



GCSE

Geography

8035/2: Challenges in the human environment

Report on the exam

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Summary

Areas where students excelled.

- Students knew some excellent geography from a range of places and environments.
- Generally, students knew their case studies. In questions such as **01.11**, **02.8** and **02.10** case study knowledge was shown in detail.
- There was some very pleasing topicality, beyond the textbooks, in many answers such as in **03.4** where students were clearly aware of issues in the UK water industry.
- The highest performing students engaged well with the demands of application (AO3). In questions that required them to form an opinion and/or judgement, such as questions **02.10** and **03.4**, many students were able to express one confidently and clearly.
- Figures, when used, were used well. For example, in questions **01.10** and **01.11**, students who linked their comments directly to the figure tended to perform better.
- Graphical skills were generally accurate.
- Students were keen to make a good impression by answering as many questions as possible. Those who continued responding throughout the whole paper, even with sometimes short or uncertain answers, usually managed to earn greater marks.
- On **question 4** (food), **question 5** (water) and **question 6** (energy), students who were able to adapt their learned information to focus on the specific demands of each question were able to perform well.

Areas where students struggled

- Students struggled with geographical definitions. Question **01.1**, the definition of urbanisation, was answered incorrectly in the vast majority of answers.
- Between 25-30% of students, across the ability range, did not answer some or all the graph-based questions.
- The calculation of a percentage increase remains a challenge for many students. Question **01.3** was frequently incorrectly answered, even though a calculation was not required. It is an Ofqual requirement that 10% of the marks need to come from mathematics. There are clearly opportunities for schools to strengthen students' core mathematics in conjunction with their geography revision.
- Map skills relating to scale and distance proved challenging for many students. On question **01.8** many students did not understand how to calculate area on a map. On question **01.9** some students were unable to convert the measurement from cm to km. Students would benefit from further practice of these skills as they make frequent appearances on all three papers.

- Students did not always read the question carefully enough and therefore lost marks, despite remembering their geography and knowing how to organise an answer. This was evident in responses to questions **01.7** and **03.1**.
- Many students still struggle to respond when answering questions with an application (AO3) element. In source-based extended-writing questions, students often merely 'lifted' text and repeated it verbatim, as seen in responses to question **03.4**. In **01.11**, some students ignored source material and instead wrote answers relying exclusively on their own knowledge. This style of question cannot be answered using pre-learned case study information. Likewise, repeated use of the words in the question or resource is not 'application'.
- In question **01.10**, many students did not understand the concept of the 'rural-urban fringe.'
- For students who studied food in Section C: The Challenge of Resource Management, many struggled with question **04.5**, particularly with understanding the concept of seasonal consumption.

Point marked questions

1-, 2- and 3-mark questions are point marked. A mark may be awarded where a student makes a single point and subsequent marks awarded (if applicable) where the student develops those points.

Levels marked questions

4-, 6- and 9-mark questions are levels marked. This means where the response is holistically marked against the relevant assessment objectives, given a level and mark awarded within that level.

Assessment Objectives (AOs)

AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales (15%).

AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes and interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

Point marked questions

Multiple choice questions – MCQs

Multiple choice questions can assess a variety of the assessment objectives (AOs), but they most commonly target AO1 and AO4.

This year, there were three multiple choice questions in this paper which all assessed AO4.

Two of the questions assessed students' ability to use a map.

- Question **01.2 (AO4) (1 mark)**.
- Question **04.3** (food) or **05.3** (water) or **06.3** (energy) – **(AO4) (1 mark)**.

One of the questions, **01.3 (AO4) (1 mark)**, assessed students' mathematical skills.

Areas of success

In question **01.2 (AO4) (1 mark)**, a great majority of students were able to correctly name the continent.

In Section C, most students who answered question **04.3** (food), **05.3** (water) or **06.3** (energy), were able to use the key on the map and identify the number of relevant countries.

Areas of challenge

On question **01.3**, less than half the students were able to correctly identify the percentage increase in Nairobi as 100% (option B). The most frequent errors were 200% (option D), followed by 50% (option A).

Short answer questions – 1-, 2- and 3-mark questions

Qualities seen in more successful responses

The great majority of students answered the skills questions correctly, based on completion. This includes questions like **01.5, 02.1, 02.5** and the equivalent questions in Section C, **04.1, 05.1** or **06.1**, depending on the topic chosen by the students.

Similarly, questions which required an accurate reading of a graph or map (AO4), such as **02.2, 02.6, 02.7, 04.2, 05.2, 06.2**, were usually correct.

On the 2- and 3-mark questions, many students were able to make a point and develop it for 2 or 3 marks as required.

01.7 Outline **one** impact of national migration on a named UK city. [2 marks]

Name of city London

Impact It has become more crowded and congested because a lot of people move for work. The congestion is in the transportation like traffic and overcrowding in tube stations.

Question 1 continues on the next page

The answer to question **01.7 (A01) (2 marks)** shows how attention has been paid to the word '**one**', so the first mark is gained by giving the details of the migration and the second mark is for linking this to the impact on the named city.

2 marks

01.6 Describe the importance of a named UK city for the rest of the UK. [2 marks]

Name of city Manchester

Importance It is the second largest fastest growing city in the UK second to London. It has major education and job opportunities with good universities and a huge IT and finance and banking sector.

This answer to question **01.6 (A01) (2 marks)** shows a similar approach, making two distinct points. In this instance the points did not have to be linked because the '**describe**' command did not require it.

2 marks

02.3 Outline the limitation(s) of **one** social measure of development such as access to clean water. [2 marks]

Access to Amount of people employed, no way there is no way of knowing it. Birth rate, many births will not be recorded so no way of knowing true amount.

The following answer to question **02.3 (A01) (2 marks)** shows nicely how only a small amount needs to be written if it is well directed at the question. One limitation is mentioned for the first mark and then developed for the second.

2 marks

03.3 Explain how changing demand for food has affected organic farming in the UK. [2 marks]

changing demand for food has increased
the demand for organic foods that
have been grown without fertiliser as
people want to eat healthier.

This answer to question 03.3 (AO2) (2 marks) gives its points in reverse order. The effect on organic farming appears first, followed by the demand rationale. However, it can still be credited fully as a simple point (1) followed by expansion (1).

2 marks

04.4 Outline one or more ways that physical factors can affect food supply. [3 marks]

In Volcanic regions that the volcano's
ashes can improve the soil increasing
the production and quality of food
increasing the food supply

The same approach works for 3-mark questions, such as question 04.4 (AO2) (3 marks). A simple point is made (1), then expanded (1) and linked to the question by stating that food supply increases (1), all in the space of 4 lines.

3 marks

05.4 Outline one or more ways that physical factors can affect water availability. [3 marks]

~~High rainfall~~ Levels of rainfall can affect water availability,
since if it rains heavily in an area the area is
more likely to be in a water surplus, and if it rains
~~less~~ there are low increasing water availability, and
if there are low levels of rain in an area,
it is more likely to be in a water deficit and have lower
water availability

This answer to question 05.4 (Section C: Water) (AO2) (3 marks). The student starts by giving clear details of the physical factor (1) then expands upon this, making good use of correct terminology in the process (1) and then linking back to the question by stating that water availability increases (1). It's important to recognise that the second part of the answer adds nothing as it states the opposite to the first.

3 marks

Limitations of less successful responses

There were some common characteristics to less successful responses as follows:

- Answers were not developed and just contained a statement when there was more than one mark available. For example, in questions **01.6**, **01.7**, **03.3**, **04.4**, **05.5**, **06.4**.
- Questions were misread so reasonable geography could not be credited, as the answer lacked clear relevance to the question as set.

These points are best seen as illustrated below.

A screenshot of a question card for question 01.6. The card has a header with '0 1 . 6' and the question text 'Describe the importance of a named UK city for the rest of the UK.' followed by '[2 marks]'. Below the question, there are two lines for an answer. The first line is 'Name of city' followed by 'Sheffield'. The second line is 'Importance' followed by 'Steel factories, Education'. A red checkmark is placed above the word 'Education'.

*This answer to **01.6 (AO1) (2 marks)** simply states one important aspect of Sheffield, but does not expand the description, only gaining 1 mark.*

1 mark

A screenshot of a question card for question 01.7. The card has a header with '0 1 . 7' and the question text 'Outline **one** impact of national migration on a named UK city.' followed by '[2 marks]'. Below the question, there are two lines for an answer. The first line is 'Name of city' followed by 'Leeds'. The second line is 'Impact' followed by 'Leeds became crowded due to people moving in'. A red checkmark is placed above the word 'in'.

*For this answer to **01.7 (AO1) (2 marks)**, whilst generically correct, it gives no clarification about the nature of the migration or anything more specific about the impact, again gaining 1 mark only.*

1 mark

0 2 . 3 Outline the limitation(s) of **one** social measure of development such as access to clean water. [2 marks]

if there is limited access to clean water people would drink dirty/unclean water from rivers etc which could make them sick

(NC)

Misreading the question led to many errors such as the following answer to question **02.3 (AO1) (2 marks)**. This was a typical answer, gaining 0 marks, where the student has given information about the impact of lack of clean water on development, not the limitations of it or another measure of development.

0 marks

0 1 . 7 Outline **one** impact of national migration on a named UK city. [2 marks]

Name of city Bristol

Impact National migration brings lots of diversity to Bristol, this diversity and different culture brings festivals, new foods, music and attracts tourists to Bristol to experience the diversity. 16% of those living in Bristol are of non-white ethnicity.

(NC)

Similarly for question **01.7 (AO1) (2 marks)**, a correct geographical answer gained no credit because it was considering the impact of international migration, not national.

0 marks

0 3 . 1 Calculate the median well-being score for the nine lowest scoring countries shown. Answer to **two** decimal places. [2 marks]

Show your working

~~2.40, 2.99, 3.27, 3.47, 3.51~~

3.76 ~~2.99~~ 3.75 ~~3.75~~ 3.76

3.47 ~~3.51~~

3.27 ~~2.40~~

~~3.70~~ 3.51

~~3.75~~

$3.47 + 3.51 = 6.98$

$= 3.49 \frac{2}{2}$ X

Median well-being score 3.49

On question **03.1 (AO4) (2 marks)** many students answered incorrectly due to flawed understanding of how to find the median value when an uneven number of scores or frequencies have been collected.

0 marks

Levels marked questions

4-mark questions

These questions have two levels of response and can assess a variety of combinations of assessment objectives.

Qualities seen in more successful responses

Strong answers used the source material in question **01.4** well to stimulate their answer. Students clearly thought about the wording of the question too. Some focused on growth in terms of the population size, while others interpreted growth in more economic terms. Both approaches were equally valid. Higher-scoring students clearly knew the equal importance of using the resource (to gain AO3 marks) and explaining process using their own understanding (to gain AO2 marks).

In question **02.4** there was some very good understanding of the development process both in terms of the more obvious LIC/HIC development gap (i.e. variations between countries) and with respect to intra-national differences such as a north/south divide in Nigeria (i.e. variations *within* a country). Here the successful answers showed knowledge of the factors for AO1 marks and understanding of the link to development for AO2 marks.

0 1 . 4 Suggest how natural increase and migration affect the growth of LIC/NEE cities.
Use **Figure 2** and your own understanding. **[4 marks]**

A02 Many people migrate to urban areas because of pull factors such as better job opportunities. This can lead to a younger population of people between ~~20 and~~ the ages of 20 and 30 because they will have finished college and university and be in search of a job. People around this age usually start families which leads to the birth rate becoming higher than the death rate so there is a natural increase in the population

A03

A02

L2 Extra space of LIC/NEE cities.

This answer to question, **01.4 (A02 & A03) (4 marks)**, used the data given in the form of the median age and linked this to both a rationale for migration and then the subsequent impact on population growth through natural increase.

Level 2 (4 marks)

0 1 . 4 Suggest how natural increase and migration affect the growth of LIC/NEE cities.

Use Figure 2 and your own understanding.

[4 marks]

Figure 2 shows Vietnam's population growing by 3270 per week. This means that natural increase ~~has~~ is causing ~~strain~~ to have strain on healthcare services due to the amount of babies being born, therefore affecting the growth of cities.

Rural to urban migration causes the growth of cities in NEEs (e.g. Lagos, Nigeria) because more people are joining the ~~the~~ formal workforce. This means that more people are going to be paying tax therefore the government will have a greater budget to develop a city's service such as industrial businesses.

L2

This answer to 01.4 (A02 & A03) (4 marks) also makes use of the resource but is less successful in linking it to the growth of cities.

Level 2 (3 marks)

0 2 . 4 Explain one or more causes of uneven development.

[4 marks]

One cause is natural disasters. These cause large amounts of damage to infrastructure, which requires lots of money to rebuild and repair. This means that less money can be spent on improving access to education or healthcare, which reduces quality of life. It will also cause lots of deaths and injuries, so less people can work and contribute to the economy. If a country is landlocked, it is difficult for them to trade with

other countries. This means they can't import goods ~~import~~ such as machinery to develop their industries or export goods that they have an abundance of for a profit.

L2

This answer to question 02.4 (A01 & A02) (4 marks) shows knowledge of two relevant factors and then understanding of their consequences for the development process.

Level 2 (4 marks)

Limitations of less successful responses

Less successful answers tended to not make use of the figure in question **01.4**. Students should be reminded that when a figure is included, it typically carries marks for interpretation or reference, and making use of it can significantly strengthen their answer.

Another common error in both **01.4** and **02.4** was the lack of clear explanation. Instead, students simply asserted a connection, leaving the examiner to work out what the link to urban growth or development was in each case.

01.4 Suggest how natural increase and migration affect the growth of LIC/NEE cities.
Use **Figure 2** and your own understanding. [4 marks]

A03 In Figure 2 we can see that Iraq has the most population per week. This has resulted in the growth of ~~more megacities in Iraq~~ megacities in Iraq.

However Sudan has the lowest additional population per week meaning its ~~mega~~ population growth is the smallest meaning that

L1 Extra space the city won't progress as much as others.

This answer to question **01.4 (A02 & A03) (4 marks)** makes a brief link to the resource and the idea of growth but shows no understanding of natural increase or migration.

Level 1 (1 mark)

0 2 . 4 Explain one or more causes of uneven development.

[4 marks]

AO1

If a country is land locked it won't be able to import or export anything meaning no trade, they would then

AO2

struggle ~~to~~ to find a way to earn money. Also migration, if loads of people are coming in they would find a cheap or illegal area like the favelas in Rio de Janeiro, this then

Extra space causes uneven development

AO2

as their income is different to everyone else near them in that

L1

country/area.

This answer to question 02.4 (AO1 & AO2) (4 marks) shows some knowledge of a contributory factor (AO1) and then makes a simplistic and rather sweeping link to development (AO2) with another simple link to development towards the end. This latter point illustrates how a holistic judgement is used to award marks as all the work remains at a basic level.

Level 1 (2 marks)

0 2 . 4 Explain one or more causes of uneven development.

[4 marks]

One cause is the North-south divide. This is because the ~~the~~ populations of cities in the North and the south may differ which means cities with higher population will develop faster [^] and become richer than those in the opposite area of the country. Therefore leading to uneven distribution as areas with more wealth are

AO1

more likely to be more developed than areas with less wealth.

Extra space

L1 (JUST)

This answer to question 02.4 (AO1 & AO2) (4 marks) just gains some very basic credit for AO1 knowledge of a contributory factor to development.

Level 1 (1 mark)

6-mark questions

These questions have three levels of response and can assess a variety of combinations of assessment objectives.

Section A: Urban issues and challenges

The best answers to question **01.10** made use of the resource with the map and/or photos (use of the map was less common). They also wrote about the nature of the impacts, sometimes classifying them, for example as environmental through reference to increased air pollution with much greater traffic.

Many were hindered by not understanding what the rural-urban fringe is. Some wrote about it as an "expanding" or "decreasing" phenomenon, rather than correctly viewing the rural-urban fringe as a transitional and changing area between the city and the countryside. Some students commented on the impacts of the settlement on the new residents' lives, rather than focusing on the geographic impacts on the area, which was the question's focus.

01.10

Suggest how the growth of a commuter settlement has impacts on the rural-urban fringe.

Use Figure 4 and Figure 5 and your own understanding.

[6 marks]

AO3

The growth of commuter settlements has negative social and environmental impacts on the urban fringe.

For example, in location X the houses back on to fields. This means that due to ^{an} increase in commuter settlements houses had to be built closer to the rural fringe to meet housing demands. Housing demands are also forcing the council to think about building on greenfield areas such as Enfield's green belt. This has negative environmental consequences as it means there's a loss of habitats and biodiversity.

AO2

Furthermore, ^{a growth} ~~an increase~~ in commuter settlements

AO2

Extra space increases congestion by approximately 11%. This congestion contributes to noise and air pollution as the traffic forces people to be in their cars for longer.

L3

This answer to **01.10 (AO2/AO3) (6 marks)** showed good use of the resource by making explicit reference to the photos and implicit reference to the map. The student gains AO2 credit for understanding there is a parallel between an example they studied in class and the information shown in the figures. They apply this understanding in a way that enhances their suggestions about figures 4 and 5.

Level 3 (5 marks)

0 1 . 1 0

Suggest how the growth of a commuter settlement has impacts on the rural-urban fringe.

Use Figure 4 and Figure 5 and your own understanding.

[6 marks]

urban sprawl is the outwards growth of urban areas into rural areas. This impacts the ~~area's~~ rural urban fringe by removing vegetation and replacing it with housing and businesses, benefiting the local economy by generating jobs and income but destroying habitats for animals in the area.

As we can see in figure 5, there is little vegetation, ~~suggesting deforestation has occurred.~~

Extra space ~~increasing~~ Suggesting deforestation has occurred, destroying animals' habitats.

L2

This answer to 01.10 (A02/A03) (6 marks) was more superficial in its use of the resource, but did show some clarity of understanding of the impacts.

Level 2 (3 marks)

Section B: The changing economic world

Stronger answers to question **02.8** used strong place examples to help explain their suggested changes, for example the Outer Hebrides. They also made good use of the resource, most frequently the reference to the school closing, perhaps because it resonated with the students own life experience. Some of the very best answers drew possible links and connections between the three newspaper headlines and outlined the positive feedback loop which leads to rural decline.

Many students leant heavily on the figure and were unable to go beyond this to demonstrate detailed understanding of the issues of population decline. Less successful answers were often overly dramatic or answered in terms better suited to analysis of LIC rural challenges. Some suggested that all businesses would fail, the population would age to the point of societal collapse and that famine would result from the lack of food grown. Less accessible rural areas of the UK are often not part of the lived experience of many urban-based students. It could be beneficial to enhance future students' understanding of these places.

0 2 . 8

Suggest how population decline can lead to social **and** economic changes in the rural landscape in the UK.

Use **Figure 9** and your own knowledge.

[6 marks]

AO2

Population decline can lead to serious economic changes as locals move away. This can lead to a loss of traditional industries that brought income, such as fishing in the outer Hebrides. Only

AO2

Any remaining businesses like shops ~~shops~~ lose business,

AO3

making them economically non-viable, but without other options ~~are in the village they are either forced to move away or~~ and

AO3

reducing income in the rural area, leading to increased level of poverty. ~~Schools~~ Due to lack of residents, services can decline, such

AO3

as education, as schools are forced to close (Fig 9) as it becomes non-viable to teach so few students, ~~not~~ whilst

AO2

maintaining the building, and because there are ^{too} few people to

AO4

work as teachers, This can have social impacts as education

AO2

Extra space levels are lower, which can in the future have ~~impact~~

AO2

economic impact as young people don't have the qualifications to access a well-paid job, and as result in poverty.

L3

Whilst not 'perfect', the answer to **02.8 (AO2 & AO3) (6 marks)** makes clear that there are links between rural depopulation and the impact on the economy and service. It also uses the resource both implicitly and explicitly to frame the answer. The case study is used to support comments made through reference to figure 9. It therefore does enough to gain full marks.

Level 3 (6 marks)

02.8

Suggest how population decline can lead to social and economic changes in the rural landscape in the UK.

Use Figure 9 and your own knowledge.

[6 marks]

AO3

In Figure 9 we can see that the smallest school closed. This is an economic change and challenge in the UK because the teachers working at that school would've lost their job and would need to find another school to work at or another income. This means the teachers may not ~~be~~ be able to support their families.

AO2

A social challenge in Figure 9 is that rural shops are considered a lifeline. This Extra space ~~shows a~~ shows a decrease in population means less social interaction between the locals because there is so few. This is a social

AO2

AO3

change as people don't interact leading to poor social well-being.

L2

This answer to 02.8 (AO2 & AO3) (6 marks) is much more simplistic and direct in its response to figure 9, making connections with some clarity only.

Level 2 (3 marks)

Section C: The challenge of resource management

Stronger answers to question **03.4 (AO2 & AO3)** made good use of the figure to access level 2 and expressed a clear opinion as to the extent of the challenge faced.

The less successful answers were simplistic and direct in their response to the figure with much less focus on the question wording and the need to consider challenge. Some didn't read the question carefully enough and so wrote about water supply (quantity) rather than water quality, which was the intended focus.

Whether students chose to answer either Question 4 (food), Question 5 (water), or Question 6 (energy), the most successful responses to questions **04.5, 05.5, and 06.5 (AO1 & AO2)** demonstrated a strong understanding of key concepts:

- **Question 04.5** (food): recognised the principle of seasonality in food production.
- **Question 05.5** (water): understood the rationale and value of energy conservation.
- **Question 06.5** (energy): explained the functioning and benefits of grey water.

Many used their learned material well and made good use of case study detail. Some students wrote impressively by adapting learned material such as LIC water storage schemes to focus on the conservation of water (rather than just increasing supply).

Less successful answers outlined sustainability as a general concept and/or stated that it would be the outcome of what they were describing. They were unable to explain it in a more developed way, or to connect the idea with their case studies in any real depth. Specific areas of difficulty included:

- **Question 04.5** (food): students struggled to clearly articulate the benefits of reducing food waste.
- **Question 05.5** (water): many found it challenging to explain how water conservation contributed to sustainability.
- **Question 06.5** (energy): transport was frequently mentioned as an afterthought, rather than being integrated meaningfully in the discussion.

03.4 'Managing water quality and water pollution in the UK is a significant challenge.'

To what extent do you agree with this statement?

Use Figure 12 and your own understanding.

[6 marks]

I partially agree with this statement. Figure 12 shows that raw sewage and farm waste have been found in rivers. This is because of big companies not disposing of waste properly. As a result, rivers have become unusable for people. However I think the government ^{can easily} help prevent the waste being dumped by introducing fines for ^{big} companies that don't properly dispose of their agricultural or sewage waste, as sewage waste is also harmful to wildlife. However, figure 12 also says microplastics and oils are found in rivers. I think managing ^{the amount of} ~~these~~ microplastics in water would be very difficult because they are almost invisible to the eye and they're likely from bigger pieces of plastic broken down. Furthermore, oil is a natural substance and it ~~is~~ would be hard to locate the source of the oil in the river, making it challenging to manage.

End of Question 3

The answer to 03.4 (A02 & A03) (6 marks) makes repeated reference to the figure (A03) and links these comments to show understanding of the issue (A02). It also expresses reasoned opinions on the nature and extent of the challenge (A03). It is detailed and focussed throughout.

Level 3 (6 marks)

0 3 . 4 'Managing water quality and water pollution in the UK is a significant challenge.'

To what extent do you agree with this statement?

Use Figure 12 and your own understanding.

[6 marks]

A03

I agree with the statement to a ~~lesser~~ ^{greater} extent, ~~managing~~ ^{managing} water in the UK is expensive because of the high population along with its lack of natural resources, managing water ~~is~~ can be difficult because of the processes it goes through? and ~~finds~~

A02

finding ways to manage water and not waste it depends mostly on the water companies which sometimes cut corners to save money which happens when the company is corrupt.

A02

Extra space Having places to store water is critical ~~scene~~ for example reservoirs which can sometimes dry up due to climate change, water pollution is also

A02

a problem as people are not educated on actions they do can might cause damage to the clean water. In conclusion, I think water management is important to a country's well-being.

L2

End of Question 3

The answer to 03.4 (A02 & A03) (6 marks) also shows the use of a holistic judgement to arrive at a mark. There is clarity of process (A02) with some interesting topical references as mentioned earlier in the report. However, the focus on challenge is only in passing and unsubstantiated with no apparent reference to the figure (A03). Therefore, it is awarded level 2, 3 marks.

Level 2 (3 marks)

0 4 . 5

Explain how seasonal food consumption **and** reducing food waste can lead to increased sustainability of food supply.

[6 marks]

A01

Seasonal food consumption means that foods don't have to be imported from other countries which can cost less money, making it economically sustainable.

A02

A01

It also means there are less food miles and therefore less pollution from vehicles such as CO₂. This makes it environmentally sustainable to eat seasonal produce grown in the same country.

A02

A01

Reducing food waste means that the demand for food will be lower and less space will be needed for crops. This means that more biodiversity areas can be created for wildlife and ~~the~~ plants can absorb CO₂ to reduce air pollution.

A02

L3

Extra space

The answer to **04.5 (A01 & A02) (6 marks)** shows detailed knowledge of both seasonal consumption and reducing waste (A01) and then links this thoroughly and fully to sustainability (A02) with good use of terminology and grasp of concepts into the bargain. It is also worth noting that the student doesn't need to use the extra space as they answer with such focus.

Level 3 (6 marks)

0 5 . 5 Explain how water conservation and using grey water can lead to increased sustainability of water supply.

[6 marks]

AO1 In Rajasthan in India, the Waker river basin does not receive much rainfall, however using water conservation techniques such as ~~chabls~~ which are small reservoirs - **AO2** Taankas, which are small wells, and parts which are on intermediate technique for irrigation systems, the ~~river~~ 5 rivers in the area which used to run dry for half of the year now flow all year round. This means that water can be used all year round, leading to an increased sustainability of water supply.

AO1 In Jordan, ~~grey water~~ the use of grey water is used to combat the water deficit there. 1000 m³ Extra space of grey water is purified and made drinkable **AO2** daily, which results in less water being ~~made~~ potable via desalination which is expensive. This makes the water supply more sustainable, since it meets the needs of the present without compromising the needs of the future.

L3

In this answer to 05.5 (AO1 & AO2) (6 marks) the student makes good use of a case study on the Waker basin (AO1) - which at first glance, might not be deemed a suitable choice - by emphasising the conservation aspect of it (AO2). The answer also addresses both parts of the question through a case study on grey water in Jordan (AO1) and how it is sustainable (AO2). This is a detailed and well-focussed answer, but the information on Jordan isn't quite correct in so far that that grey water isn't used for potable purposes. This is why the answer was kept at low level 3, 5 marks.

Level 3 (5 marks)

0 6 . 5 Explain how strategies to conserve energy in homes and workplaces and in transport can lead to increased sustainability of energy supply.

[6 marks]

strategies to conserve energy can lead to sustainability of energy ~~sup~~ supply for example having insulated buildings to trap the heat inside for longer to not waste or used up energy, instead, store it.

AO1

AO2

400km cycle routes
500+ cycle parking
Instead of driving everywhere burning fossil fuels releasing bad greenhouses gases, wasting and using up gas energy, you can walk or bike to school or work more often to save energy.
you can do things like
Freighburg → putting solar pannels on housing to provide own energy for house appliances and reducing energy bill and using renewable energy.

AO2

AO1

L2

End of Question 6

1.

The answer to 06.5 (AO1 & AO2) (6 marks) has some clear knowledge of actions that can be taken to conserve energy, using a case study to support this (AO1). It then makes some basic attempt to link this to sustainability (AO3), though the connection is not very secure.

Level 2 (3 marks)

9-mark questions

These questions are found in Section A and Section B. They have three levels of response and always assess AO1, AO2 & AO3. Additionally, the 9-mark question in Section A includes an extra 3 marks for spelling, punctuation and grammar (SPaG).

Section A: Urban issues and challenges

Student answers to question **01.11** often included very secure case study and urban process knowledge (AO1). This was often accompanied by a good understanding of how urban growth creates different kinds of opportunities for people and places (AO2).

However, many students struggled to interpret the photograph or provide a more critical discussion (as opposed to description) of the opportunities (AO3). The photo was carefully chosen to illustrate many positive features of LIC / NEE cities. The resources are meant to help provide a steer for students when answering. Yet too many students described a pre-learned case study without either noting the important command word 'discuss' or engaging with the resource provided.

0 1 . 1 1

Discuss how urban growth in LIC/NEE cities has created social and economic opportunities.

NEE = Mumbai India

Use Figure 6 and a case study.

[9 marks]
[+ 3 SPaG marks]

In figure 6 you can see, an image of a
Tanzanian city, we can see that there is a port
to the right of the image. This port will supply
many jobs to the local people in the city, providing them with
a stable income where they can afford to have a
decent standard of living. It also supports importation
and exportation of goods, this will generate large
amounts of income into the area, this income
will be taken by the Tanzanian government and
boost their national economy. This tax money can then be
reinvested into healthcare and education which is very
good for the people of Tanzania as the living standards will
improve.

In a Mumbai, India, a case study I have studied, one economic opportunity of the urban growth is the many jobs in healthcare and IT which can provide much better, more stable incomes, than in rural India. The access to healthcare and education extra space in Mumbai is also better than in rural India, so young people have many more opportunities for the future and future prospects due to the better qualifications they can receive. However due to the high population, their education and healthcare services are under a lot of pressure so access is not always easy. In conclusion, urban growth can provide create many social opportunities like better housing and healthcare but also better economic opportunities such as better, more trade jobs.

End of Section A

L3

This answer to **01.11 (AO1, AO2 & AO3) (9 marks)** responds with real detail and thoroughness in engaging with the photograph (AO3), using this information to show excellent understanding of urban opportunities (AO2). It shows real grasp of urban processes through a well-used case study (AO1) which is discussed critically (e.g. there are comments about how significant the opportunities are). While more real facts about Mumbai would have been welcome, this answer is still a very thorough GCSE-level response whose overall level of understanding warranted full marks.

Level 3 (9 marks)
SPaG (3 marks)

0 1 . 1 1

Discuss how urban growth in LIC/NEE cities has created social and economic opportunities.

Use Figure 6 and a case study.

[9 marks]
[+ 3 SPaG marks]

Growth in LIC/NEE cities has like Rio de Janeiro has created social and economic opportunities. In Rio the development in favelas

A01

means they have safer and more access to jobs, education and healthcare and improves their quality of life adding a social benefit to the growth and development in Rio. Economic

A01

opportunities included providing better paid jobs and access to those jobs instead of employment in the informal sector, meaning there's more income and more tax creating a multiplier effect.

A02

Suggested by Figure 6, Dares Salaam is a massive city open to economic opportunities being close to water which means more exports and imports providing income.

A03

Furthermore having lots of places to work and a landscape for a lovely landscape Extra space for increased tourism providing a social benefit.

L2

The answer to 01.11 (A01, A02 & A03) (9 marks) is quite generic but does include a basic case study and clear knowledge of urban process (A01) which is linked to opportunities (A02) and makes some reference to the photograph (A03). Overall, it was awarded level 2, 4 marks.

Level 2 (4 marks)
SPaG (2 marks)

Section B: The changing economic world

For question **02.10**, students knew their case studies well (AO1), most often Shell in Nigeria or Unilever in India or Nigeria, though it was pleasing to see some more unusual case studies such as Tata Steel. Students were also frequently prepared to offer evaluative comment on the impacts of these companies (AO3).

However, many answers were very generic and might be described as the 'geography of anywhere'. The most significant weakness was the inability to explain how the Transnational Companies (TNCs) affected the overall economy (AO2); students often simply asserted that they did.

02.10

Evaluate the impacts of a transnational corporation (TNC) on a host country.
Use a case study of a LIC/NEE.

So
En
En

[9 marks]

AO1

In Nigeria, Shell ~~have~~ ^{has} brought social benefits to Nigeria such as bringing 65,000 direct jobs and 210,000 indirect jobs. This results

AO2

in more employment for the host country and better

AO3

social standards, ^{therefore} ~~has~~ ^{social} having a positive impact on Nigeria to a moderate extent.

AO1

As well as this, Shell ~~has~~ ^{has} brought economic benefits to Nigeria such as more ~~opportunities~~ ^{opportunities} for Nigerian firms, since 91% of Shell contracts

AO2

have been given to Nigerian contractors. This results in more monetary gain for Nigeria, the host country

AO3

therefore TNCs have positive impacts on host countries to a significant extent

AO1

However, Shell has brought environmental disadvantages with frequent oil spills. For example, in 2011

AO2

in Bodo, 11 million gallons of oil ~~to~~ spilled into the sea, causing a huge oil spill

AO3

and destroying delicate ecosystems in the water. This means that TNCs can bring ^{negative} environmental impacts to a host country to a significant extent.

AO3

In conclusion, Shell has brought significant economic and social advantages to Nigeria, while also bringing significant environmental disadvantages.

This answer to **02.10 (AO1, AO2 & AO3) (9 marks)** shows how case study information has been carefully learnt and can be marshalled very successfully to respond to a question. The student uses their own knowledge (AO1), then shows an understanding of impacts and processes (AO2). They link this to the question with evaluation (AO3), finishing with a short, focussed conclusion, in a simple but effective format. They do this thoroughly and in detail throughout and were awarded level 3, 9 marks.

Level 3 (9 marks)

0 2 . 1 0

Evaluate the impacts of a transnational corporation (TNC) on a host country.

Use a case study of a LIC/NEE.

[9 marks]

One impact can be seen in Nigeria when Shell began operating there which was an increase in jobs. Shell directly employed around 2,700 people which along with many more indirectly. This means that the people of Nigeria who work for Shell are earning money that they can use creating a multiplier effect.

AO1

AO2

AO1

AO3

L2

Another impact is the environmental harm done by Shell on Nigeria's environment. This is because Shell's operations involve pumping huge amounts of waste into the water, also oil leaks have also caused problems. Therefore being a negative impact because Shell are destroying and killing much of Nigeria's natural flora and fauna.

This answer to 02.10 (AO1, AO2 & AO3) (9 marks) addresses all three of the assessment objectives (AOs). While the coverage is basic, the case study knowledge shows some clarity. The overall award for this answer is level 2, 4 marks.

Level 2 (4 marks)

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