OXFORD
INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE GEOGRAPHY

(9230/2) Paper 2: Challenges in the human environment

Report on the examination

June 2022

REPORT ON EXAMINATION: GCSE GEOGRAPHY INTERNATIONAL (9230/2) PAPER 2 JUNE 2022

QUESTION 01

.1 - Nearly all students selected the correct answer.

.2 - The majority of students identified Asia as the continent where most mega-city growth is expected and, in most cases, went on to identify at least one other area where there is expected growth. A small number of students failed to use the 2030 data, as requested.

.3 - Nearly all students were able to give two push factors of migration.

.4 - It was evident that a number of students did not fully understand the idea of the word character, as expressed in the Specification. Those that did, often identified specific cultural characteristics or discussed the multi-cultural nature of world cities

.5 – Nearly all students were able to complete the bar chart accurately.

.6 - Nearly all students selected the correct answer.

.7 – The majority of students did not fully address the question, in many cases talking about the issues of traffic congestion, rather than the challenges of managing traffic congestion. Those students that did address the question often made appropriate points about how urban growth or increased car ownership made managing congestion difficult. A number of students focused on cost issues or how building new roads or train lines can cause additional disruption in the short term.

.8 – The use of Figure 3 was variable. In some cases it was evident that students had not really used the resource and only had a limited understanding of urban greening. Those that did use the resource generally made points about how greening made urban areas more attractive and created social opportunities, or had the potential to improve health, either through increased social interaction or improvements in air quality. In many cases ideas were quite simplistic and the people-environment link was not always developed very effectively. A small number of students drifted into ideas about reducing pollution and links to climate change. These ideas were not really linked to the scale expressed in the question and were consequently self-limiting.

.9 – In most cases students identified an appropriate place and were able to consider how socio-economic strategies were able to improve the quality of life. A number of students then went on to describe a particular strategy and offer thoughtful points about how it has improved the social well-being of the community. The overall quality of answers was generally dictated by the level of detail expressed. Those students who used a specific strategy and were able to offer some detail (e.g. housing improvements/water supply projects) were often able to offer a degree of evaluation and consequently produce thoughtful responses.

QUESTION 02

.1 - Nearly all students selected the correct answer.

.2 – A number of students showed an awareness of the limitations of the data in Figure 4. In most cases this centred around the idea that a single set of data had limitations when comparing levels of development. Some students suggested other types of data (notably HDI), rather than directly addressing the question.

.3 – Nearly all students were able to identify the basic changes shown in Figure 5, and a significant proportion developed their response by using the data effectively.

.4 – In most cases students were able to suggest ways that the development of manufacturing encouraged economic development. The idea of job creation was the most commonly used point, other ideas generally focused on links to trade, increasing GDP or the development of skills. A small number of students addressed the question in relation to tourism, which was generally self-limiting.

.5 – Very few students showed any understanding about the Fairtrade movement and in the majority of cases Fairtrade was interpreted as fair trade and discussions centred around the general fairness of trade. This was somewhat limiting and consequently a number of students failed to score any marks. Those students that offered general points about businesses achieving a fair return on their goods gained some credit, and if this idea was developed to identify how additional funds could be used to improve socio-economic conditions it partially addressed the focus of the question (development gap). The limited number of students who clearly understood what was meant by Fairtrade and linked it specifically to reducing the development gap often produced thoughtful responses.

.6 – There were some impressive responses to this question, with a number of students producing well documented answers which offered a very sound level of analytical evaluation. At the lower end responses were lacking examples and points were often generic, based around simple ideas about jobs and money, with negative observations about worker exploitation and environmental issues. At the upper end responses were based around detailed examples (Shell oil in Nigeria was widely used). These answers demonstrated an impressive level of knowledge and understanding and were able to identify and consider quite complex issues and offer a sophisticated level of evaluative thinking.

QUESTION 03

(This question was selected by a significant majority of students)

.1 – The majority of students were able to identify Africa as having the highest rate of deaths from unsafe water, although very few made observations about the differences within Africa and the fact that northern Africa and South Africa had a similar rate to much of the rest of the world.

.2 – A significant number of students made reasonable suggestions about why some countries have higher levels of unsafe water, in most cases observing points about a lack of infrastructure or the pressure of rapid growth in urban areas. A number of students made simple points about a lack of money or poverty, without offering any specific reasoning linked to the question. This was generally self-limiting.

.3 – In most cases students made the basic link between water and plant growth. A number developed this idea by linking this to the production of food crops (often using irrigation as an example) and animal rearing. A few students opened up the discussion by introducing the idea of the need for water in relation to food processing.

.4 – The idea of water conservation was generally understood, with the majority of students making points about water saving or using water more efficiently. Students appeared to be slightly unsure about the concept of water recycling. A number showed some understanding by bringing in ideas about re-using water, but there appeared to be quite a lot of confusion between re-using water after treatment and the use of grey water.

.5 – This question presented few problems and most students were able to identify the increase in the consumption of renewable energy. A significant proportion of students developed their answer by using the data accurately to develop their response.

.6 – In most cases students completed the pie chart correctly. A small number made errors or failed to shade in the segments. A very small number of students did not attempt the question.

.7 - This question presented few problems and most students were able to give two appropriate examples of renewable energy sources.

.8 – A significant number of students identified an appropriate example (often micro-hydro in Peru) and described how it worked, often in considerable detail. Many then developed this theme by describing how the project had improved the lives of local people. While this was useful and offered creditworthy background information, it did not fully address the key idea of the question, which was to demonstrate how the energy scheme could be seen as sustainable. Those students who picked this idea up often produced thoughtful and perceptive answers which addressed the renewable nature of the scheme and how it works with the local environment without damaging it and how it was considered appropriate in relation to local socio-economic conditions and the local skill base.

.9- Most students used Figure 9 to demonstrate a general understanding about how coal mining can create environmental destruction and damage habitats. Discussions then often lapsed into points about deforestation or how burning fossil fuels were linked to climate change. While this approach offered some understanding of the question it did not fully address the key idea expressed in the question. A significant number of students took a slightly simplistic view and argued that non-renewable energy sources had environmental costs while renewable energy sources did not, in some cases even suggesting that large scale hydro schemes (as shown in Figure 9) always created a positive impact on the physical environment. Those students who took a more holistic view and essentially considered environmental aspects in relative terms (all energy sources have the potential to create environmental costs, but some are more damaging than others) often produced thoughtful responses. A number of students brought in specific examples (oil/gas in the Arctic was often used) to express the environment costs of energy exploitation.

QUESTION 04

(Very few students attempted this question)

.1 - The majority of students were able to identify Africa as having the highest fertility rates, although very few made observations about the differences within Africa. The use of specific data was generally limited.

.2 – Most students were able to identify reasons why some areas have higher fertility rates. In most cases responses centred around ideas of poverty, the need for larger families or the lack of access to healthcare or family planning advice.

.3 – Very few students got beyond the basic idea that an increase in population puts pressure on resources (generally expressed as, higher population – fewer resources). A small proportion of students developed this idea effectively by relating it to specific resources, often food, water or energy.

.4 – This question presented few problems and most students were aware of what was meant by economic migrants and asylum seekers.

.5 - This question presented few problems and most students were able to identify the increase in the income from the call centre industry in India. A significant proportion of students developed their answer by using the data accurately to develop their response.

.6 - In most cases students completed the pie chart correctly. A small number made errors or failed to shade in the segments. A very small number of students did not attempt the question.

.7 – Students showed a limited understanding of the question. They were generally able to describe developments in ICT, but did not link this understanding to the growth in call centres, which suggested that they were not totally familiar with the functions and requirements of a call centre.

.8 - This question presented few problems and most students were able to identify ways that the development of air transport has increased trade opportunities. The more commonly used ideas were based around reduced travel times and the opening up of markets.

.9 – In most cases students did not make very effective use of the photograph (Figure 12). Responses were often superficial and simply focused on the basic idea of shipping, rather than considering the range of goods that are stored and moved through ports, or the activities that are often found at port locations. No students identified the wide range of employment possibilities (in relation to both manufacturing and service activities) that are found at port locations.

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