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June 2019

GCSE Geography 1GA0 03

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Introduction

This was the second assessment of the new specification for GCSE (9-1) Geography A Paper 3 - Geographical Investigations: Fieldwork and UK Challenges component.

This paper consists of three sections. Of the 64 marks available for this paper, up to 4 marks are awarded for spelling, punctuation and grammar (SPAG), and use of specialist terminology. The exam includes multiple-choice questions, short open, open responses, calculations and 8 mark and 12 mark extended writing questions.

In Section A: Physical Environments, candidates are expected to answer either Q01 (River Environments) or Q02 (Coastal Environments), dependent on their chosen fieldwork investigation. This section is awarded a total of 18 marks.

In Section B: Human Environments, candidates are expected to answer either Q03 (Urban Environments) or Q04 (Rural Environments), dependent on their chosen fieldwork investigation. This section is awarded a total of 18 marks.

In Section C: UK Challenges, candidates are expected to answer all questions, with 4 marks available for spelling, punctuation and grammar on Q05(f), giving a total mark tariff of 28 for this section.

Similarly to last series, the performance across the paper varied between the fieldwork questions and the UK Challenges. Overall, candidates performed better on the UK Challenges section, and on the 8 mark unfamiliar question where there were resources provided. The fieldwork questions proved challenging, in particular, sampling methods and the reliability and accuracy of conclusions drawn from candidates' studies of Urban and Rural Environments.

The following report outlines candidates' performance on this paper, highlighting areas of strength and weakness across the different questions, offering examples of performance and suggestions for improvements in future series.

Question 1 (a) (i)

In this question, candidates were asked to explain one advantage of the qualitative fieldwork method they used when investigating river landscapes. Similarly to last series, a significant number of responses referred to a quantitative method. Where candidates did refer to a qualitative method the vast majority of methods seen were either a field sketch or photograph. However, whilst many responses identified an advantage of their method, fewer candidates offered the reason 'why' this was an advantage to their study, which was necessary in order to gain the second mark. The best responses named the river they used to conduct their investigation.

1 (a) You have studied a river landscape as part of your fieldwork.

(i) Explain **one** advantage of a qualitative fieldwork method you used.

Named qualitative fieldwork method field sketch

(2)

This was a sketch made at site 3 and allowed us to present river landforms and processes that were observed

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Examiner Comments

This response scored 1 mark. The candidate has identified an advantage of conducting a field sketch but hasn't developed this to say why this was an advantage.

Named qualitative fieldwork method sketch

(2)

Its easy to compare a sketch of the upper course of the river to one in the lower course of the river to compare the ~~with~~ width from bank to bank.

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Examiner Comments

This response scored the full 2 marks. The candidate has identified an advantage of conducting a field sketch, 'make comparisons between the upper and lower course', and has then explained why this was an advantage, 'to compare the width from bank to bank'.

Question 1 (a) (ii)

This question prompted candidates to explain how their secondary data had supported their river investigation. Many candidates referred to a specific data source (eg EA flood risk map), and were often able to score 1 or 2 marks where there was some development of how this secondary source supported their investigation. However, fewer candidates were able to go beyond the initial explanation of how this supported their investigation to achieve the third mark. In this type of explanation question, candidates are required to develop their point further in a chain. For example, where responses did achieve 3 marks, candidates had identified a secondary source, expanded on this with detail about the resource, and then linked back to the question to say how this supported their investigation.

(ii) Explain **one** way the secondary data you collected supported your investigation.

(3)

We used a GIS map of the Geology of the river as we go downstream. This allowed us to overlay our results over it and see if the rock type influenced river erosion. This was the case as in the lower part of the river the rock got softer and easier to erode. Which explained why the river became deeper and wider going downstream.

ResultsPlus
Examiner Comments

This response scored the full 3 marks. The candidate has identified a secondary data source, GIS maps, and has developed this to explain why this data source supported their investigation.

ResultsPlus
Examiner Tip

When candidates undertake secondary data research for their river investigation they should have a clear understanding why this data is being used and how it can help support their investigation.

The secondary data helped to support the investigation because It could tell us the right details and when in which part of the fieldwork.

ResultsPlus
Examiner Comments

This response scored 0 marks. The candidate has made a generic comment, 'right details', but it is not clearly linked to their river investigation.

Question 1 (a) (iii)

For Q01(a)(iii) candidates were required to explain one advantage of a graph used to present fieldwork data for their river investigation. The most common presentation techniques referred to were line graphs, bar charts, and scatter graphs. Where candidates achieved the two marks, there was a clear explanation of why the graph was used specifically for their investigation. Some candidates made generic comments, such as, 'made it more accuate' or 'made it clearer', these statements required some context as to why.

For future series, candidates should be encouraged not to make these isolated statements.

(iii) Explain **one** advantage of the type of graph you used to present fieldwork data.

Type of graph ~~cross section~~ Scattergraph

(2)

It allowed us to compare 2 variables against each other, like width and depth, and see how they both change along the course of the river. It then allows us to make conclusions about how they change and why and how

ResultsPlus
Examiner Comments

This response scored the full 2 marks. The candidate has identified an advantage of their scatter graph, 'compare 2 variables', and then developed this to link it to their investigation to see changes in the width and depth downstream.

ResultsPlus
Examiner Tip

When candidates are exploring the type of presentation techniques to use in their river investigation, they should consider the reasons why one type of graph would be more suitable compared to another. Candidates should look beyond the complexity of drawing the graph.

Question 1 (a) (iv)

In this question, candidates were asked to explain how one of their questions or hypotheses helped their investigation.

This question proved the most difficult for candidates, resulting in almost half of the cohort achieving zero marks. Some candidates were able to recall their question or hypothesis but did not go on to articulate how this had helped their river investigation. Where candidates achieved 2 marks, responses did identify how the question or hypothesis had provided a focus for their investigation, which was then developed to say how that hypothesis translated into practice in respect of their fieldwork. Candidates who scored 3 marks made reference to the Bradshaw Model and clearly explained how they had used their question or hypothesis to focus their fieldwork collection methods.

Question 1 (b)

The vast majority of candidates demonstrated evidence for level 2, scoring either 5 or 6 marks on this question, with the differentiating factor relating to candidates' understanding of accuracy and reliability. Most candidates were able to extract information from the Figure for width, depth and velocity, demonstrating evidence of AO4 for communicating findings, and some explanation of the weaknesses of the methods for AO3 making judgements. These explanations tended to focus on the accuracy of the methods but it wasn't always clear that candidates fully understand the difference between accuracy and reliability.

A small number of candidates provided a narrative of the methods.

Candidates who scored the higher marks in the level 3 criteria were able to extract evidence from the Figure to communicate their findings for each method, explaining the accuracy and how this would affect the reliability of the study. The best answers went on to explain how this could have been improved. For example, many candidates talked about improving the velocity method by using a hydropop to provide consistency in the way the data was recorded.

For candidates to fulfil the requirements of this 'evaluate' question there should be evidence of an overall concluding comment.

Question 2 (a) (i)

In this question, candidates were asked to explain one advantage of a qualitative fieldwork method they used to investigate coastal landscapes. Similarly to last year, a large proportion of candidates referred to a quantitative method. Where candidates did refer to an appropriate qualitative method it was often a field sketch or photographs. A small number of candidates referred to the Powers Scale of Roundness. Most candidates identified an advantage of the fieldwork method but were unable to develop this further to say 'why' this was an advantage.

2 (a) You have studied a coastal landscape as part of your fieldwork.

(i) Explain **one** advantage of a qualitative fieldwork method you used.

(2)

Named qualitative fieldwork method Anatated photos

When looking back at the photos, it helps you to remember what the area looked like.

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Examiner Comments

This response scored 1 mark. The candidate has identified an advantage, 'helps you to remember what the area looked like', but there is no development of this to say 'why' this is an advantage of using annotated photographs.

ResultsPlus
Examiner Tip

In an explain question, candidates should be encouraged to answer thinking about 'what' and 'why', using phrases like, 'this means that...'

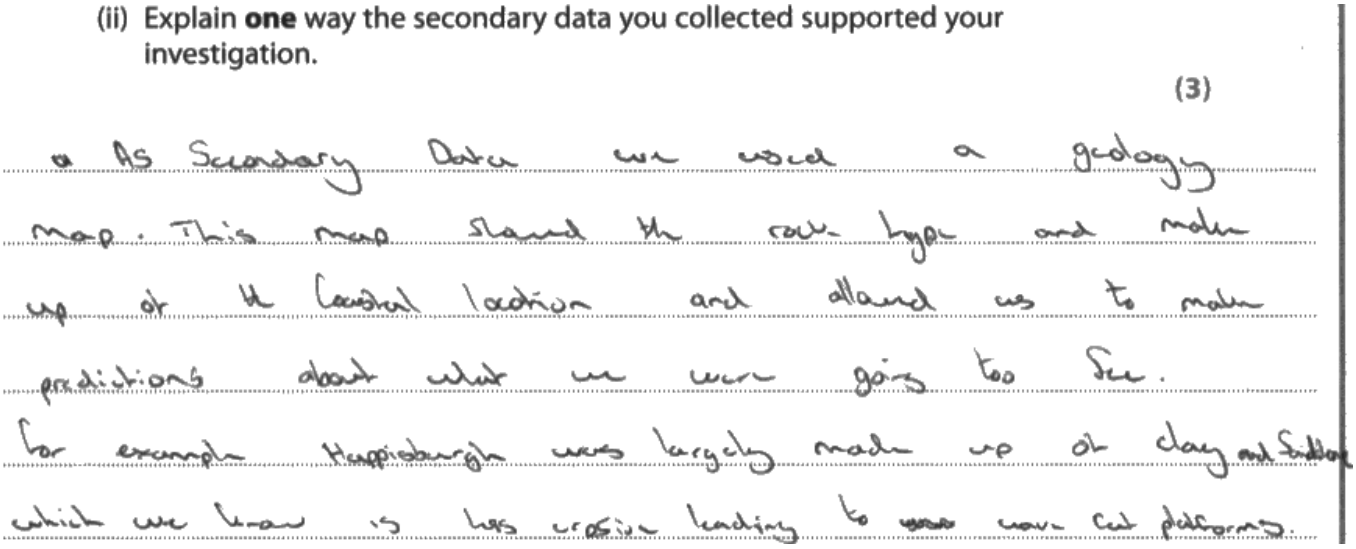
Question 2 (a) (ii)

This question prompted candidates to explain how their secondary data had supported their coastal investigation. Many candidates referred to a specific data source (eg geology maps) and were able to score 1 or 2 marks where there was evidence of some development of how this secondary source supported their investigation. However, fewer candidates were able to go beyond the initial explanaton of how this supported their investigation to achieve the third mark.

In this type of explanation question, candidates are required to develop their point further in a chain. For example, where responses did achieve 3 marks candidates had identified a secondary source, expanded on this with detail about the resource, and then linked back to the question to say how this supported their investigation.

(ii) Explain **one** way the secondary data you collected supported your investigation.

(3)



ResultsPlus
Examiner Comments

This response scored 3 marks. The candidate has identified an appropriate secondary data source for their investigation and explained how this supported their predictions of the data that they may expect to gather.

ResultsPlus
Examiner Tip

When writing about their own fieldwork studies, candidates should be encouraged to make reference to specific aspects of their study. For example, in this response the candidate has made reference to their study of Happisburgh and the geology of the landscape.

Question 2 (a) (iii)

Candidates were required to explain one advantage of a graph used to present fieldwork data for their coastal investigation. The most common presentation techniques referred to were line graphs, beach profiles and bar charts. Where candidates achieved the two marks, there was a clear explanation of why the graph was used specifically for their investigation. Some candidates made generic comments, such as, 'made it more accurate' or 'made it clearer', these statements required some context to go with them.

(iii) Explain **one** advantage of a type of graph you used to present fieldwork data.

Type of graph Scatter graph

(2)

When investigating the gradient of the beach at Newhaven, the scatter graph was able to show the change of the gradient of the beach at regular intervals.

ResultsPlus
Examiner Comments

This response scored 1 mark. The candidate has identified an advantage of using a scatter graph to present changes in the gradient of the beach.

ResultsPlus
Examiner Tip

For this type of question, candidates should provide the 'what' and 'why' to clearly explain why it was an advantage of using this type of graph to present fieldwork data.

Question 2 (a) (iv)

This question proved the most difficult for candidates, with many able to recall their question or hypothesis but found it a challenge to articulate how this helped their coastal investigation. Where candidates did achieve marks, responses did identify how the question or hypothesis had provided a focus for their investigation, which was then developed to say how that hypothesis translated into practice in respect of their fieldwork. Candidates who did score 3 marks made reference to the Bradshaw Model and clearly explained how they had used their question or hypothesis to focus their fieldwork collection methods.

(iv) You developed at least **one** question or hypothesis to help you investigate a coast you have studied.

Explain how this question or hypothesis helped your investigation.

(3)

Hypothesis or key question

My key question was; how well used is the undefended section of the beach.

This question helped my investigation I could clearly focus on the difference between use in the defended and undefended sections.

ResultsPlus
Examiner Comments

This response scored 1 mark. The candidate has identified that their key question provided focus but hasn't expanded on this to explain how this helped their investigation.

A larger beach will form through increased deposition.

This hypothesis allowed us to narrow down and focus more on the key aspects of the beach that would help us ~~answer~~ prove the hypothesis meaning we didn't take the excess time collecting data that wouldn't matter.

ResultsPlus
Examiner Comments

This response scored 2 marks. The candidate has expanded on how having a hypothesis supported their investigation by reducing time collecting unnecessary data.

ResultsPlus
Examiner Tip

In order to achieve the final mark, the candidate needs to expand on this development futher to say why this helped their investigation.

Question 2 (b)

Most candidates demonstrated evidence for level 2, scoring either 5 or 6 marks on this question, with the differentiating factor relating to candidates' understanding of accuracy and reliability. In the vast majority of responses, candidates were able to extract information from the Figure, demonstrating evidence of AO4 for communicating findings and some explanation of the weaknesses of the methods for AO3 making judgements. These explanations tended to focus on the accuracy of the methods, but it wasn't always clear that the candidates fully understood the difference between accuracy and reliability.

A small number of candidates provided a narrative of the methods from the Figure or wrote about their own fieldwork study.

Candidates who scored the higher marks in the level 3 criteria were able to extract evidence from the Figure to communicate their findings for each method, explaining the accuracy and how this would affect the reliabiliy of the study. The best answers went on to explain how this could have been improved, for example, the use of calipers to improve the measurement of pebbles.

For candidates to fulfil the requirements of this 'evaluate' question there should be evidence of an overall concluding comment.

(b) Evaluate the accuracy and reliability of the fieldwork methods shown in Figure 2.

(8)

The measuring of the gradient in figure two is highly inacurate. The main reason for this is that the heights of people were measured, where is there was only one person this wouldn't be such a problem. However the fact different people were used renders there results as being incredibly inaccurate as people recorded had different heights - thus effecting the results. instead a measuring stick should have been used Also the fact that it was windy meant the clinometer was hard to keep steady which would also lead to inaccurate and therefore unreliable results.

The pebble size measuring was ~~ats~~ also highly unreliable due to possible bias. The fact they chose pebbles at the water's edge causes this, as they chose which pebbles to measure, and therefore would have instinctively chosen the most interesting ones. The measuring however would not have been particularly inaccurate as a ruler was used to find the pebble's length. However the fact another groups measured pebble width subsequently means these results cannot be compared

The use of the Powers Scale of roundness chart for sediment size may also have inaccuracies due to personal preference as to what pebbles are in each category. The fact different people did this just makes the results less reliable - only one person should do it.
It also faces bias on pebble choice

(Total for Question 2 = 18 marks)

TOTAL FOR SECTION A = 18 MARKS

Overall I conclude the most accurate and reliable method was ~~se~~ pebble size, as although biased, the measuring was accurate and there were no ambiguous categories that could be interpreted differently.

ResultsPlus
Examiner Comments

This response scored in the level 2 criteria, 5 marks. The candidate has successfully extracted and communicated findings of the three methods from the Figure to demonstrate evidence for AO4. There is an attempt to make judgements on these methods for AO3 but these judgements on the accuracy and reliability are limited in depth.

Question 3 (b) (i)

Most candidates were able to state the purpose of the fieldwork method, with the majority of the cohort socring 1 mark. Some candidates didn't read the question carefully and stated the purpose of the pedestrian count, seeing it as a follow on question from Q03(a). Candidates should be reminded to read each question carefully before attempting their answer.

Question 3 (b) (ii)

In this 3 mark question, candidates were required to explain one limitation of using an environmental quality survey, represented in Figure 3a. Most candidates were able to offer a limitation of conducting this fieldwork method and developed this to achieve 2 marks. These responses were often regarding the subjectivity of the method. Some candidates provided several limitations which were often undeveloped and therefore, did not respond to the specific question which asked for only one explanation for 3 marks. Where candidates did acheive the full 3 marks, it was often through the route of the narrow options available to respondents which might then lead to unreliable data.

(ii) Explain **one** limitation of using this fieldwork method.

(3)

There is not much detail when describing areas. For example it may be inbetween two boxes. Due to lack of specifics the result may not be wholey truly representative of the area meaning the data presentation method may be misleading and unreliable.

ResultsPlus
Examiner Comments

This response scored the full 3 marks. The candidate has identified the limitation relating to the options available and developed this to explain how this would affect the data collected.

Question 3 (c)

In this question, candidates were asked to explain one advantage of using stratified sampling.

Candidates found this question challenging, often confusing stratified sampling with systematic sampling, resulting in over half of the cohort achieving zero marks. The vast majority of candidates who did achieve marks, tended to use the advantage of stratified sampling reducing the potential for bias or it can provide data that is more representative of the whole population. However, only a small number of candidates were able to explain why this was an advantage when using this type of sampling to conduct urban fieldwork. For future series, candidates should have a clear understanding of the three types of sampling (random, systematic and stratified), including an overview of the sampling method, and the advantages and disadvantages of using each method in both a familiar and unfamiliar context.

Question 3 (d)

The vast majority of candidates were able to plot the data onto the line graph to achieve the full 2 marks. Where candidates did not achieve full marks, it was often because they had marked the points without completing the lines.

Question 3 (e)

In this 8 mark question, candidates were asked to assess the extent to which their urban fieldwork conclusions had answered their enquiry questions. Many candidates stated their enquiry questions and described their results, often mentioning the data collection methods they used, representing evidence of being able to communicate their own fieldwork findings for AO4. However, fewer candidates were able to make judgements for A03, to assess the extent to which their conclusions had answered their enquiry questions.

Responses achieved the higher marks where there was clear evidence of making judgements on the relative success of the conclusions drawn. Many candidates referred to the restrictions on timings for data collection which produced a narrow or distorted set of results when collected on a school day. To fulfil the requirements of this assess question and achieve the highest marks, candidates needed to provide a concluding comment to say which enquiry question was most successfully answered.

(e) You have studied an urban area as part of your fieldwork.

Assess the extent to which your conclusions answered the enquiry question(s).

(8)

~~For~~ As part of my fieldwork, I studied the area of kings cross near the CBD of London in ~~an~~ a transition zone.

To begin, one of my main enquiry questions was how has kings cross land use changed after the redevelopment? The first conclusion that I made was that it is now used for ~~off~~ tertianery and quaternery uses such as offices and expensive shops and restaurants. To come to this conclusion, I did an environmental quality survey and a land use survey called ~~rice pots~~ RICEPOTS where I could then use the primary data I gathered and compare it to the secondary data like past, historical maps and photos. This conclusion might not be the most reliable however, because the numbers scored were subjective and biased - depending on the person who scored it. Also the RICE POT land use survey was not totally accurate due to human error and I could have missed things. The secondary data could also be questioned as it is just a general perspective of Kings Cross in the past, and these limitations could mean that ~~it~~ my conclusion did not fully answer the enquiry questions.

Another one of my enquiry questions was how have the people in Kings Cross

changed? (refering to ethnicity and reason for being there). To form my conclusion, I used secondary data from the 2011 census to see how migration has affected ethnicity changes compared to past censu and it was clear to see that kings Cross is more diverse after the regeneration. Also, after doing field sketches, I was able to observe the different ~~uses~~ reasons people were in kings cross. Due to the new school, (central St Martins school for Arts) most people were students. However since the census ~~is~~ was in 2011, it does not accurately represent kings Cress ~~is~~ today, which could mean that my conclusion has not answered the enquiry questions fully about the change after the redevelopment now.

(Total for Question 3 = 18 marks)

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Examiner Comments

This response is a good example of a level 2, 6 marks. The candidate has clearly stated their enquiry questions, expanded on this to mention the data collection methods used, and begun to make some judgements for AO3 on the relative success of the conclusions drawn. However, to be awarded marks in level 3, the candidate needs to provide further depth on the success of the conclusions answering the enquiry questions.

Question 4 (b) (i)

Most candidates were able to state the purpose of the fieldwork method, with over 80% of the cohort scoring 1 mark. Some candidates didn't read the question carefully and stated the purpose of the pedestrian count, seeing it as a follow on question from Q04(a). Candidates should be reminded to read each question carefully before attempting their answer.

Question 4 (b) (ii)

In this 3 mark question, candidates were asked to explain one limitation of using a questionnaire, represented in Figure 4a. Most candidates were able to offer a limitation, with many candidates referring to the use of closed questions, which they then developed to achieve 2 marks.

Question 4 (c)

Candidates were asked to explain one advantage of using stratified sampling.

Candidates found this question challenging, often confusing stratified sampling with systematic sampling, resulting in over half of the cohort scoring zero marks. The vast majority of candidates who did acheive marks, tended to use the advantage of reducing potential for bias, or it can provide data that is more representative of the whole population. However, only a small number of candidates were able to explain why this was an advantage when using this type of sampling to conduct rural fieldwork. For future series, candidates should have a clear understanding of the three types of sampling (random, systematic and stratified), this should include an overview of the sampling method and advantages and disadvantages of using each method in both a familiar and unfamiliar context.

Question 4 (d)

Candidates were asked to plot the pedestrian count data on to the line graph, with the vast majority of the cohort achieving 2 marks. This question was answered well by candidates with the majority of candidates achieving the full 2 marks. Where candidates did not achieve the full marks, it was often because they had only marked the points without completing the lines.

Question 4 (e)

In this 8 mark question, candidates were asked to assess the extent to which their rural fieldwork conclusions had answered their enquiry questions. A large proportion of the cohort misunderstood the expectation of this question, leading to many candidates scoring zero marks.

Candidates stated their enquiry questions and described their results often mentioning the data collection methods they used, representing evidence of being able communicate their own fieldwork findings for A04. However, in a number of responses this merely became a narrative of their fieldwork, which inevitably didn't answer the question. The best responses were able to make judgements for AO3, in order to assess the extent to which their conclusions had answered their enquiry questions, which were often around time limitations and sample size. Furthermore, candidates fulfiled the assess requirement by providing a concluding comment to say which enquiry question was most successfully answered.

Question 5 (b)

Candidates were asked to state two disadvantages of developing greenfield sites.

Most candidates answered the question well and were awarded 2 marks. Where candidates failed to score the second mark, it was usually because their answer was too generalised. For instance, they wrote 'more expensive' or similar, with no clarification of the context of greenfield sites. Some candidates were able to successfully refer to the expense of installing utilities in these locations.

It is important for future series that candidates are encouraged not to use isolated statements, such as 'more expensive'.

Question 5 (c)

In Q05(c) candidates were asked to calculate the mean number of visitors per year and provide their answer to one decimal place.

Most candidates scored the full 2 marks, showing evidence of their working out and providing their answer to the correct one decimal place. Candidates must show all of their working out in this type of question, which in the case of calculating the mean number is the process of adding up all the numbers and dividing by the total number of variables in the data set. Where candidates did not score the full 2 marks, this was due to two main reasons, either the evidence of the working out was missing, or the answer wasn't to one decimal place.

(c) Study Figure 5b in the Resource Booklet.

Calculate the mean number of visitors per year.

Answer to one decimal place.

You must show your working in the space below.

(2)

4·15 + 8·1·4 + 16·4 + 7
+ 8·75 + 4·2 + 9·5
= 59·4 8 places

mean: $\frac{59.4}{8} = 7.425$
$= 7.4$

7.4 million

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Examiner Comments

This response scored the full 2 marks. The candidate has shown evidence of addition and division in their working out and written their answer to one decimal place.

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Examiner Tip

Candidates should read all statistical questions carefully to fully understand how the answer should be expressed.

Question 5 (d)

Candidates were asked to explain one negative impact of the development of UK National Parks.

This question was generally well answered with a large proportion of candidates achieving 2 marks. The most popular responses included deforestation, congestion and litter from increased tourism. Most candidates were able to explain the negative impact of this to achieve 2 marks but not all candidates were able to extend this further to say why this was a negative impact.

Question 5 (e)

Candidates were asked to explain two approaches to the conservation of UK National Parks, with most candidates scoring between 2 and 4 marks. Although very much in the minority, the best answers used their knowledge and understanding from across their GCSE studies, with the most popular responses including the use of designated paths, educating visitors, and restricted work during bird nesting season. These approaches were then developed to say why it would support the conservation of National Parks.

Question 5 (f)

In this 12 mark, extended writing question, candidates were asked to discuss the view that a two-speed economy exists between the south east, including London, and the rest of the UK, creating social and economic differences.

A significant proportion of candidates scored between 7 and 9 marks for this question.

This question was well answered by the majority of candidates who were able to extract information from the Figure(s) to formulate an argument on a view about the two-speed economy. The best responses that scored the higher marks in level 3 used the evidence from the Figure(s) and their wider geographical knowledge and understanding from across their GCSE studies to support their argument. The additional evidence often related to migration and HS2. The majority of candidates provided a conclusion at the end of their response, which was often a repetition of their argument, rather than a substantiated conclusion referring back to the question asked. Some candidates started their response with their view on the two-speed economy, which is equally acceptable.

In terms of spelling, punctuation and grammar, most of the cohort tended to perform at an intermediate level, scoring 2 to 3 marks. The marks were determined by the relative difference in the use of paragraphs, sentence structure and geographical terminology.

(f) Use the information from the Resource Booklet (Figures 5c, 5d, 5e and 5f) as well as knowledge and understanding from the rest of your geography course.

> A two-speed economy exists between the south east, including London, and the rest of the UK.
>
> This has created differences in economic and social opportunities that need to be reduced.

Discuss this view.

(12)

I mostly agree with this view, however I think that there are already advances in place that have made the Northern UK more equal to the South East, and schemes that are going to close this gap even more. However, it is undeniable there is a gap in the economy and opportunities between these two sections, especially in London.

For example, many of the best opportunities the country has to offer are in the Southern area, such as the best private schools, the best universities (such as Oxford and Cambridge), and the biggest branches or headquarters of many UK businesses in almost any sector. This puts the rest of the UK at a disadvantage, as there are not as many opportunities available in Northern, Scottish, or Irish or Welsh cities, putting pressure

on businesses or people from other areas who may try and compete with this.

In addition, people in the South East overall have a higher disposable income, and therefore have a different attitude to life. The choropleth map in Figure 5c shows this, with London having a higher amount of excess money than anywhere else in the UK. In comparison to this, the economy on things such as housing prices is also higher to keep up with demand, which can mean people moving to these areas from the North can struggle more than the locals, as reflected in a statement from Figure 5f, where a couple "move(d) out of London because of the rising rental costs"

On the other hand, even though the North may seem deprived in comparison to the South East, there is a large amount of development happening in cities there that are rapidly catching up to the likes of London. Birmingham is one example of this, as there are more businesses starting there and opportunities are rising rapidly, bringing new growth and development.

There are also schemes in place to close this gap, such as the Northern Powerhouse Strategy

mentioned in Figure 5f. This shows there are already steps in place to remedy the problem and that the North is likely to catch up very quickly!
Furthermore, the South East also faces problems with deprivation similar to the rest of the UK, especially in certain areas of London, where there are high amounts of serious violent crime, and unemployment, showing that there is still not such a large gap in areas of the UK due to other factors.
In conclusion, I believe this statement is fundamentally correct, however the differences are already being reduced efficiently.

ResultsPlus
Examiner Comments

This response was awarded level 2, 8 marks and a further 3 marks for spelling, punctuation and grammar. The candidate provides several points which are generally supported by evidence from the Figure(s) AO4, and there is some explanation of how the evidence relates to the social and economic differences for AO3. For level 3, a greater range of evidence would be required, including from their wider course.

Paper Summary

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

- There will always be calculation questions which may require the use of a calculator. If you are asked to show your working out, you must show ALL the stages of your working out to achieve the full marks. Furthermore, if you are asked to answer to one decimal place, you must do this.

- Centres should provide opportunities for candidates to become more familiar with the structure of the paper using the Sample Assessment Materials, Specimen Paper, and past papers, reminding them of the options they are required to answer. This will support candidates and hopefully prevent them unnecessarily attempting all the questions on the paper and inevitably running out of time.

- Candidates must know the different elements of the enquiry process in both a familiar and unfamiliar context. Use the outline of the enquiry process in the specification to enable candidates to have a deeper understanding of the key terminology associated with each stage of a geographical enquiry.

- Where candidates are expected to answer fieldwork questions in a familiar context (about their own fieldwork experiences), they should make specific references to these studies in their answers. For example, when explaining the advantage of a qualitative fieldwork method for rivers or coasts, candidates ahould make specific reference to their River or Coast in the answer.

- In the extended 8 mark 'assess' and 'evaluate' questions related to a familiar context, candidates are expected to use their fieldwork experiences and apply it to the question asked, rather than providing a narrative of what they did when conducting their fieldwork.

- When asked to explain, candidates should have a clear understanding of the requirements of this command word. Candidates should be discouraged from making isolated statements like, 'it was easy' or 'it was more accurate'.

Grade Boundaries

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

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