

EXAM QUESTION PRACTICE PACK

Pearson Edexcel A-LEVEL
GEOGRAPHY

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Topic 8 Global development and connections

Option 8A Health, human rights and intervention

Questions

3 (a) (i) Study Table 1.

Table 1 Life expectancy in years and the percentage access to improved drinking water for selected countries

Country	Life expectancy (in years)	Access to improved drinking water (%)
Afghanistan	60	55
Australia	83	100
Bolivia	68	90
Botswana	62	96
Chad	51	51
China	75	96
Haiti	62	58
Indonesia	71	87
Venezuela	76	93

Source: World Bank

Using the data from Table 1, complete Figure 1 by plotting the data for Bolivia, China and Indonesia. (3 marks)

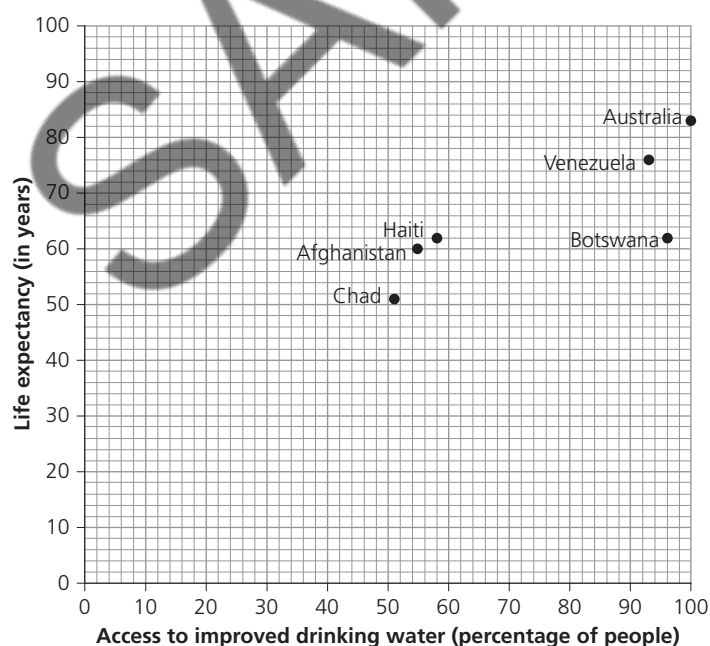


Figure 1 Graph showing the life expectancy in years and the percentage access to improved drinking water for selected countries

(ii) Draw a regression (best fit) line to show the relationship.

(1 mark)

(b) Suggest reasons for the relationship between life expectancy and percentage access to improved drinking water.

(6 marks)

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(c) Explain the role of international agreements in promoting human rights.

(8 marks)

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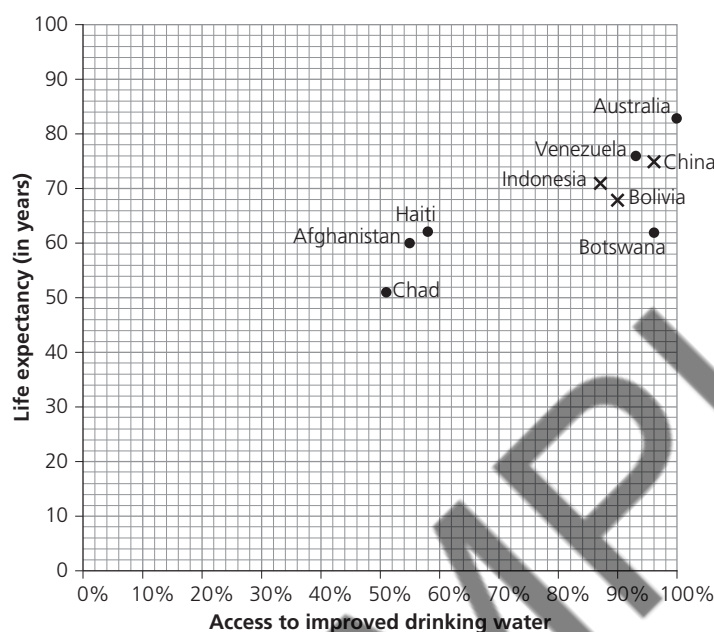
SAMPLE

Topic 8 Global development and connections

Option 8A Health, human rights and intervention

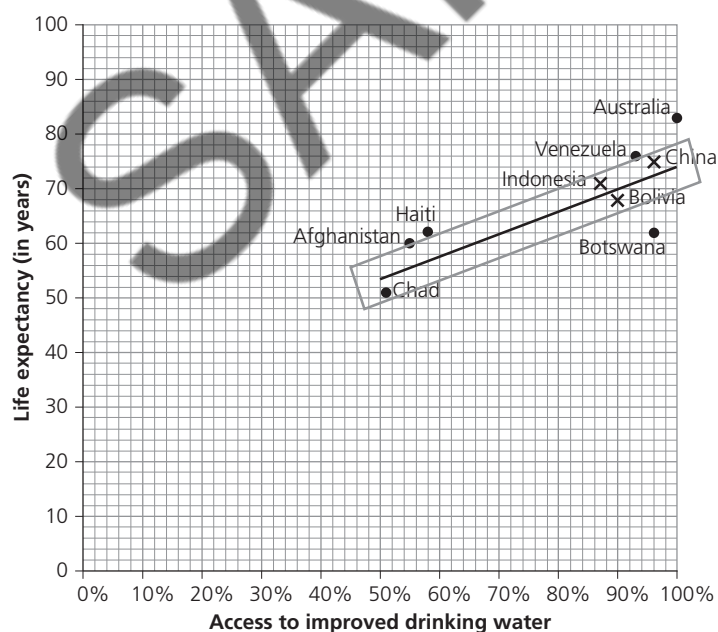
Question 3 mark scheme

(a) (i) 3 marks (AO3 = 3 marks)



You gain 1 mark for each correctly plotted point for Bolivia, China and Indonesia.

(ii) 1 mark (AO3 = 1 mark)



The best fit line for the graph is drawn in the centre of the rectangle. Parallel lines within the rectangle will be credited with 1 mark.

(b) 6 marks (AO1 = 3 marks, AO2 = 3 marks)

This question examines the relationship between life expectancy and percentage access to improved drinking water. You should be able to recognise that there is a weak positive correlation between the variables, i.e. as percentage access to improved water increases, so does life expectancy. Relevant content that could be included is suggested below. You do not need to include all of it in your answer and other relevant material can be credited.

AO1 Demonstrating your knowledge and understanding

- Percentage access to improved water shows the availability of clean water that is less likely to carry diseases which would affect life expectancy.
- More developed countries are likely to have better access to improved drinking water. Good quality water is likely to be more available to most of the population through established infrastructure and regulated companies. This will help to increase life expectancy.
- Less developed countries are likely to have poorer access to improved drinking water. Infrastructure may be poor or non-existent in some areas. This can lead to reduced life expectancy.

AO2 Applying your knowledge and understanding

- The relationship shown, with the limited data selection, is a weak positive correlation between the two variables. The selected countries can be divided into three groups: those with low-level access to improved drinking water and low life expectancy, e.g. Chad; those with higher levels of improved drinking water and medium life expectancy, e.g. Bolivia; those with both high access to improved drinking water and high life expectancy, e.g. Australia.
- Access to improved drinking water may be affected by water scarcity, lack of investment in infrastructure, overcrowding, pollution, climatic conditions, poor sanitation, overuse of wells, lack of adequate water treatment.
- Life expectancy can be affected by access to improved drinking water although it is linked to other variables, e.g. food availability and nutritional level, access to medical care, infant mortality rates, lifestyle.
- Countries with low-level access to improved drinking water and low life expectancy may have limited financial resources to invest in water supply improvements.

Answers to this question will be given a mark within a level band

Level 1 (1–2 marks) You show some general geographical knowledge and understanding of the relationship between life expectancy and percentage access to improved drinking water but some points are inaccurate. Your knowledge has not been applied consistently with the question. Some links that you have made between the graph and the question may be irrelevant.

Level 2 (3–4 marks) You show mostly relevant general geographical knowledge and understanding of the relationship between life expectancy and percentage access to improved drinking water. You make some relevant links between the graph and the question.

Level 3 (5–6 marks) You show accurate and relevant geographical knowledge and understanding of the relationship between life expectancy and percentage access to improved drinking water. You make logical connections between the graph and question.

Hints and tips

Can you explain the relationship? Can you group the countries? Think of social, economic and environmental factors that may affect the relationship.

(c) 8 marks (AO1 = 8 marks)

This question examines the way in which international agreements can be used to tackle human rights issues. These agreements are drawn up by a range of different organisations and can provide a framework to protect and promote human rights. Suggested ideas are outlined below, but you do not need to include all of these in your response. Other relevant points will be given credit.

AO1 Demonstrating your knowledge and understanding

- Human rights form the basis for freedom, peace and justice and are included in many different international agreements.
- International agreements can provide a universally standard definition for human rights which can be used in disputes between countries.
- The United Nations Universal Declaration of Human Rights was signed in 1948 and was designed to give a framework so that everyone can understand what human rights are.
- The European Convention on Human Rights focuses on human rights and freedoms within Europe. It also aims to promote gender equality and civil liberty and it established the European Court of Human Rights.
- International agreements on human rights can have an effect on development and international aid may be dependent on the human rights record of a country.
- International agreements on human rights can help to improve international peace and global security, e.g. refugees' rights during conflicts.

Answers to this question will be given a mark within a level band

Level 1 (1–2 marks) You show limited geographical knowledge and understanding of the role of international agreements in promoting human rights with some inaccuracies and a lack of geographical ideas.

Level 2 (3–5 marks) You show some relevant geographical knowledge and understanding of the role of international agreements in promoting human rights. You show a range of geographical ideas but your answer lacks detail.

Level 3 (6–8 marks) You show good geographical knowledge and understanding of the role of international agreements in promoting human rights. Your points are accurate, relevant and include a range of geographical ideas which are put forward in detail.

Hints and tips

Can you give examples of international agreements concerning human rights? Why are such agreements needed? Is their role positive and/or negative? Why?

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(d) 20 marks (AO1 = 5 marks, AO2 = 15 marks)

This question focuses on the idea that aid does not always benefit developing countries. While aid can contribute towards projects that can improve aspects of the economy, society and the environment, it can have negative effects on developing countries. Aid can come from a range of different sources and in many different forms. Suggested ideas are outlined below, but you do not need to include all of these in your response. Other relevant points will be given credit.

AO1 Demonstrate your knowledge and understanding

- Development aid is assistance given to developing countries in order to meet some of the challenges they face.
- Development aid can be given in the short, medium or long term by a range of different groups, e.g. international organisations such as the IMF or NGOs such as Save the Children.
- Development aid can come in many different forms, such as money, expertise, equipment, training and technology.
- The success of development can be measured in a number of different ways.

AO2 Applying your knowledge and understanding

- The impact of development aid is disputed. Its effects on development can be positive for developing countries but can also have negative impacts.
- Bilateral aid is given from one government to another, often for large-scale projects such as hydroelectric dams. However, it is often seen as 'tied aid', where the developing country may have to buy products from the donor country in return.
- Multilateral aid is given by a group of countries or an international organisation such as the UN, IMF or World Bank. Loans and highly indebted poor countries (HIPC) initiatives can lead to increased debt and other economic problems for the developing country and contribute to uneven development within a country.
- Emergency aid is provided by governments and NGOs to people who have suffered natural disasters, e.g. earthquakes/hurricanes, or humanitarian disasters, e.g. civil war.
- NGO/charity aid is money given by the voluntary sector and may focus on a specific issue within a country. While money can be targeted to reduce a particular problem, funds may not be adequate or reliable enough to address the issue and projects may only help small groups.

Answers to this question will be given a mark within a level band

Level 1 (1–5 marks) You make isolated points of geographical knowledge and understanding of how development aid can lead to problems and solutions for developing countries with some errors and inaccuracies. You show limited understanding and you are not able to make connections. Your answer is incoherent and lacks relevant evidence to support ideas. Your argument is limited, with unbalanced points. Your ideas are concluded in a general manner, if at all.

Level 2 (6–10 marks) You show geographical knowledge and understanding of how development aid can lead to problems and solutions for developing countries, some of which may be relevant. You make some inaccurate points. You apply some knowledge, but your ideas are not developed or may not be linked to the question. You use some evidence to support statements which may answer only part of the question. You make a conclusion but this is drawn from often unbalanced ideas.

Level 3 (11–15 marks) You show geographical knowledge and understanding of how development aid can lead to problems and solutions for developing countries. Your ideas are mostly relevant to the question and you make accurate points. You make some connections between ideas. You interpret the question well in general but there may be some gaps in the use of evidence to support your points. You draw a conclusion which links to the arguments you make but may not be fully supported by evidence.

Level 4 (16–20 marks) You show good use of geographical knowledge and understanding of how development aid can lead to problems and solutions for developing countries. You make a range of relevant points to create a coherent argument supported by relevant evidence. All of your points are linked to the question. You make a good, well-balanced conclusion which links clearly to the evidence presented.



EXAM QUESTION PRACTICE PACK

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