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GCSE Geography B 1GB0 02

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Introduction

This paper produced significantly higher marks than any of its predecessors. A conscious and pre-planned attempt to reduce the number of empty responses and to steer students towards using resources when relevant, resulted in higher mean marks on three of the four 8-mark assess questions. As is usual the 8-mark resource-based questions (Q4, Q7, Q10d/11 d) produced higher scores than Q8b/9b. The latter 'familiar fieldwork' question relied on candidate recollection of their own fieldwork experience. The resource-based questions produced significantly higher means for three reasons;

1. An explicit instruction to candidates answering Q4 and Q7 that 'You must use evidence from Figure X in your answer. The impact of this was to increase significantly the number who picked up at least 1 AO4 mark for doing just that; using evidence from the figure.
2. The resources were at the less complex end of the spectrum of resources used over the lifetime of this specification and each had some text attached that has allowed easier access to AO4 for candidates at the lower end of the ability range.
3. The questions either visited well-trodden parts of the specification (Q4 and Q7)and/or were similar in structure to previously asked questions, (Q4 and Q10d/11d)

Improvement in performance was also notable for the 'Explain.. 'questions; a result in part of the topics being addressed and in part because of clearer instructions.

MCQ's and short answer 'state' questions also scored better across the whole cohort.

It is worth noting that the increased accessibility of some questions had the predictable consequence of easing the time pressure that has previously been evidenced by abbreviated and incomplete or, too often, unanswered final questions. AA reports and the PE's own marking of the final question (either 10d or 11d) strongly suggest that this problem had diminished considerably adding an ancillary reason for stronger performance.

It is also worth adding a word of caution regarding the performance of candidates at the lower end of the cohort in terms of their cognitive skills. Geography GCSE presents a wide range of challenges for all candidates. Numeracy is expected and tested; literacy is expected and tested; the ability to construct arguments and debate issues is expected and tested; knowledge and understanding of a wide range of topics is expected and tested, from the causes of social deprivation to the impact of atmospheric processes on climate. A final challenge is that these topics, and many others, are populated with a very considerable range of specialist terms which frequently provide the foci for examination questions.

There are many hurdles to clear and papers that set challenges for Grade 9 students are inevitably extremely challenging for those working within the constraints of a much narrower and unreliable skill set. There were, as in previous years, many unanswered questions on the typical Grade 1 and Grade 2 examination paper.

This report, as in previous years, will not include examples of the MCQ responses.

Teachers are reminded that the feedback on Q8 and Q9 responses will often be the same reflecting that the questions are, more or less, identical excepting their context. That is also true of Q10 and Q11 feedback.

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, to be developed with more detail of, as in this case, the process. With a modal mark of 2 and a relatively high mean 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 freeze-thaw weathering.

(b) Explain **one** way in which rock is weathered.

(2)

Rocks can be weathered through physical processes. Freeze-thaw weathering is when water enters a crack in a rock. When it freezes the ice expands causing the rock to crack more.

ResultsPlus
Examiner Comments

A clear response which provides a basic explanation and expands it through the idea of expansion on freezing.

ResultsPlus
Examiner Tip

Make sure that you know the difference between erosion and weathering.

Question 1 (c)

This was generally not as well answered as Q1b with the second mark often eluding even Grade 4 candidates. It was notable that a significant number below that level had very little idea about the impact on '...the UK's landscape'. U-shaped valleys were, by far and away, the most popular choice of landform but how these modified the landscape was often missing.

(c) Explain **one** impact of glaciation on the UK's landscape.

(2)

glaciation created large U-shaped valleys in UK's upland areas. for example the pennines, a wide U-shaped valley created by glaciarism; however, the large, heavy glaciers carved land in areas to uplift, creating uneven land-scape

(Total for Question 1 = 5 marks)

ResultsPlus
Examiner Comments

The basic idea is here but there is no relevant development.

ResultsPlus
Examiner Tip

In your revision make sure that you have a short but important grasp of what glaciation has done to the UK landscape.

Question 2 (a)

The key idea here is that the more joints and faults within a rock structure the greater is the surface area of rock that is exposed to whichever erosional process is being explained. The popular choice was, as expected, hydraulic action, although not always identified as such. As with many other 2-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. The modal mark was 2.

2 (a) Explain **one** reason why rocks with many joints and faults are eroded rapidly by waves.

(2)

Joints are weaknesses in the rock and are weaker so water is more likely to erode it through hydraulic action and abrasion. The more joints and fault, the more weaknesses are exploited so the rocks are eroded rapidly.

ResultsPlus
Examiner Comments

This response identifies that joints and faults create weaknesses and then explains that this allows erosional processes to operate more effectively. The answer follows a logical pathway effectively.

ResultsPlus
Examiner Tip

Remember that 'one' reason 2-mark questions expects a basic point to be developed with more explanatory detail and not a different reason.

Question 2 (b)

The vast majority garnered one mark by identifying either their relative cheapness or, even more popular, the lack of an aesthetically negative visual impact. To develop that idea, the majority were able to add that they use 'natural' materials. Alternatively, to paraphrase many answers, they don't involve pouring concrete. The modal mark was 2.

(b) Explain **one** benefit of using soft engineering to reduce coastal erosion.

(2)

Soft engineering does not reqire frequent management so it is less expensive to take care of than hard engineering methods.

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.

Question 2 (c)

The overall response to this question was a little disappointing. The majority of responses either focused exclusively on the impacts of global warming or, alternatively on coastal management. Both were legitimate, although it is notable that only the latter focus is covered in the specification. Also mentioned in the specification are the impacts of 'development, agriculture and industry' and these hardly featured at all in candidate responses. A significant number at the lower end of the cohort left the question unanswered.

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

(4)

Named coastal landscape

Bournemouth Beach

1 It has had groynes put in place to ~~stop~~ ~~low~~ stop longshore drift so that beach is not eroded away and made too small

2 Dead Beach replenishment of sandz dredging has ~~beach erosion~~ occured so that the beach still attracts tourists

ResultsPlus
Examiner Comments

Although this is a very narrowly drawn response it does explain why coastal landscapes might be changing. This answer recognises a cause and effect of two methods of coastal management, so is marked accordingly.

ResultsPlus
Examiner Tip

Try to make sure that you understand that a physical landscape is made up of different landform elements.

Question 3 (a)(ii)

This was correctly answered by the majority of candidates.

(ii) State **one** piece of evidence that this river has a large sediment load.

(1)

There is no rocks / sediments in image,
So the river must have a large sediment load

ResultsPlus
Examiner Comments

This is a complicated, contradictory answer and lacks logic – 'There is no rocks/sediment so there must be a large sediment load.'

ResultsPlus
Examiner Tip

A quick re-read of your answers is always useful – try to find a minute or two to do that at the end of the exam.

Question 3 (b)

Unlike Q2c this was well answered by the majority. A high mean mark and a modal mark of 4 reflected a secure knowledge and understanding of river management processes, which for many is also supported by their personal engagement with fieldwork. Some failed to recognise that this question was about river management rather than coastal management but even these answers often managed to say something that was relevant to management in general. Most were able to work within the limitations placed upon them to find one cost and one benefit.

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

(4)

cost

hard engineering to manage floods is usually expensive. It costs the government thousands to put in place for example a dam, which can also cost alot to keep it going.

benefit

A benefit of hard engineering to manage floods is that it lasts a long time. If you were to use soft engineering, it more likely you to need to be rebuilt or fixed, but hard engineering can last years before something goes wrong **(Total for Question 3 = 6 marks)**

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Examiner Comments

This answer is a good example of the answers offered by very many candidates who were well informed about hard engineering. In general, that is easier to do in the context of coastal landscapes than it is fluvial landscapes, but the question doesn't ask for examples and there were some who were probably still focussing on coastal environments.

ResultsPlus
Examiner Tip

Make sure that you are familiar with the structure of your exam papers and its various sections.

They don't change from year to year.

Question 4

The first 'Assess..' question on this paper produced a relatively high mean mark. It is reasonable to assume that this reflected both the familiarity of the topic but also the introduction of a specific instruction to all candidates that they 'must use evidence from Figure 2a and 2b' in their answers. There were significantly fewer blank responses and although the AO3 material was patchy and sometimes missing altogether in level 1 answers a significant number did pick up an AO4 mark. This was often to note that in the twenty years between 2000 and 2019 there had been 17 major flood events. Obviously more developed answers offered possible reasons for this and also drew on the information in Figure 2b in pointing out that despite the abundance of flood events in the 2000-2019 period their impact is measured by the number who died was notably lower that the 1953 event. Generally, it was only the level 3 responses that made any comment at all about the geographical distribution of these events or, indeed, recognised that the events included both river flooding as well as coastal flooding.

Assess the physical and human reasons for the changes in flood events in the past 100 years.

You must use evidence from Figure 2a and Figure 2b in your answer.

(8)

A physical reason as to why there have been changes in flood events could be due to more intense rainfall as a result of climate change. This is because ~~cau~~ climate change is causing shifts in the global weather patterns, and as figure 2a shows, in the most recent ~~section~~ years of 2000-2019, the number of flood events has increased to 17, whereas previous years peaked at 3. This shows rivers may be recieving too much run off ~~as the grand~~ so their discharge is much higher due to accumulation causing the rivers to overflow more easily. as the grand unsaturated from antecedent rainfall

A human reason as to why the changes in flood events has increased could be due to urbanisation, as this is because ~~this causes land~~ humans build on land with concrete, making the grand impermeable, so rivers recieve more surface run off. Urbanisation is rapidly increasing, hence why in 2000-2019, the number of floods increased so dramatically to 17. However, humans ~~have~~ also have became better at managing the impacts of floods socially, as figure 2b shows the number of deaths in the 2 most recent events in is 0, and the number of homes flooded has decreased, eg from 55,000 in 2007 event to 11,000. Although these floods may have been different intensities, this could be decrease could also be due to humans becoming better at responding and preparing for flood events - for example

managing ~~coastal~~ flooding using hard or soft engineering which would lower flood impacts.

In conclusion, I think both human and physical factors play a major role in the increase of events however decrease of social impacts, however human factors have contributed of the most at reducing deaths. ~~not flood~~

(Total for Question 4 = 8 marks)

ResultsPlus
Examiner Comments

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,

ResultsPlus
Examiner Tip

The resources are key to these questions – try to throw light on them using your general knowledge of the basic topics.

Question 5 (a)

This question was well-answered by the majority. The most obvious reason why some candidates failed to score 3 marks was the temptation to 'explain' the differences thus anticipating Q5b but not rewardable here.

Compare the ethnic diversity of London with the North East.

(3)

London has a significantly more diverse popuation than the North-east. They have over 10x more black people with the north-east having 1.0%. The North-east popuation has 90.6% white british popula-tion meaning they have ien than 10% of any

ResultsPlus
Examiner Comments

This is a sound answer and many candidates produced something similar. This candidate has added their own manipulation of the data as in 'over 10x more black people' which is a good focus on the skill of comparison.

ResultsPlus
Examiner Tip

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

Question 5 (b)

The most popular response was the reasonable idea that some regions offered a greater number of employment opportunities and thus attracted more in-migration. Some added that this impact might be amplified by a greater diversity in available employment. A second explanation eluded a significant minority of candidates. One of the most frequent routes found was the sophisticated idea that once an initial bridgehead is established the growth of distinctive cultural and social support structures makes some areas much more attractive to potential migrants than areas that lacked these elements of cultural infrastructure.

(b) Explain **two** reasons for regional variations in ethnic diversity.

(4)

1 People of ~~different~~ similar cultures ~~did~~ will move together to be with friends and family as they share cultures. Cultural shops, food and events will be hosted in communities of that culture so people move.

2 Jobs available impacts ethnic diversity. Higher paying jobs means that ~~people~~ economic migrants ~~will~~ ~~move~~ will move to London, over the North East, meaning international migrants are more likely to be found in London.

ResultsPlus
Examiner Comments

These two ideas were the dominant explanations offered. This is a particularly clear example with the explanatory idea developed through examples and some locational detail.

ResultsPlus
Examiner Tip

Geography is all around you – many candidates will have personal experiences that can be useful in answering questions on this section of the specification.

Question 6 (a)(ii)

The majority recognised that Bath's population growth was more variable than that of England and Wales as a whole. Some confused population growth rates with total population.

(ii) State **one** difference between Bath's population changes and those in England and Wales.

Bath's population has a sharp decrease

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Examiner Comments

A rare example of a wrong response. The graph shows changes in growth rate, not absolute numbers and this answer is wrong.

ResultsPlus
Examiner Tip

Be careful about measurement of change as in 'growth' rates. Global population is increasing but the rate of growth is slowing down, fast.

Question 6 (b)

The majority found the correct answer to this question and presented it, as instructed, to one decimal place. Ignoring this latter instruction was the most frequent reason why the second mark was missed. Some candidates ignored the question altogether, as has been a notable feature of scripts at the lower end of the mark range throughout the lifetime of this specification and its predecessors. However, centres will recognise that it is mandatory for all geography specifications to include the examination of mathematical skills.

Question 6 (c)

In common with most, but not all, of the 4-mark 'Explain..' questions on this paper this question produced a pleasing number of full-mark answers. These candidates came armed with a good understanding of what might help 'make urban living more sustainable' identifying and explaining a strategy and then adding a reflective point about its (positive) impact. Transport was often the focus of attention of both strategies and most answers identified either London or Birmingham as their 'UK city'. It is worth reiterating that although a little local detail will very often help candidates find the second mark it is not essential to do this and there were 4-mark answers that did not identify the city by name.

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

(4)

UK city

London

1 greener energy: investing in solar panels on houses and wind turbines for more renewable energy.

2 Promoting work from home. having more people work from home means less traffic and air pollution also rush hours population and intensity decrease.

ResultsPlus
Examiner Comments

This is at the bottom end of the 4-mark answers, but it is sufficient. Investing in solar panels 'for more renewable energy' is a two-mark response and so too is 'promoting work from home' which is extended by the impact on pollution.

If you have local detail, then use it.

Question 6 (d)

This was the only 4-mark question on the paper that required three developments of an initial explanatory point to reach maximum marks. This is a higher level of demand than the 'Explain **two** …' style 4-mark questions although these test breadth rather than depth of understanding. Rooted in what is generally a well-understood part of the specification most started with a regeneration project as the basic process causing 'growth'. Some worked this backwards to discuss the cause of regeneration as deindustrialisation. This was developed in a number of ways of which the commonest was to explain the impacts of this on the urban infrastructure and the consequences of that on population levels and patterns of inequalities. Some were able to weave in the changing demographics to include the process of 'studentification' as a consequence of regeneration which was an elegant way of getting around the 'Explain **one..** ' instruction. Once again, as with Q6c there was no necessity to add local detail but those that did were able to use it to their advantage as part of their explanation of change.

(d) For a UK city that you have studied, explain **one** reason why some parts of the city have experienced growth.

(4)

UK city

Stratford, London

~~Som~~ ~~her~~ ~~Somepar~~ Some parts of the city have experienced growth because ~~it has~~ they have job opportunities. Stratford, for example, has a shopping centre called Westfield. This provides economic growth as more people are going to work there every day.

There is a basic idea here about job opportunities which 'provides economic growth' which is just about enough for the second mark. To develop that the candidate could have used the idea of the multiplier creating more growth because of higher incomes.

It is important to break down processes such as economic growth or, its reverse deindustrialisation.

Question 7

As with Q4 this 'geographical issue' question stimulated some excellent answers. Similarly, the instruction that 'You must use evidence from Figure 6 in your answer' seems to have had a positive impact on candidates who, in the past, might have omitted to answer the question altogether. Certainly, the number of non-responses was significantly down from the levels recorded by the examining teams in previous years. Both AO4 and AO3 content were highly variable across the cohort delivering a high standard deviation as is desirable in these demanding questions. Level 1 responses were characterised by a partial AO4 recognition of the differences between the populations in terms of their age structure generalised to be rural = old, urban = young. The AO3 explanation of this was generally related to either crime of the pursuit of a 'quiet life' driving urban to rural migration. Candidates that used the data at the bottom of page 16 were able to add more subtlety to their explanations and the most impressive responses recognised that the demographic distinction between urban and rural populations varied significantly depending on their relative locations and the economic and social relationships between them. The candidates who deployed their knowledge and understanding drawn from sections 5.7 and 5.8 on the specification often did very well indeed.

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

You must use evidence from Figure 6 in your answer.

(8)

Urban has a higher ~~amount of~~ population of 20 - 40 year olds who are typically workers. One reason for this is the high amount of jobs which are well payed in urban areas due to foreign direct investment. TNC's have invested into the urban areas supplying jobs that require qualifications, and as the 20 year olds have left university and are qualified they typically move to urban areas to get high paid jobs. The high population of 20-40 year olds also stems from the culturally attractive pull factors of urban areas and their leisure as well as night lifes. Younger people will be attracted to these pull factors, however older people would typically be pushed away by this and Figure 6 shows us that more 60 - 94 year olds live in rural areas for a more peaceful life.

Another reason for the age difference between rural and urban areas is how urban areas are ~~from~~ more expensive for residential housing than the suburbs. As people retire they

typically have fewer funds to live by - so they move to a less expensive area to live causing the age structure Figure 6 shows. However, due to globalisation and increased transport, areas such as Tetley which are on the rural urban fringe which are dormitory towns, have a high population

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

TOTAL FOR SECTION B = 31 MARKS

of 20 - 40 year olds. This is because they can commute to work through transport such as trains. So many ~~urban~~ rural areas still have a high population of younger workers and this could increase with grainge transport links.

To conclude, I believe the main reason for the age difference in the average population of urban and rural is TNC investment causing higher paid jobs - however, culture and leisure of urban cities are still major pull factors for 20 - 40 year olds and push factors for 40-94 year olds.

ResultsPlus
Examiner Comments

This is a very strong response with an excellent range of ideas. The push-pull elements helped to provide a structure to this answer which went well beyond the cliche.

ResultsPlus
Examiner Tip

Use the data provided but always try to make an explanatory comment too.

Question 8 (a)(i)

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.

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

(i) Explain **one** reason why the students selected this beach to carry out their investigation.

(2)

It was close to their school so they can spend more time on data collection and maybe still have time to analyse the data. It could also be easily accessible.

A sound answer typical of many others.

Revising your fieldwork should start by breaking it down into all the 6 stages from planning to reflecting critically on what you have done.

Question 8 (a)(ii)

Another set of strong responses with an initial explanation generally being a recognition that this generates more data. Some left it at that but better answers added that this is likely to make the results more reliable. Others used the same basic idea but suggested that seasonal contrasts might be important.

(ii) Explain **one** reason why they chose to measure the beach profile at two different times of year.

(2)

shows more reliable results as it shows the change throughout the year, how the weather affects it.

ResultsPlus
Examiner Comments

Basic idea is developed here.

ResultsPlus
Examiner Tip

It is helpful to know the difference between accuracy and reliability.

Question 8 (a)(iii)

Once again there were a significant number of 2-mark answers to this with most recognising either the seasonal changes or the spatial variation on different profiles. Many used data for the figure to support and develop one or other of these ideas.

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

(2)

one conclution they may have made after analysising their results is that the gradient is steeper in colder months of the year (december) than in warmer months of the year (may)

ResultsPlus
Examiner Comments

An extended idea here for both marks.

ResultsPlus
Examiner Tip

Don't waste time rewriting the question – the first line of this answer is pointless (in every way).

Question 8 (a)(iv)

It was clear from the responses that those who knew what secondary data was were able to 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 of these left the question unanswered. This is a good example of the importance of technical specialist language within the subject.

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

(4)

Secondary data source 1

Having GIS technology like yogi Google maps would've been useful to plan/pick which beach to study as your able to view the locations and which defences they had etc

Secondary data source 2

Websites to document previous history/information of the area/beach their studying would also help. For example knowing that the beach ~~was~~ previously had beach nourishment

ResultsPlus
Examiner Comments

Two legitimate answers which are both developed.

ResultsPlus
Examiner Tip

As elsewhere on the specification make a point of knowing the key terminology.

Question 8 (b)

As with the previous question in which understanding a specialist term was vital in producing any answer at all, the first hurdle here was to 'see' the term quantitative in the question and then know the term. It is unavoidable but nonetheless unfortunate that qualitative and quantitative are so similar and so readily confused. This question, straightforward enough if the terminological pitfall was avoided, produced a lower mean mark than its 2019 equivalent and a higher percentage of 0-mark responses. Unfortunately, a significant minority of those who had no issues with comprehending the question struggled to find much to say beyond one weakness and had even more trouble making any comment about the strengths. The most frequent weakness was generally related to the equipment used. Only a small number critiqued the methodology of data collection. Although students do not need to recall the details of their fieldwork results, they do need to be engaged in each part of the six stages of the enquiry process; in this case the sixth and final stage which is 'Reflecting critically on fieldwork data, methods used and conclusions drawn and knowledge gained'.

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

Name your fieldwork location

Swanage Bay, Isle of Purbeck/Dorset

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

(8)

one strength of ~~conduction~~ conducting data was measuring longshore drift using an orange. This was affective as if the orange got lost it was biodegradable, as well as this a piece of string was tied to it and when returned back to shore the wet string was measured with a measuring tape ;as well as timed how long for it to return. However, one of the weaknesses ~~was~~ was when they'd get stuck on the groynes so it would be harder to assess the accuracy of longshore drift as complications ~~prevent~~ prolonged the time. Another weakness would be only being allowed to assess it on that day when the ocean was rough, to compare and get more accurate data, you'd have to revisit ~~the~~ another time when the tide was calmer.

Another fieldwork method used to collect data was ~~the~~ measuring the height of the groynes. The strengths of this method were good as it was easy to assess with a metre ruler measuring

the N and S side. This showed us the effective of the groynes and how well they prevented longshore drift. However, there were many weaknesses as the groynes were bigger than the ruler so it was hard to measure accurately and the groynes extended far out to the sea within there being a high tide. In order to complete this investigation you'd have to visit again when there would be a lower tide to assess the data more accurately.

In conclusion, my fieldwork methods were relatively strong, ~~but~~ there were some variety of weaknesses, but these easily could've been dealt with by either measuring longshore drift further away from the groynes or even just returning another day to get more accurate results.

(Total for Question 8 = 18 marks)

ResultsPlus
Examiner Comments

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.

ResultsPlus
Examiner Tip

No fieldwork is perfect either in design or in execution.

Question 9 (a)(i)

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.

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 – m^3/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

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

(2)

It was closely accessible to their school, so they could collect the necessary data within a school day.

The idea of making more time for data collection was a common and obviously correct response.

Know all the stages of your fieldwork from planning through to critically reflecting on the outcomes and methods.

Question 9 (a)(ii)

Another set of strong responses with an initial explanation generally being a recognition that this generates more data. Some left it at that but better answers added that this is likely to make the results more reliable. Others used the same basic idea but suggested that seasonal contrasts might be important.

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

(2)

The local landowner may have reeently cleared the debris from the vive so two readings would improwe the accuracy of the measurment.

ResultsPlus
Examiner Comments

A good piece of lateral thinking. It is an unusual answer but rewardable although accuracy is not improved so just one mark.

ResultsPlus
Examiner Tip

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

Question 9 (a)(iii)

Once again there were a significant number of 2-mark answers to this with most recognising either the seasonal changes or the spatial variation on different profiles. Many used data for the figure to support and develop one or other of these ideas.

Question 9 (a)(iv)

It was clear from the responses that those who knew what secondary data was were able to 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 of these left the question unanswered. This is a good example of the importance of technical specialist language within the subject.

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

(4)

Secondary data source 1

An OS map, to allow the site to be selected carefully so that the landscape is flat and safe and also to be sure the area is accessible, for example with foot paths.

ResultsPlus
Examiner Comments

Many came up with one, as in this case, but struggled to find a second source.

ResultsPlus
Examiner Tip

Remember that secondary data is any information that you and your group had no part in collecting.

Question 9 (b)

As with the previous question in which understanding a specialist term was vital in producing any answer at all, the first hurdle here was to 'see' the term quantitative in the question and then know the term. It is unavoidable but nonetheless unfortunate that qualitative and quantitative are so similar and so readily confused. This question, straightforward enough if the terminological pitfall was avoided produced a lower mean mark than its 2019 equivalent and a higher percentage of 0-mark responses. Unfortunately, a significant minority of those who had no issues with comprehending the question struggled to find much to say beyond one weakness and had even more trouble making any comment about the strengths. The most frequent weakness was generally related to the equipment used. Only a small number critiqued the methodology of data collection. Although students do not need to recall the details of their fieldwork results, they do need to be engaged in each part of the six stages of the enquiry process; in this case the sixth and final stage which is 'Reflecting critically on fieldwork data, methods used, and conclusions drawn, and knowledge gained'.

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

Name your fieldwork location

Dollis Brook

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

(8)

• During our trip, we used diffeerent methods to collect our ~~dat~~ data.

• One ~~example~~ method was using a cork, meter ruler and stopwatch to measure the speed of the water flow. One person held the ruler another the cork, a third had the stopwatch and on their comand the person dropped the cork at one end of the ruler. When it reached the other end the person with the stop watch stopped the clock. We recorded our results. We did this ~~3~~ three times. This was good because it made our results ~~to~~ more reliable/repeatable. Using the cork was good because it's bio degradable so won't harm the environment if it floats away. We did ~~them~~ this at all of the sites we visited.

• Another method we used was puting a tape measure along the ~~beadth~~ width of the of the river. Then we stuck a meter ruler in the water at either end and in the middle of the river. We recorded all our results and we did this at all of the sites we visited. This was to measure the channel depth and width of the river. We also did this three times. This was good because we did this three times and did it at all sites we visited. We also measured the depth at three places because the ~~river~~ depth ~~depth~~ wasn't the same at either end

or in the middle.

•In conclusion, I feel that there were some great strengths in our methods, for example repeating the experiment three times to reduce anomalys and make our results more accurate. However, I think there were also a lot of weaknesses, for example the person with the stopwatch might not have started and stopped it correctly. I think our ~~mgj~~ major weakness was ~~the~~ we only did it on one day. This means that the ~~info prob~~ data probably wasn't the most reliable/accurate.

ResultsPlus
Examiner Comments

A detailed and forensically critical account of this candidate's fieldwork experience(s). The weaknesses are largely methodological as were the strengths but there is a good range here.

ResultsPlus
Examiner Tip

All fieldwork will have flaws both in its execution but also in the overall design.

Question 10 (a)

The intention here was that candidates would reflect on their fieldwork question or hypothesis in the context of their chosen location. In their answers a number of candidates made no secret of the fact that they had played no part in the choice of question. Centres need to ensure that this first stage of the enquiry process is covered every year rather than delivering the enquiry question ready-made. Obviously, the fieldwork plans need to be in place but rationalising them is critical.

10 You have carried out your own fieldwork investigating environmental quality in an urban area.

Name your urban fieldwork location

Redhill

(a) Explain **one** reason for the choice of question or hypothesis that you selected to investigate.

(2)

It could be answered by all demographics without just yes or no answers.

ResultsPlus
Examiner Comments

There isn't enough here to make it entirely clear what is intended. Just enough for a mark as a possible idea but no follow up. Perhaps, making the data easier to categorise and/or interpret might have done it.

ResultsPlus
Examiner Tip

You need to know all parts of the fieldwork process but especially what your enquiry question is.

Question 10 (b)

In designing their fieldwork, centres are obliged to include 'one qualitative fieldwork method that collects data on the views and perceptions of quality of life', and 'one quantitative fieldwork method to collect data on environmental quality'. Of course, some centres will add other techniques and are encouraged to do so and that was obvious from the range of methods explained in their answers. The standard was generally high although some described a method without explaining, for example, how that particular method offered insights into the quality of life or the urban environment.

(b) Explain **two** ways that you used to collect data to investigate the quality of the urban environment.

(4)

1 Environmental quality survey. This meant that we had 5 factors which we scored based on how high or low it they were.

2 Questionnaires. This meant that we asked people in groups for their insight on the Clapham's urban environment.

ResultsPlus
Examiner Comments

Two sound ideas developed with some detail.

ResultsPlus
Examiner Tip

You need to know how you collected your data and why you chose that particular method.

Question 10 (c)

This question produced a range of responses with most managing to identify one conclusion drawn with a commentary about how strongly the results supported or contradicted the enquiry question and/or hypothesis. The best answers came most readily to those who had clear questions which were testable, such as a view of whether the urban environment along a transect would improve (or deteriorate) moving out from the CBD. A number of inventive candidates appear to have revisited this question having completed the following one, which is perfectly acceptable.

(c) At the end of your geographical investigation you drew conclusions that either supported or did not support your enquiry question or hypothesis.

Explain how strongly your conclusions supported your enquiry question or hypothesis.

Your enquiry question or hypothesis.

(4)

~~How~~ Has regeneration effected quality of life in Stratford.

At the end of our geographical investigation, we wrote up all of our data in a booklet to have easy access to our information. Once looking at the data, it was clear to see that our data strongly supported our hypothesis. This is because the differences in quality of life between the first few sites (which were regenerated) compard with the last few (unregenerated) were major and a clear divide ~~for~~ was seen, showing us ~~how~~ that regeneration has had a very positive impact in Stratford.

ResultsPlus
Examiner Comments

This is an impressive answer that has a clear focus on the initial hypothesis and offers an explanatory connection between the fieldwork and their results.

ResultsPlus
Examiner Tip

There is no need to learn lots of numerical data, but you do need to know the overall outcomes of your fieldwork.

Question 10 (d)

As with Q4 and Q7 candidates this question produced stronger responses than had been the case in previous years. What was especially encouraging was that only 7% of candidates scored 0 on the question. Interestingly, according to the examining team only a minority of those appear to have written nothing at all. This evidence suggests that time constraints might have been less problematic this year, perhaps because more accessible questions are obviously quicker to answer than those which involve much more reflection time. The standard answers tended to be dominated by the divided bar charts but ignored the implications of some parts of the text. The stronger responses had some AO4 drawn from the bar-charts but also reflected on sample sizes, the limited range of the three questions asked, the necessarily subjective nature of, for example, agreeing or strongly agreeing with a statement and other legitimate challenges to the reliability of the results.

The students concluded that

1. the majority of people in the town were happy with their quality of life.
2. older people tended to be less happy than younger people.

Assess the reliability of these conclusions.

(8)

This may not be very reliable as they surveyed an unequal proportion of older & younger people which makes the comparisons made between the two results to be less accurate. This was also carried out on a saturday morning which

is a weekday, meaning that only certain types of people will be out at this time (perhaps to do their shopping). This makes the results again less accurate. The statements being asked are subjective which cause the results to be biased. Also, they do not consider whether how long these people have spent their the life in this area which is a factor which also impacts the results as people who have lived longer in an area tend to be more positive (older people are more positive than the younger people as 12% disagree with it being noisy but. On the other hand, they did their questionnaire on the main street which allows the sample to be more diversified and so this makes results more reliable.

ResultsPlus
Examiner Comments

A strong response that has a good range of ideas and a fair grasp of what is meant by 'reliability' and 'accuracy'. It is a little narrow in focus but what it does, it does well.

ResultsPlus
Examiner Tip

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

Question 11 (a)

As measured by the answers offered in the examination only about 15% of candidates opt for the 'rural settlement' option. With a different geographical content but with identical questions one would reasonably expect the statistical profile of candidate responses to be very similar. That is not the case for the 2023 cohort and has, in fact, never been the case. It would appear that several candidates are unaware of which option they have chosen and offer answers to Q11 that are highly generic and often very weak indeed. The contrast was most marked between answers to 10d and 11d.

The intention here was that candidates would reflect on their fieldwork question or hypothesis in the context of their chosen location. In their answers a number of candidates made no secret of the fact that they had played no part in the choice of question. Centres need to ensure that this first stage of the enquiry process is covered every year rather than delivering the enquiry question ready-made. Obviously, the fieldwork plans need to be in place but rationalising them is critical.

11 You have carried out your own fieldwork investigating environmental quality in a rural environment.

Name your rural fieldwork location.

Malton

(a) Explain **one** reason for the choice of question or hypothesis that you selected to investigate.

(2)

we chose to investigate weather locals thought Malton was had a good environmental quality, and why. we did this to see if locals were happy.

ResultsPlus
Examiner Comments

There is just enough here to make it reasonably clear what is intended. Just enough for a second mark as a possible follow up.

ResultsPlus
Examiner Tip

You need to know all parts of the fieldwork process but especially what your enquiry question is.

Question 11 (b)

In designing their fieldwork, centres are obliged to include 'one qualitative fieldwork method that collects data on the views and perceptions of quality of life', and 'one quantitative fieldwork method to collect data on environmental quality'. Of course, some centres will add other techniques and are encouraged to do so and that was obvious from the range of methods explained in their answers. The standard was generally high although some described a method without explaining, for example, how that particular method offered insights into the quality of life or the urban environment.

(b) Explain **two** ways that you collected data to investigate the quality of the rural environment.

(4)

1 One ~~of~~ method we used was doing an environmental quality survey ~~wh~~ in which we surveyed different qualities of the village such as: paint on walls and gardens ~~or~~ ~~Another other display~~ and ~~rat~~ ranked them on a scale from -2 to 2 (2 being best).

2 Another method we used was surveying and asking a variety of closed and open questions to the people in the village in order to get their opinions on the quality of life in the village and see how it varied.

ResultsPlus
Examiner Comments

Two sound ideas developed with some detail.

ResultsPlus
Examiner Tip

You need to know how you collected your data and why you chose that particular method.

Question 11 (c)

This question produced a range of responses around a significantly lower mean than the urban equivalent. The better answers managed to identify one conclusion drawn but only a minority could add a commentary about how strongly the results supported or contradicted the enquiry question and/or hypothesis. The best answers came most readily to those who had clear questions which were testable such as a view of whether the urban environment along a transect would improve (or deteriorate) moving out from the CBD. Sadly, there were very few of these. A number of inventive candidates appear have revisited this question having completed the following one, which is perfectly acceptable.

(c) At the end of your geographical investigation you drew conclusions that either supported or did not support your enquiry question or hypothesis.

Explain how strongly your conclusions supported your enquiry question or hypothesis.

Your enquiry question or hypothesis.

(4)

How does environmental quality differ in rural locations?

The environmental quality surveys showed a difference in the two rural locations, showing that quality of the environment did differ like our enquiry question implied, with the environmental quality in the area Bedgelert (which is protected by the National Park) being higher than Llanberis (which was not protected).

ResultsPlus
Examiner Comments

This is an impressive answer that has a clear focus on the initial hypothesis and offers an explanatory connection between the fieldwork and their results.

ResultsPlus
Examiner Tip

There is no need to learn lots of numerical data, but you do need to know the overall outcomes of your fieldwork.

Question 11 (d)

Unlike Q4 and Q7 and, most troubling of all 10d candidates produced very similar responses to this question as they had in previous years. What was especially discouraging and difficult to explain was that a staggering half of candidates scored 0 on the question. According to the examining team a majority of those appear to have written nothing at all. The most probable explanation is confusion by some candidates at the lower end of the ability as to which option they had followed with some of these answering Q11 when they should have answered Q10. It is plausible to suggest that the quality of this cohort might be the most significant element in determining the quality of their answers.

The standard answers tended to be dominated by the divided bar charts but ignored the implications of some parts of the text. The stronger responses had some AO4 drawn from the bar-charts but also reflected on sample sizes, the limited range of the three questions asked, the necessarily subjective nature of, for example, agreeing or strongly agreeing with a statement and other legitimate challenges to the reliability of the results.

The students concluded that

1. the majority of people in the village were happy with their quality of life.
2. older people tended to be less happy than younger people.

Assess the reliability of these conclusions.

(8)

The first conclusion the students made I would agree to a certain extent, because most older people said they disagreed with a lot of the questions but some younger residents had a bit more of a

problem with it. Although, overall the town's residents seemed pretty happy with their quality of life from the data.

I disagree with the second conclusion the students made because the older people were bothered about certain things, but as a whole the younger people had a significant problem with noise, other than that the results were quite similar, but I think that noise question makes them (as a whole) more bothered.

In conclusion, I think the students first conclusion was accurate but I didn't agree with their second conclusion.

ResultsPlus
Examiner Comments

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 candidates' notations.

ResultsPlus
Examiner Tip

Make sure that you use as much of the resource information as you can – there is material there that can help your answer.

Paper Summary

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

1. Be familiar with the structure of this paper; in particular which options you answer for your fieldwork.

2. Be familiar with the vocabulary of the paper. For example, landscapes, secondary data and many others.

3. Know your command words especially explain, assess and evaluate.

Grade boundaries

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