

Examiners' Report

June 2019

GCSE Geography 1GB0 02

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Introduction

There was a notable improvement in candidate performance on this paper, reflected in a rise in the mean mark.

There were several areas where centres and their candidates had responded to feedback after the 2018 paper, refined their skills through close attention to the structure of the papers as well as their content, and delivered the specification with much more confidence as a result.

One feature was the improvement in time management, with fewer candidates finding it difficult to finish. There seemed to be far fewer unfinished Question (Q)10(d) or Q11(d) answers. That judgment obviously needs to be qualified, because a large proportion of those candidates at the lower end of the ability spectrum did not attempt any part at all of these final questions. Section C was frequently omitted in its entirety by these candidates.

A second feature was that the quality of the four extended 8-mark answers was stronger than in 2018. Far fewer candidates seemed surprised by the nature of these questions. Both Q04 and Q07 were approached with more confidence and more awareness of what an assessment should be.

The Assessment Objective (AO) 4 extraction of information showed a marked improvement, suggesting that more candidates understood what they needed to do. Whilst the AO3 deconstruction was little changed in quality, the better AO4 guaranteed improved overall performance.

There remain aspects to be improved and, as referenced later in this report, the fieldwork experience in particular. At worst, some candidates seemed to be unclear about the environment in which they had carried out their fieldwork; coasts or rivers, urban or rural. Given that this is the only optional choice that they have across all three papers, it is vital that they know whether they are working to Q08 or Q09, Q10 or Q11.

The vast majority of candidates did indeed know where they had been to undertake their fieldwork or, at least, in which environment, but maybe not why they were there. It is not just what candidates do – that much is quite tightly prescribed by the specification – but more, the self-awareness of what they are doing and why they are carrying out specific fieldwork tasks.

This seems an area to address in trying to elevate performance across the whole spectrum of abilities but especially in the middle and lower end of the ability range. There was a dearth of rewardable answers from this section of the candidature across much of Section C. Questions such as Q08(a)(i)/Q09(a)(i) or Q10(c)/Q11(c) do not make high cognitive demands of candidates and yet were left either unanswered or simply misunderstood, perhaps because they were unexpected.

However, centres should be congratulated on the progress made, both with respect to the range and depth of coverage of ideas and the more forensic preparation of candidates for the examination experience. Command words were largely understood, specification terminology is more familiar and there were fewer unknown areas revealed by this paper.

Question 1 (c)

On 2-mark explain questions there is no reward for description.

At the lower end of the cohort ability range the question was inaccessible because of a lack of understanding of either or both 'glaciation' and 'landscape'.

Stronger responses focussed on erosional landscapes and sometimes had rather more information than was needed here.

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

(2)

One impact of glaciation can be presented in the North of the UK. The glaciers plucked material from the bottom creating corries, or distinctly shaped land ^{due to} ~~through~~ the ~~glaciers~~ erosion.



ResultsPlus
Examiner Comments

The first sentence of this answer is redundant – time is short on this paper and with marks at roughly one a minute these short two-mark questions offer opportunities for saving time, which need taking.

2 marks



ResultsPlus
Examiner Tip

On short questions keep the answers to the point and do not repeat the question in your answer.

Question 2 (a) (i)

Geography is a subject with an extensive specialist vocabulary. Those candidates who knew the relevant terms for this topic found both of these questions accessible. Those that did not have command of the terms had more difficulty in responding.

- 2 (a) Study Figure 2 which shows waves on the coastline of Cornwall.



Figure 2

- (i) State the type of waves shown.

(1)

Backwash



A relatively unusual, incorrect response.

0 marks



Know your key-terms and test that knowledge throughout the course.

Question 2 (b)

There was a tendency for candidates to receive the first mark for explaining that climate change was responsible but far fewer could explain this process effectively.

- (b) Explain **one** reason why there may be an increase in the frequency of storms in the future.

(2)

As atmospheric temperatures rise, so will the frequency of storms. The height and power of waves will also increase. Rainfall will increase causing mass movement.



This example illustrates the point that explanation is sought that needs to address the processes involved. Candidates should not simply state, without any embellishment, what might be a possible cause.

The answer also offers two ideas – the impact of changing temperatures (unexplained) and increasing rainfall (also unexplained). The question only requires one explanation therefore this is unnecessary and a waste of valuable time.

0 marks



When a question asks for one reason offer only one in your answer.

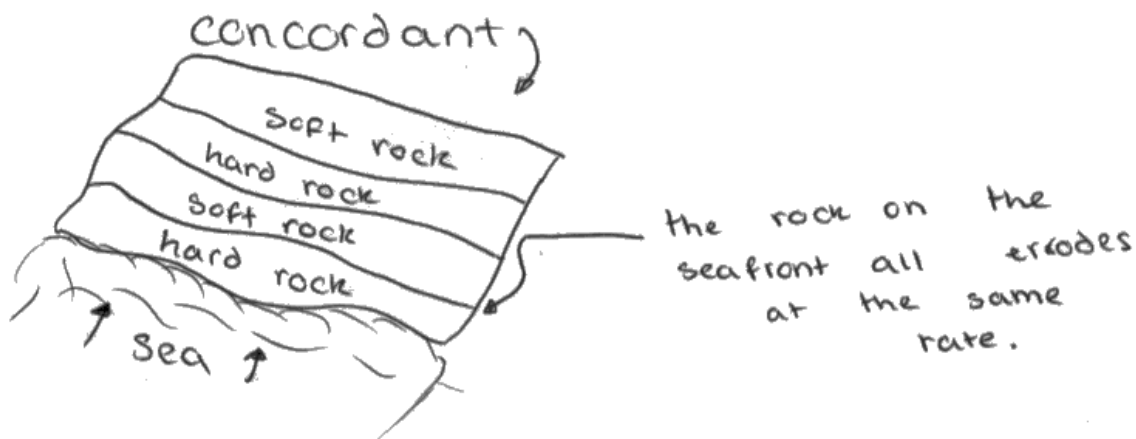
Question 2 (c)

Generally, this question was answered effectively by many candidates, excepting, once again, those that had no recall of the terminology. Diagrams seldom added to their text and very few had sufficient faith in their annotation skills to rely solely on a diagram.

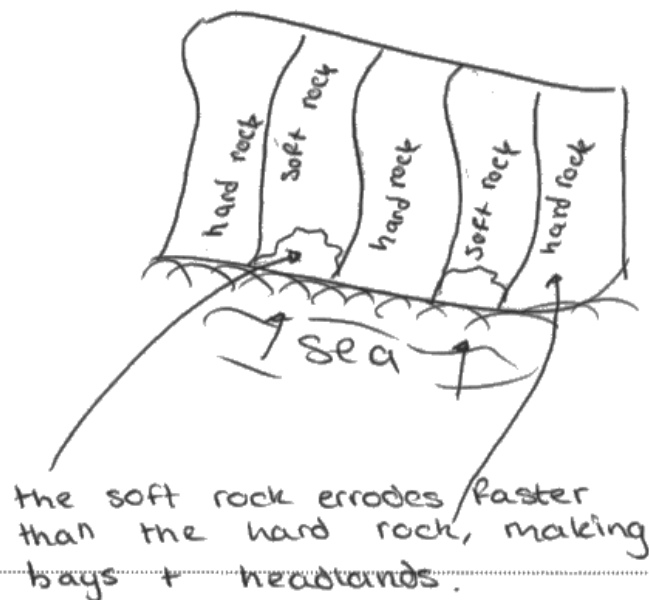
For both coasts and river environments, the quality of diagrams has rather declined in recent years.

- (c) Explain the difference between concordant and discordant coastlines. You may use a diagram to help your answer.

(4)



whereas: Discordant





This is a good answer and, unusually, provides an example of effective annotation.

The candidate forgoes the temptation to repeat these annotations in the answer space below the diagram, saving time and the unnecessary duplication that many candidates were unable to resist.

3 marks



Annotated diagrams do not have to be works of art – a quick sketch with explanatory points is good enough.

Question 3 (b)

By choosing traction, which most candidates did, instinctively perhaps, they chose the easiest process to explain in non-technical terms, rather than trying to find appropriate synonyms for either solution or suspension. This was a more challenging task.

(b) Explain **one** way in which rivers transport their load.

(2)

Rivers transport their load by traction.
(rolling)
This is the movement of large rocks
along the river bed.



This is another example of incomplete explanation.

The candidate defines the term well-enough but the explanation of the processes involved or when this occurs is absent.

1 mark



If in doubt always add more depth to your explanations.

If there are two marks available you should think about offering two explanatory points.

Question 3 (c)

There were plenty of good descriptions of contrasting river features in the upper and lower courses but far fewer good explanations of differences in these landscapes. That was disappointing and made the question more difficult as a consequence.

Candidates who gave answers that built from differences in the energy of rivers were the most successful, whilst others, perhaps finding these processes difficult, chose to explain differences in the human landscapes of lowland area with upland areas, which was, of course, acceptable.

(c) Explain **two** differences between upper course and lower course river landscapes.

(4)

- 1 The upper course of a river landscape is thinner.
- 2 The lower course of a river landscape increases in size the closer it gets to the ocean.



This is an example of an answer by a candidate who seems to be confused by the use of the word 'landscape' in the question.

This whole section of the specification is concerned with river landscapes and it is really important that candidates appreciate the difference between an individual landform or landforms, in this case a river channel, and the landscape as a whole.

0 marks



A landscape is made up of many different landforms.

Question 4

The first of the 'Assess' questions in paper provided a similar challenge to last year's maps of Scotland.

More candidates were aware of what they needed to do having practised on last year's paper and other resources. There was a notable improvement in skills deployed and much better use of the map key.

AO4 skills were stronger but AO3 interpretation was little different from last year. This tended to stop with comments that metamorphic and igneous rocks were more resistant, without any further development as to why that was broadly true. A few candidates offered physical reasons for this and a very much smaller number offered chemical reasons.

The strongest answers stretched the AO4 by pointing out that not all areas of high ground are made up of igneous and metamorphic rocks and talked in terms of compaction and cohesion to explain variations in resistance. A small number of answers suggested that sedimentary rocks (not explicitly identified on the resources) varied greatly in their resistance, pointing out that it was relative resistance that caused variations in relief.

Figure 4a shows that the majority of igneous and metamorphic rocks are found in the north of the UK, in Scotland and Northern Ireland. Igneous rocks are formed by cooled magma from the now dormant Scottish volcanoes. These traces of igneous rocks are therefore found at the peaks of the Scottish and Northern Irish highlands. These rocks are very resistant and therefore weathering such as freeze-thaw weathering is not as effective. Meaning highlands stay high.

The figure 4a also shows the distribution of metamorphic rock. This is formed as igneous rock compacts and hardens as a result of heat and pressure, from the heat of the once active volcanoes. This type of rock is considered most resistant and therefore means, similar to igneous, it can not be affected by the influence of weathering. This is more influential as it is more resistant.

The "other rocks" shown on the figure shows soft softer rock, potentially sedimentary. As this rock is less resistant, it is more prone to weathering and erosion, causing it to be flattened out.

However, tectonic processes may have played a more influential part in shaping the UK's landscape, as Scotland was once on a convergent plate boundary, causing fold mountains and volcanoes.



There is more than one route to a Level 3 mark for these critical 'Assess' questions.

This candidate shows strong AO3, importing unusually good knowledge and understanding of Scottish geology into their answer.

The AO4 is not quite so strong given the narrowness of this geographic focus. However, the mark scheme does not insist upon comprehensive coverage of the relationship, and such mark schemes never will do that.

7 marks



If you know something relevant to the resource material always try to include it in your answer, even if it seems to be a marginal point.

Question 5 (a) (ii)

Calculating percentages is probably the commonest mathematical test at this level and the majority of candidates knew the procedure. Not all showed their working, which is a disappointing way to forego easily gathered marks.

(ii) Calculate the percentage of areas dominated by 'Baby Boomers'.

Answer to **one** decimal place.

You must show your working in the space below.

(2)

$$\begin{array}{r} 212 + \\ 166 + \\ 13 \\ \hline 391 \end{array}$$

$$\frac{166}{391} \times 100 = 42.455$$

42.5 %



An exemplary response with workings fully shown.

2 marks



Always show your workings!

Question 5 (a) (iii)

These questions were often answered well but very often in too much detail, which gained no extra marks but did cost time.

It is important that on this paper candidates do not waste time by writing too much on the lower tariff questions, only to find themselves short of time on the longer questions towards the end of the paper.

(iii) State **two** reasons for the distribution of the areas dominated by Generation Y. (2)

1 Universities might be located in these areas
so the majority of the population ^{are} ~~is~~ students.

②

→ services



ResultsPlus
Examiner Comments

It is unfortunate that this candidate can only think of one reason but also they did not need to write quite so much for the mark.

'University cities attract students' or even, as in the mark scheme, 'cities attract students' would be enough.

1 mark



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Examiner Tip

For 'State' questions keep the answer as brief as you can.

Question 5 (b)

Of all the misconceptions amongst the candidature, one of the most recurrent is that people opt to take tertiary jobs because they are better paid.

This is ironic, given how many teenagers are only too well aware that jobs in the retail sector are far from being well paid. Although such answers were credited on the grounds that some tertiary jobs are indeed better paid than secondary jobs, it is not an especially realistic view of changes in the employment structure of the UK in recent years.

Some candidates recognised that a decline on one sector would automatically generate a rise in the percentage employed in other sectors.

(b) Explain **one** reason for the growth of tertiary employment in the UK.

(2)

Secondary employment is ~~here~~ no longer needed needing employees as they are being replaced by machines. Therefore, the secondary people are looking for work in the tertiary employment.

(Total for Question 5 = 7 marks)



This is a typical 2 mark response that links deindustrialisation with the almost inevitable (at least statistically inevitable) growth in the percentage of tertiary workers.

The use of 'therefore' in this answer is notable.

2 marks



Linking words, such as 'therefore', are very helpful in 'Explain' questions, because they identify that one thing leads to another.

Question 6 (a) (ii)

This question produced a pleasingly high percentage of correct answers, although there was a significant minority of quite counterintuitive responses.

(ii) Identify the most likely function of buildings which are under 10 metres in height.

(1)

Housing



ResultsPlus
Examiner Comments

This response reinforces the point that one word is enough.

1 mark

Question 6 (a) (iii)

The most widespread response was that land in the centre of the city is expensive therefore there is a powerful incentive to maximise its usage by building upwards.

Very few candidates addressed why such land is expensive but this only serves to make the point that, at GCSE, 'explanations' do not start as deeply as they do at A level and beyond.

(iii) Explain **one** reason why building height varies in urban areas.

(2)

If the land is congested and crowded with buildings, the only way they can expand is upwards, this is why height varies. Some areas can expand outwards as there is space.



This is a fairly typical 2-mark answer. It expresses the usual view that congestion/crowding forces expansion upwards rather than laterally as, it is suggested, can happen elsewhere in the urban environment, thus addressing variation. Quite a large number of answers did not do this.

As remarked in the overview, it would be very useful if candidates understood what makes centrality so desirable to many land-users, which would, of course, help explain how the congestion/crowding happened in the first place.

2 marks



Variation means difference – make sure you address these differences/variations in your answers.

Question 6 (b)

Both this question and Q06(c) examine the candidates' knowledge and understanding of a clearly outlined set of processes of urban change within their chosen city.

Although it is not the intention to promote the learning of case-studies for their own sake, it is worth remarking that case-study knowledge is extremely helpful in understanding the nature of change in urban environments – the focus of this topic.

Thus, the candidate who can offer some detail of, for example, the regeneration of parts of East London as a consequence of the 2012 Olympic project can also, very often, go on to identify both positive and negative impacts by virtue of identifying different groups of people in those local communities.

It is also useful if centres remind the vast majority of candidates who have carried out urban fieldwork, that their recall of that task might be helpful in this part of the paper, as well.

(b) For a UK city that you have studied, explain **one** positive and **one** negative effect of regeneration.

Named UK city London

(4)

Positive effect

will use pull factor to gain more people to live and work there. This means that the population will increase in the city, meaning it is increasing in jobs and living spaces because people won't have to travel far to get home from work. Making them want to work in the city for the extra money they may get.

Negative effect

Noise pollution and length of time it takes to regenerate London can push people who are ~~living~~ already living there and working there away from the city because they don't want to move



This is quite a typical, generic style response, in which the positive element is increased employment. In ways not explained, apparently this reduces peoples' journey time and improves their income.

There is some confusion here but marking is always positive so there is a cause-and-effect evident.

The negative factor is 'noise pollution' and, confusingly, the 'length of time' needed for regeneration, which pushes away the people 'already living there'.

In both elements, clarity would be much improved if some locational elements were included; Canary Wharf, Newham?

3 marks



For these case-study based questions try to include the name of a place or a project specific to your chosen city.

Question 6 (c)

The responses to the second of the urban 'case-study' questions were also inadequate insofar as local detail was concerned.

Once again those candidates with case-study knowledge and understanding provided answers that were finer-grained in terms of detail and showed more comprehension of the processes involved. Most candidates focussed on the impact on age structure. They recognised the broad truth that cities have younger populations than many rural regions, reflecting both their working population and (with an eye cast back to Q05 or forward to Q07) the 'studentification' of some cities. London and Birmingham were by far the most popular cities of choice.

(c) For a named UK city, explain **one** way in which migration has changed its population.

Named UK city London & Hertfordshire

(4)

~~It has~~ Migration has made the population increase and expand. In addition it has become very diverse, with a multi-cultural inhabitants. Migration brought motivated and enthusiastic workers along with intelligent ones. However, some people fear that due to the mass diversity, the city will lose its culture.



This is a very good example of an answer that would benefit hugely from some local and specific detail.

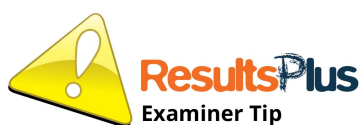
The 'one way' that the population has changed is that it has become 'very diverse with muticultural inhabitants'.

The candidate legitimately extends that point to suggest that the population has, as a consequence, become more motivated. It is not clear how this process actually works.

The final comment about resentment and fear of loss of cultural identity is not linked effectively as an extension. That could easily be done by returning to the question and suggesting that the 'population' has become more divided.

The explanatory links are often missing here, with a dearth of 'because', 'therefore' and even 'so'.

2 marks



Keep your focus on the question throughout. You need to make four clearly linked points for four marks, once you identify your basic change.

Question 7

As with Q04, this question provoked, as intended, a very wide of responses.

Aimed at the top end of the cohort, there were some very good answers where candidates showed that they had a good grounding of UK place knowledge and then the skill to make some appropriate explanatory remarks built on efficient AO4 extraction of resource data.

The UK knowledge that was most useful here was the recognition that large(r) cities were not only likely to have more jobs but also a wider range of job types and also, to dominate the local employment market in their regions.

One or two identified Belfast as the dominant city in Northern Ireland and others were able to comment that London, Birmingham and Manchester had a justifiable claim to be the most economically important cities in the UK, as well as being the largest.

The contrast between the size of the 'top' five and 'bottom' five is clear enough. A small number of candidates added the point that locally-born undergraduates would probably be a significant number in larger cities, so they would necessarily contribute to higher levels of retention.

There were many speculative answers that looked beyond jobs to negative factors limiting the retention of graduates, of which house prices featured quite widely. In the spirit of these questions, these were rewarded if they satisfied the plausibility 'rule', despite being factually arguable at best. In more general terms, 'consequences' was ignored by a significant minority; a surprise, given that it offers a very wide range of possibilities.

Assess the possible causes and consequences of this movement of graduates:

(8)

The net migration is the number of people who move into an area minus the number of people who leave an area. The impact of the consequence of the constant flow is that these locations do not have as many permanent residents as the range of people leaving on average is 64%. Therefore these locations lose a huge proportion of their whole population every year. However this loss is replenished with new students entering.

The biggest impact would be on Exeter as 23,200 people are making up the population of the university therefore when they leave it loses 20% of its population. This would impact the areas economy as the businesses would have 20% less customers and it would leave the area desolate and isolated as the cash flow would reduce significantly.

A cause of the mass migration is due to graduates leaving to find work opportunities as clearly shown by the lowest percentage being 25% in London. As they do not need to leave as their current location already provides a prosperous variety of opportunities.

Also the bottom 5, are urbanised areas that will enable the graduates to use their degrees to obtain a high paid salary.

Therefore people migrate to find job opportunities and to obtain a high paid salary. The impact effects the economy of the (Spelling, punctuation, grammar and use of specialist terminology = 4 marks) ruraly located universities, as their economy decreases. (Total for Question 7 = 12 marks)



This example has rather slight AO4, with some data extracted relevant to the two extreme examples on the resource; Exeter and London. Thus, the candidate misses an overview of the relationship between city size and graduate retention.

The opening AO3 references to migration are rather laboured and although the turnover point is well-made the consequences are not so well-addressed.

The London material is stronger and elevates the answer to the top of Level 2 by noting that, in contrast to Exeter where 'mass migration' leaves the city 'desolate and isolated', this does not happen in London because there it 'provides a prosperous variety of job opportunities'.

The material on page 18 adds very little because the candidate misses the central point about city size, preferring to make a false urban/rural contrast. However, they do use the word 'consequence' at the very end that shows a welcome attention to the question, although the point itself is repeated from earlier.

6 marks

SPGST: 4 marks

Total: 10 marks



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

Question 8 (a) (i)

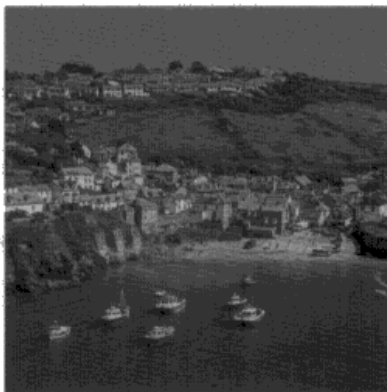
The most obvious characteristic of the successful answers was that these candidates had clearly read the material and looked at the two photographs, whereas at the other end of the spectrum, these resources were ignored altogether.

It is worth reminding candidates that every part of the resources offered will play some part or, at least, have a potential role in helping them to answer questions.

It is also important that the keywords used in the specification are understood; in this case, not all candidates offered either a 'question' or a 'hypothesis'. Too many offered neither.

- 8 (a)** Study Figure 8, which are photographs of the two beaches chosen by a group of students studying the impact of coastal management on coastal processes at two different locations.

- The students chose to measure beaches at two different locations.
- The chosen locations are about 10 km apart with Location A on a south-east facing coastline and Location B on a south-west facing coastline.
- At each location they selected three sites to carry out their beach profiles.
- They intended to measure beach gradient and sediment characteristics.



Location A



Location B

Figure 8

- (i) Suggest an enquiry question or hypothesis that the students might have proposed for their investigation.

(2)

How ~~are~~ effective is coastal management in protecting the coastline from erosion?



This answer uses the material at the top of the page and presents it as a legitimate question.

2 marks



Always use the resources that you are offered. They will often contain the answer to the question asked.

Question 8 (a) (ii)

The feedback offered for the previous question could be repeated *verbatim* here. Remarkably, there were many candidates who ignored the resources altogether and offered something from their own experience instead.

The ability of some candidates to differentiate between the 'familiar' and 'unfamiliar' was obviously helpful, here.

(ii) Suggest **two** problems that the students' choice of locations may have caused for data collection.

(4)

- 1 ~~One~~ is south-west facing and ~~one~~ is south-east. Location A is a lot more built up than location B meaning there may be more ~~trouble to drive there than A~~ ~~causing variations in data collection~~ ~~trouble to drive there than A~~ ~~causing variations in data collection~~
- 2 Location B seems to be ~~more difficult~~ hard to get ~~two~~ as there is a rocky cliff face which looks dangerous. Site A looks a lot easier to get to as it is next to a town.



The first part of this response is unclear although there is a basic idea of 'trouble to drive there', which could be developed to make the point clear and garner a second mark for the point.

The second part of this response is explicit about the rocks and the subsequent risks involved.

3 marks



Do not leave things unexplained by using vague terms such as 'difficult' or 'trouble' – why might it be 'difficult'?

Question 8 (a) (iii)

In their coverage of both coastal and river landscapes centres will have used OS maps at both 1:25000 and 1:50000 scale so candidates should have some familiarity about what can, and what can not, be 'read' from these maps.

It is vital that candidates are acquainted with the 'general focus' of their fieldwork, as covered on pages 27 and 28 of the specification. The material on page 29 should also be part of a centre's check-list in the preparation of candidates, so that candidates are not surprised by questions.

In this case, although most centres will have conducted much the same fieldwork as they did for the previous cohort of candidates, it is important that the choices made, whether or not the current candidates have been actively involved, are fully discussed. Why choose that location and why those sites?

Answers to this question were disappointing because of fragilities either in the command of map skills or in a lack of preparation for this style of question.

(iii) Explain how the use of Ordnance Survey (OS) maps might have helped the students choose their two beach locations and the three sites on each of those beaches to carry out the profiles.

(4)

OS maps allow you to see the peak water level and so allows you to measure in a location where there is no water present so that you can get a reliable beach gradient and sediment type gradient. It also allows you to check it every 10km, if there is not or is a beach so that you are able to measure the beach gradient. The OS map also allows you to side how wide each beach location is to see if you are able to measure the gradient every 10km. You can also see locations where beaches become steeper so that you are able to pick a beach which has a large enough gradient to be measured.



There is obviously some familiarity with OS maps and several points are made, although none of them especially clearly.

The answer is rather spoilt by the persistent references to 10km when, certainly in some cases, he/she probably intended to say 10m.

As with many candidates, the distinction between site and location is not made clear in this example.

3 marks



Underline keywords in the question – in this case, 'location' and 'site' would be high on that list.

Question 8 (b)

This question was answered well by candidates at the top end of the ability range, with a significant number reaching Level 3.

Whilst this was encouraging, the situation at the bottom end of the ability range was, unsurprisingly, very different. Many candidates offered nothing at all or just a single line, at best.

From the mid-range and above there was a detectable improvement in explaining that all results will have elements of inaccuracy. Further, candidates noted that the nature of the fieldwork design is unlikely to be totally reliable, however much care is taken to measure accurately.

What differentiated at the top end was the teasing apart of the two elements and more detail from their own fieldwork experiences, rather than generic comments about problems with (unspecified) equipment.

Some candidates digressed into general comments about the level of data or the poor timing of their trip, without identifying how this might impact on either the accuracy or reliability of their results.

Question 9 (a) (i)

The most obvious characteristic of the successful answers was that such candidates had clearly read the material and looked at the two photographs, whereas at the other end of the spectrum, these resources were ignored altogether.

It is worth reminding candidates that every part of the resources offered will play some part or, at least, have a potential role, in helping them to answer questions.

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(ii) Suggest **two** problems that the students' choice of locations may have caused for data collection.

(4)

- 1 The locations may be subject to human interference e.g. flood walls, dredging the river or steepening the banks. The ~~data~~ results would have been ~~very~~ altered by the human interference.
- 2 The locations may be difficult to access, unsafe or simply unreachable and so the results and measurements cannot accurately be recorded.



ResultsPlus
Examiner Comments

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

4 marks



ResultsPlus
Examiner Tip

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(iii) Explain how the use of Ordnance Survey (OS) maps might have helped the students choose their two river locations and the three sites on each of those rivers to carry out their channel measurements.

(4)

These points locations could be the only ones along the river that they thought were most easy to access. This means that they could get as much data for their investigation.

The Maps could be used to ensure that spacing of locations was evenly spaced, to ensure a fair set of results for their investigation.



This answer is competent but lacks enough detail for full marks, as well as being unclear about the distinction between locations and sites.

Once again it is worth reminding candidates that these unfamiliar questions are set up in such a way that a great deal of information is included in the resources offered.

In this case, the precise meaning of both site and location are embedded in that material.

3 marks



Underline keywords in the question – in this case location and site would be high on that list.

Question 9 (b)

This question was answered well by candidates at the top end of the ability range with a significant number reaching Level 3.

Whilst this was encouraging, the situation at the bottom end of the ability range was, unsurprisingly, very different with many candidates offering nothing at all or just a single line, at best.

From the mid-range and above there was a detectable improvement in explaining that all results will have elements of inaccuracy and that the nature of the fieldwork design is unlikely to be totally reliable, however much care is taken to measure accurately.

What differentiated at the top end was the teasing apart of the two elements and more detail from their own fieldwork experiences rather than generic comments about problems with (unspecified) equipment.

Some candidates digressed into general comments about the level of data or the poor timing of their trip, without identifying how this might impact on either the accuracy or reliability of their results.

Question 10 (a)

There were really two elements to this question. Firstly, how did candidates measure environmental quality, which is a requirement of the specification and secondly how did this method or methods allow them to measure variation.

That could be variation between different environmental elements in one location or, more probably, differences between two or more areas or streets. This second part was often missing.

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

Name your urban area:

Derby.

(a) Explain **one** way in which you used quantitative data to measure differences in the environmental quality of your chosen area.

(2)

We created and filled in bipolar surveys (Quantitative) in which we would score different environmental qualities of an area by numbers.



ResultsPlus
Examiner Comments

A sound response that covers variation in one place and implies comparison.

2 marks



ResultsPlus
Examiner Tip

Make sure that you know what you did and why you did it.

Question 10 (b)

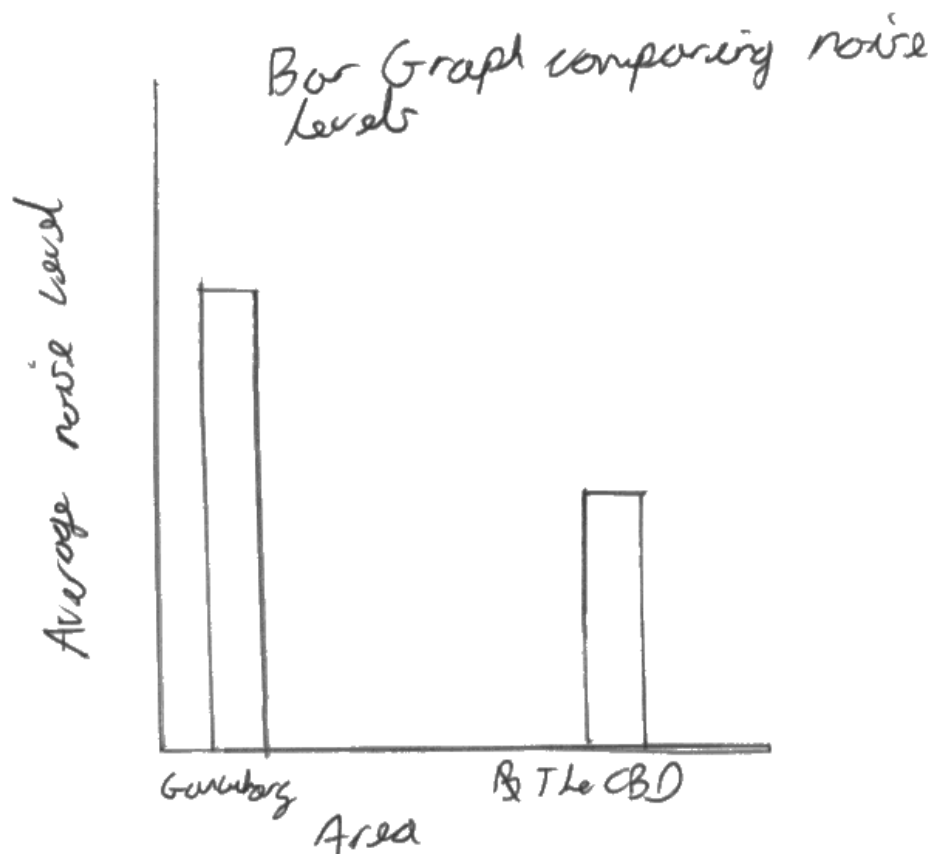
The first element of this question was generally answered well. There was plenty of variety in the data presentation methods in evidence and considerable latitude in the mark scheme over what exactly constitutes data presentation.

However, the second element required an explanation of these results. This was much less well done. The majority of candidates gave only a simple description that one area might have different characteristics from another, with no reasons for these differences being offered.

For some candidates, this will have reflected lack of recollection of what those reasons might be but for many, it might have been because they did not understand what annotation was, not perhaps, what constitutes an explanation. This is a skill that needs practising throughout the course.

- (b) Using an annotated diagram that shows **one** way in which you presented the results of your data collection, explain your results.

(4)



Our results show that gurumburg quays had a higher average noise level. This is because it is ~~se~~ very fairly new and attracts many tourists. The CBD is lower because everyone has moved out of there to either shop or live in gurumburg quays because it is new newer.



There are two marks here for the results, which are clearly shown, and two further marks for the explanation of these differences.

It is important to note that there is no need for candidates to recall the data; that is not the point of this style of question.

4 marks



Concentrate on the broad conclusions of your fieldwork; not the fine detail and data. It is not a memory test.

Question 10 (c)

It is almost inevitable that these questions exploring candidates' understanding of their 'familiar' fieldwork will indeed become more familiar in the more usual sense of the word.

Centres have been quick to appreciate that there are only so many variations on the various strands of the whole fieldwork experience and thus, even in year two of the specification, questions such as this one produced rather better answers than a similar question last year.

The most frequent response here was to gather more data; quite legitimate, of course, but it was not always supported by any argument as to why this would increase accuracy.

Other responses, as in a previous question, strayed into suggesting collecting data at different times of year or in different places, but again not always in tandem with any insights on why this would increase accuracy. The need for better equipment was also a common route.

(c) Explain how you would improve your data collection methods to increase their accuracy.

(4)

We should have gone to the locations at a different time of day, rather than the middle of the day, such as the evening. This is because when we collected our data it was the middle of a week day when most people are at work, therefore less people to talk to and we could not evaluate the cars as people were using them. Whereas if we went in the evening people are more likely to be home allowing us to question the residents about the cars more thoroughly and evaluate their cars.



There is one extended suggestion here, which is legitimate, but it lacks a little clarity.

Although the point concerning people is made well enough, it is not clear what the role of the 'car' related data might be.

If that had been clarified, it would have made the point more comprehensible and warranted a fourth mark.

It is worth adding that a second method to improve data could be added here; there is no limitation in the question.

3 marks



More data increases the chance that the sample is representative of the total population – try to express this idea clearly.

Question 10 (d)

As commented upon in the opening remarks, it was pleasing to note that there were fewer incomplete answers to this final question. That is not to suggest that candidates were relaxed about time but that they had managed the paper more efficiently than last year's cohort.

It is especially pleasing to report that the AO3 deconstruction was generally much stronger. Candidates were more aware that there would be 'clues' in the way the fieldwork was designed, that might allow them to critique the methodology and therefore challenge the conclusions drawn.

Unfortunately, some candidates strayed into exploring why people have responded in the ways described, rather than assessing the quality of evidence for the conclusions drawn.

There were many good answers that had intelligent things to say about sampling, sample sizes, perception and timing of research.

The quality of the AO4 base was less impressive, with the three groups treated as whole rather than separately, which yielded much more fertile data for challenging the conclusion in question.

The students concluded that housing cost and closeness to family and friends were the most important factors overall.

Assess the evidence for this conclusion.

(8)

In Figure 10, it does show across all three areas that Housing cost and closeness to family were the most important factor. Although for the City Centre and rural settlement it isn't the highest percentage. For example closeness to family is only around 18% in rural areas but close to leisure facilities is around 40%. Overall across the three areas it's the most important factor. This Their conclusion is considered accurate as they asked in each area at the same time between 13:00 and 15:00 and on the same day. This means the people will roughly be the same as in different times of the day for example the evening will have more adults and children home from work and school. Therefore their conclusion can be considered accurate and correct.

On the other hand, the conclusion can be considered incorrect as the amount of people they asked varies. In the city centre they asked 13, 10 in suburbs, 7 in rural settlements. This makes result less reliable and bias as there is more opinions from one area. By asking 10 people in every area their results and conclusion would be more reliable as the number

is even. ~~Answer~~ To make their results and conclusion more accurate they should ask people at three or more times a day, at different times. Depending on the time and day depends on the type and amount of people.

(Total for Question 10 = 18 marks)

Overall from figure 10 their conclusion is correct however ~~it~~ is unreliable as they have only given a small number number of people due to it being at a specific time. If they went back multiply times a year and asked at different times of the day, their results could be more reliable and accurate.



This is a very systematic response, although set up unusually by presenting a 'yes/no' argument that is not helpful. However, the arguments are sound and the AO4 is good.

The opening overview, which is then broken down into sub-sets, is excellent and the candidate notes the critical weakness of varying sample sizes.

AO3 is sufficient and steers clear of the temptation to explain the reasons behind these variations.

8 marks



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

Question 11 (a)

There were really two elements to this question.

Firstly, how was environmental quality measured, which is a requirement of the specification and secondly, how did this method or methods allow candidates to measure variation.

'Variation' could be variation between different environmental elements in one rural location or, more probably, differences between two or more areas of the same village or different villages altogether. This second part was often missing.

For an example of a candidate response please see Q10(a).

Question 11 (b)

The first element of this question was generally answered well. There was plenty of variety in the data presentation methods in evidence and considerable latitude in the mark scheme over what exactly constitutes data presentation.

However, the second element required an explanation of these results. This was much less well done. The majority of candidates gave only a simple description that one area might have different characteristics from another, with no reasons for these differences being offered.

For some candidates, this will have reflected lack of recollection of what those reasons might be but for many, it might have been because they did not understand what annotation was, not perhaps, what constitutes an explanation. This is a skill that needs practising throughout the course.

For a example answer please refer to Q10(b)

Question 11 (c)

It is almost inevitable that these questions exploring candidates' understanding of their 'familiar' fieldwork will indeed become more familiar in the more usual sense of the word.

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The most frequent response here was to gather more data; quite legitimate, of course, but it was not always supported by any argument as to why this would increase accuracy.

Other responses, as in a previous question, strayed into suggesting collecting data at different times of year or in different places, but again not always in tandem with any insights on why this would increase accuracy. The need for better equipment was also a common route.

(c) Explain how you would improve your data collection methods to increase their accuracy.

(4)

To improve accuracy of my data collection, I could have grouped up with other people with survey to ensure that we all have the same results making human error less likely and more reliable.



This is a good example of a simple point that is made well but not developed.

The argument is that group data will iron out variations in opinion.

It is a little frustrating that the candidate did not think to extend this idea or, indeed, offer another.

2 marks



More data increases the chance that the sample is representative of the total population – try to express this idea clearly.

Question 11 (d)

As commented upon in the opening remarks, it was pleasing to note that there were fewer incomplete answers to this final question. That is not to suggest that candidates were relaxed about time but that they had managed the paper more efficiently than last year's cohort.

It is especially pleasing to report that the AO3 deconstruction was generally much stronger, with candidates more aware that there would be 'clues' in the way the fieldwork was designed that might allow them to critique the methodology and therefore challenge the conclusions drawn.

Unfortunately, some candidates strayed into exploring why people have responded in the ways described, rather than assessing the quality of evidence for the conclusions drawn.

There were many good answers that had intelligent things to say about sampling, sample sizes, perception and timing of research.

The quality of the AO4 base was less impressive, with the three groups treated as whole rather than separately, which yielded much more fertile data for challenging the conclusion in question.

The students concluded that housing cost and closeness to family and friends were the most important factors overall.

Assess the evidence for this conclusion.

(8)

Concluding from the composite bar graph yes they were the most important as all three villages had high percentage of people having it as ~~these~~ their top three important factors. B

But they only interviewed a very small, and unequal amount in each village. The few 7 people they interviewed for C for example may have been a minority of people that wanted closeness of the family the others in the population may have opposing views.

Also they only went at one time on one day. It was the afternoon on a working day so most children were at school and ~~and~~ economically active people were at work meaning many of the people they interviewed must have been old and these people may have differing reasons for moving there.

However the two factors they concluded were applicable to all the villages regardless of how far away from the city they were. For example more people in village A would

want to live close to their workplace
because most people living near a city are
of a working class and have lots of jobs there
Whereas 'real village community' is mostly
applicable to village A & C but not for the city.



This is a good answer at Level 3.

Unlike the exemplar for Q10(d), it does not apply quite so much AO4 in teasing part the aggregate data picture from the variations between the three communities. However, despite that, it offers strong AO3.

The candidate addresses sample size and the likely impacts of choice of timing for the interviews affecting the reliability of the results. However, it also wanders into some reasons behind these variations, which are not relevant to this question.

This response receives high marks because of its 'logical connections' and good 'synthesis'.

7 marks



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

Paper Summary

Examination questions will inevitably use terminology drawn from the specification. Across all three sections of this paper it is important that candidates know exactly what to expect and how to prepare for it. The following advice should be useful:

- Keep practising 'Assess' style questions across the whole course – they carry over a third of the total marks and are the most challenging questions on the paper
- Be aware that three of the 'Assess' questions reward both the material that candidates extract from the resource and, crucially, how that material is used to answer the question
- Candidates should not describe when asked to explain – there is no reward for describing 'deindustrialisation' when the command word is 'Explain...'
- Low tariff questions that use command words such as 'State' or 'Identify' do not require answers of more than a few words – often one or two will suffice
- Be aware that rewriting the question as part of the answer wastes precious time for no reward
- Examination questions do not have to be answered in the order they appear on the paper – keep to the section timings but answer later questions in any order that is helpful

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

