



Examiners' Report **June 2024**

GCSE Geography B 1GB0 02

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2024

Publications Code 1GB0_02_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Introduction

This paper forms Component 2 of the linear assessment series for the Pearson Edexcel GCSE (9-1) Geography B specification.

Paper 2 covers a range of geographical, physical, and human issues in the UK and assesses candidates' geographical investigations in two settings. It is a 94-mark paper, broken into three sections.

Section A: The UK's evolving physical landscape.

Section B: The UK's evolving human landscape.

There is optionality in **Section C**. Section C1 investigates either coastal change and conflict or river processes and pressures. Section C2 investigates either dynamic urban areas or changing rural areas.

Each section covers a range of topics within the specification. Four additional marks are allocated to the extended writing question within Question 7 – the Evolving human landscape. These marks are for correct spelling, punctuation, and the accurate use of grammar and specialist terminology (SPGST).

Each question is mapped to one or more of the Assessment Objectives (AOs) and includes multiple-choice questions, short open responses, calculations and 8-mark extended writing questions. There is also a range of exam command words that candidates need to be familiar with, the most common being 'describe', 'explain', 'compare', 'assess' and 'evaluate'.

There is a year-on-year improvement in candidate performance in this paper, reflected in a slight rise in the mean mark. There was evidence of centres paying close attention to the structure of the paper, the content and command words. Performance in the extended writing 'assess' and 'evaluate' questions was broadly similar to 2023 for Question 4 and Question 7; however, performance had increased slightly for Questions 8(e) and 9(e). Candidates picked up more marks in the lower tariff 'explain one' questions where they can provide an explanatory point. This was especially noted in Section C, which was stronger than in any previous years.

Centres should be congratulated on the progress made in fieldwork investigations. A large majority of candidates could explain fieldwork methods, their usefulness, and improvements with clarity and confidence. There were more 2-mark 'explain' questions, which increased the accessibility of some questions, easing the time pressure on candidates. Questions 10/11 had far fewer incomplete or unanswered final questions. AA reports and the PE's marking of the final question suggest that this problem had significantly reduced.

The challenges observed in this examination series are nothing new. The topics in specification B, are populated with a very considerable range of specialist terms which frequently provide the foci for examination questions. Candidates must learn and apply key geographical terminology correctly throughout their Geography studies.

Candidates answering Question 4 and Question 7 must use evidence from the figure in their answers. The impact of this was to increase the number who picked up at least 1 AO4 mark for doing just that; using evidence from the figure.

This report will provide exemplification of candidates' work, together with tips and comments for a selection of questions.

Question 1 (b)

These two mark 'Explain...' questions are a common feature across all three GCSE B papers. They require a basic explanatory point which gains one mark, and then development of that point gains the second. For example, 'It is more mountainous in the west' (1) followed by an explanation of relief rainfall for the second mark. With a modal mark of 1, this question was accessible to the majority although for candidates at Grade 4 and below, the second mark was often elusive. The most popular choice was a description of the formation of rainfall, but many could not relate their answers to Western regions. Some candidates recognised that the northwest had mountainous regions, and this caused rain, but did not expand for the second mark to include an explanation of relief rainfall. Other candidates identified that SW winds from the Atlantic hit the west; however, knowledge of this was not extended enough to explain why this caused more rain.

(b) Explain **one** reason why precipitation is higher in the western regions of the UK.

(2)

In the western region of the UK
~~Because there are lots of sea~~ there is more upland
areas with more mountains. This then causes a lot of relief
rainfall where the warm air rises up the mountain and
condenses at the top so precipitation is higher



This candidate identifies that the western areas are more upland/mountainous, and then explains the role this plays in the process of relief rainfall. The answer follows a logical pathway effectively.



'Explain' nearly always means 'say why'. Make sure your initial point is extended. Use connectives such as 'this means that' or 'this is because'.

Question 1 (c)

This question was more accessible than Question 1(b) for candidates, with a mean mark of 1. Many candidates acknowledged that the UK has been impacted by tectonic processes and provided a variety of explanations for this, with extensions. The majority of examples included: plates colliding (1) causing fold mountains (1) and past volcanoes erupting (1) leaving igneous landscapes (1). Many candidates included impressive place knowledge about the formation and location of igneous and sedimentary rocks in the UK.

(c) Explain **one** way in which tectonic processes have affected the physical landscape of the UK.

(2)

..... tectonic processes have given the UK
..... mountains, leaving in the north leaving
..... most other areas as lowland



In this basic 1 mark response, the candidate identifies that tectonic processes result in more mountainous regions. However, there is no development of how the upland areas were formed or detail of the movement.



Point marked questions dominate this and other GCSE papers. You need to make one explanatory point for each mark with the second mark being a development from the first.

Question 2 (a)(ii)

The majority of candidates gained at least 1 mark by making a basic 'groynes reduce coastal erosion' point. There were differing levels of response to this question; at the higher end, candidates linked their knowledge by explaining how the engineering prevented longshore drift, trapped sediment and thus reduced erosion. The third mark was gained by identifying the impact this may have had on the coast and communities. For example, it reduces flooding or protects infrastructure. The modal mark was 2.

- (ii) Trimmingham is a village situated on a coastline that is being eroded rapidly, threatening its economy.

Explain how hard engineering has been used to protect this coastal landscape and community.

(3)

Groynes prevent longshore drift by trapping sediment in place. This retains sand on the beach. This sand absorbs wave energy which lowers the rate of erosion. Therefore groynes protect the coastline from retreating and damaging infrastructure located on coastline as well as coastal landscapes.



ResultsPlus
Examiners' Comments

This candidate identifies that groynes trap sediment through the reduction of longshore drift. The point is then extended, explaining how this reduces erosion. The third mark is awarded by detailing how the hard engineering protects the infrastructure.

3 marks.



ResultsPlus
Examiners' Tip

Point marked questions dominate this and other GCSE papers. You need to make one explanatory point for each mark with the second and third mark being a development from the first.

Question 2 (b)

A high mean mark and a modal mark of 4 reflected a secure knowledge and understanding of why coastal erosion is faster in some parts of the UK. For many, this may be a result of their personal engagement with fieldwork. Many candidates responded by acknowledging that rock type and wave type were large influences in the rates of coastal erosion. The responses varied with extension, with some identifying that sedimentary rocks and destructive waves erode faster, with no further development. Those candidates scoring 4 marks acknowledged that soft rock has a more vulnerable structure, either naming a rock or its weakness, and also providing characteristics of the waves that cause damage for the second development mark. Others pointed out that coastal management can cause varied erosion rates, but many did not expand on this knowledge.

(b) Explain **two** reasons why coastal erosion is faster in some parts of the UK than in others.

(4)

1 ~~the~~ some areas of the UK are built upon sedimentary rock which is less resistant than other rocks so erodes easier and faster.

2 if one area is more developed, they can afford to buy different types of beach management to protect the coastline.



There are two correct ideas here. The first point draws upon the most popular response by candidates in this question, the geology. The first mark is awarded for the idea that some rocks are more resistant than others and the second mark is from the example of sedimentary rock, which the mark scheme allowed. The third mark was awarded for the basic 'beach management' idea but no link to erosion rates and consequently, no development mark.

3 marks.



if you have local detail, then use it.

Question 3 (a)

The overall response to this question was a little disappointing. Many candidates identified that this question referred to the Bradshaw model and could identify at least one difference. This was largely, that the upper course was more narrow and slow flowing. However, these were not extended to include the reason why this is the case, to include vertical erosion for the upper course, lateral erosion or the increase in tributaries in the lower course. The modal mark of 1 was almost exclusively awarded for a correctly named difference between a rivers upper and lower course. As in previous years, there were clear misconceptions about the features of a rivers course, with many responses naming the upper course as the fastest part of the river.

River Processes and Pressures

- 3 (a) For a named UK river that you have studied, explain **one** difference between its upper course and its lower course.

(2)

Named UK river

Debdon Brook

The upper course was narrow and had little water flowing but the lower course was alot wider and had deep, flowing water.



ResultsPlus
Examiner Comments

Two differences identified here, but no development point.

1 mark.

River Processes and Pressures

- 3 (a) For a named UK river that you have studied, explain **one** difference between its upper course and its lower course.

(2)

Named UK river

River Severn

In the upper course, discharge and velocity is low whereas in the lower course, ~~then~~ discharge is greater and it has a greater velocity due to less friction.



ResultsPlus
Examiner Comments

A typical 2/2 response.

This candidate identifies that the lower course has a greater velocity (1) due to less friction (1).

Question 3 (b)

Unlike Question 2(b), this was not as well answered with a mean mark of 2 and an unexpected, polarised response. Some candidates appeared to be able to provide a plausible process of erosion and a suitable explanation of that process. The most popular route was, as expected, hydraulic action, although not always identified as such. As with many other 4-mark 'explain' questions, this discriminated quite effectively with the top end of the cohort finding the words to explain their chosen process and develop the idea. Some candidates did identify landforms created by erosion with a plausible extension. This was appropriately rewarded. There were few, if any, blank responses observed through marking.

(b) Explain **two** ways in which rivers can erode the landscape.

(4)

1. Abrasion is where material is carried by a river and scrapes along the banks and river bed. This widens the river and erodes the landscape.
2. Hydraulic action is where the force of the water on the banks erodes the landscape away over time. The river becomes wider.



ResultsPlus
Examiner Comments

This response was a common route for candidates to achieve full marks.

This response has two correctly named erosional processes with clear development of how the process impacts upon the landscape.

(b) Explain **two** ways in which rivers can erode the landscape.

(4)

1 Rivers can erode the landscape by hydraulic action. This is when the force of the water pushes into cracks in the rock forcing it to break apart.

2 Rivers can also erode the landscape by abrasion (rocks grinding against the river bank in a sand-papering effect)

When a meander is formed (fast flowing on the outside causing erosion)

(Total for Question 3 = 6 marks)



ResultsPlus
Examiner Comments

An excellent example of a detailed response. The candidate clearly understands the processes of erosion and applies that knowledge to landscape features such as meanders.

4 marks.



ResultsPlus
Examiner Tip

Try using knowledge of physical processes to explain how changes in landscapes and landforms are created.

Question 4

The first 'Assess...' question on this paper produced a relatively high mean mark. There were significantly fewer blank responses and although the AO3 material in Level 1 answers was patchy, a significant number did pick up an AO4 mark. This was often linked to the bullet point statements rather than evidence from the map. More developed answers offered several possible impacts (many discussed human impacts) and drew AO4 evidence from both the map and written information. Relatively fewer candidates picked up on the temporal element of this question and the long-term implications of having continuously dry months in June, July and August. Generally, it was only the Level 3 responses that made any comment at all about the geographical distribution of temperature change. The most successful candidates addressed the command 'assess' and made judgements about the significance of the impacts on rivers and lakes.

Common themes in candidate responses were:

- Plant growth and rates of transpiration.
- Evaporation rates in rivers and lakes.
- A reduction in biodiversity in rivers and lakes.

Candidates who reached the higher levels typically:

- Made clear references to the provided figure (AO4) and integrated this data into their explanations (AO3).
- Provided detailed and well-structured answers.
- Assessed the impacts on rivers and lakes and provided an overall judgement.

most and least important
Assess the possible impacts of the weather in the summer of 2022 on the rivers and lakes of the UK. ^{how much rain?}
aquatic life impacted

You **must** use evidence from Figure 2 in your answer.

(8)

One important possible impact of the weather in the summer 2022 on lakes and rivers is the temperature changing the water temperature in the lakes and rivers. Particularly in southern and western areas, the rainfall drastically lower in June and August. In June, rainfall was 24% below the average and in July, rainfall was 46% below the average. In these months, southern and eastern areas were said to be the driest regions. The high temperature - more than 1.5 °C above long-term average means the water temperature would have also increased. This would have negatively impacted the species living in the rivers and lakes as it is not the temperature they are adapted for. The fact rainfall was so much lower also suggests sediment would have built up in the rivers and lakes as rain was not washing it away. The dry ~~summer~~ ~~in southern and eastern regions~~ also ~~determines~~ ~~water~~ ~~would~~ ~~have~~ ~~a~~

One less important impact of the weather in summer 2022 is the extremely dry climate in southern and eastern UK would have impacted the discharge in the river. The lack of rainfall ~~or~~ combined with the hot temperatures ~~means~~ would have meant the water would have slowly evaporated but, decreasing the discharge of the river

but the lack of rain also shows there was no water to fill it back up. This would have severely effected the plants and wildlife surrounding the river and would have dried the rocks and soil making it less saturated

In conclusion, the ~~possib~~ temperature (Total for Question 4 = 8 marks) in the air changing the water temperature

is the more severe impact of the hot 2022 summer because it could have caused long-term damage including loss of life whereas, the discharge would have ~~decreased~~ increased eventually and due to the wetter regions in the north and west.



This is a good response and a typical Level 2 – 6 mark answer.

The candidate uses the resources offered, drawing from both the map and the text. The AO3 points made are all plausible but are simple in their explanations and are stated rather than explored. For example, at the top of the second page, the candidate suggests that plants and animals are affected but doesn't provide any more information. Similarly, the candidate refers to the soils being less saturated, a correct observation but no more detail is offered. There is an attempt to assess the impacts with a conclusion which is plausible, but not entirely correct.



Remember the golden rule of 'Assess...' questions linked to a resource. You will get some reward if you describe what you see.

In this question, a comment that temperature changes have a clear West to East pattern would gain a mark.

Question 5 (a)(i-ii)

The vast majority of candidates were familiar and well prepared for the numeracy skills needed to calculate the percentage increase. This resulted in an overall high mean and modal mark and noticeably fewer blank answers than previous years.

- (i) Identify the region with the smallest increase in FDI between 2015 and 2019. (1)

North west england

- (ii) Calculate the percentage (%) increase in the FDI into the London region

Answer to **one** decimal place.

You **must** show your working in the space below.

~~2019 - 2015~~
New

$$\frac{661 - 416}{416} \times 100$$

(2)

Answer 58.9 %



In this response, the candidate identifies the correct methodology $245/416 \times 100$ and the correct answer of 58.9%.

2 marks.



In two mark calculate questions, one mark will be awarded for your working out, and a further mark will be awarded for the correct answer.

Question 5 (a)(iii)

Many candidates misinterpreted this question. The command word 'compare' rewarded candidates for comments such as 'more FDI in London', but the most obvious reason why some candidates failed to score 3 marks was the temptation to 'explain' the differences thus anticipating Question 5(a)(iv), but not rewardable.

(iii) Compare the importance of London in attracting FDI, with the rest of the UK.

(3)

London is significantly greater than the other regions, ~~to~~ gaining an extra £245 billion in FDI within four years. This is important as it can use this money to help other regions such as North West England who only had a rise of £4 billion in FDI.



This is a sound answer. The first mark is awarded for 'London is significantly greater'. This candidate then adds their own manipulation of the data 'an extra £245 billion' which is a good focus on the skill of comparison. They also compare it to the North West with data to support.

3 marks.



'Compare' questions do not need an explanation as to why there are differences.

(iii) Compare the importance of London in attracting FDI, with the rest of the UK.

(3)

London has a high population and is a megacity. By attracting more FDI's, this creates jobs in London. This means the rest of the UK is able to commute to London for work making it important to attract FDI's as it creates jobs for the UK. ^{Allows to pay tax to government and aids for further development}



This candidate was awarded 1 mark, as London attracts 'more FDI'. The candidate does not offer any more comparisons and instead offers reasons for the differences, which is not awarded.

Question 5 (a)(iv)

This was well answered by the majority. The most popular response was the reasonable idea that some regions such as London offered a greater amount of skilled labour in the service sector, so foreign TNCs are attracted to it. Some added that this impact might be amplified by a greater diversity in available employment.

(iv) Explain **one** reason for the regional variations in FDI in 2019.

(2)

People could be living in specific areas in England. This means specific regions will see greater FDI than other regions.



ResultsPlus
Examiner Comments

There is no reason outlined for the regional variations in this response.

0 marks.



ResultsPlus
Examiner Tip

Don't rewrite the question – it is a waste of time and won't improve your mark.

(iv) Explain **one** reason for the regional variations in FDI in 2019. *more opportunity for growth.* (2)

Regions e, such as North West England and Scotland are less attracted by TNCs to attract FDI due to their remote location and lack of transport links with other cities which businesses require to encourage trade, finance and commerce.

(Total for Question 5 = 8 marks)



This is a fairly unusual answer, but a thoughtful one. It expresses the view that remoteness and/or infrastructure is a reason for regional variations and provides an excellent explanation as to why, linking it to trade and commerce.

2 marks.

Question 6 (a)(ii)

This was generally answered well with a large majority of candidates achieving 2 marks. This is a familiar part of the specification and candidates confidently discussed the environmental impacts of car usage, such as increased costs for petrol and climate change. The responses demonstrated a good understanding of sustainability issues identified in Topic 3.7a of the specification.

(ii) Suggest **one** reason why the % of people travelling to work by car has declined.

(2)

Due to the government's plea to use public transport and renewable energy-powered vehicles to help prevent ~~climate change~~ ^{global warming}, people use their non-renewable diesel and petrol cars to travel to work less, or they car-share to work so there are less non-renewable vehicles on the road, as they create greenhouse gases, which lead to global warming.



ResultsPlus
Examiner Comments

The basic idea is sound, and the development is thoughtful so a clear 2 mark answer.



ResultsPlus
Examiner Tip

Don't write too much for these 2-mark questions. The 4 lines provided should be more than enough.

(ii) Suggest **one** reason why the % of people travelling to work by car has declined.

(2)
One reason is because of ULEZ.
This means that people are being charged when coming into London for work. As a result, people use public transport services instead.



ResultsPlus
Examiner Comments

This response identifies the reason using locational detail and then explains that people use public transport because of costs. The answer follows a logical pathway effectively.

2 marks.

Question 6 (b)

This four mark 'Explain...' question proved to be challenging for some. This question was more or less lifted directly from the specification (Topic 5.4a) – a 'major UK city' case study. Many candidates struggled to differentiate between the concepts of growth and character, often conflating economic growth with population growth; these responses were accepted where there were appropriate levels of extension. While candidates could explain the influence of international migration on cultural diversity, there were misconceptions and a tendency to rely on media portrayals rather than objective analysis. Many candidates identified a culture change but didn't fully extend the answer to gain an extension mark. Those candidates who described more cultural diversity could have given some local or studied details about the rise of different religious buildings such as mosques or synagogues in parts of the city. In many responses there was a focus on the 'causes' of change rather than the 'impact' of change which was self limiting. However, candidates would receive credit for the cumulative causation effect such as population growth which has created more jobs and economic growth in an area.

(b) For a UK city that you have studied, explain **two** ways in which international migration has influenced its growth and character.

(4)

UK city

Birmingham

growth

population increased as more people are moving to the city from different areas for a better quality of life

character

more people from different backgrounds are moving so city is more diverse



ResultsPlus
Examiner Comments

Here, the response was awarded 2 out of 4 marks for two basic ideas.

Firstly, one mark was awarded for the idea of 'population growth' but the extension is a cause and not an impact. The idea of 'more diversity' was awarded with no development idea.



ResultsPlus
Examiner Tip

Underline keywords in questions – a problem here was 'international' which was missed by a number of candidates.

(b) For a UK city that you have studied, explain **two** ways in which international migration has influenced its growth and character.

(4)

UK city

London.

growth

International migration ~~all~~ caused many skilled and unskilled workers from commonwealth countries to work and live in the UK. This ^{and increase population} increased the amount of skilled workforce in economic sectors so attracted more investment by TNC's in terms of FDI which caused economic growth.

character - Diversity

International migration ~~re~~ has caused people from different countries to bring their culture with them in terms of fashion and food so it has helped ~~the UK~~ London contain a rich mix of diversity from different cultures.



A sound example of a 4 mark response.

The first point indicates more population growth in the form of skilled workers, which contributes to economic growth. The second point provides some basic locational detail to explain how London has become more culturally diverse.

Question 6 (c)

Candidates generally performed well on this question, identifying key factors such as deindustrialisation and depopulation. Specific references to case studies like London's old industrial areas or general points about factory closures and migration patterns were common. Similarly to Question 6(b), the detail regarding case study information was lacking in several different responses. Some candidates used knowledge from other parts of the specification, such as regeneration, and effectively applied it to the question in its extension.

The majority of candidates scored 2 or more on this question.

(c) For a UK city that you have studied, explain **two** reasons why some parts of this city have experienced decline.

(4)

UK city

London

1. Due to deindustrialisation, factories and industries have moved away due to cheaper labour elsewhere (global shift), causing unemployment rates in these areas. As people ~~do not~~ ^{now cannot} earn any income, they move away in search for work.
2. Some parts of the city have experienced decline due to suburbanisation, where people who cannot afford expensive property in the city are move away into the suburbs to have bigger homes for less ~~the~~ cost. This also causes decentralisation.

(Total for Question 6 = 11 marks)



ResultsPlus
Examiner Comments

A sound example of a 4 mark response which identifies two reasons for decline: deindustrialisation and, as a consequence, people move away seeking work and suburbanisation, because of affordability and space.



ResultsPlus
Examiner Tip

Learn a few details about your chosen major UK city case-study – not too many, but some numeric and place data. This question would certainly have benefitted from this knowledge.

Question 7

The second 'Assess...' question produced the highest overall mean and modal mark. Most candidates could explain reasons for population growth variations, citing factors like studentification, job availability, and cost of living. However, many did not reference the provided information from the figure (AO4) and relied heavily on their knowledge, without developing points in detail or making overall judgements. Many candidates focused on one part of the figure, predominantly the table, and missed out on the written bullet points. Those candidates who had a good understanding of the UK population distribution including location and proximity proceeded to make more accurate comments about growth.

Common themes in candidate responses were:

- **Studentification:** Many candidates highlighted how university towns and cities attract younger populations due to the presence of educational institutions. This influx of students impacts the age structure, leading to a younger demographic in urban areas.
- **Job Availability:** Candidates frequently cited access to employment opportunities as a major factor influencing urban population growth. Cities with diverse and numerous job opportunities tend to attract younger working-age adults, contributing to a younger age structure.
- **Cost of Living:** Some candidates noted that urban areas often have a higher cost of living, which can deter older populations from residing there. Conversely, rural areas, with generally lower living costs, might be more attractive to older adults and retirees.
- **Migration:** International and domestic migration were also mentioned, with candidates explaining how cities attract migrants looking for better economic prospects, thus impacting the age structure by increasing the proportion of younger adults and families.

Candidates who reached the higher mark bands typically:

- Made clear references to the provided figure and integrated this data into their explanations.
- Provided detailed and well-structured answers.
- Explained the impact of economic opportunities in urban areas attracting younger populations while also discussing the appeal of rural areas for older adults, using this to explain why some areas have experienced changes but didn't grow more quickly.
- Included case studies or specific examples to support their points, such as the influence of educational institutions in Cambridge or the industrial decline in Sheffield leading to urban-rural migration patterns.

In those examples where candidates presented limited knowledge of UK cities, this question seemed challenging. Candidates who were able to link information together, such as the population size and the percentage growth were able to provide stronger, more developed responses. A final group of candidates spent a significant proportion of their response regurgitating the information within the resource and therefore did not provide much reasoning or assessment (AO3) in their answer.

It is important to reiterate that the sifting of information from a table and accompanying text is a central skill within this specification and clearly involves 'thinking like a geographer'. There are no AO1 or AO2 marks, so candidates should focus on engaging with the resource (AO4) and then developing the point with reasoning or judgements which would gain AO3 marks.

Assess the reasons why population growth varies both within cities and between them.

↗ Job opportunities, connectivity
↳ Princes Risborough, Abingdon

You **must** use evidence from Figure 5 in your answer.

(8)

Population growth varies between cities as some have better economic opportunities. For example, London experienced a 7.8% growth in population compared to only a 2.9% up North in Newcastle. This is because London contains the 3 CBDs (West End, Canary Wharf and The Square Mile) which attract FDI and start up businesses that require highly skilled employees. This attracts young people and the middle/working class to move to London for better job opportunities and higher income. ~~The Newcastle~~ Also, London experienced a higher population growth as it ~~is~~ contains many areas with recreational opportunities for young people such as Shoreditch which was regenerated and studentified to attract young people. Good ~~to~~ ~~this~~ It is also near many London universities which attract ~~a~~ ~~the~~ higher education may also be a reason why Bristol rose by 10.4%, as it is near good universities such as the University of Bath, and the University of Bristol.

Population growth varies within cities as cities such as London ~~are~~ have ~~high~~ extremely unaffordable housing prices, ~~and~~ leading young people to move out to accessible rural areas such as Princes Risborough^{and Strive's}.

to be able to live in more affordable, residential areas whilst still being able to commute to London, as 25% of St Ives' population work in London. London may also have high levels of ~~poth~~ pollution causing people to move away, perhaps why more scenic regions such

(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 7 = 12 marks)

TOTAL FOR SECTION B = 31 MARKS

→ Bristol experienced a higher population growth.

In conclusion, population growth varies mainly due to economic and social opportunities, which are far higher in South East regions of the UK. Although, other regions may also experience growth, it is far less.



This is a good response with a wide range of ideas. As with most full mark answers, this example is not perfect. There is no expectation that candidates have any detailed knowledge of any identified places on the table, any more than on the temperature map for Question 4.

So, candidates tend to concentrate on the city that they know more about, in this example, it is London. The AO3 is strong with a wide range of reasons for population growth including studentification, affordable housing, recreational opportunities and urban-rural migration. They have good AO4 drawn from the table and use it effectively to suggest reasons for its growth. A good example of this is when the candidate comments on two universities being geographically close to Bristol, resulting in studentification being the main cause of its growth. This candidate also discusses not only the 'between' element of the question but also the 'within'. This answer is not the strongest 8/8, but it demonstrates that a well organised candidate who understands the structural demands of this type of question can do very well.

8 marks

SPGST: 4 marks

Total: 12 marks



When preparing for exams, use examples of answers to deconstruct their strengths and weaknesses. How would you improve this answer with one sentence?

Question 8 (a)

A set of strong responses shown here. Many candidates identified a strategy that they used to investigate coastal management, the most popular being groyne drop height and beach profiles. Extension of these varied in detail, but most commonly candidates stated how the method would aid them in investigating the effectiveness of management. Some candidates misread the question and included qualitative responses, but this was a small proportion.

- 8 You have carried out your own fieldwork investigating the impact of coastal management on coastal processes and communities.

Name your coastal fieldwork location.

Felpham

- (a) Explain **one** way that you collected quantitative data to investigate the impact of coastal management on coastal processes and communities.

(2)

We measured groyne drop height.
This told us how much of the
beach had currently been eroded.



A typical 2 mark response, linking groyne drop height to erosion levels.

Question 8 (b)

Once again candidates scored well on this question. The most popular route taken was highlighting the challenge of human error and poor methods. Whilst it may seem good practice to deliberately teach flawed methods to allow candidates to reflect upon this type of question, it would also be beneficial to teach high-quality geographical methods to increase the quality of fieldwork that candidates engage with.

(b) Explain **one** reason why the quantitative data that you collected might not all be accurate.

(2)

~~there~~ we only collected data
in a small area



ResultsPlus
Examiner Comments

This response was awarded 1 mark for a basic point about the samples location.



ResultsPlus
Examiner Tip

Data collection can always be improved and it isn't just a question of quantity.

(b) Explain **one** reason why the quantitative data that you collected might not all be accurate.

(2)

Small sample size meaning the data collected may not be a equal representation of all the groynes in the area.



ResultsPlus
Examiner Comments

In contrast to the first example, this candidate has provided a basic point about sample size and developed it well enough for the second mark.

2 marks.

Question 8 (c)

This question proved challenging to many candidates. Many described the method and chanced upon the link to the investigation. The most popular choices were field sketches and questionnaires. It had a rather polarised response. Those who were unfamiliar with the term struggled to score any marks whatsoever, and many left the question unanswered. This is a good example of the importance of technical specialist language within the subject.

(c) Explain **one** way in which the qualitative data that you collected helped your investigation.

(2)

We did questionnaires on what the locals thought about the coastal management which helped us gain an outside perspective.



Here, there is a basic identification of the method and a clear comment on its usefulness to the investigation.

2 marks.

^{straight up!}
(c) Explain **one** way in which the qualitative data that you collected helped your investigation.

(2)

We used a questionnaire and asked locals their opinions on the coastal management. This allowed us to view the negative and positive ~~area~~ impact of management on the local community.



This was a common choice and justified.

2 marks.

Question 8 (d)

Many candidates were able to evaluate their fieldwork and provide areas for improvement. A vast majority of candidates reported that accuracy and validity of data through sample size, times of day, repetition of data collection, and type of sampling were key issues within their fieldwork. The use of examples such as GPS devices and mobile apps for data recording is welcomed and those candidates who provided this detail, usually provided a more detailed explanation. At other levels, ideas were incomplete or not extended. The mean scored 3 and the modal was 4.

(d) Explain **two** ways in which you could have improved your investigation.

(4)

- 1 We could have come back in the winter season to measure the beach profile and different experiments to compare our results with. ^{This would help us see if management strategies were effective as} before to see if erosion has increased or decreased.
- 2 We should have spaced our sites over a wider area as some of the sites were close to each other. ^{as seen from beach transect line graph.} This ~~was~~ made our results unreliable as the data wasn't an accurate representation of the site.



A thoughtful answer that fully addresses the 'improvement' element of the question. There are two clear ideas here, one which addresses the 'seasons' and the other which focuses on sampling.

Both ideas have appropriate development and thus 4 marks.



If asked for two ways, make sure they are clearly different.

Question 8 (e)

As with Question 4 and Question 7, this question produced stronger responses than had been the case in previous years and it is becoming increasingly evident that the overall majority of candidates and centres are back in the field.

The standard answers to Question 8(e) and Question 9(e) tended to be dominated by outlining the advantages and disadvantages of the location and issues section of the table, but a large majority of candidates completely ignored the enquiry question and themes in parts of the text. The stronger responses had some AO4 drawn from the table but also reflected on the strengths and weaknesses of the many aspects identified in the resource. Level 3 answers also made attempts at balancing their arguments, making judgements on how appropriate the outline plan was, and providing suggestions of what was missing and how it may be improved. Common strengths included being close to the road/method used/two beaches, and common weaknesses included distance/private beach/secondary data. Candidates who only gained marks in Level 1 often listed several strengths and weaknesses with little or no extension.

One unexpected theme that was present in many candidates' responses was the failure to recognise how far 20km is and many suggested that the locations were 'close' together.

You must use evidence from Figure 6 in your answer.

(8)

On one hand, ~~there~~ a strength of their enquiry question was specific and specifically outlined the aim of the students when comparing the effectiveness of management strategies on different beaches. Another ~~re~~ strength was that the students measured the gradient of the beach over a large sample size, this was over six sites on both beaches so the student could accurately collect the data at different sites and the ~~area~~ results would be more reliable because there was a larger sample size and the transects were at 3 points

along the coast. A third strength was the use of a geology map to measure the types of rock, this met their enquiry question as different rock types erode at different rates so is useful.

On the other hand, the beaches are around 20km apart, this means that the travel time would be time consuming and means that less time would be available to carry out investigation affecting reliability of the results. Another weakness of the enquiry question and outline plan was the aim of investigation was to measure the impact of coastal management but in enquiry question the student only mentioned the geology of coast affecting ^{the validity} ~~and~~ of ~~the~~ students results. (Total for Question 8 = 18 marks)

Overall, the student had more strengths than weaknesses in their investigation using systematic sampling at the beach and had a large sample size of six 6 sites at each location improving the reliability of results. Although the enquiry question wasn't specifically the aim of investigation, the results of beach profile and secondary data of geology map could have been used to measure the effectiveness of coastal management of ~~the beach~~ ^{in more detail}.



The candidate approaches the response in a systematic way, discussing the strengths and then weaknesses, and concluding with an attempt at an overall judgement, that is justified. The arguments are sound and the AO4 is good. The opening overview is a little confused but the candidate does pick up on the relevance of the fieldwork methods and the enquiry question. AO3 is sufficient and steers clear of the temptation to lift the phrases from the table.

Level 3 – 7 marks.



Remember that all conclusions are likely to be partial – avoid extremes in your answers.

Question 9 (a)

This was answered well by most candidates, although a slightly lower mean compared to Question 8(a). Candidates were able to provide a plausible quantitative method of data collection and link this to flood risk. Where no marks had been awarded, it was usually candidates who confused quantitative and qualitative methods.

- 9 You have carried out your own fieldwork investigating the influence of drainage basin and channel characteristics on flood risk.

Name your river fieldwork location.

River Goyte

- (a) Explain **one** way that you collected quantitative data to investigate the influence of drainage basin and channel characteristics on flood risk.

(2)

We took pictures of each site to compare them to other areas of the river. ~~then~~ From this we can see how characteristics affect flood risk by looking at the flood risk maps for the whole river and seeing if the images correlate to that.



ResultsPlus
Examiner Comments

This is an example where the candidate confused quantitative for qualitative data.

0 marks.



ResultsPlus
Examiner Tip

Make sure that you identify the keywords and/or phrases in a question – in this case, 'quantitative' is the essential focus.

- 9 You have carried out your own fieldwork investigating the influence of drainage basin and channel characteristics on flood risk.

Name your river fieldwork location.

Burbage brook

- (a) Explain **one** way that you collected quantitative data to investigate the influence of drainage basin and channel characteristics on flood risk.

(2)

We collected the river depth. This could show that it may be prone to flooding if it's a high measurement.



A clear quantitative method and then a developed link to flood risk.

2 marks.

Question 9 (b)

Many candidates could identify a weakness in their data collection with a large proportion indicating that human error was to blame. There were, of course, different standards of development. Others identified that their equipment may not have been reliable or modern enough for the task. Clearly, centres have worked hard to train candidates to identify potential weaknesses of their chosen quantitative data techniques and extend that idea. Where no marks had been scored, this was also down to the candidates confusing quantitative and qualitative methods.

(b) Explain **one** reason why the quantitative data that you collected might not all be accurate.

(2)

We only repeated the ~~one~~ practical twice because we were pressed for time so we didn't have enough data to carry out a mean.



This candidate was awarded 2 marks.

The first mark was drawn from 'not enough data for a mean' and the second mark for the development of 'time constraints'.



Be clear about the definitions of quantitative and qualitative data collection.

Question 9 (c)

As with Question 8(c), this question proved challenging to a significant number of candidates. Many described a method and chanced upon the link to the investigation. It was clear from the responses that those who knew what qualitative data was were able to offer reasoning as to how it helped the investigation. Again, the most popular choices were field sketches and questionnaires. The minority who did not know the term would struggle to score a mark and many left the question unanswered. This is a good example of the importance of technical specialist language within the subject.

(c) Explain **one** way in which the qualitative data that you collected helped your investigation.

(2)

We completed a sketch of each site, this helped us identify the difference in characteristics between each site.



A common choice with a valid extension.

Question 9 (d)

As in Question 8(d), candidates were able to identify the limitations of their investigations, and responses to this question were strong. A small number of candidates in the river section referred to 'behaviour of the group' which wasn't creditworthy.

(d) Explain **two** ways in which you could have improved your investigation.

(4)

1. use better equipment to make sure the data was fully accurate
2. go ~~throughout~~ throughout different times of the year and ~~a~~ the different weathers



ResultsPlus
Examiner Comments

Here, there are two simple suggestions for improvement. The first point gains a development mark for the accuracy link. There is not enough extension of the second point for any credit.

3 marks.

Question 9 (e)

As with Question 4 and Question 7, this question produced stronger responses than had been the case in previous years and it is becoming increasingly evident that the overall majority of candidates and centres are back in the field.

The standard answers to Question 8(e) and Question 9(e) tended to be dominated by outlining the advantages and disadvantages of the location and issues section of the table, but a large majority of candidates completely ignored the enquiry question and themes in parts of the text. The stronger responses had some AO4 drawn from the table but also reflected on the strengths and weaknesses of the many aspects identified in the resource. Level 3 answers also made attempts at balancing their arguments, making judgements on how appropriate the outline plan was, and providing suggestions of what was missing and how it may be improved. Common strengths included being close to the road/method used/two beaches, and common weaknesses included distance/private beach/secondary data. Candidates who only gained marks in Level 1 often listed several strengths and weaknesses with little or no extension.

One unexpected theme that was present in many candidates' responses was the failure to recognise how far 20km is and many suggested that the locations were 'close' together.

outline plan.

You must use evidence from Figure 7 in your answer.

(8)

One strength of the outline plan was ~~as~~ a river with accessible parking, this is a strength as it means you will be able to efficiently visit the different places in the least amount of time possible meaning that you will have more time investigating the impact of geology on river gradients.

However, a weakness is the distance, 40 km away from the school there and back is far, with the rivers also being 20 km apart, travelling and time will be an issue as the students may not complete their field work in a day so will either have to return another day where the conditions will be different (hotter, colder).

and so the results won't be accurate or not complete if the investigation at all, leading to gaps in results, so no conclusion can be made. This is a weakness as the fieldwork results will be inaccurate, and unreliable.

Another weakness is the secondary data, as any flood problems may not link to the impact of geology on river gradient, instead they should ask more specific questions to the land owner such as how does the geology of the river affect the river gradient? Leading to a more accurate result.

A strength of the outline plan is that they used stratified sampling, ~~meaning~~ ^{in many} different sites far apart, this is beneficial as you will clearly see the differences in river gradients and can compare the ~~the~~ two rivers easily. With it being far apart, the more data collected the better as it increases the accuracy of results for the enquiry question. Overall, this is a strength as it is easily comparable with lots of data to analyse and answer the enquiry question. (Total for Question 9 = 18 marks)

One strength of the enquiry question is the fact it is in contrasting locations, this means that the results will have a clear difference, which also helps us answer the enquiry question. A ~~clear~~ weakness of the enquiry question is that the geology won't have such a big impact on river gradient or channel characteristics as it wouldn't matter which types of rock it would have. Also, the outline plan doesn't match the enquiry question as the method doesn't tell us about the geology, only the steepness so we can't see the impacts.

Overall the enquiry question and outline plan both have a variety of strengths and weaknesses, both need improving and both aspects need improving as the enquiry question won't be answered due to the poor plan, so either the enquiry question must be altered or the plan.



A strong response that has a good range of ideas and a fair grasp of what the strengths and weaknesses are. It is a little narrow in focus but what it does, it does well.



In 'Evaluate' questions, try and produce a balanced argument and form a conclusion drawing upon evidence.

Evaluate the strengths and weaknesses of both the enquiry question and the outline plan.

You must use evidence from Figure 7 in your answer.

(8)

The students have ~~array~~ a strong method and the use of many sites increase the level of accuracy. ~~array~~ Similarly, the location is ~~easy~~ easy and accessible ~~array~~ and the parking benefits the school as they can ~~array~~ have a ~~at~~ coach and be able to leave it there.

However, the students have not completely planned their ~~array~~ field trip as one section of the river is privately owned and so they will need to collect a key from the landowner on arrival. This is if the landowner allows it, and if not, could ~~array~~ sabotage their accurate method. Moreover, the students need secondary data as they need to find out the geology of the two rivers as well as if there are any flood problems. ~~array~~ There may be a fault with this as the landowner may not know the geology and therefore can affect the ~~array~~ investigation.



This is narrowly drawn but has a few basic points to make. Limitations of breadth are obvious but also the limited use of the data provided in the resources despite the candidate's notations.

Level 2 – 4 marks



Remember that all fieldwork will have flaws in design and not just the inevitable errors made when collecting data.

Question 10 (a)(i)

It is essential that candidates are prepared for the unfamiliar part of these fieldwork questions. Although they may not have had any part in the real planning process for their own fieldwork experience, it is important that they have background on the important constraints on that exercise. The most common route was to identify a sampling technique and develop the point. Some candidates correctly explained how census data might have helped with choosing a range of locations.

(a) (i) Explain **one** method the students could have used to select the residential areas to carry out their fieldwork.

(2)

Students could have used an index of multiple deprivation map to identify ^{most and best} a deprived areas to carry out fieldwork and see different factors such as environment that affect the areas _{contrast in deprivation.}



ResultsPlus
Examiner Comments

There are 2 marks awarded here.

One for explaining a basic method and a second mark for an appropriate development of that method.

Question 10 (a)(ii)

This question performed well with a high mean and modal score. The most common points included human error, subjectivity, time of day and weather conditions impacting the results. Stronger answers discussed the small sample size and the subjective nature of the surveys. Some candidates mistakenly thought the survey was completed by local residents rather than by the students themselves, leading to inaccuracies in their responses. A few responses lacked depth, merely stating the surveys were unreliable without explaining why.

contrast in deprivation -

(ii) Explain **two** reasons why the results of their environmental quality survey might be unreliable.

(4)

- 1 The result data are subjective and biased as the students rank the street environment based on their opinion of an ideal good looking street so different student may have different opinions so ^{different results.}
- 2 The sites of ~~an~~ survey were not fair and may not be an accurate representation of the area because they completed 2 EQS in the inner city by only 1 EQS in the suburb and rural urban fringe and different streets may be perceived differently so one street can't



ResultsPlus
Examiner Comments

This answer has a very clear focus on data collection issues and is explicit in both parts.

Question 10 (a)(iii)

This question produced a normal distribution of candidate responses with the modal mark at 1, as was the mean. Those who scored 0 most often confused primary data collection with qualitative and quantitative data, again reinforcing the importance of geographical terminology. The most common methods discussed were questionnaires, traffic counts and field sketches. Many candidates detailed how they conducted these methods during their fieldwork and in most cases was answered well.

(iii) Explain how **one** other method of primary data collection might have helped their investigation.

(2)

Count the number of cars that drive down a street in 5 minutes. The higher the number of cars counted, the lower the environmental quality.



Here, there is an appropriate method for the first mark and a good development of the point for the second.

(iii) Explain how **one** other method of primary data collection might have helped their investigation.

(2)

the could have done a traffic count counting all the cars that pass for 3 minutes to get an idea of pollution as well as how many people travel in and out



Here, there is an appropriate method for the first mark and a good development of the point for the second.

(iii) Explain how **one** other method of primary data collection might have helped their investigation.

(2)

Another method of primary data collection is a radar graph.



ResultsPlus
Examiner Comments

There is nothing creditworthy here as the candidate responded with data presentation methods.



ResultsPlus
Examiner Tip

Always read the question properly and highlight keywords.

Question 10 (a)(iv)

The most successful route to full marks in this question was identifying specific data points, such as the highest EQS values, and then using this to substantiate their answers. A few responses lacked precision, failing to quote the exact numerical data which resulted in 1 mark. Very few answers explained why the evidence helped to reach the conclusion.

(iv) The students concluded that the residential area in the rural-urban fringe had the best environment.

Explain **one** piece of evidence to support that conclusion.

(2)

The Rural urban fringe received the best environmental quality report of 18 out of 20 showing it had the best environment



ResultsPlus
Examiner Comments

This response was awarded 2 marks.

The 'highest score' and for identifying the score '18/20' from the figure.

Question 10 (b)

Overall, candidates had a very clear understanding of the specialist terms in this question and could confidently distinguish between primary and secondary data. This was the first hurdle. At the lower end, candidates could describe their data methods well such as environmental quality surveys, questionnaires, traffic and pedestrian counts, field sketches, and secondary data sources. However, while many provided detailed descriptions, they often failed to explain the significance of these methods in investigating the quality of life in urban areas. Stronger responses linked methods to research aims and objectives showing an understanding of how the data supported their enquiry question or hypothesis. Common issues included a lack of critical evaluation and overly general explanations of the methods used.

- (b) You have carried out your own fieldwork, investigating how and why the quality of life varies within urban areas in the UK.

Assess the importance of your own (primary) data and secondary data in reaching your conclusions.

(8)

In our field work, we collected primary data through completing an EQS and asking residents questions related to the area. These data allowed us to observe upon the inequality between the two sites and 'how' the quality of life varies. We gained knowledge of the ~~different~~ different aspects of inequality such as environment, deprivation and services.

However, secondary data was still necessary in order to answer 'why' the level of quality of life varies. Through browsing past online researches and speculations, we were able to deduce the income was a major factor in the variation of quality of life within urban areas. With secondary data, we are

able to obtain the full reasoning and ~~best~~ degree of inequality through actual figures.

In conclusion, primary data is useful in collecting qualitative data that is beneficial for only one part of the investigation. The factual numbers that secondary data provides gives a reasoning to our investigation.



This candidate clearly identifies the enquiry question and describes briefly the methods used. The candidate does describe the link between primary and secondary data but with limited strengths and weaknesses when linking them to the conclusions. There is some very brief coverage of secondary data and it does not give examples of what this data was. There is some limited assessment towards the end of the response.

Level 2 – 5 marks.

Question 11 (a)(i)

It is essential that candidates are prepared for the unfamiliar part of these fieldwork questions. Although they may not have had any part in the real planning process for their own fieldwork experience, it is important that they have background how sites are chosen. The most common route was to identify a sampling technique and develop the point. Some candidates correctly explained how census data might have helped with choosing a range of locations.

(a) (i) Explain **one** method the students could have used to select the rural settlements to carry out their fieldwork.

(2)

Put the areas into a generator and randomly select an area, this removes any bias when picking a location.



There are 2 marks awarded here.

One for the identification of a sampling method and a second for an appropriate development.

Question 11 (a)(ii)

This question performed well with a high mean and modal score. The most common points included human error, subjectivity, time of day, and weather conditions impacting the results. Stronger answers discussed the small sample size and the subjective nature of the surveys. Some candidates mistakenly thought the survey was completed by local residents rather than by the students themselves, leading to inaccuracies in their responses. A few responses lacked depth, merely stating the surveys were unreliable without explaining why.

(ii) Explain **two** reasons why the results of their environmental quality survey might be unreliable.

(4)

1 EQ surveys are qualitative data which means it is entirely based on the student's opinions. This means that the results would differ between people making them subjective.

2 The students also only surveyed one street of each city so it could have been either the best or worst street we don't know. The street could not be representative of the whole ~~town~~ settlement.



ResultsPlus
Examiner Comments

A thoughtful answer that addresses subjectivity and 'limited street surveys' as the two elements. Both are developed.

4 marks

Question 11 (a)(iii)

This question produced a lower than normal distribution of candidate responses with low modal and mean marks. Those who scored 0 most often confused primary data collection with qualitative and quantitative data, again reinforcing the importance of geographical terminology. The most common methods discussed were questionnaires, traffic counts, and field sketches. When candidates detailed the correct fieldwork method, they usually then went on to confidently explain how it helped during their fieldwork.

(iii) Explain how **one** other method of primary data collection might have helped their investigation.

(2)

one other method is questionnaires, this is most recent - and shows



This response was awarded 1 mark for the identification of a correct primary fieldwork method. There is no development identified here.

Question 11 (a)(iv)

The most successful route to full marks in this question was identifying specific data points, such as the highest EQS values, and then using this to substantiate their answers. A few responses lacked precision, failing to quote the exact numerical data which resulted in 1 mark. Very few answers explained why the evidence helped to reach the conclusion.

(iv) The students concluded that the rural settlement 40 km from the city had the best environment.

Explain **one** piece of evidence to support that conclusion.

(2)

it rates the best score out of
the environmental quality survey that they
completed.



ResultsPlus
Examiner Comments

This has one main idea – the best score.

1 mark.



ResultsPlus
Examiner Tip

Unfamiliar fieldwork questions are based on a scenario that you need to read very carefully.

Question 11 (b)

Overall, candidates had a very clear understanding of the specialist terms in this question and could confidently distinguish between primary and secondary data. This was the first hurdle. At the lower end, candidates could describe their data methods well such as environmental quality surveys, questionnaires, traffic and pedestrian counts, field sketches, and secondary data sources. However, while many provided detailed descriptions, they often failed to explain the significance of these methods in investigating the quality of life in urban areas. Stronger responses linked methods to research aims and objectives, showing an understanding of how the data supported their enquiry question or hypothesis. Common issues included a lack of critical evaluation and overly general explanations of the methods used.

(b) You have carried out your own fieldwork, investigating how and why deprivation varies within rural areas in the UK. norm.

Assess the importance of your own (primary) data and secondary data in reaching your conclusions.

(8)

Primary data was crucial in assessing why deprivation varies in rural areas as we measured ~~how~~ many factors such as noise, litter, mobile connection to come to an answer. We claimed Langton Matravers had slightly higher environmental quality than Corfe, due to turning qualitative data from the feel of ~~the~~ 5 different locations into quantitative, by measuring this on a scale of -2 to 2. By assessing different locations for multiple factors of deprivation we were able to gain conclusive results as without writing down any data, we wouldn't be able to be as certain on our assessments. However, it could be argued we gained unreliable data as we measured in almost peak tourist season, on a Sunday (June 20th). We ~~only~~ measured once, so it may greatly vary depending on season.

Secondary data was very useful in aiding our

decisions, as we used many sources such as the Index of Multiple Deprivation, crime on gov. We and census data. This allowed us to measure additional factors that would be unsafe to do so in person, eg measure crime rates and severity. Without, our assessment would be less accurate, and these extra sources allowed for a more rounded conclusion, as they are measured year round and are from reliable sources. However, primary data was still our main source of decision, as we measured more factors and so was more important.



ResultsPlus
Examiner Comments

A strong response that has a good range of ideas linked to the importance of both primary and secondary data. There is a good attempt at focusing on the word 'importance'. The strongest points link the methods with the importance of coming to suggest how data helped with conclusions. The structure aids discussion and there is a good grasp of the methods used. What it does, it does well!

Level 3 – 8 marks

Paper Summary

Based on their performance on this paper, centres and candidates are given the following advice:

- **Focus on Terminology:** Reinforce the importance of understanding key geographical terms and concepts that are present throughout the specification.
- **Develop Analytical Skills:** Emphasis should be placed on critical evaluation and analytical thinking rather than description.
- **Use of Resources:** Encourage candidates to consistently reference and incorporate figures and data provided in the exam, especially in 8-mark responses such as Questions 4 and
- **Keep practising 'Assess' style questions** across the whole course – they carry over a third of the total marks and are the most challenging questions on the paper.
- **Fieldwork Practice:** More practical fieldwork experience could help candidates better understand data collection methods and their implications.

Grade boundaries

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

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

