. The most successful responses identified the flow quickly and then explained how developments in this area allowed countries/regions to become more connected (this was the focus on the globalisation part of the question). The most popular routes to answering the question were focused on flows of trade, people or information. Containerisation was by far the most popular extension to the flow of goods and for those focusing on the flow of information it was developments in communication technologies with the internet featuring highly. Stronger answers were able to give an example with supporting detail – eg Emma Maersk with numbers of containers or identifying the link to the concept of a shrinking world or time-space compression, to access the final mark available.

It was interesting to note that the majority of responses went down the economic route with very few cultural elements of globalisation being discussed. Some candidates wasted time on defining globalisation, which was not what the question was asking.

Where candidates failed to secure all marks in this question, this was due to the sequencing of ideas to develop their response which was not fully developed in a logical chain.

1 (a) Explain **one** way in which globalisation has increased flows between countries.

(4)

The flow between countries can be many different items or qualities such as capital trade or cultural ideas. Globalisation has caused an increase of the flow of culture throughout the world, as transportation and technological advancement increases people can communicate and learn about different cultures from around the globe, which can then influence other nations.



2 marks were awarded here. The candidate has identified cultural ideas as the flow (1) and then identifies technological advancements so people can learn about other cultures (1). The last two lines do not add to the answer – 'influence other nations' is too vague.



If an answer adds a second reason, the higher scoring of the two will be credited. Here the candidate has done two routes by mentioning both capital trade and cultural ideas, but the cultural route gains the candidate the best mark.

1 (a) Explain **one** way in which globalisation has increased flows between countries.

(4)

Globalisation has increased flow of goods between countries by integrating international trade and markets. Increases in free trade and transactions promoted by the WTO alongside developments such as containerisation and jet engines transporting these goods is not only promoted but can be done over greater distance of increased efficiency, hence globalisation has increased the flow of goods between countries due to technological developments.



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Examiner Comments

4 marks were awarded here. There are two routes that could be followed through this response after the first two points. Flow of goods (1) integrated trade and markets (1) then branching off into either 'free trade' (1) which is 'more efficient' (1) or they could have 'containerisation' (1) 'increased efficiency/technological dev' (1)



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Examiner Tip

This response was awarded the maximum as they chose a broad initial starting point of 'free flow of goods' which enabled them to link ideas without drifting off this initial reason.

Question 1 (b)

There are two 12-mark 'assess' questions in this paper and candidates need to find a way to explain more than one perspective to produce a balanced response.

In this question, candidates were asked to assess the importance of international organisations in the growth of globalisation. Candidates were over reliant on the information provided as part of the question. This question seemed to polarise responses, with candidates either scoring highly or unable to show they understood what the role of the international organisations mentioned did. Weaker responses took the international organisations one by one and tried to explain their role, but they struggled to go beyond what could be gleaned by their names. There was also confusion between the roles of the International Monetary Fund and World Bank.

Level 2 responses were able to explain what each international organisation did (with some accuracy – although Structural Adjustment Programmes (SAPs) were misunderstood in many responses, and the World Bank seemed to be focused on 'fair trade' rather than 'free trade'). These responses then reviewed some of the downsides to these organisations (eg unfairness of world trade and SAPs) but struggled to link to the globalisation part of the question instead relating the organisations to their role in furthering development.

Stronger responses focused on at least two of the mentioned international organisations (usually the WTO and then the IMF and WB together) discussing their roles, with supporting examples (IMF SAPs in Jamaica featured here as an example, as did water in Tanzania). These responses scored level 3 marks as they then assessed by saying how these policies can increase debt/poverty/hinder development and therefore leave people/countries switched off. For example, some candidates were able to address the idea that the SAPs spread a 'universal' economic theory (neo-liberalism) around the globe and that this is a form of globalisation. Level 3 responses also then often went on to look at the role of other factors in globalisation – and TNCs here were by far the most popular discussed area.

International Organisations include the World Trade Organisation (WTO), International Monetary Fund (IMF) and the World Bank.

(b) Assess the importance of international organisations in the growth of globalisation.

(12)

International organisations are vital in the growth of globalisation, as they act as mediators between countries, helping to maintain stability and control on how globalisation occurs.

The World Trade Organisation theoretically sets out the rules for global trade, such as no ~~tariff~~ tariffs being placed on exports, and banning subsidies. This is key to globalisation, as it allows for developing and emerging countries to trade more freely, however the most powerful countries are able to overlook the policies of the WTO, such as America when the coal and steel industries are heavily subsidised by the government. Furthermore, countries are still able to enforce barriers against developing nations, such as Guatemala, which formerly exported 75% of its cotton crop, but was unable to process it for more profit due to trade barriers.

The International Monetary Fund is equally important as it provides grants for development. This can help to reduce poverty in developing countries and help them to become switched on, but through its

policy of Structural Adjustment Programmes, while enhancing economic development, countries were prevented from investing heavily in education and health care meaning it can lag behind. This policy was in order to encourage loan repayment, but has inevitably worsened social issues in numerous countries.

It must also be considered however that globalisation, while made easier by international organisations, can also occur due to the influence of a company or an individual country. This is demonstrated by the KOF index of globalisation, which includes prevalence of IKEA and McDonalds as part of its ranking system. Both of these companies are distributed globally and contribute to cultural globalisation. McDonalds 'glocalises' its products in order to target consumers in different locations which extends its influence further, now being found in over 50 countries. Overall, while companies (TNCs) can contribute to globalisation through 'global culture', economic aspects of globalisation are most important when considering its growth, and therefore the role played by international organisations is vital, especially to emerging and developing countries.



12 marks are scored here.

This response has a coherent argument covering two international organisations, ie the WTO and IMF. The understanding on what these organisations do is accurate and relevant and the candidate is able to recognise the nuances of their roles, eg that the WTO theoretically sets out rules for global trade but that the most powerful countries overlook these policies. There are no wasted words within the response and there is assessment and judgement throughout. There is a slight misunderstanding with the IMF and examples could have been more detailed, but in the time given it is a very good response and as examiners we are not looking for perfection in order to award the full marks available. The candidate also considers the role of other factors in driving globalisation, touching upon TNCs. The last three lines tie the argument together well.



Add a 'judgement' sentence to each paragraph linking back to the question to help construct a 'coherent argument'. Balance could come from the range of contrasting examples you include or from seeing more than one perspective.

money for stabilising the basic needs for the country. This means they cannot develop as their money is required elsewhere. This shows that IMF is only ~~the~~ partly significant in growing globalisation as it does increase development abilities in some countries but not all which increases country disparity.

The World Bank (WB) is the least significant factor in increasing the growth of globalisation. Like the IMF, the WB is significant in determining the monetary value of goods and trade and it also can provide monetary funds to countries. This however, comes with ties and debt which may lead to country decline regardless. This shows that the WB is the least significant factor as although it influences trade, it does not allow for suitable development in countries such as ~~the~~ Ethiopia as they lack the ability to pay the money back. This hinders globalisation as intentionally and increases wealth and development disparity.



6 marks are scored here.

This response works hard to assess and to tie a range of international organisations (as mentioned in the question) to globalisation. Counter arguments are sound and logical, but the understanding of what these international organisations do could be clearer (for example the role of the IMF is incorrect) and examples are rather superficial. The response hasn't been able to articulate why they have assigned each level of significance.

Overall the response is Level 2 with the logical application of knowledge and understanding of geographical information/ideas and some relevant connections/relationships.



Making your judgement clear from the start can help you structure your argument, making your essay more 'coherent', and enabling you to make relevant connections to the essay title throughout.

Question 2 (a)

The second 4-mark question on the paper follows a similar format to Q01(a).

Overall candidates performed well in this second four-mark question of the paper. A significant number of candidate responses made the connection between superpowers and energy consumption and the enhanced greenhouse effect. Candidates were able to use their knowledge from Paper 1 Carbon and Water Modules and link it to Superpowers which worked to help fully explain the environmental consequences of resource demands.

Candidates were most successful when they identified a specific superpower resource demand as stated in the question and then explained how this led to environmental damage. The most popular resource discussed was fossil fuels (oil in particular) with developments focused on where extraction of these had caused environmental issues. Deforestation, water pollution and air pollution were popular impacts with the development marks coming from the impact on ecosystems and biodiversity. Located examples used to support development included drilling for oil in the Arctic, tar sands and BP's oil leak in the Gulf of Mexico. Those that were able to attain the 4th mark linked this to the impacts on the world's climate.

Another common route was the increasing number of middle classes in emerging superpowers resulting in rising resource demands for richer lifestyles or changing diets such as increased meat consumption. Development marks were awarded for the consequential increase in both deforestation, land degradation and methane emissions. A few candidates tried to choose multiple different resource demands instead of just expanding on the one way.

2 (a) Explain **one** way superpower resource demands cause environmental damage.

(4)

A Super Power often has a very large population. This is a population that needs food, water and energy otherwise there is a risk of losing Super Power status because there is an element of soft power in having a happy population. Providing this energy can lead to environmental degradation in order to extract oil and coal to be provided as fuel for the population. This occurs in the US where oil extraction has led to areas of Alaska with major environmental damage.



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Examiner Comments

1 mark was awarded here. The candidate states that superpowers have large populations that need energy eg oil and gas (1). These routes though both deal with population so only credit one of them. The candidate does have some base understanding, however the majority of the response is generic and lacks sufficient detail to gain credit. For example, the soft power sentence is irrelevant and the environmental damage is not specific enough for credit. Finally the example is too vague on what the environmental impact is in Alaska.



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Examiner Tip

Do not waste time defining terms in these short answer questions.

2 (a) Explain **one** way superpower resource demands cause environmental damage.

(4)

Superpower resource demands can cause environmental damage through deforestation. This is because rising demands for food and physical resources needed for economic development leads to vast areas of forest being removed. This leads to less carbon sinks and the destruction of natural habitats and biodiversity, perhaps leading to extinction. The Deforestation can then lead to climate change as greater emissions and less carbon sinks cause higher ~~etc~~ levels of greenhouse gases, inevitably damaging the environment in the long run. For example, Brazil (a BRIC nation) is now the 2nd largest cattle farming country due to its growing economic development and rising demands for food due to higher populations.



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4 marks were awarded here. The candidate identifies the resource demand of food (1) leading to vast areas of forest being removed (1). This is then extended by outlining there is less carbon sinks (1) leading to climate change (1).

The candidate could also have scored marks through the following route: resource demand of food (1) leading to vast areas of forest being removed (1). Followed by the reduction in biodiversity (1) leading to extinction of species (1).



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Examiner Tip

Candidates should look to identify a clear starter mark and then extend on this point for a further three marks. Often candidates will miss out on the fourth available mark.

Question 2 (b)

Most candidates were able to demonstrate good geographical knowledge and understanding but many lacked assessment, limiting candidates' overall marks. The term 'challenging' superpower status was not well engaged with by the majority of responses and very few answers considered emerging powers in relation to existing powers (USA).

Many responses took a tour of the emerging superpowers (China, Brazil, India and Russia) and looked at their strengths in enabling them to challenge the world order. Population size featured widely as did access to resources with particular focus on fossil fuels. Cultural elements were viewed as being the major challenge – ie Russia and China failing on this front. Whilst this provided some useful insight to the question for some candidates it merely turned into a summary of each country and therefore these types of response struggled to move out of level 2.

Alternatively, some candidates structured their response by breaking down the strengths and weaknesses into economic, social and environmental factors. However, some of these candidates focused solely on China (which was usually well covered) and therefore there was a lack of real assessment with few candidates making the link to the USA and to what extent their power can be realistically challenged.

More successful responses then looked at the USA and its strengths and discussed how these counteracted those of the emerging powers (military might was a popular theme). Top Level 3 responses were then able to draw this together by acknowledging the strengths of the emerging powers, but identifying it would be unlikely that any one emerging power on its own would be able to challenge the USA, and that what is more probable is a gradual shift to a more multi-polar world. Some of the strongest responses based their answers around the superpower pillars and then tied examples to this, making a better point of how the challenge may be offered.

(b) Assess the strengths and weaknesses of emerging powers in challenging for superpower status.

(12)

Emerging powers have great potential for superpower status, however the challenges they face are significant. The USA has held control as a unilateral superpower since the fall of the USSR in 1991, prior to which a bipolar world existed, with the USA and USSR competing for world power, such as in the Cold War, however the centre of power is now shifting east towards China and India, now competing for power, making it more complicated for emerging powers to challenge superpower status.

Brazil has the potential for superpower status, it has an active population, abundant resources, and goods to export, however, it is geographically isolated, Trade typically travels through the Suez or Panama canals, or round the Cape of Good Hope, which means it doesn't approach Brazil, limiting its export potential further. Moreover, the country faces environmental challenges, as the home of the world's most diverse ecosystem, the Amazon, housing around 80% of known species, which is threatened by globalisation, such as via deforestation, and by climate change, which has, in 2015, led to severe droughts, which cut hydroelectric power supplies and led to protests.

Despite this, Brazil has many natural resources available, which would help it to globalise, such as oil, which it could trade with the rest of South America, and the rest of the world. It is unlikely however that Brazil will reach superpower status as China and India fight for the next power, as the two largest populations in the world, both with significant international influence, especially China, with its investment in Africa. Furthermore, for any country, it is difficult to challenge superpower status as so many factors contribute, for example China has a huge military, but technologically it is behind the USA, who spend most of their military budget on research and development, and Russia also has a large military, but most of its weapons are dated, and from the USSR era.

It is also a challenge to emerging countries that every country trying to be a superpower uses a different approach, depending on use of hard and soft power, which affects ease with which they could be displaced from their position.

Overall, challenging for superpower status is a complicated thing for emerging countries to approach,

(Total for Question 2 = 16 marks)

and it would be difficult for any to rapidly gain influence without some form of military intervention.

TOTAL FOR SECTION A = 32 MARKS



10 marks are awarded here.

This response opens with a paragraph that sets out the argument within the current geopolitical situation well.

It then takes a country by country approach demonstrating relevant understanding and making supported judgements about their strengths and weaknesses. The response could have been improved as the supporting evidence could more detailed, as well as having a greater focus on the USA and how likely they are to be challenged or can retain their power status.

The response sits mid-Level 3 as there were areas where the arguments presented were not fully convincing, eg suggesting that trade does not approach Brazil.

Overall the response applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument.



Add a 'judgement' sentence to each paragraph linking back to the question to help construct a 'coherent argument'. Balance could come from the range of contrasting examples you include or from seeing more than one perspective.

(b) Assess the strengths and weaknesses of emerging powers in challenging for superpower status.

(12)

A superpower is a country that has a lot of influence worldwide.

One strength of emerging countries in competing to be a superpower is that they usually have a strong agriculture industry, meaning that they have little reliance on other countries. This means that they can individually grow and have food security. This is good as it allows for them to continue to grow in times of hard failure. This is seen for countries like Indonesia and The Philippines through the Covid pandemic. This shows that emerging countries may benefit from their lack of dependance on other countries.

However, it is clear that emerging powers have a lot of weakness when challenging for superpower status, being that they lack influence over

other countries. They cannot have a strong stance and exert hard, soft or smart power if they have little influence worldwide. This means that they can't contend for resource rich areas and they can't join trade zones because they are seen as unbeneficial. Showing that they are fairly weak when contending for superpower status.

In conclusion, it is clear that emerging powers cannot contend for superpower status as they don't have the ability to form major resources, they don't have strong militia, they don't have worldwide influence meaning that they are very unlikely to reach superpower status.



4 marks were awarded here.

The response starts with a basic definition of a superpower but this lacks depth of understanding. The response then identifies that superpowers tend to have key features such as a strong agricultural industry so that they don't rely on other countries. The candidate exemplified this through examples of the Philippines and Indonesia suggesting they don't know who the emerging superpowers are.

The second paragraph shifts to the challenges and shows no isolated elements of geographical knowledge and understanding through the methods of exerting control, ie hard, soft and smart power. The response then shifts to a flawed argument to support this.

Overall the response demonstrates isolated elements of geographical knowledge and understanding, some of which is irrelevant. There are no named superpowers throughout the response highlighting the lack of support, which are key features of a level 1 response.



Candidates are encouraged with the large tariff questions to take the time to formulate a plan before they commence writing. This will enable them to consider what pertinent knowledge they should include to address the question as well as to consider the selection of supporting evidence.

Question 3 (a)(i)

3-mark questions, like the 4-mark questions at Q01(a) and Q02(a), require a starter reason, extended this time for two further points. They are based on a resource, and there should be a link to the resource in the answer. This does not have to be a direct quote or use of data, but might be an idea or an example triggered by the resource.

In this case, the resource showed two photos of before and after regeneration had taken place in Lee Bank, Birmingham.

Almost all students managed to identify increased green space and/or upgrade of the buildings as evidence of regeneration. Those who chose the green space route were generally more likely to score full marks mostly by making the link to how this would either improve the environment and then make it more appealing to investors, or how it would improve people's wellbeing and therefore quality of life.

Some candidates were limited to just one mark as they just described the differences in the images rather than connecting it back to the concept of regeneration. It is important for these questions that candidates remember that the first mark is awarded for the use of data (AO2), followed by two extension marks for explanation.

3 (a) Study Figures 1a and 1b in the Resource Booklet.

- (i) Suggest **one** way the photographs show that regeneration has taken place in Lee Bank, Birmingham.

(3)

One way that the photographs show that regeneration has occurred in Lee Bank is the improvement / updated infrastructure. This has made this place look much more desirable as in 1a it did not however in 1b it looks much more desirable for the population, and this may lead to increased investment.



3 marks were awarded here.

The candidate has used the resource implicitly by stating there has been improvement/updated infrastructure (A02 linked mark = 1). They then gain marks for increased desirability (1) and so increased investment (1).



You need to make three linked points for these questions. Avoid introducing a new idea.

Question 3 (a)(ii)

This is a 6-mark, AO1 and AO2 question based on a resource. The weighting is equal, with AO1 being awarded 3 marks and AO2 also 3 marks. Candidates needed to study the resource and suggest reasons why stakeholders have different views about the success of regeneration schemes, such as Lee Bank. Candidates needed to use the resource to gain ideas and then develop these using geographical knowledge and understanding in their answer. These ideas do not need to be specifically lifted from the resource, but there should be a link.

Almost all students managed to identify one reason why stakeholders have different views including degree of attachment to place, degree to which they are directly affected by the regeneration and differing priorities for regeneration.

Level 2 responses managed to identify two different stakeholders and then explain what their views are and why they may differ. Residents were by far the most popular group with increased housing cost being the reason for their perhaps negative views. Local business owners were identified as stakeholders who would be pleased due to increased income/customers. Answers often lacked the complexity to move into the top band. The best candidates presented conceptual arguments and often developed more than two stakeholders. Level 3 responses were able to go beyond the resource and use their own knowledge of regeneration schemes they had studied to look at how the needs of the original local population may not have been met. The regeneration of Stratford and the impact on house prices was a popular example given.

- (ii) Explain why stakeholders often have different views about the success of regeneration schemes, such as Lee Bank.

(6)

Stakeholders have different views about the success of regeneration schemes as they all share different values on what regenerates a place and what ~~regimes~~ details should be focused on. With Lee Bank, some stakeholders would have prioritised tech companies or job opportunities or even business ideas but this particular one seems to have chose environmental qualities as well as the attractiveness of an area.



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Examiner Comments

2 marks were awarded here.

The candidate recognises that success will differ due to different values of stakeholders. The response touches on tech companies but there is a lack of clarity of what viewpoint they would hold and how this differs from other stakeholder views. The response is level 1 demonstrating isolated or generic elements of geographical knowledge and understanding.



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Examiner Tip

Candidates should be reminded to focus on the command word, which in this case was 'explain'. The response above lacks explanation as to why the named stakeholder would have the view described.

- (ii) Explain why stakeholders often have different views about the success of regeneration schemes, such as Lee Bank.

(6)

~~Stakeholders~~ Stakeholders always have varying or opposing views abt the success of regeneration schemes, ~~because~~ because they can't always target and benefit the entire demographic of an area. Businesses often have positive views about regeneration schemes such as Lee Bank, as the improved aesthetic of the area attracts wealthier people to the area which increases local spending and therefore increases profits for the business. However, some previous residents might ~~not~~ feel negatively about these regeneration schemes as the new and improved housing is often unaffordable to the previous residents. This happened in Neasden after the 2012 London Olympics. There were meant to be 2800 affordable houses built, however these were not affordable, and only the very wealthy moved in. ~~The~~ ~~At~~ 420 Clay Lane residents were forced to move out on preparation for the Olympics and the money they were given wasn't anywhere near enough to move on nearby, and ~~that~~ therefore they had to move away from the area.



6 marks were awarded here. There is a clear use of the resource tied to the reasons suggested by the candidate. The first reason stated is that there is variation in the level of engagement and attachment to the areas and this is also linked to perception. There is a missed opportunity to explore the idea of perception in more depth.

The candidate has a strong opening sentence identifying that regeneration schemes fail to target the entire demographic of the area. The response has two key stakeholders explored and there are some links to the resource. The answer is then exemplified by the candidate's own knowledge, in this case Newham. The response is level 3 as it applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question.



Remember that the 6-mark questions with a resource require candidates to find connections between the stimulus material (here the image of a regenerated location such as as Lee Bank) and the question.

Question 3 (b)

In contrast to Q3aⁱⁱ, the second 6-mark question here is solely based on AO1 knowledge.

Many candidates found this question difficult, predominately because they lacked understanding of the concept of a local policy. This meant that there was a tendency to go to a country level with China and its SEZs, or the UK and its deregulation without mentioning any local decision making/role in it, and this was self-limiting. Those that struggled with specific policies went down the route of improving transport and how this would encourage companies to locate in new areas. HS2 featured quite frequently but with mixed success as some candidates seemed to think that the purpose of HS2 is to allow people in Birmingham to commute easily to London, rather than stimulating the growth in the Northern Powerhouse.

Better responses were focused on London with TfL and the Docklands and Jubilee Line extension being discussed as examples of improved transport connections encouraging investment in the Docklands. Candidates who focused on the use of Science Parks' tax breaks tended to score more highly. The decision to have the 2012 Olympics bid in Stratford was also a popular theme – and stronger responses were able to weave this into local decision making alongside central government.

(b) Explain how local government policies are used to make their areas attractive for inward investment.

(6)

Local government policies may be used to make an area more attractive by providing an economic incentive for investors. For example, in Cornwall up to £160,000 of business investment is tax free and is used to encourage investment in tourism and developing industries to improve the area. The ~~government~~ local government may also adopt a rebranding policy to make the area more attractive for tourists which may encourage investment e.g. Newquay rebranding encouraged internal investment in services which appeared to jamies rather than to party-goers who were previously associated with the area. Local governments can also give lifelong tax breaks to encourage inward investment - as seen in Canary Wharf - where investors make large profits for a small input of the output - making it an area attractive to invest in.



6 marks were awarded.

The candidate has a range of local government policies and these are exemplified through appropriate places. The opening sentence outlines understanding of the key purpose of local government policies. The scale of the policies are appropriate and there is clarity of explanation as to how these result in inward investment. The second paragraph is slightly broad, ie Cornwall but we allowed both ideas for level 3 credit.

Overall the candidate has a clear understanding of the role of their two chosen locations. There are a range of reasons explored with accurate and relevant geographical knowledge and understanding throughout.



A 'key chain' of linked ideas is a good way to build a Level 3 answer. Add as many developed ideas as you can.

Question 3 (c)

Candidates are required to write two 20-mark essays in this paper. The skills required for these extended writing questions are varied and many candidates found these challenging. The command word in these questions is 'evaluate' and answers needed to find logical connections and relationships, produce a full and coherent interpretation supported by evidence from their geographical knowledge and understanding, and then present a balanced argument with a substantiated conclusion. The mark scheme differentiates between 4 levels of performance with many candidates struggling to achieve the top marks at Level 3, and few reaching Level 4.

On the whole candidates struggled with this question and for many there was confusion about the idea of 'connections' and whether this was simply a physical aspect like road/rail or something more. Answers to this question were largely in the form of an historical narrative with students explaining how the characteristics of their chosen place has changed over time rather being structured as an evaluation. As such, most candidates also struggled to make explicit reference to how connections with other places affected their place or struggled to provide evaluation as to the extent to which different factors affect the current characteristics of their place. However, this did mean that answers were often rich with place-specific detail.

Most places chosen were small-scale but a significant number were whole cities (Sheffield, Blackpool, Liverpool and London) and, in a couple of cases, whole countries (the USA and China). Popular examples were London Docklands, Liverpool and Birmingham – predominately inner-city areas where they could discuss the industrial revolution and then deindustrialisation.

Weaker candidates misinterpreted the question and provided generic evaluation questions on regeneration in an area (London Docklands again the most popular case study). These candidates struggled to link these case studies to past and present connections, merely presenting strengths and weaknesses of the regeneration scheme in a timeless fashion.

Candidates were better at identifying the past connections to explain why their local place had grown economically – with the industrial revolution, trade (economic characteristics) and empire/migration (social characteristics) featuring most frequently. Where candidates made any attempt to separate out the significance of past versus present connections this often relied wholly on a judgement in a conclusion, with little attempt to make ongoing judgments or comparison. The main weakness seemed to be that candidates frequently used this question as a 'case study dump', regurgitating knowledge about their chosen place, with limited consideration of question set.

The best answers tended to be candidates referring to their local area so knew their case study knowledge in depth and could even identify different areas within the place which then built into their overall evaluation of which has influenced most. Places that experienced deindustrialisation were often done well. These candidates also avoided writing in an overly descriptive manner, tending to stick to one theme/idea per paragraph and develop a chain of reasoning incorporating geographical concepts.

(c) Evaluate the extent to which past and present connections shape the economic and social characteristics of your chosen place.

(20)

Your chosen place

~~Nottingham~~ London

~~is known~~ generally as ~~the~~ ~~capital~~ ~~of~~ ~~the~~ ~~country~~
country

the heart and capital of England, home to the royal family and more. In the past it was known for the ~~huge~~ number of industrial businesses and workers living in terrible conditions in shared tenement houses which could ~~have~~ have housed over 5 families, until they'll literally sleep on top of each other. This ~~begin~~ was part of the beginning of British trade, when industrialised goods were exported from the UK.

Nowadays the UK trades with many countries in which many were a part of the British Commonwealth, which has definitely shaped a different social personality of London. For example, the increased trade of goods from

countries like Jamaica and Kenya. As they're both previously a part of the Commonwealth, many are able to come over to the UK and increase the social diversity in London, as there's access to the ~~ocean~~ ocean in their state.

Additionally, the more connected London has become with ~~the~~ a therefore improved economy by ~~the~~ the population rising, meaning more ~~productive~~ work force and lead to hopefully ~~the~~ a better GDP. This increase in income would help better the economy and help shape it.



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Examiner Comments

4 marks were awarded here. The introduction starts with a description of London, but quickly shifts to a national scale perspective and focuses on the role of trade. The response struggles to link back to the question focus and the candidate doesn't address the economic and social characteristics as required by the question set.

The response is a partial attempt at the question set with no conclusion.

Overall the response is level 1, demonstrating geographical knowledge and understanding, which is occasionally relevant but may include some inaccuracies.



Make sure you cover all the different elements of the question. In this question there are four aspects; past/present/economic and social characteristics that need to be considered.

(c) Evaluate the extent to which past and present connections shape the economic and social characteristics of your chosen place.

(20)

Your chosen place

Nottingham.

Nottingham is located in the East Midlands of England.

Due to past and present connections, Nottingham has developed strong and unique economic and social characteristics.

Nottingham has many connections with other cities around the world. For example, its links with Malaysia has developed the connections with the two major universities in Nottingham, which has led to the development of increased numbers of foreign students now studying in the two universities, now making the characteristics of Nottingham being 65% white and 25% Asian, therefore showing Nottingham is a diverse city, which is very accepted. ~~Thereby~~ as a result, Nottingham's social characteristics are everchanging to becoming more interlinked. Sticking with education, Nottingham is known for the well known sporting teams such as Nottingham Forest football, Nottingham Panthers ice hockey, as well as the sporting clubs within the universities as well, which all offer scholarships. Because of this, and the point before with the uni, Nottingham is seen to have been studentified, with over half its population

being under 25, meaning that the social characteristics of Nottingham are also a younger generation now, with a heavy focus on sports. This can link nicely with the economic characteristics as well, especially with the current Nottingham Forest football being in the premier league. This has boosted the local economy greatly due to greater investments in the city to make Nottingham look more attractive, as well as increases in tourism levels due to weekly matches so the home and away fans are able to enjoy the leisure activities Nottingham before the match. As a result, this has shaped both social and economic characteristics of Nottingham into a more well known and prestigious city.

★

Nottingham's history and past connections have also shaped the city's characteristics. For example, Nottingham is known for being the place where Robin Hood is from, and so located around the city are statues and monuments, especially in and around the castle. As well, Nottingham put on theatre productions telling the history about Robin Hood, which generates huge amounts of interest and so meaning the ticket prices can help increase the local economy as well as families dining out before the show.

Nottingham's location further has shaped the characteristics. With it being on the M1 route, a

major motorway, and ~~near~~ close to east midlands airport, this means that it is easier and quicker to ship goods from around the UK, as well as people travelling due to this quick and efficient route. This may have shaped the city's economic characteristics because the movement of goods being quicker down the motorway means more products can get to Nottingham to be sold, so increasing the economy, but also can shape the social characteristics with the airport and motorways being a transport route for people.

✦ furthermore, towns such as Lenton have changed over time in order to suit the changing social demographics. In the past, Lenton was known as being industrial factories, but over time, as more students started living here, the function of Lenton changed into being a place where the students lived, ~~and~~ with many homes being used for student accommodation. This ~~has changed~~ ^{changed} the social characteristics as more students began to live in Lenton, with many elderly people moving elsewhere, but also enhanced the economic characteristics because of the use in demand for student housing meant that the landlords were and still are able to increase rent prices for the students. Therefore, this further emphasises the fact that past and present connections have led to Nottingham being more diverse and having greater

economic development due to students.

Overall, I believe that both past and present connections have shaped the economic and social characteristics of Nottingham because of the history of the city being an important catalyst for putting Nottingham on the map and being well known, but also the present in which Nottingham being a great success within sports has led to greater economic input with a more diverse demographic now.



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Examiner Comments

14 marks were awarded here. The candidate begins with a brief introduction that tends to repeat the question. These types of introductions have no purpose and should instead look to set out to the examiner the route that the response will take, ie the argument.

The response throughout shows a sense of their chosen local place of Nottingham and there is clear exemplification to support the response, especially on the role of education and the paragraph on Lenton. The response has looked to tackle the past and present connections but it is less accurate on how these have shaped the economic and social characteristics of these areas.

The response, like many, takes a story approach and needed more explanation and ongoing evaluation to be awarded a higher mark.

Overall, the candidate applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence.



Centres should consider ensuring the candidates have a clear structure for writing these longer tariff questions. Many centres used PEEL (point, explanation, evidence, link to question), but other options such as PEECE (point, explanation, evidence, counter argument/evaluation) can provide a clear route through to ensure that candidates are hitting the criteria for level 3 and 4. In this case the response needed ongoing evaluation to move into level 4.

Question 4 (a)(i)

3-mark questions, like the 4-mark questions at Q01(a) and Q02(a), require a starter reason, extended this time for two further points. They are based on a resource, and there should be a link to the resource in the answer. This does not have to be a direct quote or use data, but might be an idea or an example triggered by the resource.

In this case, the resource showed two photos of before and after population change had taken place in Brick Lane, London.

This question was generally answered well, with many candidates scoring at least 2 out of the 3 marks available. This question required an initial comment on the change they could see in the photo (for the AO2 mark). Many identified the change from British businesses to a wider ethnic grouping or picked out shop names. Weaker responses were characterised by candidates writing multiple AO2 points; identifying something in each photo, but not identifying the change; identifying something that was visible in both photos.

The AO1 marks were then awarded for plausible explanations. Most candidates remembered they needed to make a clear link to reasons for demographic change, eg inward migration. Candidates were then able to link this to increased migration into London and how this then impacted on the urban landscape. A lot of candidates were able to mention post WW2 migration from former UK colonies – in particular Asia and the Caribbean. The best responses were able to extend this with a further reason for that change.

Some answers included more than one reason, which could not be credited.

4 (a) Study Figures 2a and 2b in the Resource Booklet.

- (i) Suggest **one** way the photographs show that population change has taken place in Brick Lane, London.

(3)
In the photographs you can see that the population has had an ethnic change with more people from around the world living here. You can see this as there is shops and food places that aren't traditionally English shops but places with more ~~English~~ ethnic variation.



3 marks were awarded.

The candidate begins by identifying that the food places aren't traditionally English (A02 mark 1). The reason given is 'ethnic change' (1) and this is linked to more people from around the world ie international migration (1).



Find the pattern first, in this case a key difference between the two photos provided and then try and suggest a reason to explain it.

Question 4 (a)(ii)

This is a 6-mark, AO1 and AO2 question based on a resource. The weighting is equal, with AO1 being awarded 3 marks and AO2 also 3 marks. Candidates needed to study the resource and suggest reasons why.

Candidates needed to use the resource to gain ideas and then develop these using geographical knowledge and understanding in their answer. These ideas do not need to be specifically lifted from the resource, but there should be a link.

A significant number of candidates did not use the figures enough to inspire their answer and/or they focused on vague groups and their attitudes toward perceived changes. These responses tended to end up in level 1. However, across the cohort a wide variety of plausible stakeholders were suggested, including local communities, local media, as well local countries and individuals.

Level 2 responses went onto to explain the perspective they held about plausible changes to places. Similarly, to responses in 3a(i), stakeholders discussed were mainly local residents – those that had lived in the area a long time and were unhappy with the changes being made as they felt excluded/marginalized. Businesses again were by far the most popular stakeholders who agreed/were pleased with the changes as there was more money to be made by catering to the new customers.

Being a 6-mark 'Explain' question it was likely candidates performed better when they identified two separate stakeholders each with a very different perspective (which are not the opposite of each other). The most likely approach was to find one who held a positive view and another who held a negative view, but others include the scale (eg Local resident vs Local council) and time scale (long-term resident versus new arrival). There was no one approach that worked best; the best responses scored level 3 for the detail of their explanation.

- ^{migrant stakeholders}
^{user stakeholders}
- (ii) Explain why stakeholders often have different views about the changes taking place in urban areas such as Brick Lane.

(6)

Some user stakeholders such as ~~long~~ older, white British locals may not appreciate the large scale changes that have taken place in Brick Lane over the past 35 years as they may feel ^{their British} ~~the~~ cultural identity is being compromised by the opening of other cultural takeaways such as Balli houses and the closing of cafes and bars such as R.O.C.'s Bar which can cause a decline in older user stakeholders' love locally to brick lane.

However, young migrant ^{particularly young,} user stakeholders ~~may be~~ ^{from} South and East ~~Asian~~ migrants may feel ~~to~~ happy about the changes ~~that~~ ^{have} taken place in Brick Lane over the past 35 years as it may ^{better} accommodate their ~~needs~~ needs more with services such as cheap flight services that they can utilize to make trips to their country of origin to visit family or friends which may cause a difference in views between older white British people and younger migrant or ethnic minority communities as the minorities may like this change.



5 marks were awarded here.

The response covers 2 different stakeholders: older, white British locals and younger migrant stakeholders. For each stakeholder the reasons for their different perspectives is well explained. Although the reasons are distinct and well explained in each paragraph, there is quite a bit of overlap between the two paragraphs hence why the response was not given full marks.

Overall, the response applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question.



The majority of responses focused solely on the negative connotations of the changes and very few discussed the positives of multiculturalism in these contexts. Centres should look to explore a range of perspectives on this topic to ensure a more balanced view.

(ii) Explain why stakeholders often have different views about the changes taking place in urban areas such as Brick Lane.

(6)

people don't like change and brick lane has changed massively it's significantly more culturally diverse with cuisine from all over the world being sold. but all these shops and food places mean there ~~are~~ is more litter making it a dirtier place. with all these ~~place~~ shops so close it can become overcrowded and noisy this could annoy locals. However some people will love the changes happening in ~~that~~ brick lane like shoppers.



2 marks were awarded.

The response is largely generic with limited knowledge and understanding linked to the resource. The response mentions one stakeholder, ie shoppers, but this is not explored. The response demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant.

This means this is a Level 1 response, with generic elements of geographical knowledge and understanding.



Remember that the 6-mark questions with a resource require candidates to find connections between the stimulus material and the question. You are then able to use your own knowledge and understanding to answer the question.

Question 4 (b)

In contrast to Q4a(ii), the second 6-mark question here is solely based on AO1 knowledge. In this question, candidates were asked explain why some urban areas are perceived as undesirable by some groups.

Weaker candidates struggled to identify different groups who live in urban areas, sometimes with some quite stereotypical (or contradictory) ideas about their views on urban areas. A surprising number of candidates wrote about why people would want to move to rural areas, missing the focus of the question. Although it was possible to make an explanation more relevant, in practice this was not successful

Many candidates did not fully develop points; if they did identify a group (eg elderly people) they might have given one reason why they might find urban areas less desirable (eg because it's too noisy) but couldn't elaborate further. These kinds of responses were very generic or stereotypical, and ignored the fact that most older people do live in urban areas. Better responses focused on the differences between city centre and suburbs, or urban in contrast to rural. The latter was trickier and generated weaker responses overly focused on life in rural areas.

By contrast, candidates who focused on (for example) de-industrialisation then went onto to explain the consequent problems in the built environment and the perceptions thus created for different groups. The best responses seemed inspired by the idea that identity (which characterises the Diverse Places topic) might be considered in terms of DWAGES (Disability, Wealth, Age, Gender, Ethnicity, Sexuality). That might have given opportunity to write about ideas such as 'white flight', or 'counter-urbanisation' or 'gentrification'.

(b) Explain why some urban locations are perceived as undesirable by some groups.

(6)

Some groups such as elderly people may perceive some urban locations to be undesirable as the urban areas may not match their needs and desires. Many old and retired people may be looking for a calmer and more idyllic lifestyle, ~~and these~~ ^{and these} desires won't be met by the urban life.

Different ethnic groups may perceive some urban locations to be undesirable due to a lack of ethnic enclaves already present in the area. If there isn't an enclave already present in an area it may be undesirable for ethnic groups as they may find it harder to assimilate into the local culture. Urban areas can also be perceived as undesirable by people due to house prices as well as the crime rates in the area. ~~The~~ Areas of Manchester possibly seen as undesirable due to high levels of racism, making it less likely for ethnic groupings to develop positive perceptions of the area.



5 marks were awarded here.

Two different groups of (age and ethnicity) are discussed in the candidate response and these are connected to distinctive reasons. The second paragraph is stronger than the first, meaning that it achieves a level 3 but does not gain full marks. Overall the candidate response demonstrates accurate and relevant geographical knowledge and understanding throughout, with a good range of supporting evidence.



Candidates should be able to bring in their own knowledge about specific places to support their answer, so the majority of the answers tended to focus on 'inner city areas' being less favourable to older residents or those with younger families due to noise/pollution and lack of green space. Few answers recognised the stakeholders in different areas of the city, eg suburbs/ Rural-urban fringe and why they might hold different viewpoints.

(b) Explain why some urban locations are perceived as undesirable by some groups.

(6)

Urban locations are typically populated by hippies or negatively younger generations who are economically active. So for older retired generations who are no longer economically active urban locations like these are undesirable. This can be due to a change in sense of place, higher crime rates and / or ^{typically being a} busier and noisier location to be not idyllic for ~~generations~~ the older population who wish to rest.



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Examiner Comments

2 marks were awarded here.

The response focuses on one key group, ie age variations and how these influence perception of urban areas. This is a narrow range of ideas and the response lacks understanding that there are variations in how older demographics may perceive urban areas.

Overall the candidate addresses a narrow range of geographical ideas, which lack detail.



Candidates should look to ensure that they are presenting contrasting views of different stakeholders in questions such as these, with clearly explained reasons for why the stakeholders hold different perspectives.

Question 4 (c)

Candidates are required to write two 20-mark essays in this paper. The skills required for these extended writing questions are varied and many candidates found these challenging. The command word in these questions is 'evaluate' and answers needed to find logical connections and relationships, produce a full and coherent interpretation supported by evidence from their geographical knowledge and understanding, and then present a balanced argument with a substantiated conclusion. The mark scheme differentiates between 4 levels of performance with many candidates struggling to achieve the top marks at Level 3, and few reaching Level 4.

The specification requires centres to teach students about their local place and a contrasting place. This question focused on just one and provided an opportunity for candidates to write about 4 aspects: – past connections, present connections, cultural characteristics and demographic characteristics, before making a judgement about which connections influence their place in which way. Typically, responses focused on ethnicity and age. However, there were some interesting interpretations on the idea of culture (eg shared meanings) which the mark scheme allowed for.

Level 2 responses established the way past or present connections influenced either cultural or demographic characteristics. They typically showed realistic and interesting knowledge. The most likely way to achieve level 3 was then to consider both past and present or cultural and demographic characteristics. Typically, that meant reflection on historical economic changes and contrasting it with more recent migration; candidates generally wrote better about past connections than the present. The very best (level 4) often discussed all elements, but there were not many of these, perhaps reflecting candidates being prepared to write about 2 places and offer a comparison (perhaps if they had prepared for previous 9GE02 questions). The best answers were clear about local specific information.

It is worth noting that candidates who wrote about very large geographical areas (eg London/ Cornwall) were therefore unlikely to be able to score well. Equally, centres should be discouraged from using generic terms like 'ethnic enclave', when the scale does not warrant it. For example, Crawley cannot be considered an 'ethnic enclave', particularly given its population is ~70% White British.

Finally, a 20-mark 'Evaluate' question requires a conclusion. Many candidates have learnt this. Some were often quite superficial, however, for example picking 'a side of the argument'. Better responses gave a reason or some justification. Better conclusions went further to reflect on whether past or present had a bigger impact on either demographic or cultural characteristics, and the reasons for that in their chosen location.

(c) Evaluate the extent to which past and present connections shape the demographic and cultural characteristics of your chosen place.

(20)

Your chosen place

Southampton

One Southampton that was heavily impacted by the war and the 60s and 70s, it has since undergone regeneration on many parts resulting in many cultural changes throughout time.

Southampton has two universities with one being a Russell group uni which is highly prestigious. Due to the uni's The universities have shaped Southampton's demographics by increasing the amount of young people in the population and also people of different nationalities due to international students, it can also be seen that the university has led to a student culture due to studentization, this can be seen in the area where the Solent university which has lots of accommodation and businesses that attract large numbers of students such as bars and nightclubs. This shows that the introduction of the universities has not only shaped the demographics of Southampton but also the cultural characteristics with some areas having a large student culture.

Another reason that Southampton's demographic and

culture has been shaped is because of its travel connections. Southampton has a ~~port and large dockyard~~ and ~~the M101 was the location~~ which was the location of where the Titanic set off. It also has an airport which has flights connecting it to most of Europe and some African countries. Additionally it can be seen that as it is in the south coast it may be a gateway city for migrants into the country. These travel connections result in a more diverse population and ~~and~~ an integration of different cultures. It was shown in 2017 that Southampton on average has more than 17% of a migrant population than the rest of the UK. This shows that the travel links within the city have shaped the ~~demographic~~ demographic by diversifying it and which therefore brings culture, but shows that these connections play a large role in defining the characteristics.

Southampton ~~in~~ has a highly successful football club who recently got promoted to the premier league. The ~~stadium~~ ~~called~~ stadium new stadium, Saint Marys holds over 30,000 people and has lots of bars and merchandise shops around it which create a culture of football. The fact football is one of Southampton's largest contributors to its culture and has fans from all over the world. This shows that the introduction of the new Saint Marys stadium, which has expanded the culture and the popularity of

The clubs has lead to the shaping of Southampton's culture, this may be limited however as it doesn't necessarily affect the demographic of the city and instead only the cultural aspects.

Finally Southampton has ~~has~~ has a military regiment and a dockyard, ~~these~~ these jobs typically attract younger men and low-skilled migrant workers. These jobs will increase the demographic of young men ~~which may lead to~~ as they are traditionally taken on by one group, this may not necessarily impact the culture of Southampton but will have an evident effect on the demographics.

Overall I believe that the introduction of universities in the city will have the biggest effect on cultural and demographic characteristics of Southampton, this is because it brings a younger demographic and new cultures through studentification and international migrants.



17 marks were awarded here.

The response focuses on Southampton as a whole rather than considering the variations within the area, so there was a potential for largely generic connections to be considered. There is however ongoing evaluation throughout and the response demonstrates clear explanation and links to demographic and cultural impacts. Whilst achieving level 4, the response could have been improved with greater use of supporting evidence which may have been more applicable at a ward rather than city level. The response has however focused on a range of past and present connections. Overall the response applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships.



Candidates are encouraged with the large tariff questions to take the time to formulate a plan before they commence writing. This will enable them to consider what pertinent knowledge they should include to address the question as well as to consider the selection of supporting evidence.

(c) Evaluate the extent to which past and present connections shape the demographic and cultural characteristics of your chosen place.

(20)

Your chosen place

The United Kingdom

One of the past connections that shape the demographic and cultural characteristics of the UK, is the countries that they colonised. Due to the colonisation of those countries, back in the 1800, there is now a big amount of immigration from those ~~colonised~~ countries that were in the British Empire, coming into the UK now and changing its cultural characteristics. ~~For~~ For example, there are now many mosques around the UK and many different cultural restaurants.

One of the present connections that shapes the demographic and cultural characteristics of the United Kingdom, is the connection with the USA. This has caused Americans to happen in the UK. For example, processed foods are now seen more frequently, and foods high in fats and salts. Also American

restaurants have now come to the UK. Another point connects that shows the UK's demographic and cultural characteristics, is NATO. Because the UK is in NATO, this means that they follow those rules, and one of the rules, is taking in refugees. This has an impact on the demographic of the UK and its cultural characteristics.



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Examiner Comments

4 marks were awarded here.

The response has areas of inaccuracy and the candidate has been challenged by their choice of location and would have been better to focus in on either their local or contrasting place. The response touches upon the role of colonialisation but other than this the connections to the question are loose. There is an attempt to link to refugees but this is inaccurately linked to NATO. They have made a connection which fits level 2; however the response on the whole fits the level 1 criteria. There is no attempt at a conclusion either which further limits the candidate's marks. Overall the candidate applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships.



ResultsPlus
Examiner Tip

20-mark 'Evaluate' questions require a conclusion. Conclusions can be quite superficial, for example picking 'a side of the argument'. Better responses give a reason or some justification.

Question 5 (a)(i)-(iii)

5(a)(i)

The majority of candidates were able to work out the value of d^2 for the United States. However, a small minority incorrectly added a minus before the 49, not recognising that the squaring of numbers removes that negative value.

5(a)(ii)

A surprising number of candidates were unable to calculate the sum of d^2 from the values in the table. It appeared that these candidates had not been exposed to the symbol Σ and therefore were unsure what this meant and how to calculate it, despite it being shown in the heading of the table.

5(a)(iii)

This question highlighted a significant variability in the candidate's ability to tackle this maths question. There were a number of different errors, outlined below:

- Some candidates forgot to complete the final step, ie to take their value away from 1.
- Some candidates did not round correctly.
- Many students were able to place the correct data into the correct part of the formula – for example, candidates were unsure what the 'n' value was.
- A reasonable handful of students did not even attempt this element of the question.

Question 5 (a)(iv)

As with Q03(a)(ii) and Q04(a)(ii), when answering a 6-mark question with a resource, the resource should be used as a stimulus for the response.

This question provided a real variety in the quality and focus of the answer. Most candidates could identify a link between health expenditure and life expectancy. However, a significant majority did not comment on the strength of the relationship between the two factors and then didn't incorporate examples or merely offered mirror image statements.

Level 1 responses tended to be focused solely on the data, regurgitating the trends amongst the health expenditure and life expectancy whereas others ignored the data or maybe just mentioned one bit of data.

Level 2 responses looked for plausible suggestions regarding the ability to provide better healthcare facilities, doctors and medication, as well as education on healthier lifestyles. However, often the reasons were not developed; for example, students mentioned bad diets but did not explain what was bad about them.

The strongest answers were able to marry the two elements up, using the data to support points and provide plausible understanding whilst also identifying anomalies such as the USA, which allowed a more reflective consideration of the relationship. Some common responses referred to countries such as the UK providing free healthcare (NHS) whereas in the USA private healthcare is expensive and some people are unable to access the healthcare they need.

The r_s value is statistically significant at the 95% level, therefore the null hypothesis can be rejected, and the alternative hypothesis can be accepted.

The alternative hypothesis: there **is** a statistically significant relationship between health expenditure per capita and life expectancy.

(iv) Suggest reasons for the relationship between health expenditure per capita and life expectancy.

(6)

Life expectancy is a good indicator of the strength of the healthcare provision in a nation; the suggestion proven in question 5(iii) is that ⁱⁿ the overwhelming majority of cases, the more money that is spent on healthcare, the greater life expectancy countries will have. This is because medication and technologies required to limit premature deaths are often highly expensive and require preexisting infrastructure to deliver the care but, so too, they require the professionals to administer the care. Both of these aspects require significant financial backing and in the UK currently there are disputes over whether funding could be better used to fund GPs rather than hospitals to limit hospital admissions which are 10x more expensive than seeing a GP. The correlation uncovered in this statistical test is strong at 95% but not as high as to say the pattern is ubiquitous. Indeed in Figure 3 the US spending per capita is first but their life expectancy is far behind the level of spending and this is because of a lack of a public healthcare system like the NHS. Therefore spending is an important aspect in determining life expectancy; however, so too, is how the money is spent and whether or not there is public healthcare provision or not.



6 marks were awarded here.

The overall relationship is identified and explained well and the candidate demonstrates accurate knowledge and understanding throughout. Comments on the extent to which the relationship is significant at the 95% level are thoughtful.

Overall, the candidate applies their knowledge and understanding to geographical information logically to find relevant connections between stimulus material and the question.

The r_s value is statistically significant at the 95% level, therefore the null hypothesis can be rejected, and the alternative hypothesis can be accepted.

The alternative hypothesis: there is a statistically significant relationship between health expenditure per capita and life expectancy.

(iv) Suggest reasons for the relationship between health expenditure per capita and life expectancy.

(6)

USA has the most highest health expenditure with 10,000 with life expectancy of 75.5 years, whereas Switzerland has 7,138 and 81.1, the reason why USA has low expectancy rate but high spending is due to the life style and diet with USA as most the population mainly eat fast food which involves eat meat, eat also smoking and daily which can cause increase in obesity causing low life expectancy. USA is known to have private healthcare unlike the UK (NHS) this can be a struggle towards the lower class people in USA who may struggle to pay for medicine which can cause high risk of death as they don't have the money to spend on healthcare. So these show the relationship between health expenditure and life expectancy due to inequality gap as poor people cannot spend money on healthcare.



4 marks were awarded here.

The candidate has inferred the expected relationship but this is not tackled explicitly. The response has good reasons offered for USA's position and offers intelligent comments about why the relationship may not be accurate in a private healthcare system. The candidate needed to use the information from the question to cover what the relationship is and then why the USA does not fit this. The response has a narrow range so is unable to access level 3 marks.



When presented with data candidates should be encouraged to question the outcome or selection of the data as part of their response.

Question 5 (b)

The 8-mark essay questions have similar marking criteria to 6-mark essay questions. A 'broad range' of geographical ideas is required, which should be 'detailed and fully developed'. This would mean at least two ideas or themes. Exemplification is almost essential though not specified.

In this 8-mark question, candidates were asked to explain why the degree of freedom of speech varies between countries.

The majority of answers here included some consideration of the role of government in freedom of speech, in particular North Korea and the censorship provided there. Whilst most answers used named examples of places, many were superficial and showed limited understanding of how the country really impacted on freedom of speech. Stronger answers considered a range of factors affecting it, such as governance, religious and cultural difference, participation in Human Rights conventions, amongst others. Many candidates focused on the restrictive countries but not many explained that citizens of countries such as the UK or USA have a legal right to freedom of speech and that it is part of the US constitution.

The use of India in this answer was often executed poorly with regular reference to India being the world's biggest democracy and therefore speech being free. Centres should consider the discussion of populism and polarising politics which is exactly what we have seen in an increasingly autocratic India where Muslim communities have been actively persecuted and many foreign journalists expelled.

Too frequently candidates equated freedom of speech with the right to vote. Understanding the difference in human rights is critical to success in questions where a particular human right is named.

It was also noted that a large number of candidates rely on the use of predominantly Muslim countries (eg Saudi Arabia and Afghanistan) to answer questions about variations in human rights. There seems to be an assumption that 'Sharia Law' is contrary to all 'human rights'. Some candidates were able to make a stronger case that women may be prevented from talking to men outside of their family which may restrict their ability to express themselves (although this didn't go as far as to say they may be restricted from talking to journalists) or go on protests if they don't have a male relative prepared to escort them. Too many equated other examples of gender inequality with a lack of the right to freedom of expression including being able to drive. Centres should look to ensure that they are teaching material in an informed way so that candidates do not have a generalised understanding of Islam and Muslim countries which risks reinforcing misconceptions.

(b) Explain why the degree of freedom of speech varies between countries.

(8)

Some countries based on their ^{different} cultural beliefs and values as well as type of governance (e.g. authoritarian vs democratic) ~~causes~~ ~~freedom~~ of speech to vary. A democratic may view human rights differently therefore causing freedom of speech to vary. A democratic country is more likely to allow its population to express their ^{political} views freely compared to an authoritarian govt. who will want to deter any negative perceptions spreading about their governance ^{in order} to remain in power and will therefore restrict freedom of speech to stop negative political views spreading.



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Examiner Comments

3 marks were awarded here.

The candidate produces a brief response with some basic ideas and just enough explanation to get into level 2. This is shown by an attempt to explain why some authoritarian governments may restrict freedom of speech.

Overall, the candidate demonstrates mostly relevant knowledge and understanding.



ResultsPlus
Examiner Tip

Candidates should consider which reasons they want to lead with to ensure that they are tackling the 'explain' command word.

(b) Explain why the degree of freedom of speech varies between countries.

(8)

Freedom of speech is the measurable (by Freedom House) ability of an individual to express their cultural, political, or personal beliefs without prosecution.

Degree of freedom varies due to the type of governance used in a country; democracies have higher freedoms like Finland due to the ability to vote and choose political candidates, whereas totalitarian dictatorships forbid all free speech like China, which killed protestors who wanted democracy in Tiananmen Square 1989.

Some countries are able to improve their freedom of speech due to intervention of the UN via the Universal Declaration of Human Rights, with varying degrees of success - ^{Cuba} Bolivia is more free due to new voting polls since the collapse of the USSR, but China has resisted democracy.

Varying access to the internet due to physical and economic isolation has meant the Sahel region has some free speech within the country, depending on the area (tensions in northern Nigeria).

Cultural attitudes vary; despite democracy, some free speech discussions are limited by regional school policies which inhibit menstruation education for women and girls in India.

Segregation allows more freedom in some countries

for men or specific groups like the Taliban in Afghanistan limiting women's speech compared to Iraq where some improvements have been made by governments.



8 marks were awarded here.

The response starts with an accurate definition of freedom of speech and the whole response links well to the question focus on freedom of speech. A range of relevant examples are given, looking at freedom of speech both within and between countries. The candidate has a nuanced approach that receives credit.

Overall the candidate demonstrates accurate and relevant geographical knowledge and understanding throughout.



To achieve level 3 marks, candidates should be including a range of supporting examples and data.

Question 5 (c)

This is a 20-mark extended writing question and candidates were asked to evaluate the view that geopolitical interventions are always controversial. Candidates should look for words such as 'always' as they are highlighting that it is not as simple as a yes/no and that debate should be expected and welcomed.

Candidates found this question challenging, although a basic balanced approach arguing in favour and against the statement worked well, as well as a substantiated rational conclusion.

There was a good range of geopolitical interventions discussed for this response and many candidates drew on a range of different types of interventions, with suitable examples to support. Candidates showed a clear understanding of intervention, with many defining it early on. A range of types of intervention were discussed, although military was by far the most common, as students were able to evaluate its level of controversy. As with the previous 20-mark questions, evaluation was the key thing that held candidates back as responses tended to be descriptive and at times lacked explanation as to why the interventions could be viewed as controversial.

Weaker candidates struggled in balancing the different types of geopolitical interventions and tended to describe types of intervention. These candidates focused on just telling the story of different conflicts rather than evaluating why they could be controversial.

Level 2 responses tend to lead with generalisations such as the idea that aid provided to Haiti was not controversial because it helped them after a disaster. Case study inaccuracies were common, for example mixing up Syria and Libya and some saying the Iraq invasion of 2003 was led by the UN to assassinate Gaddafi.

The more successful responses compared their chosen examples, with most candidates focusing on Iraq, Afghanistan and Yugoslavia. The most successful answers gave a range of interventions from military to aid, embargoes, and development aid; they then evaluated in the conclusion which type was often more controversial than others. However very few appreciated that their viewpoint was democratically based and westernised and did not consider the issue that people of different cultures and backgrounds have a right to self-determination.

① military inter ② bilateral ③ multilateral

(c) Evaluate the view that geopolitical interventions are always controversial.

(20)

In general, geopolitical interventions are often controversial as it is impossible to benefit everyone, this essay will prove intervention will be controversial but has the least chance of being so if its ^{in the form of} multilateral development aid.

Military intervention is one of the most thought of geopolitical interventions but is usually the most controversial. It involves directly intervening in an area to improve either development, or human rights or both. However, it is often controversial as superpowers will sometimes use military intervention with a strategic intent and hide this by saying its for correction of Human rights abuse. An example of this would be intervention in Iraq where UK and USA invaded to correct human rights abuses but also the 'threat of weapons mass destruction'. However no weapons of mass destruction were found so people questioned the true intention of the intervention. On top of that much of soft data did not improve with corruption impact increased from 13 (in 2003) on the corruption perception index to 160 by 2020. This created major conflict as it appeared that intervention can often make conditions worse instead of improve them.

Development aid is often regarded as a more successful form of geopolitical intervention so creating less conflict. However Bilateral, where aid is given between two countries, aid is extremely controversial. This is because aid is usually given with strict conditions that often do not benefit the receiving nation but instead benefit the donor nation. An example of this would be the Pergau dam. £243 million in top down Bilateral aid was given to Malaysia to build a HEP dam. However the dam could only be used for a few hours per day and so it is believed this worsened inequality. This created massive conflict as many local communities didn't benefit from the scheme while the elites did. Increasing water insecurity in many areas of Malaysia is hindering further development. This therefore shows even development aid is controversial if the schemes don't benefit the wider population ^{with local communities}.

In some cases however development aid can be met with very little controversy. This is usually when aid is dispersed multilaterally (developed countries give aid to NGOs to disperse to developing nations). This is less controversial as NGOs have knowledge of and work with local communities to provide the aid to where it is most needed. It is often targetted at specific problems with clear goals decreasing its controversy.

An example would be aid donated by developed countries as part of the millennium development goals to reduce cases of malaria. Since 2000 the UN estimates 6.2 million deaths have been ~~pre~~ prevented as a result of this aid. The scheme has received little to no backlash due to its success. This clearly shows if aid is successful it can prevent controversy. However it is unpalatable to suggest all geopolitical interventions should be multilateral aid as this is not effective in tackling issues like corruption or terrorism so other interventions like military intervention will always be required and as ~~also~~ discussed earlier this creates controversy.

Overall, this essay has proved that always likely to be controversial as even if non-controversial schemes are successful (multilateral aid). Other forms of intervention still are essential and often these result in death/corruption (e.g. increase in Iraq Corruption perception index) both of which cause controversy.



18 marks were awarded here.

This response starts well with a clear introduction setting out the argument that is going to be made. It covers both military intervention and aid and these are supported with relevant and accurate examples. There is ongoing evaluation and thoughtful comments (eg multilateral aid not tackling corruption). The argument is balanced and coherent with a clear structure.

It does not achieve full marks as there are errors in omissions in the knowledge of the candidate.

Overall, the response demonstrates accurate and relevant geographical knowledge and understanding throughout. There is a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently.



Candidates would do well to spend the time planning their responses before tackling the question set. Here the candidate has made some attempt to do this but it is advised that this is an important part of these 20 mark questions.

Question 6 (a)(i)-(iii)

6(a)(i)

The majority of candidates were able to work out the value of d^2 for Iceland. However, a small minority incorrectly added a minus before the 25, not recognising that the squaring of numbers removes that negative value.

6(a)(ii)

A surprising number of candidates were unable to calculate the sum of d^2 from the values in the table. It appeared that these candidates had not been exposed to the symbol Σ and therefore were unsure what this meant and how to calculate it, despite it being shown in the heading of the table.

6(a)(iii)

This question highlighted a significant variability in the candidate's ability to tackle this maths question. There were a number of different errors, outlined below:

- Some candidates forgot to complete the final step, ie to take their value away from 1.
- Some candidates did not round correctly.
- Many students were able to place the correct data into the correct part of the formula – for example, candidates were unsure what the 'n' value was.
- A reasonable handful of students did not even attempt this element of the question.

Question 6 (a)(iv)

As with Q03(a)(ii) and Q04(a)(ii), when answering a 6-mark question with a resource, the resource should be used as a stimulus for the response. This answer needed to use information derived from the resource (AO2) and develop ideas using the candidate's own knowledge and ideas (AO1). Many answers achieved one of these assessment objectives, but not both.

There were some interesting responses to this question with many good attempts to use the material in the resources to speculate on reasons why countries had different cultural diversity scores. Weaker responses became fixated on the data and this resulted in answers that were highly descriptive, with very little explanation offered for the reasons. Typically, candidates stated the obvious relationships (ie the positive relationship), but better responses then went on to write about the anomalies. In this regard, not many picked up on Iceland's low cultural diversity score, which could have prompted an interesting comment on Iceland's pursuit of cultural homogeneity. Better responses recognised the role of government policy in places like Japan and Singapore.

The very best candidates also made a link between different factors, but this was not required for a 6-mark 'Suggest' question.

The r_s value is statistically significant at the 95% level, therefore the null hypothesis can be rejected, and the alternative hypothesis can be accepted.

The alternative hypothesis: there is a statistically significant relationship between % foreign born and cultural diversity.

(iv) Suggest reasons for the relationship between % foreign born and cultural diversity score.

(6)

The overall relationship trend in the data is shown to be there is a significant relationship between the % of foreign born and cultural diversity. This data showcases that generally, the higher the percentage of foreign born, the more culturally diverse the country is. Taking UAE for example, its highest percentage of 89.1% out of these 12 countries being foreign born, accounts for its high 0.62 cultural diversity score, because the more foreign born, the less amount of UAE's ~~identity~~^{ethnicity} the population are, and so its identity changes to a higher diverse score. This may be because of UAE's high migrant rate of workers from India and Pakistan, who then may stay there and have families increasing % of foreign borners. Similarly, Japan's low % of foreign born and so low cultural diversity score could be result of its immigration restrictions, as it needs ~~17~~¹⁷ million more migrants (about the population of New York) to create a stable economy as it has strict policies on immigration, contributing to its national identity and so low diversity score.



6 marks were awarded here.

The candidate begins by outlining the general trend and uses two contrasting examples (UAE and Japan) with relevant reasons given. The candidate then considers proportionality which should be commended. The data selected to support arguments is good.

Overall the candidate applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between the stimulus material and the question.



When presented with data candidates should be encouraged to question the outcome or selection of the data as part of their response.

Question 6 (b)

The 8-mark essays have a similar marking criterion to 6-mark essays. A 'broad range' of geographical ideas is required, which should be 'detailed and fully developed'. This would usually mean at least two ideas or themes. Exemplification is a useful route for many candidates, though not essential. In this question, candidates were asked to explain why political and economic events change the pattern of international migration.

There were many good answers to this question. Candidates provided many relevant case studies including the ongoing conflict in Ukraine, or the influence of Brexit on different flows of migration into the UK. Weaker responses confused the idea of 'events', rather than 'factors', or wrote about 'internal' rather than 'international' migration. The very best responses were able to refer to migration theory, eg relative deprivation, neoliberal economic theory. This was not a necessity for full marks, but provided interesting reading for examiners and suggests some centres are providing in-depth explanation of how migration occurs, rather than just learning factors.

Political events used to answer this question tended to be conflict (particularly the Russia-Ukraine war) and Brexit. Students used these to explain but often didn't really offer much in the way of details about the impacts of these events. The 2008 crash was a popular choice for the economic event. Students generally tried to explain both but often they didn't explain in enough depth or breadth given this was an 8-mark question – they tended to write about the same as for a 6-mark question (although this may be due to running out of time).

The vast majority of candidates were able to explain reasons why political and economic events changes the pattern of immigration. Some responses were imbalanced, insofar as addressing one in more detail than the other, or perhaps not making explicit reference to political and economic events. As in Q6(a)(iv), the most significant barrier to candidates scoring in the upper mark band was the depth and extension of detail in their explanation which occasionally lacked that use or manipulation of specific data which would draw on their own understanding and would, in theory, push the candidates into the upper mark band.

(b) Explain why political and economic events change the patterns of international migration.

(8)

Political events like war lead to changing patterns of international migration. War and conflict, for example the ongoing war in the Ukraine, means that there will be far more people from the country experiencing conflict internationally migrating away. Before 2021, the start of the war, the population of Ukrainians in the UK was very low. Now however, it has increased rapidly.

Economic events also change the patterns of international migration.

Events such as an extremely low unemployment rate change the patterns of international migration. For example after 2008 Poland had very low unemployment rate. Millions of Polish people began moving to the UK when our economy was strong. However in recent years Poland has experienced an economic boom. This has led to millions migrating back to their country.



4 marks were awarded here.

The candidate has tried to cover both political and economic issues through the use of the Polish migration example and the war in Ukraine. The response in places is too generic to achieve higher marks.

Overall the candidate addresses a range of geographical ideas, which are not fully detailed and/or developed.



Candidates should consider which reasons they want to lead with to ensure that they are tackling the 'explain' command word.

(b) Explain why political and economic events change the patterns of international migration.

(8)

Patterns of international migration often change dramatically depending on the circumstances of a country and what it finds itself in. One of the most major political reasons for changing patterns is war. Wars such as in Ukraine and Syria causes large swathes of the population to flee, usually to neighbouring countries or richer nations that grant asylum. Countries like the UK, Poland, Germany and France now contain large diasporas of Ukrainian people due to Russia's invasion. In the case of Syria, whilst many in the EU tried to close their borders, Germany took in over a million Syrian refugees.

Economic events also cause large amounts of migration to occur internationally. Notably, when a less economically developed nation joins a trade bloc like the EU, they often suffer a 'brain drain' and thousands of well qualified residents move to richer nations in search of higher paying work. This happened when Poland and Romania joined the EU, creating large diasporas in countries like Germany and the UK.



6 marks were awarded here.

The candidate's response focuses on two key reasons: war and joining a trade bloc. The example of the trade bloc is applied economically as it mentions less economically developed countries joining such as Poland and then correctly links this to high paying jobs being sought. Syria and Ukraine are valid examples and well used by the candidate in this response.

Overall, this level 3 response demonstrates accurate and relevant geographical knowledge and understanding throughout.



Make sure you tackle all parts of these short essay questions. Examples should always be included to help you build a fuller answer.

Question 6 (c)

This is a 20-mark extended writing question and candidates were asked to evaluate the view that westernisation poses the most serious threat to national identity in many countries.

Although this question was well answered by many candidates, there were as many who struggled to differentiate between globalisation and 'westernisation'. Many candidates were able to introduce their responses with an effective definition of westernisation and the concept of national identity. There was exemplification of the process of westernisation and how this manifests itself in places at a range of scales and recognising the complexities of both westernisation and national identity.

The weakest responses did not consider the impact change had on culture, particularly in regard to national identity. The explanations were often superficial, and quickly moved on to write about migration as an alternative threat. At the lower mark bands candidates merely provide a broad-brush commentary on westernisation without development of the concept of national identity.

Middle band responses tended to focus on the role of Western TNCs causing change to Asian diets (eg the role of McDonalds). Centres do need to correct the idea that eating McDonald's food is evidence of the erosion of local culture or national identity; for example, what is being eaten less, as a result? Too many candidates assumed 'Food culture' is synonymous with 'national identity'. Migration was a popular theme as why westernisation wasn't the only/main threat to national identity. However, many candidates struggled to go beyond explaining the different ways westernisation is a threat to national identity and as a result did not have any evaluation of that view.

At the top levels the responses really drilled down into what westernisation and national identity are from the outset with some decent definitions. Candidates' judgements were detailed and they recognised how westernisation had been not only a threat, but did, in some cases, support the concept of national identity. They also recognised that there are factors other than westernisation which are a threat to national identity. Migration was a common counterargument to westernisation and how cultural assimilation and diffusion can impact on national identity. Thus, their conclusions were plausible with strong use of statistics to support their judgements and conclusions.

There were many interesting examples used, for example Barbie dolls banned in Pakistan, French radios playing 40% French music, China's 'Great Firewall'. By contrast it was notable that very few candidates commented on themes previously written about in 9GE02 exams, eg internal disunity in Catalonia, or about acquisition of land and or property posing a risk to identity too. Finally, it is worth centres considering whether the French policy of 'L'exception Culturelle' can genuinely be used as evidence of a country resisting Western culture.

(c) Evaluate the view that westernisation poses the most serious threat to national identity in many countries.

(20)

Westernisation is the process by which western culture namely a materialistic lifestyle, capitalism, urbanisation and cultural norms such as dress spreading across the globe. This can threaten national identity as it erodes a nation's culture.

Westernisation involves the acceptance of a capitalist free based economy. This attracts FDI as economies become deregulated and trade is liberalised. FDI in turn greatly improves local infrastructure and has led to the development of large cities, these cities attract rural residents via the possibility of a larger wage with a stable income. This has led to a loss of cultural diversity and has threatened nations national identity. For example Papua New Guinea has 7000 native languages and a distinct style of dress. Urbanisation has meant over 1/4 of these languages are endangered and many cultural dress forms have been lost due to the adoption of western clothing. This decreases a nation's national identity as ^{the population} ~~there~~ shifts towards dystopian cities which resemble those in western nations and lead to cultural erosion.

On the other hand, it may be stated that migration and government policy have a greater impact on national identity as migrants bring their own ~~country~~ identity with them often

replacing that of the local ~~area~~ / host nation. This can be ~~enhanced~~ enhanced by government policy which allows an influx of migrants for its overall economic benefit. An example of this is Singapore which has ~~settled~~ ~~over~~ a population of 73% Chinese and 12% Malay. This has made their national identity very difficult to define and not dissimilar from that of Chinese.

Westernisation through the spread of TNC's has also eroded national identity. TNC such as McDonalds have stores in ~~at~~ the majority of nations in the world and have appealed to the local populations through globalisation. Still, this can cause a ~~change~~ shift in the diet of a local population which often influences its national identity greatly. Another example of a TNC is Disney which spreads western cultures and values across the globe through its media. This has created a materialistic culture which ^{can} opposes the nation's original national identity which may focus more heavily on religion, spirituality and less greed.

However nations can oppose westernisation and protect their national identities through a blocking of this media to prevent external influence. An example of this is China's ~~of~~ & "great ^{firewall} ~~wall~~ of China" which heavily censors western media. The nation also only allows 35 foreign production firms to be shown which are often altered to

Prevent the erosion of the national identity of the nation.

Westernisation can also involve the ~~spread~~ spread of western religion which is often Christianity. This can erode a nation's national identity as ~~they~~ nation's culture and sense of the nation as a whole often depends on common religion. Through the invasion of South American nations European nations spread religion and often ~~erase~~ erased records of original religions such as the destruction of Mayan sacred religious artifacts and books which ~~has~~ taught the religion. This can drastically damage a nation's national identity as they do not feel ~~the~~ a connection to their ancestral roots. Western nations ~~are~~ often used religion to shape nations to their liking which also threatened national identity.

On the other hand division within nations can create a decreasing sense of national identity. This can result in independence movements and a decrease in cohesion within a nation which decreases the feeling of the nation as a whole.

~~Ex~~ Examples include the Catalan independence movement in Spain. Catalan people have a differing culture and a prosperous economy contributing 25% of the country's ~~GDP~~ Gross national exports while only making up 6% of its landmass. This has led to animosity and tensions rising with residents of the region feeling as though they are Catalan rather than

Spanish and feel they shouldn't have to share wealth.
Independence movements have led to violence seen in
2017 ~~election~~ referendum. This has overall decreas-
-ed the national ~~the~~ identity of Spain

In conclusion, ~~by~~ I believe westernisation is the biggest
threat to national identity however it can be opposed
through methods seen in China and there are other
influences such as national division. However when speaking
about each individual arguments weight, westernisation
takes the largest toll on national identity,



ResultsPlus
Examiner Comments

19 marks were awarded here.

The response starts with a detailed definition of westernisation and a hint at national identity. The response overall is well written with good use of geographical terminology throughout. There is a range of ideas supported with accurate examples. There is ongoing evaluation and a valid conclusion.

The conclusion could have been extended as it states that westernisation has taken the largest toll but could have provided a clear rationale for this view for full marks.

Overall the candidate applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently.



In an essay like this with several different examples, an evaluative approach which weighs the evidence and makes a summary statement is good practice.

Paper Summary

Centres may consider the need for a greater amount of teaching time to be spent upon a number of key areas which underperformed in this exam series. These include:

- International political and economic organisations (P: role of World Trade Organisation (WTO), International Monetary Fund (IMF), World Bank) have contributed to globalisation through the promotion of free trade policies and foreign direct investment (FDI). (3.2)
- Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on both the reality and the image of that place. (4A.11c)
- Local government policies aim to represent areas as being attractive for inward investment. (4A.8)
- Past and present connections have shaped the economic and social characteristics of your chosen places. (4A.3)
- How past and present connections have shaped the demographic and cultural characteristics of your chosen places. (4B.3)
- Some superpowers and emerging powers have transitioned to more democratic governments but the degree of democratic freedom varies (comparison of an authoritarian and a democratic system); the protection of human rights and degree of freedom of speech varies. (8A.5b)
- Descriptive measures of difference and association from the following statistical tests: t-tests, Spearman's rank, chi-squared; inferential statistics and the foundations of relational statistics, including measures of correlation and lines of best fit on a scatter plot. (Appendix 1)

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

