



# **Examiners' Report June 2022**

**GCSE Geography B 1GB0 02**

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## Introduction

As with many other GCSE papers in Geography this paper was significantly modified for the 2022 cohort. For 1GB01, where optionality was introduced, the paper was reduced to 64-marks from its normal 94-mark tariff. By contrast paper 2 (1GB02) was shorn of its questions on ‘familiar’ fieldwork, which had the effect of reducing Section C to 20 marks rather than the usual 36 marks. This reduced the total paper tariff to 78 marks. In the case of both papers there was no change to the time allowed to candidates.

Obviously, both structural changes to papers and a partial softening of the pressure of completing answers in the time allowed make statistical comparisons with previous papers and, indeed, between papers much more problematic. That is especially true for a cohort whose education was disrupted, but in different ways for different centres depending on their scheme of work timetable.

One unexpected aspect of candidate performance was the frequently stronger performance on Section B than on Section A. This maybe a consequence of the history of learning but disappointing outcomes on q1b, q2(a)(iii) and q3(c) were measurably weaker than equivalent question for Section B.

In both 2018 and 2019 papers 1 and 2 produced very similar statistical profiles with comparable mean and modal marks and mark distributions. In 2022, the mean mark rose on both papers but notably more so on paper 1, given the introduction of optionality on that paper significantly reducing the revision load. However, on the challenging 8-mark ‘Assess’ and ‘Evaluate’ questions the mean marks and modal marks remained comparable as they have been in previous years.

In brief, despite the contrasting challenges offered by these two papers, the outcomes were very similar as they were in both 2018 and 2019.

## Question 1 (b)

In general, many of the answers to this question were rather disappointing. The wording of the question is, more or less, lifted directly from the specification but it would appear that a significant number of candidates struggled to know quite what to say. As has happened before the idea of a 'landscape' proved challenging, although it would have been sufficient to comment that both urban and rural landscapes are human creations. Given that the basic geographical term 'landscapes' is used on many occasions in both Topic 4 and Topic 5, not least in titles of those topics, it doesn't seem unreasonable to expect that candidates have some grasp of what constitutes a landscape.

(b) Explain **two** ways in which human activities result in distinctive landscapes.

(4)

- 1 Humans build cities and towns which contrast with the natural landscape. These are distinctive as they are areas in which homes are located and they reduce the natural ecosystems in that area.
- 2 Humans use groynes to prevent deposition from occurring through longshore drift in a certain area. However this can cause it to occur in nearby areas causing the loss of sediment and erosion.



**ResultsPlus**  
Examiner Comments

This is an interesting example of a four-mark response because the candidate has clearly understood the term 'landscape' and given some thought to where in their studies change has taken place. The two examples work perfectly well.



**ResultsPlus**  
Examiner Tip

Make a list of key terms that cause misunderstanding and do your best to learn them before the examination.

## Question 2 (a)(ii)

These 2-mark explain questions require answers that offer an explanation, rather than a description, and then develop the idea so that 'waves which are higher have more energy because there is more water' is the basic idea which then needs to be applied to the erosive capabilities that result from this.

(ii) Explain **one** way in which wave height affects the rate of coastal erosion.

(2)

If the waves have more altitude, they will increase rate of coastal erosion because they have more volume and power to erode the side of the cliff.



**ResultsPlus**  
Examiner Comments

This answer recognises that the rate of erosion will increase and that this is a consequence of greater power – so 2 marks.



**ResultsPlus**  
Examiner Tip

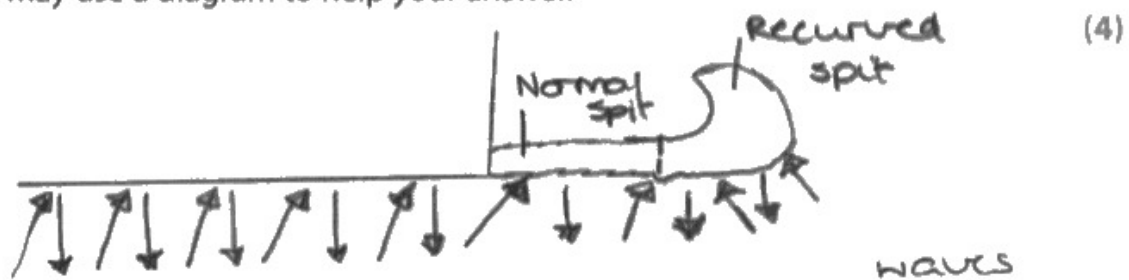
Don't rewrite the question – it is a waste of time and won't improve your mark.

## Question 2 (a)(iii)

As with question 1b this question also elicited a larger number of disappointing responses than expected. Longshore drift and the formation of spits is a very frequently visited set of physical processes in classrooms and almost a cliché in terms of its appearance in examination questions. Many students seemed completely unaware of the connection between wave angle and spit formation and, unusually, many seemed unacquainted with the swash/backwash relationship. Those that had a clear grasp of this relationship picked up full marks without much difficulty whilst those that didn't seldom scored more than one mark.

(iii) Explain **one** reason why wave direction is important in the formation of spits.

You may use a diagram to help your answer.



↑  
Prevailing  
wind direction

• Longshore drift<sup>v</sup> follows the direction of the prevailing wind and carries sediment along with it.

• Spits are formed when this sediment ~~is~~ carried by longshore drift in the waves is deposited.

• However, if the wave direction changes, the spit may curve as the sediment will be deposited at a different angle.



This was a relatively and disappointingly rare example of a full 4-mark response. The candidate's diagram is well-annotated and shows the change in the coastal topography and the growth of the spit into open-water, as well a clear explanation of longshore drift.



Diagrams are a useful way of saving time in answering questions on processes.

### Question 3 (a)

This question was answered well by the majority of candidates. Interception and water abstraction were the most popular choices.

3 (a) State **one** reason why planting trees can reduce the risk of river flooding.

(1)

The trees roots will take some of rainfall minimising danger of flooding.



**ResultsPlus**  
Examiner Comments

One of very many examples of the virtue of leaving trees on floodplains.



### Question 3 (b)

As with q2a ii both of the marks awarded had to be explanatory and not descriptive. Examples of hard engineering were neither needed nor rewardable when offered because, in themselves, they don't explain the benefits of any particular type of hard engineering. Thus, although the vast majority understood the term it was a smaller majority who could explain the benefits.

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

(2)

Hand engineering results in an extremely effective flood defence system, for example a flood wall, which blocks the flood waters from reaching and damaging homes, and it fights directly against the water, protecting homes and property.



The two points made here are that 'it works' and that it 'protects property'. Enough for both marks.



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 3 (c)

The focus on a 'named UK river' was, as in other examples in the past simply to operate as an *aide memoire* for candidates. There was no credit given for naming a river or, indeed, a penalty for not naming one. As expected, there was more understanding on why sediment load increased than there was increasing velocity. The commonest error was to suggest that velocity decreased because of declining gradient as one approached base level. Those candidates who suggested that velocity slowed in estuaries as tidal waters were reached were rewarded as, obviously, were those who suggested channel efficiency increased downstream, or words to that effect, and thus so did velocity.

(c) For a named UK river, explain why sediment load and velocity change along its course.

(4)

Named river: The river Severn

Sediment load

The sediment load increases along the rivers course. As the river becomes wider and deeper, more sediment is present, increasing sediment load.

Velocity

Velocity increases downstream. As there is less sediment and a smoother bed of the river further down, the water is able to flow at a quicker rate, meaning as the river goes downstream the velocity increases.



This is a full mark answer with some useful lessons. Firstly there is a rather sketchy second mark for the increase in sediment load because the channel gets wider and deeper; usually true but the surface area point is not especially clear. The second part offers a contradictory view of sediment load but gets the marks for the idea of greater channel efficiency.



You can never lose marks in a geography exam – you can fail to gain them. Never cross out an answers unless you replace it and never leave questions unanswered.

## Question 4

The first of the 8-mark 'Assess..' questions produced a very similar statistical result to the 2019 equivalent, a question that offered two contrasting maps of the UK; one a relief map and the other a population distribution. The 2022 question offered one map but also added some text to provide the AO4 material that candidates could use. It is still a concern that some a significant number of candidates fail to score a mark and indeed a significant number don't offer any response at all. That is true across the whole swathe of GCSE papers for both specifications including those questions which are rooted in a case-study rather than a resource or two; for example, the final questions on each of the paper 1 sections. What is most frustrating and an obvious lost opportunity is that candidates, at whatever cognitive level they are working can glean at least 2 and, exceptionally 3 of the AO4 marks available simply by saying what they see on the resource.

Answers, and there were a significant number of these, that began by pointing out the distribution of woodland was uneven the local scale with 'more on lower ground than on higher ground' and at a national scale, 'England had less woodland than the other UK countries' without offering any AO3 assessment as to the possible reasons for these facts would pick up a Level 1, 2 mark score by these observations alone. Candidates should also be constantly reminded that, given that these questions are not tests of their AO1 knowledge nor the AO2 application of that knowledge and understanding, that the criteria for awarding AO3 marks was the plausibility of their assessments and not necessarily the veracity of them. Thus, candidates who suggested that the 'forests are found on lower ground because that is closer to rivers and trees need water to grow' would gain some AO3 reward. A complicating factor is that despite the AO3/AO4 division in to x2 4 mark 'sections' it is the level descriptors that determine the mark awarded. For their AO4 candidates need to use geographical skills to extract information accurately; in this example that was largely but not exclusively map-reading. For their AO3 they needed to deconstruct that information and provide logical connections between it, leading to an evidenced based judgement. That has of course been the methodology in place since the specification was launched.

Assess the reasons why woodland is unevenly distributed at both a national and a local scale.

(8)

Woodland is unevenly distributed at both a national and local scale, ~~because a lot of forests are used for timber production but this~~ for example, as figure 2 shows, 10% of England is forest whilst 18% of Scotland is forest showing that there is an 8% difference.

This could be because a lot of woodland is used to produce timber which is why, according to figure 2, most of forest is plantations of evergreens. But forestry gives a relatively low profit compared to other land uses so more wealthy areas might invest in agriculture or other land uses instead. The UK is the largest "importer of timber" so that is why there is less forest in the UK than any European country (only 13%).

Also, in rural and urban areas there will be variation in distribution of forest because in urban areas, deforestation occurs to provide spaces for more development to improve the economy. Whereas, in rural areas, space is more available so forest is maintained and left more often. However, sometimes in rural areas, forests are still cut down to provide space for agriculture.

Additionally, physical factors like altitude and soil type will affect distribution of woodland. In Scotland, there is more woodland perhaps because



There are more mountainous areas as figure 2 shows that forests are often distributed around areas of high altitude because these are often not as good for development.

Overall, I think that variation in forest distribution is caused mainly by the amount of development an area has, for example, in England, there are more urban, developed areas so only 10% woodland.

(Total for Question 4 = 8 marks)

**TOTAL FOR SECTION A = 27 MARKS**



**ResultsPlus**  
Examiner Comments

This is a strong response and was awarded 8/8. The candidate uses the resources offered effectively, drawing from both the map and the text. The urban/rural points are plausible and would have been even stronger if they had applied that idea to the national data. The local material drawn from the map is very good at the bottom of page 7 and top of page 8. The candidate also draws it together with an evaluative conclusion – not obligatory but an extension of their assessment.



**ResultsPlus**  
Examiner Tip

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 woodland is unevenly distributed both locally and nationally would earn a mark.

## Question 5 (a)(ii)

In general terms the candidature were well-prepared for the various mathematical and statistical tests across all three exam papers and although this one was generally well answered, it was not attempted by a significant number. The commonest error for those who did answer it was to confuse the median with the mean.

(ii) Calculate the median percentage fall in GDP for English regions.

184

(1)

21.12 %



**ResultsPlus**  
Examiner Comments

The commonest error was to calculate the mean as has this candidate.



**ResultsPlus**  
Examiner Tip

Know the difference between mean, median and mode.

## Question 5 (b)

This is a familiar corner of the specification. One of the most common avoidable errors was a failure to note that 'international migration' was the focus and not migration in general. A number of candidates concentrated on regional shifts perhaps reflecting a 'mock' paper or material gathered from their case-study city. The mean and modal mark suggests that this is a well understood topic.

(b) Explain **two** ways in which international migration has changed the population geography of the UK.

- (4)
- 1 Immigrants ~~often integrate to urban areas~~ <sup>are often younger, working age</sup> people which increases population of middle aged people
  - 2 Middle aged immigrants are likely to have children, increasing the younger demographic



**ResultsPlus**  
Examiner Comments

A sound example of a 4-mark response which identifies two demographic impacts with reasons – migrants tend to be working age and so increase that cohort of the population and they are also, given their age, more likely to have children increasing that group too.



**ResultsPlus**  
Examiner Tip

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



## Question 6 (a)(i)

This was a successfully answered question for many with a large majority achieving 2 marks, or better. It was good to see so many using numeric data to support their points.

- (i) Compare the population structure of Milton Keynes with that of England and Wales.

(3)

For ages above 50 there is a similar decrease each year for both however there is a lower percentage of over 50s in Milton Keynes. Milton Keynes has a higher percentage of children aged 0-14 than England + Wales. There is a higher percentage of 30-40 year olds in Milton Keynes - it has a young population.



There were many good answers to this question. In this example four points are made – three about the structural contrasts and one inference from that; that MK has a younger overall profile. So comfortably a 3-mark answer.



If you can extract data from a resource do so – there will almost always be a mark available for that.

## **Question 6 (a)(ii)**

Nearly half the candidature picked up both marks for this calculation. Once again examiners reported seeing a large number of blank responses, many of which are almost certainly from candidates who struggle with numeracy across all relevant GCSE examinations.

## Question 6 (b)

This 4-mark 'Explain..' question proved to be challenging for some. Site and situation are terms that are used in three places in the specification: once for the chosen case-study 'emerging country', once for the chosen case-study megacity, both for paper 1, and again, on paper 2's 'major UK city' case-study (Topic 5.3a). A significant adjustment was made to the mark scheme to improve the statistical outcome for candidates but too many answers demonstrated a lack of understanding of either term let alone the distinction between them. Rustiness over geographical vocabulary was, as noted in the overview not entirely unexpected but challenging to mitigate because it was very uneven across the entry.

(b) For a UK city that you have studied, explain the importance of its site and situation for its growth and development.

(4)

UK city: London

Site

London is located on a flat area of land which means that it is easier to build infrastructure furthermore it has been built around the river Thames which meant that in the past it was useful for trading with other European countries as well as nationally.

Situation

London is a megacity located in the South East of England, the fact that it is located so near to the English Channel and due to modern free trade laws makes trade imports and exports more efficient and quicker helping to boost London's economy.



Sadly, this quite an unusual example of a response from a candidate who did have a clear idea of the meaning of both site and situation. Situation rather spills over into site and London's role as a port is now some time behind it but there is no questioning the basic quality of this answer.



Case-study knowledge needs to be learnt – this paper has relatively few so make sure they are secure.

## Question 6 (c)

The causes and consequences of social, economic and political inequalities are a central and repetitive theme across this whole specification and inequalities within the chosen case-study UK city was the focus of this question. Of all the 4-mark 'Explain two..' questions this had the most positive statistical outcome. Nonetheless, despite a mean mark which was much the same as that for 5b there were, once again a significant number of candidates not attempting to answer the question. Those that did showed stronger case-study knowledge focussing, in the great majority of cases, on economic inequalities and the impacts of deindustrialisation. The majority of candidates scored 2 or more on this question.

(c) For a UK city that you have studied, explain **two** reasons why there are contrasting levels of inequality in different parts of this city.

(4)

UK city: London

- 1 In London, the borough of ~~the~~ Knightsbridge is one of the richest boroughs, this can be because Knightsbridge ~~has old houses~~ <sup>meaning</sup> is located near major attractions in Central London causing the house prices to be high.
- 2 The London borough of Hackney is one of the poorest boroughs, this can be because this area has high levels of migrants so it would be harder for them to find a job resulting in more inequality in ~~the Hackney~~.

Total for Question 6 = 13 marks)



**ResultsPlus**  
Examiner Comments

There are two reasons here. The first is geographical location which impacts on property prices and so levels of inequality whilst the second is the 'high levels of migrants' which, although not explained, would be another route to a mark, it is tied to employability; the second is less coherent but sufficient.



You should be able to identify by name a number of contrasting areas of your chosen city – you won't get any credit for just naming them but it will help you remember their characteristics more effectively.

## Question 7

As with q4 and as with comparable questions across both Specification A and Specification B, there are important statistical outcomes to interpret. The mark distribution for almost all of these questions is a normal distribution, if the 0-mark responses are discounted. On this 12-mark question nearly half the candidates scored half-marks or more producing a profile that was comparable to both 2018 and 2019.

However, the sizable minority who score zero remains a concern. Obviously, some of those zero mark answers are, of course, unsuccessful attempts to answer the question but many are not, with candidates writing nothing at all which is particularly damaging when the SPaG mark obviously requires some written material in order to make that judgement.

It is instructive to note that the percentage achieving 1 mark was very small. This suggests that centres need to encourage candidates to have a go at these questions in the same way that they do with the 8-mark resource-based question in Section C or the q4 summative question on paper 3. A comparatively small number of candidates failed to score on 10a<sub>ii</sub> and 11a<sub>ii</sub> in Section C, whilst similarly small numbers of candidates failed to score anything at all on the 16-mark question on paper 3, and the vast majority scored 2 or more, including obviously, many who did not attempt multiple 8 and 12-mark questions on both paper 1 and paper 2. This also has the added benefit of triggering a SpaG mark which is conspicuously not the case for the relevant questions on the other two papers.

On this particular question, as with q4, the availability of AO4 marks simply by extracting something from the resource was overlooked by far too many candidates. For those that did engage with the resources the observation that 'life expectancy was generally highest in the south and west' whereas it was 'worst or worse than average in many areas in the north of England' would have picked up one mark and those that added that there were 'local areas in both the south and the west that were also classified as worst' would have picked up a second mark. Explaining this latter point by identifying these as cities or parts of cities with high levels of deprivation/inequality would have earned some reward for AO3 as well. In other words the sifting of information from a map and accompanying text is a central skill within this specification and clearly involves 'thinking like a geographer'. There are no AO1 or AO2 marks.



Assess the possible causes and consequences of variations in the health of high streets.

→ deindustrialisation  
↳ less economic

→ lower quality of life

(8)

The most significant cause of the variation in health of high streets is deindustrialisation. Due to ~~the~~ <sup>and</sup> ~~the~~ <sup>decline</sup> of the ~~second~~ <sup>primary</sup> sector, it resulted in areas in the north to receive less economic growth resulting in these areas to be less wealthy. Therefore, to cater to the less wealthy population more unhealthier high streets with many fast food chains were developed and this can be seen in ~~Sunderland~~ <sup>Blackpool</sup> which suffered secondary industry decline and is known to have the worst high street. A consequence of having unhealthy high streets is that unhealthier services such as fast food chains are more readily available to the local population and creates the most negative consequence of reduced life expectancy as more ~~fast~~ unhealthy food from fast food chains degrades health. This is shown in figure 6 as ~~Sunderland~~ <sup>Blackpool</sup> has one of the most unhealthiest streets and also is shown to have the worst life expectancy.

A strongly important cause in unhealthy high streets is <sup>how rural a place it is.</sup> ~~the poorer distance from~~ Rural areas are less likely to receive investment resulting in the area becoming less wealthy and less able to afford healthier high streets for services such as museums. This makes the high street unhealthy and this is seen in Sunderland, ~~as~~ which is far away from major cities where investment is high such as London, as Sunderland is ranked one of the worst healthiest high streets. Another significant consequence of the variations of health of high streets is that it creates inequality of resources between regions and affluent regions benefit from better services such as better quality health services whereas poorer regions ~~do~~ won't have access to such health services decreasing life expectancy. This is again shown in Sunderland where high streets are unhealthy and life expectancy is ranked the lowest. This is also shown in London, where due to improved quality of services such as access to multiple hospitals, most areas of London are ranked to have the best life expectancy.





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 this map, any more than on the forestry map for q4. So there are errors of fact in the AO3 analysis, most notably when the candidate begins to discuss rural deprivation in the context of Sunderland. However they have very strong AO4 drawn from both the map and the text and then offer the fundamental cause of deindustrialisation, to which they add rural deprivation, accessibility and location in a regional context as both causes and consequences. 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.



Remember that these levels-marked 'assess' questions focus on extracting information from the resource (AO4) and then providing logical connections and a judgements (AO3) supported by that extracted information.

## Question 8 (a)(i)

With many centres and their candidates unable to undertake fieldwork and with, consequentially, the familiar fieldwork questions stripped out, Section C was reduced from 36 marks to 20 marks. As is the habit the questions were either identical or very close to identical for q8 and q9 as they were for q10 and q11 ensuring comparability of demand. So too the resources which offered, as is usual candidates with different scenarios. It is encouraging to report that there was a good deal of evidence that students had been carefully walked through a virtual fieldwork world so that they would be acquainted with the techniques and processes, at least in principle. There was no discernible decline in the quality of student responses to these questions, either statistically or from the collective experience of the marking team.

(i) Explain **one** reason why the students selected these three people to interview.

(2)

this will allow a range of views to be seen ~~as well~~ to make sure results are not biased.



**ResultsPlus**  
Examiner Comments

This has both main ideas – the range of different views and why that helps avoid 'bias'



**ResultsPlus**  
Examiner Tip

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

## Question 8 (a)(ii)

This too worked very well as a question that discriminated effectively. The most popular choices were tourists, young people and politicians. Most were able to explain why their chosen group would add breadth to the enquiry.

- (ii) Suggest **one** reason why another group of people might have views about coastal defences that would have been useful to this enquiry.

(2)

Named group: ~~Tourists~~ Tourists

They may not agree with the appearance of these coastal defences as they may be unattractive



This was a common choice and justified.



The 'suggest' command word is reserved for questions where you are expected to offer a possible reason that may be one of several such reasons.

## Question 8 (a)(iii)

As with some questions in both Section A and Section B the most significant stumbling block was knowing a key term; in this case what constituted 'secondary data'. It was obvious that a very large number of candidates, perhaps a majority did not recognise the term. Those that did sometimes struggled to identify how it might aid the enquiry but half of them did, resulting in a maximum score of 2 for about a quarter of the candidature.

(iii) Explain **one** way in which secondary data might have helped the students plan this enquiry.

(2)

Geology maps. This means its got the map of the area and what type of rock there is and what coastal management there is.



**ResultsPlus**  
Examiner Comments

Geology maps are unlikely to show coastal management but the rest is accurate for both marks.



**ResultsPlus**  
Examiner Tip

Be clear about the definitions of primary and secondary data.

## Question 8 (a)(iv)

This question produced a normal distribution of candidate responses with the modal mark at 2 as was the mean. Those who scored 2 or less struggled to recognise that they needed to examine the costs and benefits of the options and why vested interests might play a significant part in the view that they took. Too many simply offered up two contrasting views without any commentary relevant to the question asked leaving it to the reader to explore why people didn't agree.

(iv) Suggest **two** reasons why the people interviewed did not agree about the benefits of spending money on coastal management.

(4)

- 1 One reason is due to the cost and benefits management brings them. For example, the cafe owner agreed with management as it effected positively her income.
- 2 Another reason is due to the variation in employment. For example the elderly resident is unemployed, thus is effected by the cost from taxes of management negatively, whereas the planning officer is affected less due to her employment.

(Total for Question 8 = 10 marks)



A thoughtful response that is just a little narrowly framed but the cost/benefit idea is illustrated and the second reason, although closely related, is about tax commitments. It is also a very good example of how the 'suggest' command will throw up answers that are not always accurate but are the plausible thoughts of a 15/16 year old candidate.



When asked for two reasons make sure that they are obviously different.

## Question 9 (a)(i)

With many centres and their candidates unable to undertake fieldwork and with, consequentially, the familiar fieldwork questions stripped out section C was reduced from 36 marks to 20 marks. As is the habit the questions were either identical or very close to identical for q8 and q9 as they were for q10 and q11 ensuring comparability of demand. So too the resources offered which, as is usual present candidates with different scenarios. It is encouraging to report that there was a good deal of evidence that students had been carefully walked through a virtual fieldwork world so that they would be acquainted with the techniques and processes, at least in principle. Significantly, very few failed to answer the question.

(i) Explain **one** reason why the students selected these three people to interview.

(2)

*All three people are from different backgrounds and jobs. This means that the data recorded is more likely to be representative of the whole town.*



**ResultsPlus**  
Examiner Comments

This answer addresses the two key points; the range of opinions and how that helps achieve a balance of views.



**ResultsPlus**  
Examiner Tip

Unfamiliar fieldwork will always be described in a scenario – make sure that you read it very carefully.



## Question 9 (a)(ii)

This too worked very well as a question that discriminated effectively. The most popular choices were tourists, young people, environmentalists and politicians. Most were able to explain why their chosen group would add breadth to the enquiry.

- (ii) Suggest **one** reason why another group of people might have views about flood defences that would have been useful to this enquiry.

(2)

Named group: Environmentalists...

would question that flood risks are increased due to global climate change and so flood defences wouldn't be necessary if people collectively chose to be sustainable as it would decrease



**ResultsPlus**  
Examiner Comments

A common choice and justified.



**ResultsPlus**  
Examiner Tip

The 'suggest' command word is reserved for questions where you are expected to offer a possible reason that may be one of several such reasons.



## Question 9 (a)(iii)

As with some questions in both Section A and Section B the most significant stumbling block was knowing a key term. In this case what constituted 'secondary data'. It was obvious that a very large number of candidates, perhaps a majority did not recognise the term. Those that did sometimes struggled to identify how it might aid the enquiry but half of them did, resulting in a maximum score of 2 for about a quarter of the candidature.

(iii) Explain **one** way secondary data might have helped the students plan this enquiry.

(2)

Social media may have helped research about the information of the region beforehand, <sup>live</sup> ~~and~~ what types of people reside in the place.



**ResultsPlus**  
Examiner Comments

A slightly unusual response but it is a legitimate secondary data source. Not the strongest 2-mark response but acceptable.



**ResultsPlus**  
Examiner Tip

Be clear about the definitions of primary and secondary data.

## Question 9 (a)(iv)

This question produced a normal distribution of candidate responses with the modal mark at 2 as was the mean. Those who scored 2 or less struggled to recognise that they needed to examine the costs and benefits of the options and why vested interests might play a significant part in the view that took. Far too many simply rewrote the opinions of two of the three residents and left it to the reader to apply this information to the question asked, for which of course they could not get credit.

(iv) Suggest **two** reasons why the people interviewed did not agree about the benefits of spending money on flood defences.

\* and allow growth.

1. The Café owner is seeking economic growth and personal wealth (as well as directly being at risk<sup>for economic and physical damage</sup>), in comparison to the retired elderly resident<sup>who is not</sup> therefore they see the importance of the coastal defences to protect their business.\*
2. Different levels of awareness / education - the planning officer and café owner understand the true threats posed by floods rather than seeing them as 'natural processes' therefore meaning they once again see the worth of flood protection.

(Total for Question 9 = 10 marks)



**ResultsPlus**  
Examiners' Comments

A thoughtful answer that addresses income and 'awareness/education' as the two elements. Another answer which underlines the flexibility of the 'suggest' command in the context of 15/16 years old candidates thinking creatively but not always accurately.



**ResultsPlus**  
Examiners' Tip

If asked for two reasons make sure they are clearly different.

## Question 10 (a)(ii)

This was the third of the resource based 8-mark questions. The scenario provided all the necessary information for candidates, a feature of these unfamiliar scenarios at all times given that the question setters have no possible knowledge of what fieldwork methods have been used, either actively in the field, or in a classroom as with the majority of this cohort.

For those candidates who had never seen a word-cloud before it was clearly explained and presented in a way to make it more accessible to candidates with impaired vision.

The statistical profile of this question was nearly identical to its equivalents in 2019 and 2018. It is also notable, and highly instructive, that a much smaller fraction of candidates failed to score a mark, which is in marked contrast with the q4 and q7 data and is powerful evidence that candidates at almost every cognitive level regard these fieldwork based questions as 'doable'. Well over 50% scored 4 or above which is encouraging and exactly matches the intended profile of these more demanding questions.

The main obstacle to accessing level 3 was a failure to recognise that not all the responses of residents were favourable and not all the 'student' responses were negative. AO3 was much stronger than for q4 and q7 with plausible explanations of students reactions including the comment that they were collectively rather negative because it was a Saturday morning and they might have better options than carrying out fieldwork!

(ii) Assess the possible reasons for the variations in the views of this town centre.

(8)

Both the students and residents described the area, but there was a lot of variation between the two views. The students view is mostly negative whereas the residents are more positive.

One of the most common words given by the residents is 'friendly' but the students use more words like 'abandoned' and 'dump' instead. This might be because

the residents will know lots of people living there, and will have friends there. The students ~~have~~ have just come for a visit, and therefore won't know anyone.

We can also see the ~~age~~ difference in the types of words used in the two groups. The students used words such as 'cool' and 'duggy' whereas the residents were ~~more~~ more formal. This is likely to do with the fact that the average age range of the students is most likely a lot lower than the average range of the residents, so the ~~vocabulary~~ vocabulary is more modern and 'slang' is used with the students.

Another one of the popular words that the residents used is 'convenient'. Although the area ~~was~~ might be 'a dump' and 'dead' as ~~they~~ the students said <sup>good</sup> 'access to shops and public centres and transport is essential for ~~an urban area~~ <sup>with lots of people</sup> and ~~something~~ <sup>many</sup> many people are desperate to live in such convenient places, and this is something the students might not have thought of. The residents also might be quite proud to live in their area and so are more positive.

In conclusion we can see that the age gap and different ages and whether they live in the area or not create contrasting views.





This candidate does a very good job weaving together strong AO4 observations about the word clouds noting a positive/negative contrast but commenting that this was not absolute. There was plenty of thoughtful AO3 with explanations covering differences according to age, familiarity with the town and different needs. The response is put together coherently and is clearly a strong level 3.



It is very useful to write notes when reading through the scenario. There are often clues to explore in the description of the fieldwork.

## Question 11 (a)(ii)

This was the third of the resource based 8-mark questions. The scenario provided all the necessary information for candidates, a feature of these unfamiliar scenarios at all times given that the question setters have no possible knowledge of what fieldwork methods have been used, either actively in the field, or in a classroom as with the majority of this cohort.

For those candidates who had never seen a word-cloud before it was clearly explained and presented in a way to make it more accessible to candidates with impaired vision.

The statistical profile of this question was nearly identical to its equivalents in 2019 and 2018. It is also notable, and highly instructive, that a much smaller fraction of candidates failed to score a mark, which is in marked contrast with the q4 and q7 data and is powerful evidence that candidates at almost every cognitive level regard these fieldwork based questions as 'doable'. Well over 50% scored 4 or above which is encouraging and exactly matches the intended profile of these more demanding questions.

The main obstacle to accessing level 3 was a failure to recognise that not all the responses of residents were favourable and not all the 'student' responses were negative. AO3 was much stronger than for q4 and q7 with plausible explanations of students reactions including the comment that they were collectively rather negative because it was a Saturday morning and they might have better options than carrying out fieldwork!

(ii) Assess the possible reasons for the variations in the views of this village.

(8)

~~Age~~ There are many factors which can alter people's opinions. Age could be a large factor which affects how people view the village. The students are younger than the residents and their words reflect more negatively on the village. Students use words such as 'boring, dead, quiet and empty'. These

suggest that there is few activities available to the younger generation in the area. They would prefer a busier more exciting place. The older residents describe the town as 'friendly and cheery'. These are more positive and suggest that it could be a location that older people would retire to, to move away from busy urban areas. The variation in words could also be caused by different times of year. For example, the residents have put words such as 'holidaymakers and crowded' but others have put 'touristy and pretty'. This shows there is a differing view of tourism with the community. Some ~~young~~ students may view it positively; new people to meet and more summertime jobs. However, the residents show more annoyance towards it. They show that the tourists make the areas over populated and make it more unsafe within the community. These are factors that the students couldn't have discovered at first glance. The students also couldn't have seen the community mentioned by residents. This opinion shows the residents view the village positively. In conclusion there are many differing views of areas.



This candidate does a very good job weaving together strong AO4 observations about the word clouds noting a positive/negative contrast but commenting that this was not absolute. There was plenty of thoughtful AO3 with explanations covering differences according to age, attitudes to tourism, familiarity with the village as a living space and different needs. The response is put together coherently and is clearly a strong level 3.



Read the scenarios carefully and make notes. There are often clear steers to help you answer the question asked.



## Paper Summary

The challenges of this paper can be managed more effectively by careful preparation before the examination and following a few simple rules in the examination hall itself:

Prepare effectively by:

- Understanding how to answer 2-mark and 4-mark 'Explain...' questions by practicing those questions regularly
- Understanding how to answer the x4 8-mark 'Assess..' questions – be aware of the different types of these questions.
- Establishing a good working knowledge of your case-study material.
- Establishing a strong geographical vocabulary including the terminology used in fieldwork.

In the examination hall:

- Read each question carefully highlighting the key words.
- Remember that you have about a minute for each mark but allow a little longer for the 'Assess..' questions.
- Make sure that you answer every question and remember that you can never lose marks, ever.
- Take care to follow the instructions for each question so, for example, 'Explain one...' means exactly that.

## **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>

