

# Examiners' Report

## June 2018

GCE Geography 9GE0 03

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# Introduction

This was the first assessment of the new specification for Advanced GCE in Geography, Paper 3 (9GE0\_03). Paper 3 of the new GCE Geography specification consists of short open, open response and resource-linked questions. The examination also includes 8-mark, 18-mark and 24-mark extended writing questions. Preparing candidates for this paper is quite different from the preparation necessary for either Paper 1 or Paper 2 which, for the most part, and notwithstanding the challenge of some of the content, are dominated by AO1 and AO2 marks.

Paper 3 is dominated by AO3 marks but not exclusively, so it is expected that students will look beyond the resource booklet and contextualise the (largely) unfamiliar material with which they are faced in the broader spectrum of their own knowledge and understanding. It is inevitable that this broader spectrum is bound to include elements drawn from Topics 1, 3, 5, 6 and 7. What is crucial for this preparation is that candidates are given the correct critical equipment not only to 'take on' titles but also to recognise the complexity of almost every 'issue'. This presents fewer problems of content given the universality of the challenges and opportunities facing groups and individuals, and, of course the existence of a resource booklet.

In practice it is almost inevitable that this paper's place-based content will focus on parts of the world where some of the issues outlined above have created complex situations. It is specifically focussed on geographical issues arising from variations in the 'attitudes and actions' of 'players' and the varying 'futures and uncertainties' thereby generated. This requires thoughtful selection rather than recitation of learned 'facts'.

The most obvious characteristic of the strongest responses was the ability of candidates to look quite some way beyond simple clichés. There is hardly a more pertinent time to be teaching students to deconstruct categories such as the 'nation' and thus to equip them with the ability to challenge presumptions about what is 'good' for the country.

For this paper a certain political awareness is very helpful and examining colleagues reported that in many answers it was too often absent. For example, answers that suggested that a 'country' benefits (or indeed doesn't benefit), from belonging to a free trade area would have been better constructed if candidates had identified that it is not all of the population that receive these frequently undefined benefits. That was, in part, the message of Q2b which was answered well by many candidates who suggested that GDP per capita is highly misleading in societies which are either corrupt or simply highly unequal. Having made that point very clearly it was disappointing that many candidates managed to forget this when answering both Q5 and Q6 in which they made fairly simple statements, such as 'this is good for Singapore'.

Writing their answers at the time of the Brexit debates should have helped candidates understand that 'nations' rarely speak as one, as perhaps it did for some, but it was not close to being considered universal. The stronger responses managed to tease apart different strands within the scenario offered for these final, and critical, questions. An example of this was the distinction made between long-term and short-term threats in answering Q6. Thus, some argued that whilst there may be more imminent danger to the stability of the region, and especially its economic growth from territorial disputes, the longer-term threat of climate change was ultimately more serious, especially given the absence of any great mitigation movement at any scale, either local or global.

With 58 of the 70 marks available derived from questions that required analytical skills in tandem with the ability to contextualise issues, it is important that Centres embed these techniques into their delivery of the specification, more or less from Day 1. GCSE students are now expected to 'assess' and 'evaluate' so they should come prepared to face the challenges of a paper that is constructed around these forensic skills.

## Question 1

This question was answered competently by most candidates. The main point to emphasise is the need to expand upon one legitimate reason. Some candidates had a bullet-point list of different reasons, which did not meet the requirements of the question. Bullet pointing, almost by definition, simply lists key points or ideas and is a technique admirably well-suited to a PowerPoint presentation in which the speaker amplifies those points on the screen, thus turning them from simple statements or questions into an explanatory oral point.

- 1 Explain **one** reason why many national governments have been keen to join free trade blocs.

One reason why many national governments have been keen to join free trade blocs is that governments/countries which have joined do not have to pay heavy taxes when trading with each other and other trading partners. This creates a sense of unity among the countries.



This response is awarded 1 mark. It is an example of a typical answer that identifies one reason but is unable to extend beyond the idea of a 'sense of unity'. It is possible to make a case for the benefits that might come from not having to pay taxes, but it isn't done here.



Make sure that you know the differences between nations, states, governments and countries. It is important on this paper.

1 Explain **one** reason why many national governments have been keen to join free trade blocs.

Many national governments have been keen to join free trade blocs ~~as~~ for ~~the purpose of~~ economic growth. joining a free trade bloc means that the nation can create trade deals with their peers creating a potential for tariff free trade, or free movement, allowing them to grow economically as they can control how resources are more efficiently and at a lower cost, and integrate economies with peers to attract FDI allowing them to develop schemes to increase ~~income~~ GDP.

(Total for Question 1 = 4 marks)



This response is awarded 2 marks. This answer offers the view that joining a trade bloc will increase trade and that this will encourage economic growth, but that process is not explored; it is simply asserted. The ideas about FDI and the impact of 'integrating economies' are also left without proper explanation as to why this is of benefit. So, the candidate has only stated lower costs of goods because tariffs are reduced.



There is no need to write out the question in your answer, but you do need to spell out the links in your reasoning.

## Question 2 (a)

This first three elements of this calculation were generally completed successfully, notwithstanding occasional errors born of speed. However, the last element certainly discriminated effectively, with very many candidates unable to complete the ASEAN GDP per capita calculation successfully.

- 2 (a) Table 1 below shows data for the 10 countries of ASEAN (Association of Southeast Asian Nations) in 2013.

Complete the table below and calculate the GDP per capita (per person) for the ASEAN free trade bloc.

Show your working in the space provided below the table.

(4)

Countries	Size of economy GDP (US\$ billions)	Population (millions)	GDP per capita (US\$)
Brunei	16.2	0.4	40 500
Cambodia	16.2	15.2	1 066
Indonesia	868.4	250.8	3 462
Laos	11.0	6.8	1 617
Malaysia	313.2	29.7	10 545
Myanmar	44.9	62.0	724
Philippines	272.1	98.4	2 765
Singapore	297.9	5.4	55 167
Thailand	387.3	67.0	5 781
Vietnam	170.6	89.7	1 902
<b>ASEAN (total)</b>	2397.8	625.4	3834.0

Table 1

Economic and population data for the 10 ASEAN countries

$$\frac{16.2}{0.4} \times 1000 = 40.500$$

$$\frac{?}{67.0} \times 67 = 5781 \div 1000 = 5.781$$

$$\text{Size GDP} = 387.327$$

$$\text{SO } \frac{2397.8}{625.4} \times 1000$$



This response scored the full 4 marks. The candidate has demonstrated very good understanding as to how to calculate the GDP per capita for the ASEAN trading bloc as a whole.



Make sure you know the focus of the question by underlining or highlighting key words.

## Question 2 (b)

In their responses to this question, candidates showed a welcome and impressively wide-ranging scepticism about the value of GDP per capita as an economic indicator. Many Centres had prepared candidates well for this question and candidates understood the strengths and weaknesses of the indicator. Given the almost universal use of GDP or GNI as economic indicators, it is an important starting point in developing candidates' skill set to address the many weaknesses of these measures.

Some candidates repeated the same point in different guises, which limited their mark.

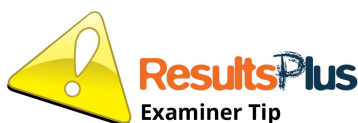
(b) Explain why the GDP per capita for the ASEAN free trade bloc may be a misleading statistic.

(4)

ASEAN free trade bloc may be misleading statistics because there is a lot of corruption and a lot of wrong and faulty statistics been given, so we can't calculate the exact amount of Gross domestic product in ASEAN countries



This response was awarded 2 marks. There is one extended point about the impact of corruption on the data. There is plenty of potential to develop this answer to a full 4-mark response by exploring some of the impacts of 'corruption', as in non-declaration of income, the use of offshore tax havens or the misuse of international aid. In this question, a second idea could also be offered as it is not an 'explain one reason...' question.



For these points-marked questions, make sure that you have made four points if there are four marks available.



(b) Explain why the GDP per capita for the ASEAN free trade bloc may be a misleading statistic.

(4)

GDP per capita may be misleading as inequalities may be hidden. Gini Coefficient for each <sup>of the</sup> countries would be less misleading. GDP per capita for ASEAN is misleading because it also hides inequalities. For example a high GDP per capita such as Singapore will hide Myanmar's low GDP as it will increase the overall GDP per capita for ASEAN trade block.



**ResultsPlus**  
Examiner Comments

This response scored the full 4 marks. The candidate takes the idea of inequalities impacting on the reliability of data at both the level of international averages and those within a state using the Gini coefficient as part of their explanation, which is just good enough for 4 marks.



**ResultsPlus**  
Examiner Tip

Quoting numeric data in your answer is often creditworthy and, even where it is not directly rewarded, it is a good way of providing evidence for the point that you wish to make.

### Question 3

This question invited candidates to analyse the differences in the data offered both in the question paper and in the Resource Booklet. Candidates were generally confident in producing a coherent, descriptive analysis of data and evidence offered. The command word asks for the use of geographical skills to investigate an issue by systematically breaking it down into individual components and making logical, evidence-based connections on either the causes and effects or, as in this case, the interrelationship between the components.

Many candidates employed a highest/lowest/anomalies or highest/intermediate/lowest structure, which was sensible given the limited time on this question. Higher ability candidates made use of the global averages as a point of comparison to indicate the extent of any variation. Setting out the pattern needed to be concise in order to have time to make connections to geographical ideas. Listing more and more evidence for the patterns did not improve the quality of the answer. It is very helpful if candidates understand the need to make these connections for, whilst there are 4 marks available for the extraction of material from the resources (AO3), there are also 4 marks available for 'relevant geographical knowledge and understanding'. In other words, the context of the data.

Some candidates were less successful in making logical connections to relevant geographical ideas, that is to say, demonstrating accurate and relevant geographical knowledge and understanding to interpret the patterns they had identified. Candidates should use the information in the question paper to do this.

The most successful candidates recognised that there was a relationship between the globalisation of the economy and the level of development, drawing on their understanding of the issues surrounding globalisation as a set of processes rather than as an end state. Further to this, the size of the economy influenced the capacity to provide public services, which is reflected in development indicators. The very best responses recognised that there was a virtuous circle in the countries with the highest level of development that was absent from the least developed countries. Candidates might also observe that countries with lower levels of development had weaker government and a higher incidence of corruption. Linking some of these ideas to the pattern enabled candidates to access Level 3.

3 Study Table 1 on Page 4 of the Question Paper and Figure 2 in Section A of the Resource Booklet, both of which show data for the 10 ASEAN countries.

Analyse the differences in their social, economic and political development.

There is differences between the 10 ASEAN countries shown. Singapore is both in table 1 and Figure 2 tops the list of every other country. This shows that Singapore is a global major economic centre and continues to grow. ~~Malaysia~~ <sup>Laos</sup> However has a low score of governance and low years of schooling. This suggests that with a low GDP of \$1617 ~~that~~ <sup>that</sup> a weak and corrupt government as it is hard for the nation to build the right infrastructure for economic development. However Singapore is amongst the corrupt it has still placed itself in the Global Market. These differences within the nations may be due to how globalised a country is which makes the development of social, economic and political development reasons easier to develop. Being interconnected whilst having strong infrastructure is a way in which the some of these ASEAN countries can become more developed.



This response scored 4 marks. It is typical of very many that had some relevant AO3 material but made very few AO1 dependent connections between these points. This particular answer only mentions two member states, Singapore and Laos, and through that suggests that the various aspects of development are linked; point one is the main AO1 idea offered along with an undeveloped point about interconnectedness and globalisation which would certainly have elevated the answer if it had been linked with data.



Do not expect examiners to fill in gaps in your reasoning for you. In this answer, for example, why does globalisation make it 'easier to develop'?

3 Study Table 1 on Page 4 of the Question Paper and Figure 2 in Section A of the Resource Booklet, both of which show data for the 10 ASEAN countries.

Analyse the differences in their social, economic and political development.

Singapore has an education score of 10.1, well over double that of Myanmar with just 4.6. This could be because Singapore is a wealthy state, (GDP/capita of \$55,167) while Myanmar is far less wealthy (GDP/capita of \$724). As a result, Singapore has a thriving quaternary sector in the economy while in Myanmar <sup>this is absent with</sup> farming being the main activity (primary). This means that education is valued more in Singapore's economy (e.g. knowledge in finance/law) than it is in Myanmar's. Therefore, in terms of the social education indicator, Singapore scores far higher. Also, while Singapore is a peaceful state, Myanmar is torn apart by ethnic conflict and persecution of the Rohingya minority, meaning that the education score is lower as many refugees flee persecution and children are unable to attend schools safely. <sup>In addition</sup> Singapore has a governance/rule of law score of 93.4, the highest in ASEAN, while Laos is far lower at 18.3. One reason for this may be that Singapore (GDP/capita \$55,167) is far richer <sup>than Laos</sup> and therefore the state can economically afford to give people access to judicial courts, while the state can't afford this in Laos and therefore access to justice and therefore application of the rule of law is poor. Also, historically, Singapore was a British colony and therefore developed an 'advanced' Commonwealth legal system before Laos and other ASEAN members, therefore it scores higher. Finally, generally wealthier countries such as Singapore and Brunei (GDP/capita of \$55,167 and \$40,900 respectively) have a far higher life expectancy than a score (81.2 and 78.1) than Cambodia (GDP/capita just \$1066 and life expectancy 63.6). This could be due to the fact that Singapore/Brunei's wealthy citizens are better able to afford private healthcare, or that <sup>but wealthier</sup> states are able to provide better state healthcare to citizens when compared to Cambodia.

(Total for Question 3 = 8 marks)





This response scored the full 8 marks. It is a very strong response in which the candidate offers a good deal of AO3 material from the booklet covering several aspects of social, economic and political development across a range of states. There are several AO1 elements here too, including, amongst others, some understanding of the recent history of Myanmar and an insight into Singapore's political history and how that impacts on its state structures (law courts). Although some of the links are contentious, that really doesn't matter given that there is no expectation that candidates will have local knowledge beyond that offered in the booklet. However, the application of AO1, in whatever guise, to help interpret the information from the booklet is vital.



When asked to 'analyse', make sure that you use your background knowledge and understanding to interpret the material you are directed to - there are 4 marks available for that.

## Question 4

This question proved very challenging for candidates as many struggled to find the correct vocabulary to describe the patterns.

The best responses began by stating that there was not, on this occasion, a simple pattern of interconnectedness. Recognising the absence of a given characteristic is often a more refined skill than recognising the presence of that characteristic. These candidates then commented on greater interconnectedness on the mainland, giving some examples. Moving on to contrast high levels of connectedness for certain island states, such as Singapore, with low levels of connectedness for other island states, such as the Philippines. Concise points supported by an example was good practice for demonstrating AO3 because it left the candidate time to make connections to the learned geographical ideas (AO1). It was good to see a few candidates use the language of hubs and flows in describing the pattern.

The ability to connect the pattern of interconnectedness with appropriate geographical ideas marked out the best responses; in other words, those that combined AO3 and AO1 effectively. The idea that connectedness is easier on the mainland than between islands was a good starting point. Fewer candidates recognised the relationship between extent of globalisation and interconnectedness. A number saw the importance of maritime trade in explaining the greater interconnectedness of coastal cities. Some recognised the role and proximity of China, and to a lesser extent India, in influencing patterns of interconnectedness. Very few made the connection between oil and gas deposits in the South China Sea and the pipelines. A few noted that the lack of connections within islands could be due to the limitation imposed by physical geography in some of these regions. Linking some of these ideas to the pattern enabled candidates to access Level 3.

4 Study Figure 3 in Section A of the Resource Booklet.

Analyse the varied level of interconnectedness within the ASEAN free trade bloc.

There is a varied level of interconnectedness between these member states. This level of interconnectedness relies on funding from separate organisations to create and build links between countries. India and China have plans to build connections from the Indian Ocean to the Pacific this may be a long-term plan formed by these two countries to create a strong alliance for superpower status globally. Countries that are more suited do off to globalisation like the Philippines tend to have more connection between other countries. They have a rail network within their country. However there is a oil pipeline from the Philippines to Taiwan which is becoming more suited as to globalisation. A lot of these countries rely on ADB sponsored corridors and this sponsorship may rely on how much resources the nation has. Trade agreements may involve use at the nations oil supply. For example Maritime Corridors run from China to India leaving out most of Southern Indonesia out from trade.

(Total for Question 4 = 8 marks)





This response scored 5 marks. There is much to like about this response in terms of its general level of understanding of the processes and actions that might determine levels of connectedness but, unfortunately the AO3 element is rather neglected with the generic overview dominating. The first ASEAN country to be identified is the Philippines in line twelve, which gets a second mention a few lines below that. The only other named country, Indonesia, is mentioned in the final line of the answer. So, the ASEAN countries remain in the background which is unfortunate in a question that requires an analysis.



In these 8-mark questions you cannot be comprehensive and mention everything that you see in a resource, or resources. You need to make some specific small-scale points, as well as offering a general larger scale overview.

4 Study Figure 3 in Section A of the Resource Booklet.

Analyse the varied level of interconnectedness within the ASEAN free trade bloc.

One reason why Thailand is highly connected within ASEAN is that the nation shares land borders with several states (Cambodia, Myanmar, Malaysia etc) and it therefore an ideal trade route between nations. As a result, highways, railways and gas connections - run through the state, which is predominantly 'low lying' and easily travelled through without 'interminable obstacles'. In addition, ~~Borneo~~ Thailand lies central to the ASEAN bloc with ports in the Gulf of Thailand helping to support multimodal container corridors <sup>sponsored by the Asian Development Bank</sup> between shipping/railways and on throughout the bloc. On the other hand, the role of Borneo in Malaysia is unconnected or 'switched off' perhaps due to its geographical isolation from the free trade hubs of Bangkok, Kuala Lumpur and Singapore. Also, the map shows that a large part of Borneo's relief is elevated, mountainous rainforest meaning that travel is difficult and places are generally removed from that area. Therefore, Borneo is relatively unconnected with only sparse electricity lines and gas pipelines. On the other hand, ~~Myanmar~~ <sup>Myanmar</sup> ~~Burma~~ is highly connected potentially due to its position between the two superpowers India/China, both ~~economies~~ with large economies and therefore willing to sponsor the BIMC multimodal corridor between the two states to encourage easier trade movements. This initiative likely attracts other investment from the World Bank and APB in order to further improve connections and allow for further economic growth with the end result being that ~~the region is~~ <sup>it</sup> connected via railways, gas pipelines, ADB multimodal corridors and the BIMC corridor.

(Total for Question 4 = 8 marks)



This response scored 8 marks. This is a very strong response from a candidate who is both confident enough to select relevant information from the resource and capable enough to bring an excellent understanding of the possible processes that impact on these patterns. The importance of location, the role of physical geography, superpower strategies and the tendency for one thing to lead to another are all employed as AO1 knowledge and understanding to help analyse variations in the interconnectedness of places.



When describing patterns, a good starting point is to take an overview - is it even or uneven? In this case, it is very uneven.

## Question 5

This essay question, as with Question 6, has a small number of marks allocated to AO1. The expectation was that these would be largely taken up by definitions of 'superpowers' or application of geopolitical concepts from the specification. In reality, these definitions and applications were often missing and although this does not have a big impact on the mark (AO1 has only 3 marks), it often led to a weak focus on the question throughout.

Instead of deconstructing the title and addressing the key terms, introductory paragraphs were frequently little more than restatements of the title offering truisms; one favoured by many was to inform the reader that, *'there were many ways in which superpowers impacted on development'* without offering any further information of what these might be. Stronger openings distinguished between military and economic power, suggesting that these could operate in tandem or in apparent opposition to one another in this region as elsewhere in the world.

Most candidates used Figures 4, 5 and 6 well to describe the trading connections with superpowers. Many made a good contrast with the higher intra-EU trade to emphasise the importance of extra-ASEAN trade. Therefore, AO3 was generally done well.

However, many candidates were unable to achieve beyond Level 2 because their AO2 was weak. Few candidates made any connection between the evidence of the extent of trade between superpowers and the ASEAN, and what this might mean for their development (both positive and negative). Key ideas 3.4 and 3.7 from the specification are very relevant here. Candidates could have also demonstrated knowledge from key ideas 3.5, 3.6 or 3.8 with credit.

For example, many candidates recognised that most ASEAN countries invest a small proportion of their GDP in R&D (Fig 7). However, very few then made the connection that, as a result, they rely very heavily on economic superpowers for technology transfer. Similarly, candidates could have talked about TNC investment to improve industrial and commercial processes, identifying that these TNCs would often have their headquarters in superpower nation-states, including China and Japan, but also, and dominantly, the USA. Making connections such as these helped some candidates to access Level 3.

Many candidates overlooked the idea that superpowers have brought stability to the region in recent decades, enabling the economic growth seen since the 1970s. Many candidates were too quick to jump to the idea that conflict in the South China Sea is inevitable and will hinder the development of the ASEAN countries. This point is not incorrect but was often exaggerated and only a small number identified the possible tensions between economic policies and military action, or threats of action.

Thus, the most successful candidates contrasted the messages of Figure 8 with those of Figure 4 to recognise that superpowers, such as China, are investing heavily in ASEAN (e.g. the BCIM multimodal corridor). ASEAN also have tariff free trade with China. 7 out of 10 ASEAN countries conduct naval exercises with the USA that, despite its relatively lower profile in terms of trade, is likely to be a very significant source of FDI in the region. Therefore, there may be a risk of conflict, but it is small in the context of so much cooperation and mutual interconnectedness.

In summary, AO1 was often weak. AO3 was done well. But the crucial AO2 was often simplistic or exaggerated. Candidates that engaged with the idea that they had to evaluate and brought in some AO2 tended to score highly in Level 3.

5 Study Section B and Section C of the Resource Booklet.

Evaluate the role of superpowers in the development of the Southeast Asian region.

(18)

Superpowers are major contributors to the development of less developed countries. ASEAN has major support from outside of the bloc. China, Japan and EU are either second or first trading partners for ASEAN countries excluding intra-ASEAN trade. Trade and globalization encourages economic growth and country's development with access to knowledge exchange and cultural integration. Brunei's and Vietnam's most important partners are Japan and China, second-ASEAN bloc. This highlights the importance of superpowers in development.

Superpowers are able to invest in a country and help the development process. Singapore received 49.6% of Foreign Direct Investment and it did so by showing stability of its government and appearing trustworthy for superpowers. Acceptance of political position and social responsiveness led Singapore to outperforming



neighbouring nations in GDP per capita (\$5.167), life expectancy index (81.2), Education and rule of law levels.

As trade benefits both sides, Asian Tigers are able to spend more on Research and Development that in the long-run can help less developed ASEAN nations to develop. Japan, spends 3.14% of its GDP on research, that can provide better health technology later to nation like Brunei, <sup>Japan</sup> that is their most important partner, and it has second highest health/life expectancy rate of 78.1 years.

Superpowers can benefit, but can cause issues as well. One of the biggest issues is the South China Sea divide, where ASEAN nations have a dispute with China over the SC sea, as it has valuable resources like oil and busy waters due to international shipping lanes. Even though China is the most important trade partner for Vietnam, they have a dispute over the ownership of waters

In SC sea. This dispute is a hot topic as it involves competition between global most powerful nations like USA, China, Japan. USA doesn't want China to obtain the sea due to oil competition.

Superpowers are mostly helpful for ASEAN, but some conflicts may disrupt the relations. They can turn LEDCs into single commodity countries, and there is a danger of neo-colonialism but they proved to raise nations like Singapore.

(Total for Question 5 = 18 marks)



This response is awarded Level 3 and scored 13 marks. It is well constructed and makes sensible points clearly. It has a clear introduction and the candidate uses the booklet selectively to present points about superpower engagement in the region. The AO1 and AO2 'reading' of this evidence is quite strong too. There is, for example, good AO2 on the role of investment in the region on pg9 and a good use of qualification of that evidence, as in the use of 'even though' four lines from the bottom of that page. The range of ideas is not wide enough for the top of Level 3; the answer is not 'full and coherent' but it is 'rational and substantiated'. It is a shame that the candidate introduces several good ideas in the final few lines of what is not so much a conclusion but a series of afterthoughts. These include neo-colonialism and the problem of becoming single commodity countries, which would have been worth exploring in the body of the essay.



When you make a point, offer some evidence for it immediately.

## 5 Study Section B and Section C of the Resource Booklet.

Evaluate the role of superpowers in the development of the Southeast Asian region.

(18)

It appears initially that superpowers such as China and India (emerging superpower) are key to allowing for development in the South East Asian (SEPA) region. \* However, perhaps future conflict over land disputes in the South China Sea could destabilise the development and lead to the use of force (hard power).

\* China is viewed as an economic superpower due to its large GDP of \$11 tril and population of 1.3 bil, allowing it to exert global influence.

Unlike other trading blocs, intra ASEAN trade is relatively low, meaning that China's <sup>trade</sup> contribution to trade in the ASEAN bloc (14%) is over 50% that of total intra-ASEAN trade at just 24.20%. (See Fig 4). In addition, Fig. 5 shows that China is the most important trading partner for Vietnam and is the second most significant trading partner for Cambodia, Laos, Malaysia and Myanmar, further emphasising the superpower's importance as a regional power and trading partner facilitating the development of other nations. China's rise as an economic superpower (GDP \$11 tril) is largely due to the global shift in manufacturing following the 1978 Open Door Policy that encouraged FDI flows and the movement of labour to Special Economic Zones in China's East. This led to wealth creation which has subsequently allowed for China to become a regionally important trading power. Indeed, Chinese investment in Laos, Malaysia etc



Indeed, Chinese investment in Laos, Malaysia etc could lead to an eventual shift in the location of manufacturing industries from China to these lower wage economies. Figure 7 shows that the two superpowers China and India (population 1.3bil) have a far higher spending on Research and Development (R+D) as a % of GDP with 1.09% (China) and 0.72% (India). This suggests that while China/India seek to expand their quaternary sectors, (e.g. knowledge of finance, law as well as science, for example 29x more patents were issued to Chinese <sup>Transnational Corporations</sup> ~~manufacturers~~ in 2010 than in 2000), manufacturing may move to Laos/Vietnam, providing many jobs and leading to a similar level of economic development that was associated with China post-1978.

However, this may not in reality be a sustainable approach for development in these poor SEA nations. Firstly, the expansion in manufacturing in China had severe environmental consequences (1.6m <sup>people</sup> die/yr in China due to air pollution) and these issues could then become associated with other developing nations. Also, after a period of intense industrialisation and rapid urbanisation - as seen on China's East coast, underlying social issues can arise such as informal housing, worker exploitation and poor healthcare access. This could occur in SEA nations. In addition, following industrialisation, there is likely an inevitable period

of deindustrialisation as factories close, <sup>(rising unemployment and</sup> depopulation occurs, and places become derelict and in need of regeneration for example parts of Sheffield in the North of England. These factors suggest that investment in SEA nations from China <sup>and India</sup> may be an ideal way for them to develop.

Equally, the rising power of China as a superpower means that the nation will likely seek to expand its sphere of influence in the South China Sea. This is a highly disputed area <sup>(Fig 8)</sup> with China, Taiwan, Malaysia, Philippines and Vietnam all claiming the Spratly Islands and Vietnam/China/Philippines controlling oil resources. <sup>see Figure 8</sup> This

(Total for Question 5 = 18 marks)

Conflict could eventually lead to conflict and the use of hard power if disputes aren't resolved, meaning that tension from superpowers could destabilise the development of the area.

To conclude, it appears that generally superpowers look to have a positive role in the development of the SEA region. Admittedly, potential issues regarding China's claims to the South China Sea could lead to diplomatic disputes that halt development. Equally, perhaps rapid industrialisation and an inevitable period of deindustrialisation will lead to some negative consequences at some point due to initial superpower investment in manufacturing. However, the huge role that China plays as a trade partner to ASEAN <sup>(Fig 4/5)</sup>, combined with the likelihood that quaternary investment in China/India will lead to subsequent manufacturing growth and job provision in poor SEA nations suggests that, certainly in the short term, superpowers will lead to <sup>rapid</sup> economic growth in the area - and ~~positive~~ have a positive role.



This response was awarded Level 3 and scored the full 18 marks. It is worth noting that full mark answers are not perfect, so not beyond criticism, but simply fulfil the descriptors of a Level 3 answer with no dispute. This answer is contained within the examination booklet and the candidate is very efficient both in their presentation of information and succinct in their evaluation of that information.

This answer should assist in that process and should be read in conjunction with the overview offered with respect to Q5, to the introductory remarks about the paper as a whole and the summary. With 3 marks for AO1, 9 for AO2 and 6 for AO3 the balance of answer is strongly tilted towards 'evaluation'. Identifying those elements in this example is not difficult.



Always write an introduction and try to return to it in your conclusion. If you write a plan you will find it easier to know in what direction the essay is going. Don't make the plan up as you go along. It will only take a minute and it will be a minute well spent.

## Question 6

As with the responses to Question 5, many of the answers to this 24-mark essay question underscored the need for Centres to focus on the demands of the command word, 'evaluate'. Too many candidates reframed the question as: 'Explain why climate change and natural hazards are the most serious threat...', or towards the lower end of the candidature: 'Describe how climate change and/or natural hazards threaten some parts of the Southeast Asia.'

To this end, the resource booklet was used well to provide evidence of the threat to Southeast Asia. However, this was often very unbalanced and tended to be apocalyptic. Many candidates worked through economic, social and political aspects of the apparently doom-laden future awaiting Southeast Asia from climate change and natural hazards. The best answers, having established the threat as suggested by the resource material, moved on to give reasons both why they might be a serious threat and that this threat would be variable both over time and across the region.

Drawing on both AO1 material from their work on both hazards and the carbon and water cycles, and the AO2 application of these concepts and theories, candidates were able to suggest, for example, that mitigation and adaptation would vary both over time and from place to place in the region. In other words, not only are some places threatened more than others, as shown in Figure 9, some states would be more able to cope with these threats, which in turn would lead to some evaluation of the level of threat.

The most frequent use of AO1 and AO2 to extend from a generally secure, if sometimes narrow, AO3 reading of the resource came in the form of tectonic hazard case studies to evaluate the threat. The very best responses showed that hazards can have a serious local impact but, with the exception of Haiti, rarely destabilise whole societies. IGO and NGO support help rebuild countries and restore stability. Even the Boxing Day Tsunami was not of sufficient scale to prevent recovery and future economic growth. Some candidates were able to contrast that impact with the more recent Tohoku 2011 event and its impact both on Japan and global trade.

The strongest responses were from candidates who remembered the lessons from Section A and B of the resource booklet. These sections show that ASEAN is becoming more interconnected regionally and internationally. It is seeing economic growth and broader social and political development as a result. Therefore, these countries have an increasing capacity to cope with hazards and the potential to adapt to and mitigate climate change. It would not be correct to say that climate change and natural hazards are not threats to the region, but these candidates were attempting to evaluate the extent of the threat and, therefore, were able to access Level 4.

A sensible development was to bring in other possible threats as a way of evaluating whether climate change and natural hazards pose the most serious threat. Conflict in the South China Sea is one possible threat, but this was often exaggerated or written about as if it were inevitable. More thoughtful suggestions included a trade war between the US and China and the breakup of ASEAN cooperation due to regional conflict or rising corruption.

Recognition of complexity and the idea that the future cannot easily be foretold with any certainty were sensible ways to critically interpret the resource booklet, but this was not all that was necessary to construct a thoughtful evaluative answer. A few candidates spent too long trying to critique the resource booklet that they lost sight of the question.

A rational and substantiated conclusion was important to access the highest marks on this question. Centres are reminded to use the descriptors in the mark scheme with their candidates in rationalising the marks awarded in practice essays both leading up to the examination and, indeed, from the very start of the course. Candidates that knew that they needed to return to the question



words in their conclusions invariably wrote the best ones. A clear counterargument helped illustrate any evaluation. Examiners were not looking for brilliant originality of insight, but rather a sensible view of the most serious threats that was based on the argument made in the main body of the answer.

- 6 Evaluate the view that climate change and natural hazards pose the most serious threat to the economic, social and political stability of Southeast Asia.

(24)

Climate change instability is increasing which can cause more variable and more intense weather over Southeast Asia. <sup>which can be seen by a 4.8°C rise causing a 700mm rise in sea level.</sup> This ~~water~~ can result in more natural hazards occurring so therefore many SE Asia countries will become more at risk and more vulnerable to the damages of these hazards. Hazards occur when a natural event such as an earthquake or volcano eruption can affect/damage humans and their structures.

I believe lower developed countries such as Cambodia, Indonesia, Laos and Myanmar will be affected more seriously by natural hazards compared to more developed SE Asia countries such as Singapore and Brunei. This is due to less developed countries having less education and natural resources (harnessed) to protect themselves from a natural hazard. ~~This~~ The damaged produced from natural hazards would affect the population more economically and socially compared to politically. Hazards such as earthquakes and tsunamis will destroy more residential housing as it will be more poorly built than a more developed nation and ~~disease~~ <sup>more deaths</sup> will occur as they have weaker infrastructure to medically help and less education to protect

the homeless, causing greater death due to the spreading of disease. Less developed countries are also usually less interdependent as they are less interconnected, resulting in less foreign aid when a hazard affects the population. This could be due to a state's food being destroyed and because they are less interconnected fewer food will be imported from foreign countries, resulting in agricultural famine.

Climate change is increasing the chance of a natural hazard can also affect countries that are very vulnerable (0.50-1.00) such as Cambodia (very prone to flooding) and the Philippines (very prone to earthquakes, floods, landslides and storms). The Philippines can be seen as very vulnerable due to being below average in health and governance, as well as being very exposed to flooding and storms due to its large coastal areas, with a relatively low GDP per capita when compared to other ASEAN countries. This would pose a serious threat economically as the price for rebuilding after a more intense storm/flood would be higher as global climate change increases the intensity and rate of these natural hazards. Politically, Southeast Asia countries may be threatened by natural hazards as more of the government's time and money capital is used on research and rebuilding due to these hazards, time and money that could be

Spent on developing a country by increasing political influence as well as trade blocs, to decrease the cost of trade between countries.

Singapore may be less vulnerable to natural hazards and climate change because it is highly developed compared to other countries in ASEAN and Southeast Asia. Being more developed allows for better technology and recovery from a hazard such as a flood. <sup>Mitigation such as</sup> Defenses can also be increased due to a larger economy, so more capital can be spent on preventing effects of natural hazards instead of just adapting to them. Infrastructure is also improved so fewer buildings destroyed and more aid given to the insured will result in fewer deaths.

Overall, I agree climate change and hazards pose the most serious threat to the economic and social stability of ~~the~~ Southeast Asia but is not the most serious for Political stability. This is due to natural hazards affecting social and economical stability more through damage to life and property compared to the effect politically. I also agree that more developed Southeast Asian countries are less likely to be affected by climate change and natural hazards because they have a larger economy to help mitigate natural hazards.

(Total for Question 6 = 24 marks)

**TOTAL FOR PAPER = 70 MARKS**



This response was awarded Level 3 and scored 13 marks. The answer is organised well enough with paragraphs devoted to hazards, climate change and the Singaporean situation, as well as an introduction and a conclusion. However, the deconstruction of the title is limited in scope with no mention of any other possible threats, beyond climate change and hazards. These threats are described in variable detail but with very little AO1 or AO2 to help contextualise them. Stability, as a concept, is not addressed, and the term makes its first appearance in the final paragraph when the candidate accepts that climate change and hazards pose a threat to economic and social stability, but for reasons that are not offered either here or previously, not political stability. In fact, this conclusion is rather contradicted in the material in the last four lines of page 12 where the candidate argues that political stability might be threatened by hazards because of the resources that need to be devoted to dealing with hazards. This is followed by a diversion examining why Singapore is 'less vulnerable' to natural hazards because it has 'better technology'. There is enough here to nudge the mark into the bottom of Level 3; that is largely based on the material at the top of page 12 about the impact of interconnectedness, but it is very limited.



Use the keywords in the question in your answer and make sure that you offer a view of them. In this case, what is meant by stability?



6 Evaluate the view that climate change and natural hazards pose the most serious threat to the economic, social and political stability of Southeast Asia.

(24)

There are a number of threats to the economic, social and political stability of Southeast Asia, including climate change and natural hazards, territorial disputes and vulnerability to global economic shocks, but I believe climate change and natural hazards pose the most serious risk, due to their nature of being ~~something~~ <sup>arguably</sup> harder to mitigate.

Climate change and natural hazards pose a serious threat to Southeast Asia's economic stability because of the current and potential level of economic disruption and damage ~~caused~~ <sup>they</sup> cause. As section D states, the region is vulnerable to almost all types of natural hazards - particularly some places like Indonesia and the Philippines, which are multiple-hazard zones. This physical vulnerability is due to the region's<sup>2</sup> location near significant plate margins and, as section D states, its large number of low-lying coastal cities. Sea level rise of up to 700 mm by 2100 due to climate change (thermal expansion and the melting of ice on land) could cause significant coastal flooding, damaging infrastructure and property and disrupting economic activity. This clearly poses a serious threat to the region's economic stability - a potential loss of up to 6.7% of GDP annually until 2100 - but also social ~~stability~~ and political stability as these hazards cause

~~the~~ displacement and environmental refugees. As figure 10 shows, ~~the~~ islands & like the Philippines are highly vulnerable due to physical <sup>which are hard/impossible to change</sup> factors, but also places like Cambodia due to lower levels of economic development. As the Deggi's model states, disasters partially occur due to the presence of vulnerable populations, exposed to risk with a low capacity to cope. The high Gini coefficient of the region stated in section A exacerbates this risk, with minority groups often the most vulnerable, potentially leading to tensions. There is uncertainty over the impacts of climate change, which could be reduced by mitigation and adaptation, but it is almost inevitable that combined with natural hazards, ~~but~~ <sup>they pose</sup> a significant threat to Southeast Asia's economic, social and political stability.

However, there are also other significant threats posed to the regions' <sup>social and economic</sup> political stability. The threat of tension and conflict in the South China Sea could destabilise the entire region if the situation escalated. This isn't helped by the fact that, as section A states, colonial-drawn borders often ignored ethnic and historic divisions - which has notably led to conflict elsewhere in the world, for example the Rwandan genocide - and that despite the trade bloc's presence, there's 'a long history of disputes between the states'. The importance of natural resources like the oil and gas fields shown in figure 8 for energy security and therefore growth as an economy and as a power means the ~~so~~ stakes are high and the countries involved - especially China -

are unlikely to settle for nothing. The contested nature of the South China Sea poses serious threats to the regions' political stability - conflict between ASEAN members like Vietnam and the Philippines could potentially lead to the breakdown or weakening of the bloc, and China in particular exacerbates this threat. However, potential for conflict is entirely human and therefore potentially easier to avoid. The threat of conflict to economic stability and growth, social stability (e.g. refugees, deaths, terrorism) and political stability and relations mean it's in none of the nations' interests, and so they're likely to try and avoid it. Furthermore, ASEAN was set up to directly resolve regional disputes, as section A states, <sup>possibility of diplomacy means</sup> so this may pose less of a risk to stability than climate change.

Overall, I agree that climate change and natural hazards pose the most serious threat to Southeast Asia's political, economic and social stability. Though, as section A states, ASEAN has broadened its aims to include environmental protection, the attitudes and actions of different nations towards climate change mitigation varies, especially as fossil fuels are a driver of economic growth, and so mitigation of the threat is harder <sup>especially not in economic</sup> and its impacts likely more indiscriminate <sup>aspect</sup> and damaging. Though conflict over resources also poses threats to stability, the likelihood of this being resolved is arguably higher, and so I think climate change and natural hazards are a greater threat. (Total for Question 6 = 24 marks)

**TOTAL FOR PAPER = 70 MARKS**





This is an impressive essay that was awarded Level 4 and scored 20 marks. Organisationally, there is an introduction and a conclusion; the introduction clearly explains the direction of the argument and the likely conclusion which is recapitulated in the conclusion. The intervening paragraphs are too large and some of the candidate's points can get a little lost as a result, or at least become less easy to follow.

There is plenty of AO1 and AO2 on show; this is probably strongest in the second paragraph which is devoted to climate change and natural hazards. Probably the best of this AO2 material are the references to minority groups and varying levels of vulnerability, although the candidate misses an opportunity to tie this effectively to any AO3 evidence or to venture a view of where this might impact most. Paragraph 3 is dominated by the alternative view that it is geopolitics and the struggle for resources that might be a more pressing threat. Again, there is some useful AO2 here, not least the point that such issues are caused by people and, as such, are avoidable. The candidate returns to this idea when arguing that regional conflict is in 'none of the nations' interests'. The material on colonialism and its impact on borders is also useful, as is the use of Rwanda as an example of what can go very badly wrong.

The response concludes with a restatement of the opening claim with some qualification and a little additional material. An opportunity is missed here to suggest that there may very well be differences in the level of threat from time to time, and from place to place. The uncertainty of all forecasting is a theme that some pursued very effectively.



Make each paragraph revolve around one point which you then explain and illustrate with evidence. Better to have shorter paragraphs than longer ones.

## Paper Summary

It is a common feature of papers constructed around resource booklets that candidates write full responses. Given that they have so much information that they can 'cut and paste' into their answers from the resource booklet, they are seldom lost for words. In both Paper 1 and Paper 2 the main characteristic of less successful candidates was their brevity in answering the 12 and 20-mark essay questions. This was much less obviously the case with this paper.

Whilst accepting that all generalisations are, just that, generalisations, the characteristic stigmata of less successful candidates on this unit were;

- Answers largely, if not exclusively, dominated by material drawn from the booklet. A poor selection of material from the booklet with many resources only partially used.
- An absence of definitions of key terms, e.g. superpowers and development.
- Lack of analysis (Q3 and Q4), and evaluation (Q5 and Q6), and thus a lack of AO1 and AO2 material.

Thus, Centres are encouraged to move the key skills of deconstructing essay titles and weaving together AO3 information, with the AO1 and AO2 background of theory and conceptual understanding, into the foreground of their programme. There are many ways of doing this but one technique that can be especially helpful is to ask candidates to critically review exemplar essays to:

- Identify those sentences or sections which correspond with the various AOs.
- Identify the origin of the AO3 material in the booklet.
- Underline and note those resources that are not so well used.
- Identify the use of AO1 definitions and/or theories in the answer.
- Identify all extensions to AO3 material through the application of AO2 – where does the answer qualify and interpret the AO3 information?
- Identify sentences or sections that are essentially meaningless.
- Identify the 'best' sentences or sections – where would they put a tick, and why?

A number of more mechanical tasks might also cast some light on performance.

1. Does the essay have an introduction and a conclusion?
2. Does it have paragraphs?
3. If so, are these paragraphs coherent? Do they make one point or many?
4. Is there ongoing evaluation? If you read a paragraph in isolation would you be able to guess what question they are trying to answer? If not, why not?
5. Does the essay 'take a view' that is clear to the reader?

There is reason to believe that candidates can be taught critical skills effectively, so whilst accepting that some will always have greater facility than others in drawing together information from disparate sources and interpreting that information, all students can improve these skills with practice.

Although important across the whole of the assessment, both by examination and in their individual investigations, such skills are paramount in this paper given that the playing field of available information and ideas is relatively more level than in other papers, because the resource booklet offers the same information to all candidates.

## Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

