



GCSE Geography B: Paper 2 UK Geographical Issues – Strategies for Success

Agenda

GCSE Geography B: Paper 2 UK Geographical Issues – Strategies for Success

Welcome to this Professional Development Training.

In this session we are going to look at:

- Introduction
- Session 1 – Understanding Paper 2 UK Geographical Issues
- Session 2 – Delivering better performance on the ‘Explain..’ and ‘Assess..’ questions
- Session 3 – Delivering better performance on the fieldwork questions in Section C



Session 1 – Understanding Paper 2 UK Geographical Issues

Question types

- MCQs (Multiple Choice Questions) – have four possible responses; only ONE of which is correct. (In 2022 there was a five responses MCQ in Section C, this may be repeated in future years.)
- Skills questions – ask for the interpretation of a resource; these are usually 1, 2 or 3-mark questions.
- Calculate questions – are usually 2-mark questions.
- Short answer questions – usually ask for **one** or **two** explanations of a process, theory or characteristic.
- Extended written answers (mini-essays) – carry 8 or 12 marks (as is the case for Q7 which carries the additional 4 SPaG marks).

Paper 2 UK Geographical Issues

- The weighting of the sections
- The balance of the questions and marks
- The challenges and opportunities

The 'Explain' questions

- 'Explain' questions dominate the whole specification, including Paper 2.
- Candidates need to be instructed about the difference between 'describe' and 'explain'.
- In other words, the command word needs to be understood, as does how it appears.
- Explain questions can be worth 2, 3 or 4 marks:
 - Explain **one**...(2 or 3 marks)
 - Explain **two**... (always scaffolded and worth 4 marks)
 - Explain why/how
- 'Suggest' will always be used with a resource.

The 'Assess' questions – the challenges and opportunities

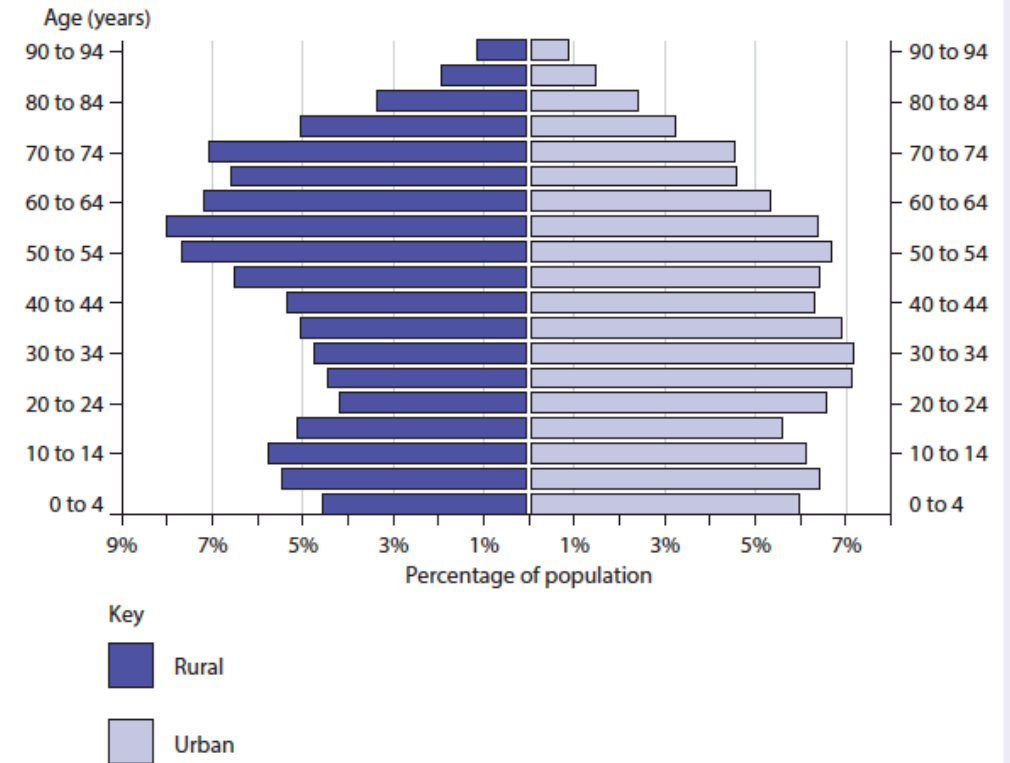
- Across the whole specification there are 9 'assess/evaluate' questions (10 if we include the final 12-mark summative question on Paper 3).
- Four of these are on Paper 2 – three of these four questions are tied to a resource, or resources, so combine AO4 and AO3.
- The other question on one or other of the fieldwork options also combines AO3 and AO4 but has **no resource** relying on candidates' ability to 'communicate enquiry specific findings with (varying) levels of clarity'. In other words, an understanding of their familiar fieldwork.
- The 8-mark 'Assess this or that aspect of your (familiar) fieldwork' question was absent last year, for obvious reasons, returned in 2023.

Investigating a UK geographical issue (Q4 and Q7)

Assess the possible causes for the differences in the age structure of England's urban and rural populations.

- On Paper 2, there are two of these
- Q4 is broadly physical, Q7 is human.
- They are 8 mark* (plus SPaG on Q7) questions with a data resource.
- They start with the instruction to 'analyse', then the command 'assess'. So **assess** is the command word – analyse in this case simply means 'study the data'.
- These are challenging questions which discriminate effectively.
- A good answer needs 3-4 well developed points / possible explanations from the resource.

7 Analyse the information in Figure 6 which includes the different age structures of the urban and rural populations of England, in 2020.



- Nearly 47 million live in urban areas and nearly 10 million live in rural areas
- The population of both urban and rural areas has risen since 2011
- Most of the rural population live within an hour's journey to a large town or city

Figure 6

The 'familiar' fieldwork question

There are six enquiry questions – candidates need to be familiar with these, set in the context of their own fieldwork experience in their two chosen environments (rivers or coasts, and either urban or rural).

1. What is being investigated? What is the enquiry question?
2. What techniques and methods were used to collect the data?
3. How was that data presented?
4. How was that data analysed? Were theories or models used in that analysis?
5. What conclusions were drawn reflecting back on the original question?
6. What were the strengths and weaknesses of the whole process?

The significance of the AOs in Paper 2

It's important to understand the influence of the AOs in Paper 2:

- For 8-mk questions, Paper 1 combines AO2 with AO3.
- 8-mark Qs on Papers 2 & 3 assess AO4 (skills) with AO3.
- 8-mark Qs 4 & 7 will always be based on a resource (but fieldwork Qs **won't** be).
- Students need to make links from prior learning which they can then apply to the resource (Q4 & 7) or their fieldwork experiences (Q8-9 and Q10-11)

	Total	AO2	AO3	AO4
Paper 2 / Paper 3				
Assess/Evaluate with resource / fieldwork	8		4	4

Remember!

- An 8-mark answer generally comes from 3 well-developed and argued points from the resource – not lists of what the student knows from case studies.
- So candidates need to select three points from the resource and develop their explanations around an argument.

Session 2 – Delivering better performance on the ‘Explain...’ and ‘Assess...’ questions

A taxonomic note

Explain

To explain something is to provide a reasoned explanation of how or why something occurs; this requires a justification/exemplification of a point.

Assess

Assessment involves the use of evidence to determine the relative significance of something having given consideration to all relevant factors and to identify which are – 'is or are' most important.

Delegate Poll

In broad terms which of Sections A and B do your candidates find easier?

A – Section A – the Physical Geography

B – Section B – the Human Geography

C – Neither – about the same

2023 'Explain' questions

In this part of the session we'll look at five of the explain questions from the 2023 examination paper. Using a number of student answers, we will suggest ways in which candidates might improve their performance.

Each of these questions was scaffolded meaning that candidates were directed to offer two reasons or one reason for two different elements of the question. Each had a tariff of 4 marks.

1. Q2c – For a named coastal landscape, explain **two** ways in which human activity is causing change. (4)
2. Q3b – Explain **one** cost and **one** benefit of using hard engineering to manage river flood risk. (4)
3. Q5b – Explain **two** reasons for regional variations in ethnic diversity. (4)
4. Q6c – For a UK city that you have studied, explain **two** strategies that have been used to make urban living more sustainable. (4)

Example 1

Q2c – For a named coastal landscape, explain **two** ways in which human activity is causing change. (4)

- The wording of the question is lifted directly from the specification, but a significant number of candidates struggled to know what to say.
- The idea of a ‘landscape’ proved challenging, although it would have been sufficient to comment that both urban and rural landscapes are human creations.
- The term ‘landscapes’ recurs in many places in both Topic 4 and Topic 5, not least in the titles of those topics, so candidates should be confident with what constitutes a landscape.
- 4.4a: The **human activities** prompted by the specification are ‘development, agriculture, industry, coastal management’.
- Coastal management was by far the most popular choice.
- Of these five questions 'Coastal management' had the lowest mean mark (1.75). It was the only one with a modal mark of 0 – the strong suspicion is that some candidates did not recognise that coastal management was a legitimate ‘human activity’.

Example 2

Q3b – Explain **one** cost and **one** benefit of using hard engineering to manage river flood risk. (4)

- The equivalent 2022 question was – ‘For or a named UK river, explain why **sediment load and velocity** change along its course’ – this produced a mean mark of 1.28 and 45% of candidates scored 0.
- The 2023 question generated a mean of 2.81 and nearly 40% scored the modal mark of 4.
- The lesson here is self-evident – physical processes are less well understood than types of management.
- It is also pertinent to suggest that both the physical processes and the human activities that modify those processes, and associated landscapes, should be embedded in the fieldwork experience. This is true for centres choosing the coastal fieldwork option and those choosing to ‘investigate river processes and pressures’.

Example 3

Q5b – Explain two reasons for regional variations in ethnic diversity. (4)

- The modal mark for this question was 2 and the mean 2.15 – the same mode as in 2022 but a higher mean (2022 = 1.62).
- The 2022 question was ‘Explain two ways in which **international migration** has changed the **population geography** of the UK.’ – similar but without the ‘assistance’ offered to the 2023 cohort
- The ‘assistance’ was that there was no ‘geographical terminology’ – hurdle to be cleared in 2023 because the previous question included a table showing the ethnic structure of London and the North-East of the UK.
- The most popular ‘reason’ offered was employment opportunities.
- A significant number of responses struggled with a second reason but those that identified one, usually the culture of places, tended to develop it successfully.
25% of candidates reached 4/4 in marked contrast to the 10% who achieved that in 2022 (this explains the lower mean).

Example 4

Q6c – For a UK city that you have studied, explain **two** strategies that have been used to make urban living more sustainable. (4)

- This is a familiar corner of the specification, and this question generated a mean of 2.02 and a mode of 4.
- The 2022 equivalent was ‘For a UK city that you have studied, explain the importance of its **site and situation** for its growth and development.’ – this proved to be very testing with widespread confusion over the terms. Even with a much-adjusted mark scheme, the mean was 1.32 and the mode was 0.
- The word ‘sustainable’ has suffered something of a definitional crisis since it first appeared in its social science guise as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”.
- It is contested so whilst ‘quality of life’ carries some of the same definitional issues it also appears in the urban/rural fieldwork so all candidates should be familiar with it.

Suggestions

- Make sure that candidates are familiar with the structure of the paper across both Topic 4 and Topic 5.
- Make sure that they know which Section C fieldwork they have done – too many do both Q8 and Q9 and/or both Q19 and Q11.
- Put together a list of key words that feature on the specification.
- Develop a bank of the different types of ‘Explain...’ questions for each topic that use those keywords.
- Don’t get too engaged in any one element – they do not need to know about five different impacts of international migration however interesting they might be.
- Concentrate your feedback on establishing a clear understanding of what ‘explanation’ looks like!
- Use past papers as the medium for revision as often as you can – that will help with familiarity.

Question 4

Assess the physical and human reasons for the changes in flood event in the past 100 years. (8)

- 4 Analyse Figure 2a and Figure 2b which have information about major flood events in England and Wales between 1920 and 2019.

Figure 2a shows the number of major flood events in each twenty-year period since 1920.

Figure 2b provides information about the five largest flood events as measured by the number of properties flooded and the number of deaths.

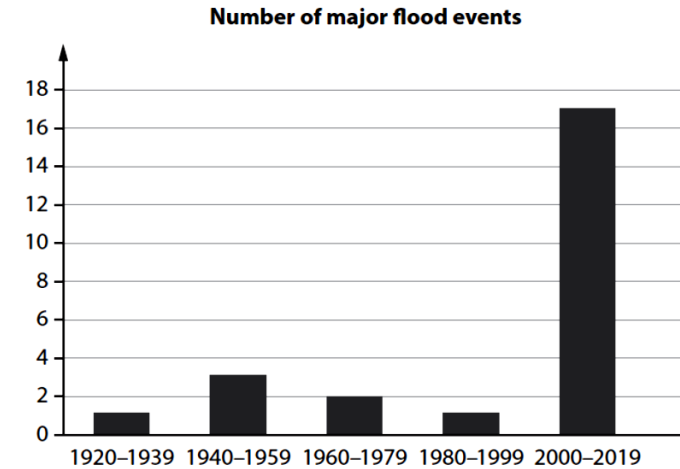


Figure 2a

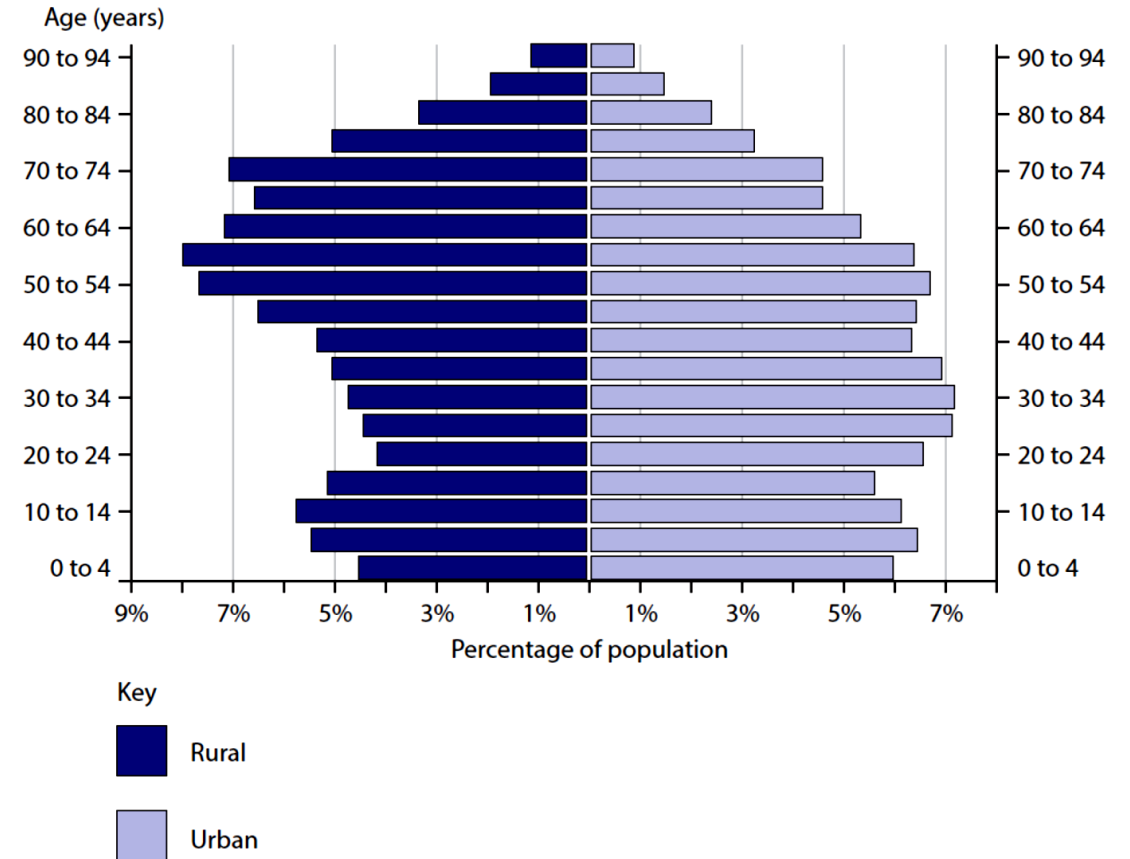
Date	Cause of flooding	Location	Properties flooded	Deaths
1928	Tides, heavy rainfall and snow melt	London and Thames valley	40,000	14
1953	Tides and storm surge	East coast from Lincolnshire to Essex	24,000	307
2007	Heavy rainfall, river flooding	Midlands, Northern and South-east England	55,000	13
2013	Heavy rainfall, coastal storm surge	South-east England	11,000	0
2016	Winter storm (Desmond)	Northern England and Wales	21,000	0

Figure 2b

Question 7

Assess the possible causes for the differences in the age structure of England's urban and rural populations. (8)

7 Analyse the information in Figure 6 which includes the different age structures of the urban and rural populations of England, in 2020.



- Nearly 47 million live in urban areas and nearly 10 million live in rural areas
- The population of both urban and rural areas has risen since 2011
- Most of the rural population live within an hour's journey to a large town or city

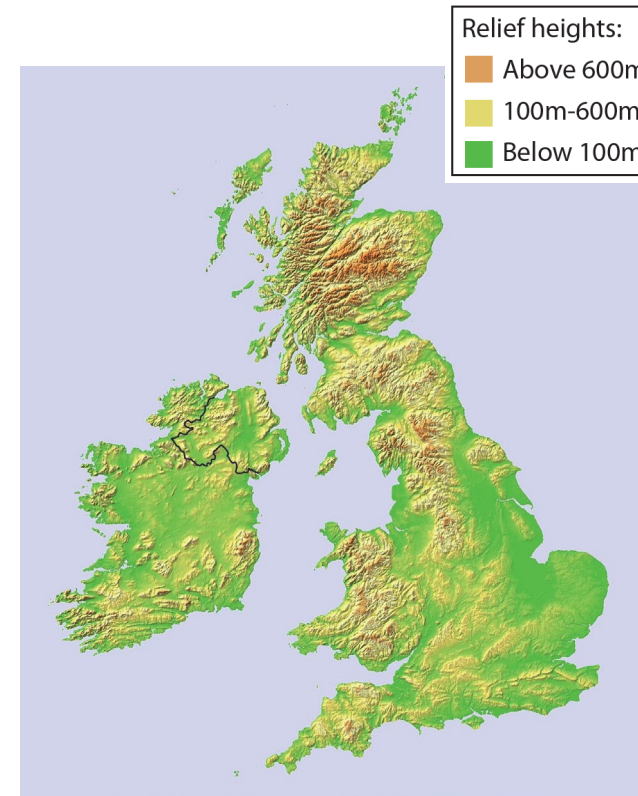
Figure 6

Source: Pearson Edexcel GCSE Geography B Paper 2 2023

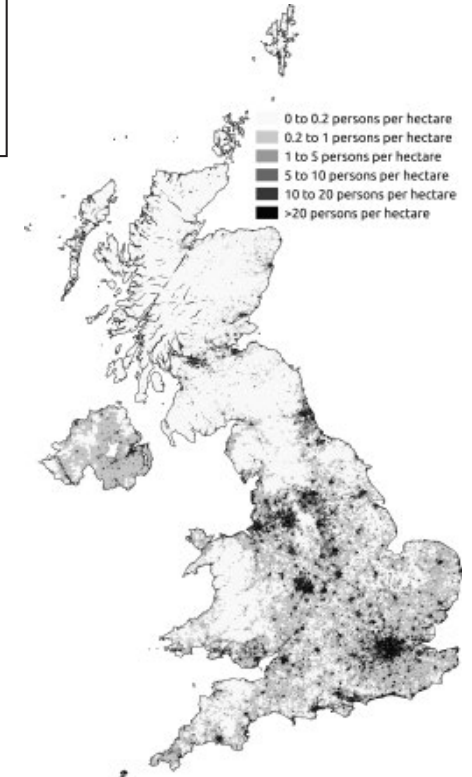
A basic relationship

- Strong relationship between altitude and population density
- Relationship isn't perfect
- All higher areas have...
- But not all lower regions have...
- But why...

Assess the impact of altitude on the population distribution of the UK's population. (8)



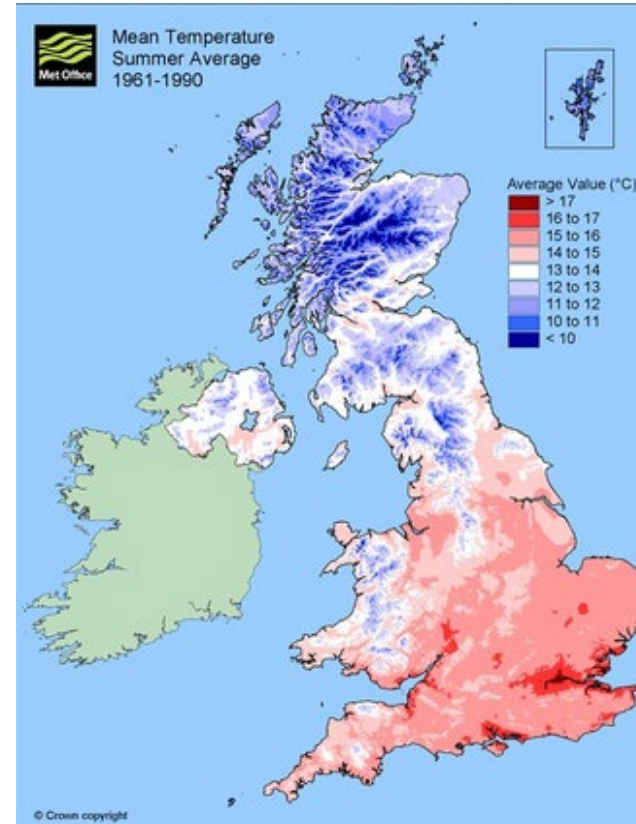
Source: Pearson Edexcel GCSE Geography B Paper 2 June 2019



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Temperatures

- A quick reminder of what these figures mean
- Revisit the idea of carrying capacity
- Why does temperature make a difference?
- Does it still make a difference?
- If not, why not?



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Source: Pearson Edexcel GCSE Geography B
Paper 2 June 2019

Describing distributions – the technique

How to decipher patterns

- General pattern/distribution. Is it even or uneven?
- Does it sub-divide into coherent areas/zones?
- Any anomalies in these subdivisions?

Describing distributions – the vocabulary

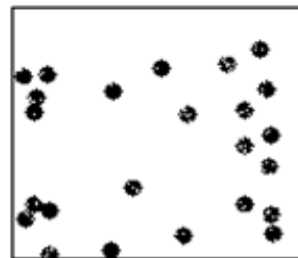
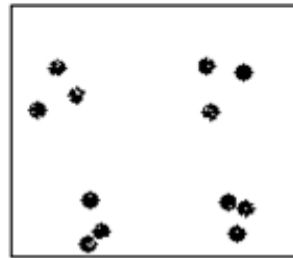
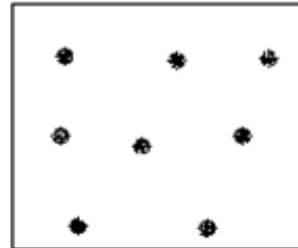
Limited range of words needed

- Even or uneven
- Dispersed or clustered
- High or low density

Encourage the use of

- relative/comparative language
- ... and get them to manipulate data if at all possible.

Describing distributions – the reality



Describing trends – the vocabulary

Once again a limited range of terms needed:

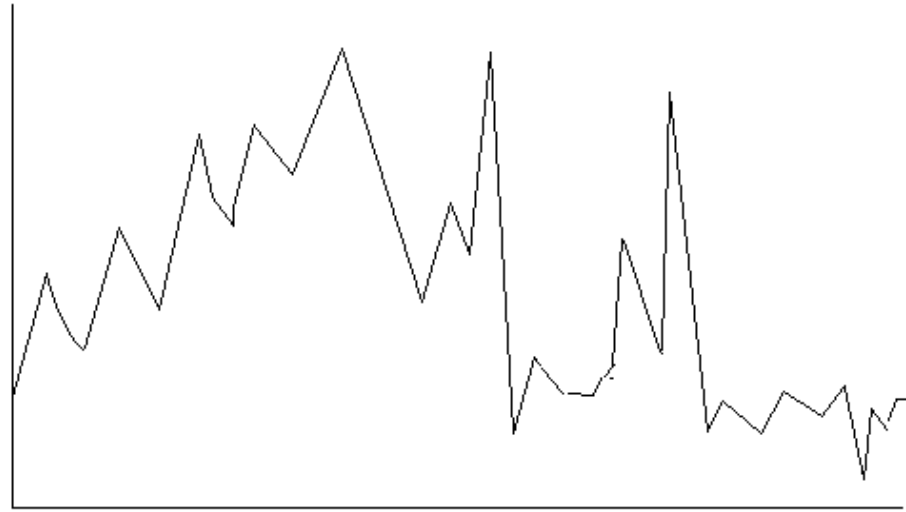
- Up/down/constant
- Consistent, irregular
- Rate is faster/slower/constant

Describing trends – the technique

How to decipher trends:

1. Overview: is it consistent or irregular?
2. Does it sub-divide into coherent periods?
3. Any anomalies in these sub-divisions?

Describing trends – the reality



Soils and geology – part of the picture

- [Land use](#) is a function of many things but soils and geology are important.
- Soils, depth and fertility function of climate and geology.
- [Geology](#) also has a relationship with altitude both on a larger scale (Scotland v England) and a local scale (Vale of Pewsey v Salisbury Plain) or see the 2019 Q4.



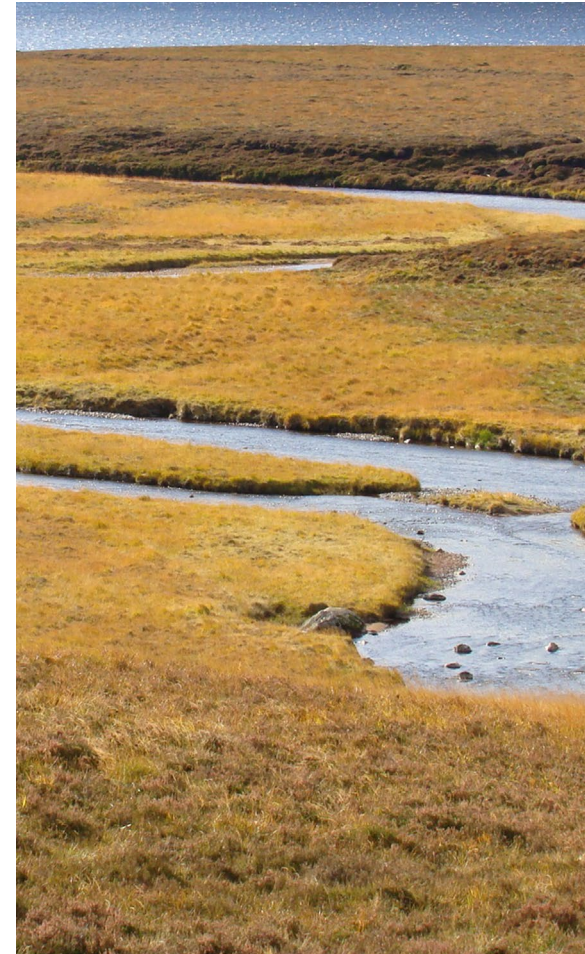
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The exceptions that prove the rule

- Not all lowland areas had high-carrying capacity.
- Many remain lightly populated today.



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... and
population
densities also
depend on
scale,
planning and
history

- Why does no one live in Hyde park? Population density = 0 per ha?
- Why do so few people live on Salisbury Plain – once relatively densely populated?
- What happened to Imber (far right picture)?



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Resources run out (?) – before and after

- Merthyr Tydfil was once a major centre of UK industry based on the co-location of coal and iron ore.
- There were 1.1 million miners in the UK in 1911 – today there are less than 500.
- [Today it is one of the most deprived towns in the UK.](#)
- Therefore, economic changes are important.



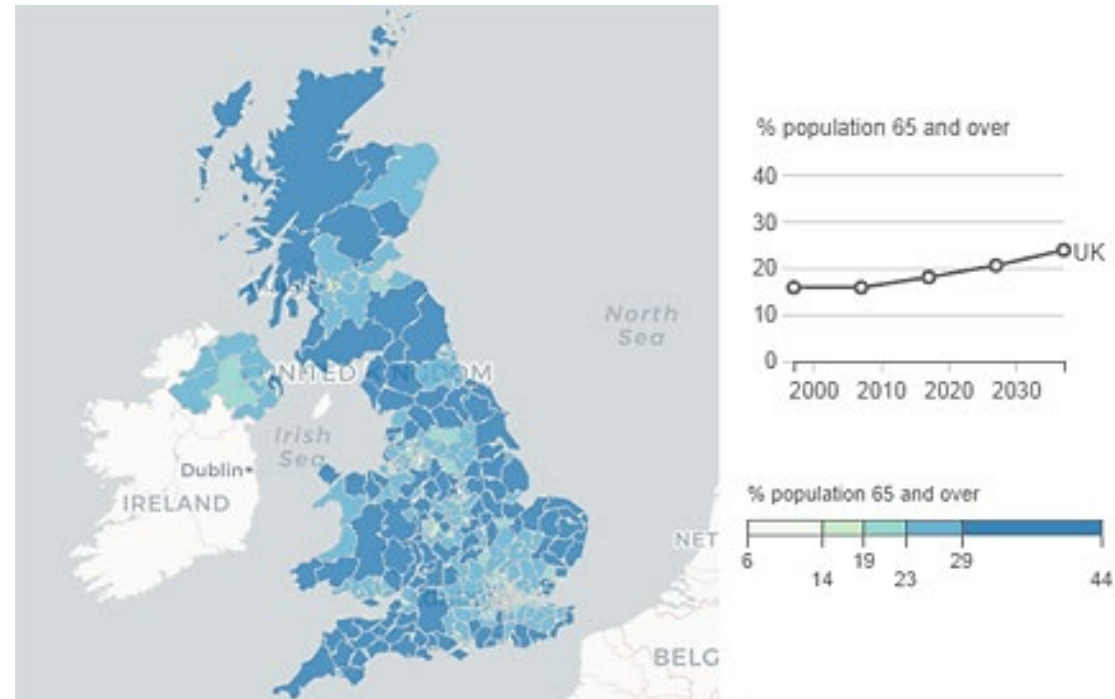
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Age structure varies

- Fertility rate and death rate variations
- ...and migration
- Retirement migration
- Studentification
- Determined by economic opportunities for many
- Therefore, rural/urban contrasts.



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Ethnicity varies

- Migration and varied fertility rates are the main drivers.
- Remember 'foreign born' and ethnicity are not the same thing.



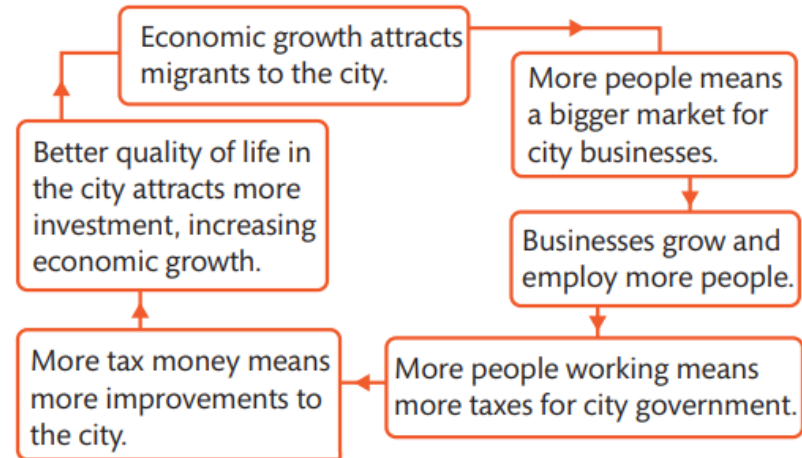
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% of
migrants

Population
density

More cumulative causation

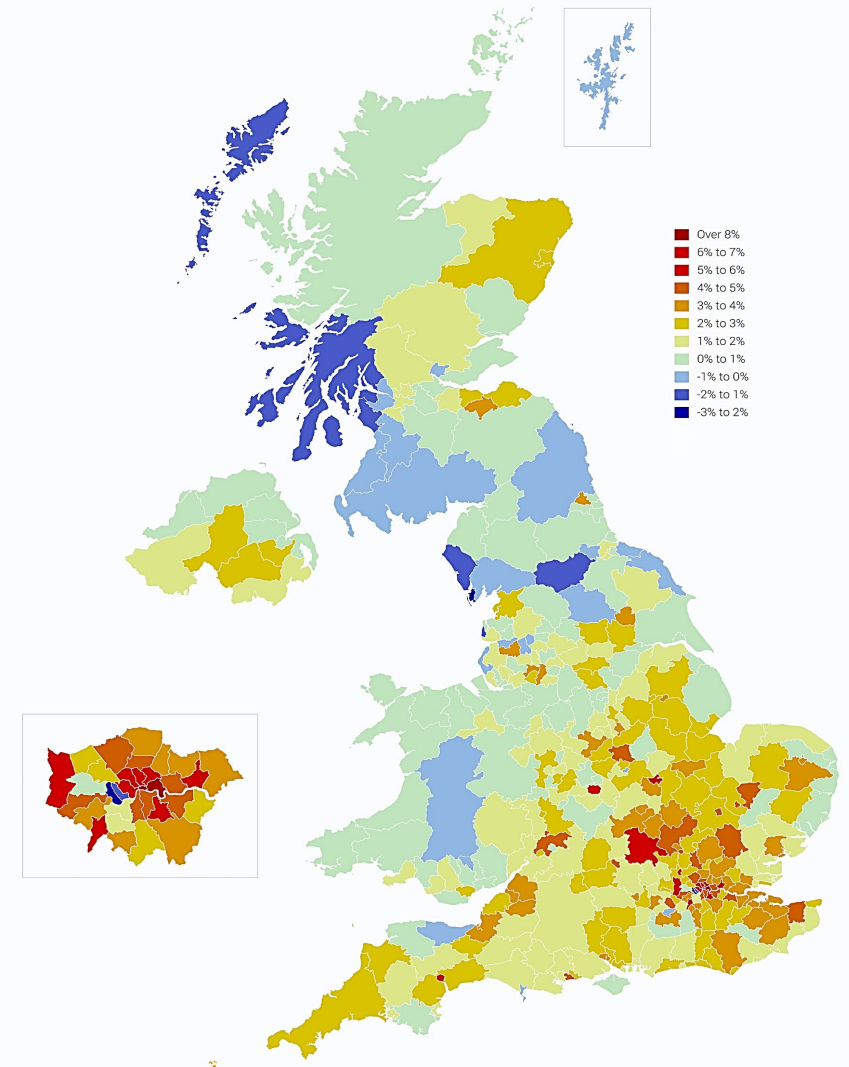
One thing leads to another.



Flow diagram showing a multiplier effect

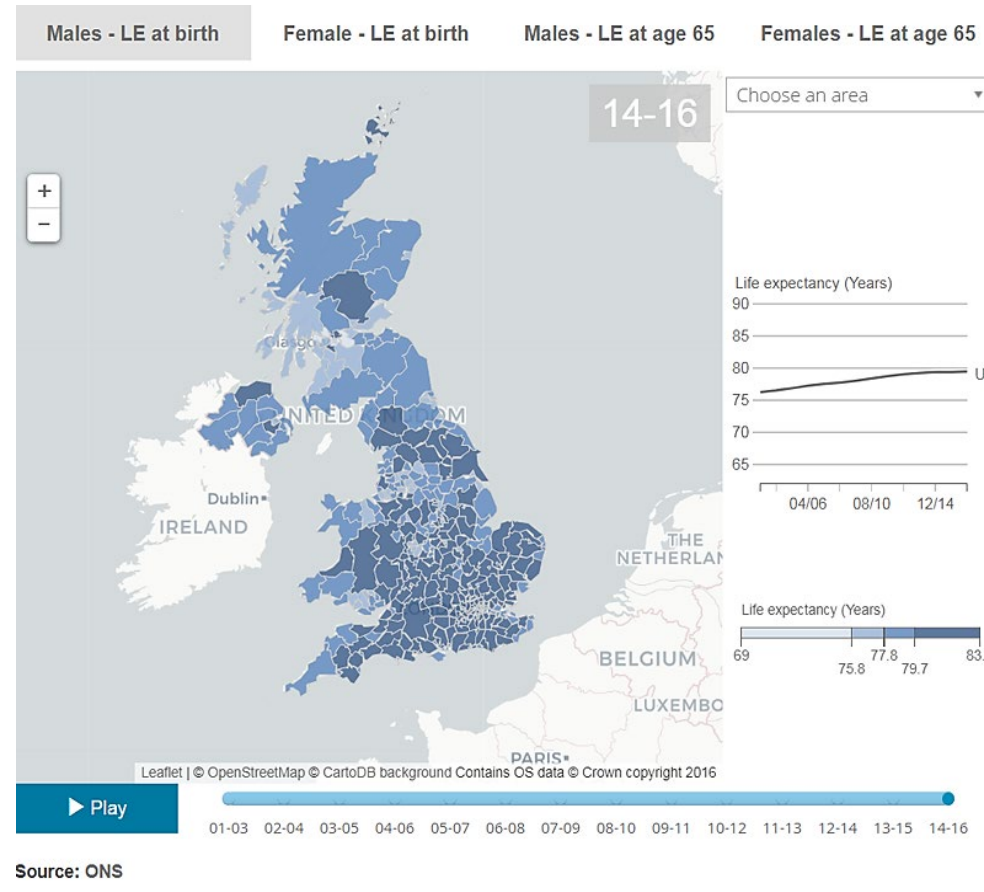
POPULATION CHANGE 2011 TO 2014

COMPARING MID-2014 ONS POPULATION ESTIMATES WITH 2011 CENSUS FIGURES (GB) AND MID-2011 NISRA POPULATION ESTIMATES (NI)



Scale matters

- [These maps show variations in Life Expectancy \(LE\).](#)
- Data varies but important to point out that choropleth maps disguise internal variations and exaggerate differences between areas.



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UK Geographical issues: basic checklist for 8-mark questions

1 Data stimulus: Use / quote the data, e.g. data or map evidence	✓
2 Make links Look for, and explain, patterns / links / correlations	✓
3 Anomalies Look for, and explain, things that don't seem to fit	✓
4 Topic Focus on the topic stated in the question , but think “ what else might be relevant?” So – what are the causes of internal migration?	✓
5 Refer to places: Both on the Figure (s) and other examples if relevant	✓
6 Use evaluative language (‘But ...’, ‘However, ...’, ‘On the other hand ...’ etc)	✓
7 Reach a mini conclusion: “Overall...” (how far, how much, how strong etc)	✓

The Assessment Objective balance is:

AO3 = 4
(interpret, analyse and evaluate, make judgements)

AO4 = 4
(Select, adapt and use a skills to investigate questions)

Marking Activity



Marking activity

Please see the candidate response to Question 4 on pages 4 and 5 of your delegate booklet.

The mark scheme is also provided on page 2.

Note that it's the same mark scheme for both the UK synoptic questions and fieldwork questions.

- Which level would you give the exemplar?
- Which mark within the level would you give?
- Are there any particular problems with any of the answers? Or are there any additional points that might get it to maximum marks?

Feedback – marking activity 2

Examiner mark

✓ This response was awarded Level 3, 8 marks



This is a very strong response. The candidate has brought their understanding from their work in both coastal and fluvial environments to help them deconstruct the information in the resources. They weave the AO4 with the AO3 very effectively and do an excellent job in reflecting on the complexities of the processes,

Session 3 – Delivering better performance on the fieldwork questions in Section C

Fieldwork questions in Paper 2

- The exam covers at least 2 of the 6 stages of the enquiry process in each year.
- This means that all of these stages need to be covered.
- Exam questions focus on the students' own experiences of fieldwork (**familiar context**) and commenting on the fieldwork of others (**unfamiliar context**) i.e. application.

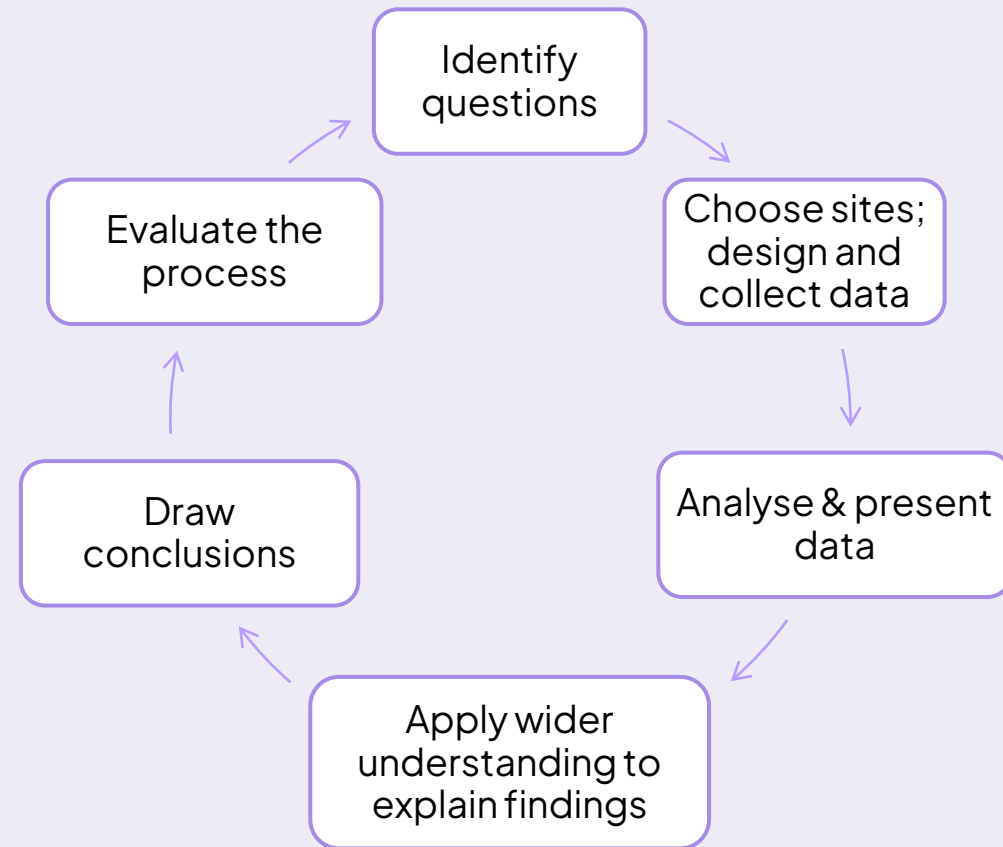
In the examination in any given year, students will be assessed on **at least two** of the six enquiry stages below, **across both** their investigations:

Stage in the enquiry process	Description
1	Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.
2	Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
3	Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).
4	Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.
5	Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
6	Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

Parts 1 and 3 are easily overlooked!



- What was suitable about the location(s) we visited? Why did we choose it / them?
- Did we ask the right question? Would a different question have been better?
- Did we choose the right sites?
- Was the data collection method the best one? How else could we have collected data?
- How could we improve our data presentation?
- Can we explain what we have found? Are we missing some data?
- How accurate or reliable are our conclusions?



8 mark assess / evaluate questions can focus on any of these stages.

This means students need to have **evaluated** at **all** stages, not just their results and conclusions.

Fieldwork need to be designed to address this.

Fieldwork requirements in the specification

Investigating river processes and pressures

Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.

Fieldwork and research	General focus of fieldwork
1. Formulating enquiry questions	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Selecting fieldwork methods	Fieldwork data collection must include at least: <ul style="list-style-type: none">• one quantitative fieldwork method to measure changes in river channel characteristics• one qualitative fieldwork method to collect data on factors that might influence flood risk.
3. Secondary data sources	<ul style="list-style-type: none">• A flood risk map e.g. Environmental Agency Flood Risk map• One other source chosen by the centre.

The Principal Examiner will assume that candidates have:

- measured changes in river channel characteristics (or coastal equivalent)
- used a qualitative method on the 'factors that affect flood risk'

but can assume nothing else.

Unfamiliar fieldwork scenario, Q8a (Coastal fieldwork)

- There is a lot to read!
- Candidates should be able to recognise characteristics from their own fieldwork.
- Questions are either AO4 (skills in interpreting data) or AO3 applying what they have learned to this new, unfamiliar situation.

- 8 (a) A group of students decided to investigate beach characteristics at two different times of year at the same location, 10 minutes walk from their school.

Their first visit was in May, their second in December. The weather was calm on both days.

The beach had hard engineering with a sea-wall and several groynes. They also knew that soft engineering had taken place in previous years with beach replenishment (sand brought in from neighbouring beaches).

They measured beach gradient (slope angle) at six sites from the sea wall to the shoreline along two beach profiles, one at each end of the beach.

Their results are shown below.

	May results		December results	
Site	Profile 1	Profile 2	Profile 1	Profile 2
1 (sea wall)	10°	12°	14°	12°
2	6°	10°	12°	8°
3	9°	8°	10°	8°
4	5°	6°	8°	7°
5	5°	4°	7°	4°
6 (shoreline)	5°	3°	5°	3°

Figure 7

Source: Pearson Edexcel GCSE Geography B Paper 2 2023

Unfamiliar fieldwork question, Q8a (Coastal fieldwork)

- It was clear from the responses to part (iv) that those who knew what secondary data was could offer at least one explanation of their value; maps were the most popular choice.
- Obviously enough, the significant minority who did not know the term would struggle to score a mark and many left the question unanswered. This reduced the mean significantly.

- (i) Explain **one** reason why the students selected this beach to carry out their investigation. (2)
- (ii) Explain **one** reason why they chose to measure the beach profile at two different times of year. (2)
- (iii) Explain **one** conclusion that they may have made after analysing their results. (2)
- (iv) Explain how **two** secondary sources of data would have been useful when carrying out this investigation. (4)

Source: Pearson Edexcel GCSE Geography B Paper 2 2023

Familiar fieldwork, Q8b (coastal fieldwork)

- Understanding 'quantitative' was vital in producing any answer at all
- It is unfortunate that qualitative and quantitative are so similar and readily confused.
- This question, straightforward enough if you knew its meaning, produced a lower mean than its 2019 equivalent and a higher percentage of 0-mark responses (some caused by a false start).
- Those who did understand the question struggled to find much to say beyond one weakness and had trouble making any comment about the strengths.
- Few critiqued the methodology of data collection.
- Students do not need to recall exact data from their fieldwork, but they do need to understand each of the six stages of the enquiry process and apply them.

(b) You have conducted your own fieldwork into how and why coastal management impacts on coastal processes.

Name your fieldwork location

Assess the strengths and weaknesses of your fieldwork methods of collecting quantitative data.

(8)

Source: Pearson Edexcel GCSE Geography B Paper 2 2023

Unfamiliar fieldwork scenario, Q9a (River fieldwork)

- (a) (i) Explain **one** reason why the students selected this river to carry out their fieldwork. (2)
- (ii) Explain **one** reason why they chose to measure river discharge at two different times of year.
- (iii) Explain **one** conclusion that they have made after analysing their results.
- (iv) Explain how **two** secondary sources of data that would have been useful when carrying out this investigation.

- 9 (a) A group of students decided to investigate river characteristics at two different times of year along two sections of the same river, 10 minutes walk from their school.

Their first visit was in May, their second in December. The weather was calm on both days.

The river had hard engineering in two places, with bank reinforcement. They also knew that a local landowner occasionally removed debris from the channel to maintain the water flow.

They measured river discharge in cumecs (cubic metres per second – $\text{m}^3/\text{sec}^{-1}$) by measuring width, average depth and velocity at six sites along two different sections of the river, separated by a kilometre with Section 2 further down the river.

Their results are shown below.

	May results		December results	
Site	Section 1	Section 2	Section 1	Section 2
1 (upstream)	0.05 cumecs	0.25 cumecs	0.10 cumecs	0.25 cumecs
2	0.05 cumecs	0.25 cumecs	0.15 cumecs	0.30 cumecs
3	0.07 cumecs	0.28 cumecs	0.20 cumecs	0.25 cumecs
4	0.09 cumecs	0.18 cumecs	0.25 cumecs	0.25 cumecs
5	0.12 cumecs	0.35 cumecs	0.20 cumecs	0.35 cumecs
6 (downstream)	0.10 cumecs	0.35 cumecs	0.20 cumecs	0.40 cumecs

Figure 8

Unfamiliar fieldwork questions, Q9a (River fieldwork)

(a) (i) Explain **one** reason why the students selected this river to carry out their fieldwork. (2)

This was answered very well by most students. Most could explain a basic reason choosing proximity to the school/centre. A significant minority of these struggled to build on this. Those that did, rightly suggested that this gave them more time for their data collection.

(ii) Explain **one** reason why they chose to measure river discharge at two different times of year. (2)

Another set of strong responses. An initial explanation generally being a recognition that this generates more data. Stronger answers added that this is likely to make the results more reliable. Others suggested that seasonal contrasts might be important

(iii) Explain **one** conclusion that they have made after analysing their results. (2)

Again there were a significant number of 2-mark answers, with most recognising either the seasonal changes or the spatial variation on different profiles. Many used data from the resource to support and develop one or other of these ideas.

(iv) Explain how **two** secondary sources of data that would have been useful when carrying out this investigation. (4)

Those who knew what secondary data was were able to offer at least one explanation of their value; maps were the most popular choice. This is a good example of the importance of technical specialist language within the subject.

Familiar fieldwork question, Q9b (River fieldwork)

(b) You have conducted your own fieldwork into flood risk for people and property.

Name your fieldwork location

Assess the strengths and weaknesses of your fieldwork methods of collecting quantitative data.

(8)

Source: Pearson Edexcel GCSE Geography B Paper 2 2023

General guidance to improve performance on the unfamiliar questions

- Get your timing right – candidates can do better on these questions than most of the other 8-mark questions across the whole specification.
- Be clear why you chose **your** fieldwork location (general area for data collection) and how you chose your sites (the points where you actually took measurements).
- Did you consider how much time you needed to reach your locations and sites and carry out your work?
- Were there any access problems in collection your data – legal or practical?
- What safety and ethical issues might arise from your attempt to collected primary data?
- Did you use any sampling – was it systematic or stratified and why that choice?
- Be clear what techniques you have used in **your** primary data collection and how they may have been both inaccurate and unreliable – was your equipment good enough to produce accurate measurements?
- How much of your primary data relied on subjective rather than objective data?
- What qualitative data did you collect?
- What were your secondary data sources?

Marking Activity



Marking activity

- Please see the candidate response to the familiar fieldwork Question 8b on pages 6 and 7.
- The Mark Scheme is also provided. Note that it's the same for both the UK synoptic questions and fieldwork questions.
 - *Which level would you give the exemplar?*
 - *Which mark within the level would you give?*
 - *Are there any particular problems with any of the answers? Or are there any additional points that might get it to maximum marks?*

Feedback – marking activity 2

Examiner mark

✓ This response was awarded Level 3, 8 marks



This is a very good answer that is well focussed on the technical aspects of fieldwork. There is assessment throughout the piece and a recognition that some of the weaknesses could be easily fixed.

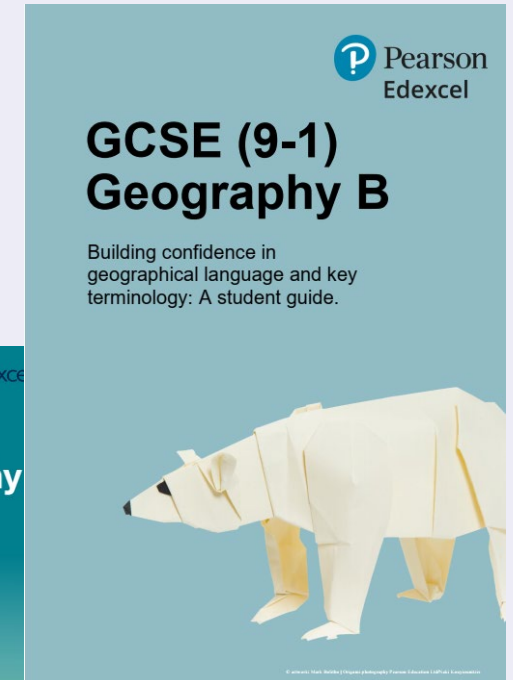
Summary and support

Summary

- Remember that Assess and Explain dominate this paper (as they do the others)
 - Understand the different types of 8-mark assess questions
 - Understand the different types of ‘Explain...’ questions
 - Understand the AOs that are being tested
 - Embed them in your teaching and your testing
 - Make your own questions
 - All candidates should get something from the 3 resource- based ‘Assess’ questions on Paper 2 – at least one mark for saying something about the resource!
-

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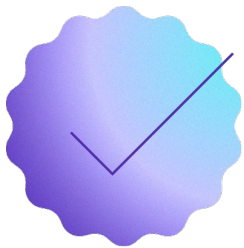
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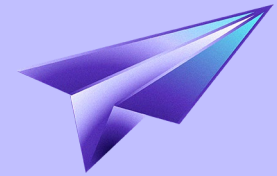
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Thank you.