

Examiners' Report
June 2018

GCSE Geography B 1GB0 02

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Introduction

This examination paper, as with the others in the series had been very clearly anticipated by both the sample assessment materials issued at the same time as the specification, and the specimen paper that followed it. The structure of the paper, other than the placement of the 4 marks for spelling, punctuation and grammar (SPaG), was identical to those that so many centres had used as trial papers with their candidates. In both the launch meetings and the very many on-line training presentations the central importance of candidates having a clear view of how to navigate their way through the paper was an oft-repeated theme.

Broadly speaking, the paper can be divided into three different types of assessment, two of which are utterly familiar from legacy specifications and one of which is not. The two familiar question types were, of course, the multiple-choice questions (MCQ's) and the short open-response questions, mostly with tariffs of two or four marks. These questions contributed 58 marks to the paper total of 90.

The third type of question was new; these four questions employed the command word 'Assess...' and, in three cases (Q4, Q7 and either Q10d or Q11d), were constructed around a resource that candidates were invited to 'Analyse...' before beginning their assessment of a relationship or situation. The fourth of these 'Assess...' questions (Q8b or Q9b) had no resource but invited candidates to offer a view about some part of their own fieldwork, on this occasion, the importance of secondary data. These four questions carried 32 marks to which the 4 SPaG marks could be added and it is reasonable to comment that candidates' responses were highly variable.

It is important that candidates are equipped not only with the skills of analysing information offered to them in maps, photographs and diagrams, but also how to assess that information. For example, it was not necessary to have any detailed knowledge of the geography of Scotland to answer Q4. What candidates did need was the analytical skill to compare the patterns shown on the two maps and suggest, in their assessment, some possible reasons for the similarities and the differences.

There was also some obvious confusion regarding how to prepare effectively for the fieldwork section of the paper; Section C. The division between the 'familiar' questions that interrogate candidates about their own fieldwork and the 'unfamiliar' questions that present scenarios that the candidates are invited to assess, is important.

Preparing candidates for the 'familiar' questions is reasonably straightforward as long as centres ensure that their candidates are engaged in the process from the very start when selecting locations and sites for data collection. Candidates may not, of course, be engaged in the process of designing fieldwork days but they have to understand the criteria against which that day or days was/were designed. Similarly, they need not have detailed recall of numeric data, but they do need to have an overview of the task, hypotheses and results, as well as a familiarity with specified data collection methods and presentational techniques. There is clearly a need to take candidates through the possible question types that can occur in this section of the paper and the reasonable expectations about their recall of their own fieldwork.

It is a different task to prepare students for the 'unfamiliar' questions, which will pose scenarios that candidates are invited to analyse before offering an assessment of a proposition offered to them in the question. The appropriate skills to use here need classroom practice built around the empowering of candidates to 'take-on' the proposition and critique it. Once again, there were too many answers that suggested that candidates had not been trained as effectively as might be desirable for this task.

Despite the usual 'teething' problems of a new specification, including some relatively new and admittedly challenging question types, it is important to comment that there were very many excellent answers from candidates who understood the challenges of the paper and had been thoroughly well-trained in addressing those challenges effectively.

Question 1 (c)

In preparing candidates for this part of the examination paper it is worth recalling that knowledge of the broad features of the UK's physical landscape may very well also be useful when analysing the resources used for Question (Q) 4, as it would indeed have been on this particular paper.

For this question it was therefore a little disappointing that mythologies and misconceptions were quite so prevalent; one recurrent misconception being that it gets warmer as one moves to upland areas because they are closer to the sun. Many candidates had a clearer view of reality but did not always find it easy to explain why uplands are wetter and/or colder.

(c) Explain **one** difference in the climates of uplands and lowlands in the UK.

(2)

The uplands are cooler and more exposed to the elements however lowlands are warmer as the heat gets trapped



This is a typical 1-mark response with only a very partial 'explanation' of the reason behind a legitimate difference.

1 mark



Processes matter and basic accounts of the impact of altitude on the UK's wealth and climate are important

Question 2 (a) (i)

This question was answered correctly by the vast majority of candidates.

Question 2 (a) (iii)

The majority of candidates, having correctly deduced that south to north was the dominant movement, were able to offer a reasonable explanation for the distribution of the sand as evidence. However, a significant minority found it difficult to find the words to describe how sand was piling up on the south side of the groyne. Some candidates seemed under the impression that the groyne was the area between the two 'barriers' as opposed to the barrier itself.

(ii) Identify which **one** of the following is the most likely direction of sediment movement along this coastline.

(1)

- A east to west
- B north to south
- C south to north
- D west to east

(iii) Explain **one** reason for your answer to (a)(ii).

(2)

As in the photograph there is always more sediment on the bottom side of the groyne meaning it must be traveling S to N.



This response is sufficient although, as with many, the candidate has some difficulty in finding suitable words for describing the distribution of sand. In this example 'bottom side' is enough.

2 marks



Try to use compass points in describing locations as in 'to the south of the groyne'

Question 2 (b)

The vast majority of answers were reasoned accounts of the impact of global warming on sea-levels. Not all of these step-by-step narratives correctly addressed the keyword in the question, 'increasing', and thus lost focus.

Most candidates made an effective link between their understanding of sea-level rise and increased coastal flooding. It would have been helpful if others had made the point more strongly that sea-level rise would inevitably increase coastal erosion rates if accompanied by increased storminess.

(b) Explain why there is an increasing risk of coastal flooding on many UK coastlines.

(4)
There is an ~~increasing~~ increasing risk of coastal flooding due to climate change. As the Earth's average temperature increases, the ~~mod~~ ice is melting, causing average sea levels to rise. Since many UK coastlines are low-lying, this puts them at an increased risk of flooding; as the sea may become higher than the land.



A clear and reasoned account of why coastal flooding might increase. Of, course not all UK coastlines are 'low-lying' but much of it is.

4 marks



It is acceptable to make mistakes in answers – you cannot lose marks, only gain them

Question 3 (b)

This question was opaque to those candidates who did not know how discharge is calculated and that was especially surprising, given the information offered by Figure 3, where the y-axis was labelled as 'discharge' as measured in cubic metres per second.

For those candidates that did understand the measurement or successfully garnered it from the figure, the question was straightforward once they established that higher velocities generated more energy and thus more abrasion and/or hydraulic action.

(b) Explain **one** reason why high discharge is likely to increase erosion.

(2)

A higher discharge means that the velocity at which ~~with~~ the river flows is higher, causing erosion ~~processes~~ processes such as hydraulic action to increase in power, thus increasing erosion



A typical 2-mark response, linking energy to enhanced erosion.

2 marks



Know the key terms. Read the specification and construct a lexicon

Question 3 (c)

This was another relatively accessible question, familiar at this level.

Once again, it underlined the need for candidates either to have a wide lexicon of geographical terms or, as in this case, to read the question carefully and appreciate how much information was available to them from the resource. With questions such as this one asking for 'two ways' it is important that candidates avoid offering only one way that they express in two slightly different guises.

(c) Explain **two** ways in which human activities can affect storm hydrographs.

(4)

- 1 ^{vegetation} ~~depleted~~ ~~roads~~ can affect storm hydrographs. The chopping down of trees means that the trees can't soak up the water so it might flood.
- 2 drainage systems. This is because if a drain gets blocked then the water flows on top of the surface and this means that flooding will occur if it gets bad.

(Total for Question 3 = 7 marks)



A fairly standard 4-mark response – it would be useful if candidates appreciated why higher run-off leads to peakier discharge, because this last part of the reasoning chain is the hardest.

4 marks



If you are asked for 'two ways' use firstly and secondly to help the examiner determine where one ends and the other begins!

Question 4

In common with Q7 this 'synoptic' style resource-based question does not presume specific locational knowledge, in this case of Scotland. Candidates were expected to have a broadly-based set of skills to help them extract information from the resource(s) offered. Then, they should have used both their background knowledge and understanding of the UK landscape, and their understanding of physical processes, to deconstruct that information. In other words, this question assesses AO3 and AO4.

However, it is important to remind students that this does not translate into point marking, whereby four points need to be made, drawn from the resource(s) and four explanations offered for each of those points. What matters are the descriptors in the mark scheme. These will remain fixed for the duration of the specification, whereas the indicative content will change according to the focus of the question and the resource or resources used. A Level 3 response provides a 'balanced, well-developed argument that synthesises relevant information coherently' having 'obtained accurate information that supports all aspects of the argument'.

This style of question is relatively new for GCSE and candidate performance markedly improves with practice. Noticing patterns and relationships from the resources offered and then building on that by being alert to exceptions, outliers or 'anomalies', as many candidates describe them, is the essential platform to success.

In this question, there is obviously a strong relationship between precipitation amounts and the potential quality of farmland. Most candidates made that connection, although a small number simply ignored the resources altogether and wrote in very general terms about the influence of precipitation on land use. They simply repeated material that they may well have used in response to Q3b, which was still fresh in their mind.

The usual route for building on the general truth was to say something about the distribution of urban land use and only a small minority offered any exceptions to the general pattern. Those that did were almost always operating at Level 3, as a result suggesting, for example, that the relationship between potential land-use and precipitation was not complete nor deterministic, given that some low precipitation areas had poor farmland too, for example in the far north-east of the country. The explanations were couched largely in terms involving flooding, but others did make an effective link to other environmental factors, usually altitude.

There were some very good responses but, in general AO3 was much weaker than AO4.

Assess the influence of precipitation on land use in Scotland.

(8)

The ~~more~~ ^{higher} average precipitation the lower quality the farmland - Areas with 3001mm and above average make for the poorest quality farmland - being most likely mountainous highlands that are difficult and inconvenient to inhabit. Lower precipitation areas, areas unlike the higher ones on the left side, are protected from winds across the ocean by landmasses - higher, left side areas are exposed to winds ~~from~~ gathering speed across an entire ~~to~~ ocean.

The lower precipitation areas are mostly either good quality farmland or urban areas - showing these are more profitable areas to inhabit and make use of the land - 600 and below are either urban or farmland. Medium areas are around 801 to 1000 average, this makes sense as these areas are midway between urban and poor farmland.



This is a typical 6-mark response with quite a strong AO4 use of the resource. Interpretation and deconstruction of that material to make coherent links between the precipitation pattern and the resultant land-use is less convincing.

The candidate might also have pursued the 'mostly' point in the second paragraph, to identify those areas where the relationship is not clear. That would have helped them to think about other variables as part of their AO3.

6 marks



If you use terms such a 'mostly' or 'generally' do not forget to mention the exceptions

Question 5 (a) (ii)

The most obvious issue with this question was the inability to translate the raw data into percentages. The mathematical and statistical skills needed by candidates are identified clearly in the specification and, once, again practice is necessary. For those who knew the technique, this was a very accessible question.

- (ii) Calculate the percentage of the population aged 16 and over who were in full-time employment in 2016.

Answer to **one** decimal place.

You must show your working in the space below.

(2)

~~2.24 million~~
~~14.49 million~~ + 8.47 = 22.96
22.96 22,960,000
22.96
22,960,000 ÷ 52.075 × 100 = 44.1%

44.1 %



This response shows the correct method and the correct result.

2 marks



Do not forget to show your working – there will almost always be credit for that

Question 5 (a) (iii)

This question was generally answered well. Some candidates expressed their views very strongly by underlining answers or by following statements such as 'Equality is coming' with multiple exclamation marks. The most frequent error was, as in previous questions, to offer the same explanation twice, albeit in slightly different ways as in 'There is more equality' followed by 'there is less prejudice against women'. This is only credited once.

It was very encouraging to see answers that recognised the impact of better child-care provision or, less optimistically, the absolute need for women to work in low-income households.

(iii) State **two** possible reasons why employment of women has grown in recent years.

(2)

1. Women are more educated and therefore choose ~~not~~ to have a career rather than a family.
2. ~~Women are more~~ Equality between men and women has improved therefore women are accepted to work more.



There are two ideas here, expressed clearly.

2 marks



These 'State' and 'Identify' questions may be answered with just a few words. Save words here and save time.

Question 5 (b)

Other than the candidates who did not understand what 'secondary employment' might be, this question was well-answered.

Once again, it emphasised the need for all candidates to have a clear knowledge of the specification terms. As in Biology, the specialist vocabulary is a vital area of proper preparation for these papers. Some centres equip candidates with small vocabulary books and provide definitions that are tested routinely using terms harvested from the specification, given that only these terms will be used in questions.

For the majority of candidates, the loss of jobs through outsourcing of manufacturing was the common route to gathering both marks.

(b) Explain **one** impact of globalisation on secondary sector employment in the UK.

(2)

globalisation decreases a need for a secondary sector in the UK as the sector can be filled by outsourcing to developing countries where wages are lower increasing profit for TNC's. Therefore destroying secondary sector in the UK.

(Total for Question 5 = 7 marks)



This is a full and clearly expressed answer, although a little wordy.



There is no need to repeat the question in your answer to these short open-response questions.

Question 6 (a) (ii)

From their own fieldwork experience candidates should be clear about how to construct testable hypotheses and the maps give a very strong steer towards the most probable response.

- (ii) State a relationship between child poverty and GCSE scores that could be investigated.

(1)

The higher ~~on area has~~ percentage of child poverty it is on
area the lower the GCSE scores would be in that area.



A sound expression of the relationship.

1 mark

Question 6 (a) (iii)

The new focus on providing proper explanations rather than tautologies, made answers that simply claimed that child poverty was a consequence of household poverty, insufficient. The need to identify a reason rooted in spatial variation, why households might have a low income, was necessary, and the extension was needed to link that effectively to child poverty.

(iii) Explain **one** reason why child poverty varies between different parts of a city. (2)

More deprived areas will experience higher levels of child poverty as there aren't as many well paying jobs, meaning that it's difficult for parents to provide for their kids. Non deprived areas see the opposite, making it easier to provide for kids.



This answer establishes a link between deprivation with a lack of jobs, which means that households are unable to provide for their needs. A well thought-through answer.

2 marks



Remember that restating the question can never gain credit

Question 6 (b)

A relatively weak area of candidate understanding is the meaning of 'function' and the relationship between, as in this case, urban functions, and the land-use that is consequential upon changes in function. Of course, regeneration might drive land-use change, which will, in turn, alter functions, so the relationship works in both directions.

For these questions, it is useful for candidates to know their case-study material. There is not much of that material in this specification and it is never going to be tested directly, in the sense of requiring long descriptions of place. However, an understanding of change is the focus of the case-study and thus it was a little disappointing that so little material with that focus came through candidate responses. In fact, much of the material was either generic 'deindustrialisation' or 'regeneration', without any further identification of what particular industries might have disappeared from the inner-city area, or what particular regeneration scheme has resulted in functional change.

(b) For a named UK city, explain **two** reasons why the functions of its inner-city areas have changed in recent years.

Named UK city LONDON

(4)

1. More technology is coming which means they need more space
2. Another reason is because of the government as well as the manufacturers upgrading the equipment



This is typical of the generic type of answer that would have been helped greatly by two things – firstly, an appreciation of the key terms in the question and, secondly, the need to root understanding in case-study knowledge.

0 marks



Learn a few details about your chosen major UK city case-study – not too many, but some numeric and place data

Question 6 (c)

This was a challenging question and similar observations can be made here as they were for Q6b.

Too many candidates found it difficult to identify the meaning of 'surrounding accessible rural area'. These were only very rarely identified by name and on many occasions, the sense of 'accessible' was lost. It is helpful for candidates, particularly at the lower end of the ability spectrum, to know this material, because it allows access to questions that might otherwise be rather challenging for them.

What has improved in recent years and seems to be an on-going improvement on the new specification, is a clearer idea of what constitutes 'economic and social change'. Thus, many answers had an idea about these changes but set them in 'Anywhereville' and did not identify what changes in the city had caused these impacts on its rural/urban fringe. It was here that case-study details would have helped.

(c) For a named UK city, explain why changes in the city have caused economic and social changes in the surrounding accessible rural areas.

Named UK city London

(4)

As London since the financial district, Canary Wharf was created, many people from rural areas come to London in search of a higher paying job and universities which leaves the older people in rural areas and has increased the rate of urbanisation. It has meant that many rural services face a decline and has also led to disparity between the rural and urban areas of London.



A well-located answer with a good focus on the central city changes and logical, if not the dominant, links to the rural/urban fringe.

The supposed movement from rural areas (accessible or otherwise) to inner city is somewhat stretching reality but it has some plausibility.

4 marks



Try to offer examples when offering general categories. In this answer rural services, such as retail and transport service, would improve the answer.

Question 7

This question produced answers that were rather the reverse of Q4. Whereas on Q4 the AO3 abstraction of material from the resource was usually stronger than the AO4 deconstruction of that material, on Q7 it was the reverse.

The typical answer identified London as the most striking concentration of the 'foreign born' population and then explained why. The obsession with London is probably explained, at least in part, by the use of the Inset, which not only identified it as London, the only named place on the resource, but also set it apart on the map.

However, it was unfortunate that so many candidates did not use the map very much other than this simple, if accurate, observation. A number added a commentary about variations between London and surrounding counties. However, the majority settled for a very narrow reading. Perhaps one candidate in ten widened their horizons beyond London and a far smaller proportion used the data incorporated in the key spotting, for example that fewer than 98 areas had fewer than 5% foreign born population.

7 Analyse the information in Figure 7 which shows the percentage of the population of England and Wales born outside the UK, based on the 2011 Census data.

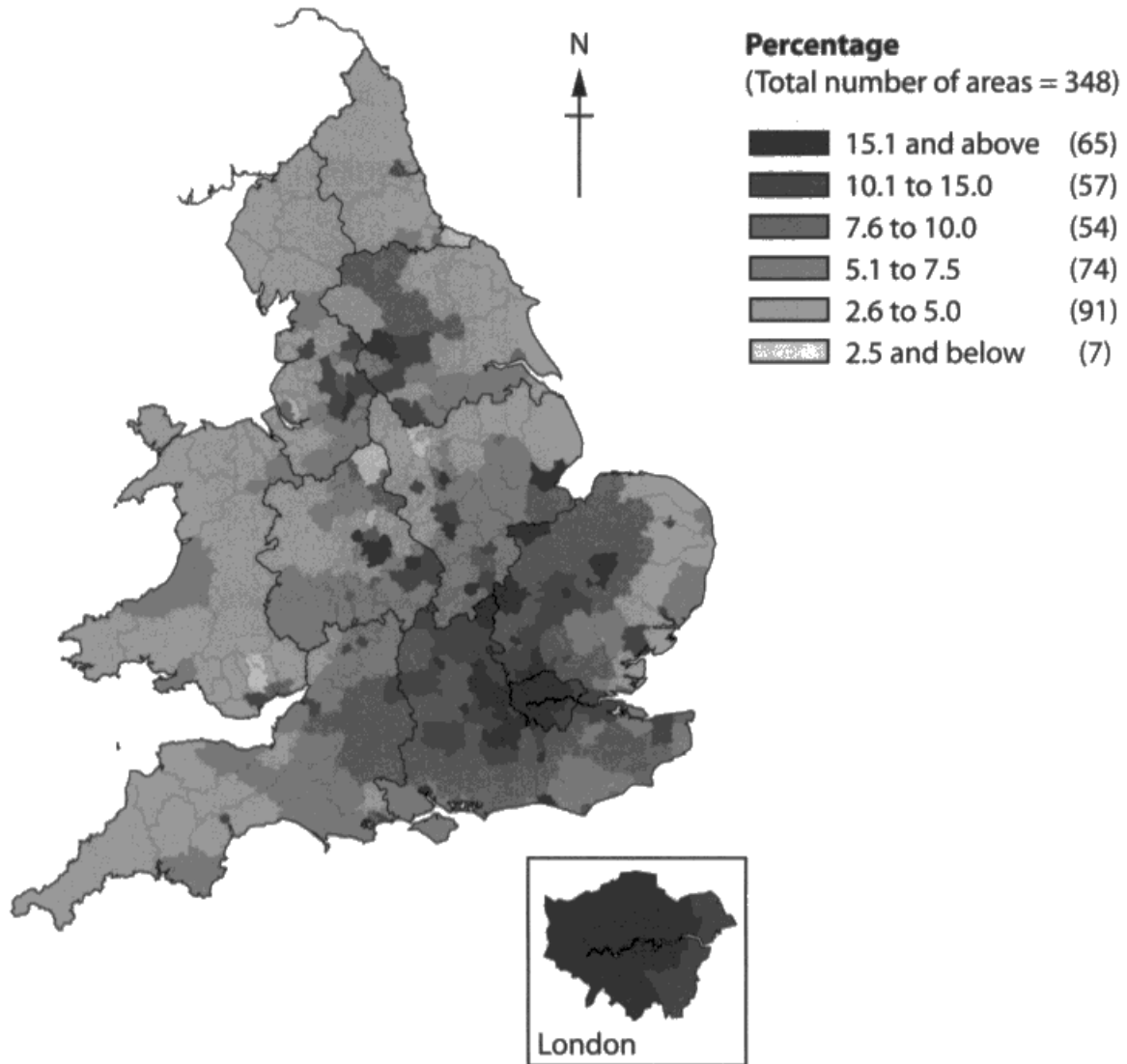


Figure 7

Assess the causes of variations in the distribution shown in Figure 7.

(8)

Nearly 20% of areas have percentage of over 15.1%, and majority of these areas are in ~~set~~ London. South East England and west Midland have high percentage of population of ~~the~~ born outside the UK. It is because ^{they are} ~~London is~~ attracting most immigration for its ^{global} importance.

One reason is that more people migrate ~~to~~ to urban areas like London and Birmingham to find jobs. Majority of migrants are young, so they want better paid jobs and better services in urban areas. In 1970s, Urban areas attract low-skilled labour from India, Bangladesh to work in factories. In 2004, the enlargement of EU attract ~~to~~ migrants from East Europe to work in ~~low skilled sect~~ ^{the} secondary and tertiary sectors in urban areas. In contrast, middle of Wales is rural areas, which does not attract many migrants as percentage is 2.5 and below. However, there are areas that is not urban but still have high percentage, due to its views and ^{low} land prices.

Another reason is that people migrate to cities with good universities. An example is ~~London~~ South East England, which has top universities like Oxbridge, and ~~cities~~ ^{universities} in London. This allows many students to migrate from overseas for better education. Some might stay after graduation. However, comparing to labour, ~~the~~ amount of students may not contribute a lot to percentage of population born outside UK. Overall, I think urban is more important because it attracts young people ~~at~~ low-skilled and professionals.



This is an excellent answer that extends beyond London in its scope, identifies the numbers in the key, and also provides several reasons for variation.

The AO3 suggestions are not always 'right' but they do not need to be – the key is plausibility.

11 marks



Do not rewrite questions!

Make sure that you identify the keywords and/or phrases in a question – in this case, 'variations in the distribution' is the essential focus. It is not 'explain why London attracts so many migrants'.

Question 8 (a) (i)

The candidates, being offered two variables in Figure 8, were quite reasonably expected to link the two in a hypothesis, otherwise the point of collecting data on two contrasting beaches would be entirely pointless. That was also emphasised for them in the preamble to data offered where the phrase 'contrasting rock types' is used. Preparing candidates for these 'unfamiliar' fieldwork scenarios is, self-evidently, important and involves walking them through the processes of developing a coherent aim and at least one testable hypothesis to guide the data collection process.

- (i) Suggest a suitable enquiry question that the students could have investigated.

Does the type of rock at a coastal area affect the gradient of the beach. (2)



ResultsPlus
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A standard 2-mark response that covers both of the key elements in the data provided.

2 marks



ResultsPlus
Examiner Tip

Enquiry questions would always have question marks after them.

Hypotheses are testable statements.

Question 8 (a) (ii)

To continue the theme of how to prepare candidates for the unfamiliar part of these fieldwork questions, although they may not have had any part in the real planning process for their own fieldwork experience, it is important that they have background on the important constraints on that exercise.

Obviously, safety issues featured strongly in candidates' answers, as did the importance of proximity to the centre, so that there would be sufficient time to gather meaningful data. Rather too many candidates strayed into issues that were unrelated to location; the most common of these was the weather.

(ii) Suggest **two** factors which should have been considered when choosing the fieldwork locations.

(4)

1 Many coastal defences such as groynes, sea wall and beach nourishment.

2 Near a town ~~idea~~ where you could see how it affected not just the coast but people.



This response, as with many others, chooses largely to ignore the data provided and the scenario in which it is set. This is perverse for question based on that resource.

0 marks



If a question is linked to resource as here (8a ii) then you should use that resource to inform your answer

Question 8 (a) (iii)

Describing data, in whatever form it is delivered, is a critical geographical skill and requires practice at frequent intervals throughout the course. To begin by looking for general, overarching connections or patterns is sensible and then they should be developed by exploring variations using outliers and exceptions to illustrate complexity.

The contrasts between the beach profiles was identified by most candidates but many were less successful in developing that point. Very few noted that minimum beach gradient showed little variance, whereas maximum beach gradient did, thus generating significant differences in the average figures.

As is often the case, some candidates strayed into speculation about why these variations might occur which is not, of course, creditworthy, however accurate it might be.

(iii) Describe the results of the students' fieldwork shown on Figure 8.

(4)

The location of Boulder Clay overall had a higher beach gradient, compared to the ~~base~~ location of sandstone. At location 1 all the sites had different gradient averages, the highest ~~one~~ being 8°. However at location 2 site 1 and 2 had the same ~~of~~ gradient average of 4°.



It is sensible to offer an overview as this candidate has – that is always a good starting point in answering these questions.

3 marks



It is always advisable to include data from the resource in your answer – there will almost always be credit for that

Question 8 (b)

This question should have been straightforward for well-prepared candidates. They needed to have sufficient recall of their own ('familiar') fieldwork experience, a command of the terminology (in this case the meaning of 'secondary data'), and an understanding of how to respond to the command word, 'Assess'. Of these, it transpired that the most critical was perhaps, as elsewhere on the paper, a lack of terminological understanding, therefore a significant minority wrote about their primary data collection.

Some candidates by happenchance, extended this into an overview of their whole fieldwork experience which, for example, involved the use of maps, a secondary data source of course. Consequently, they may have acquired an AO4 mark of 2.

Those candidates who were comfortable with the key term often had difficulty in their assessment of the 'importance' of that secondary data. Some, rather astutely, took their lead from Figure 8 and suggested that geology maps were critical in site selection. Of course, there were good answers coming from candidates who were well-prepared, rather than necessarily the most able.

(b) You have carried out your own fieldwork investigating the impact of coastal management on coastal processes and communities.

Name your coastal environment fieldwork location:

Herne Bay

Assess the role of secondary data sources in your investigation.

(8)

Secondary data sources are very important and useful in looking at coastal management. This is because you can compare it with your primary data collected to see if things have changed.

We went to Herne Bay and measured the height of the sediment moved by longshore drift by the groynes. We also then compared it to someone else's off the internet a few years back to see if things have changed. Also, we did a questionnaire on the local town people about what their thoughts were on the coastal management and where it affects the rate of tourism and the scenery. We then collected all that data and read newspaper articles about some of the coastal conflict on the hard engineering used like the sea walls on the local town people.

In conclusion, we did rely on secondary data to fulfill our results, however, we knew that our primary data was more reliable and not biased compared to the newspapers.



This is a sensible answer with some recall of the role of secondary data but it does not really assess that role in terms of its usefulness, thus the mark awarded is not at the top of the mark range.

The student might, for example, have suggested that newspaper reports may lack objectivity, thereby reducing their role.

4 marks



'Assess' questions invite you to 'take a view'

A simple statement helps but evidence for that view is more important

Question 9 (a) (i)

The candidates, being offered two variables in Figure 9, were quite reasonably expected to link the two in a hypothesis otherwise the point of collecting data on two contrasting beaches would be entirely pointless. That was also emphasised in the preamble to data offered where the phrase 'contrasting rock types' is used.

Preparing candidates for these 'unfamiliar' fieldwork scenarios is, self-evidently, important and involves walking them through the processes of developing a coherent aim and at least one testable hypothesis, to guide the data collection process.

- 9 (a) Study Figure 9, which is the data collected by a group of students studying river gradient changes in two different upland locations with contrasting rock types.

- The students measured river gradient on two different streams at locations chosen using a geology map.
- They measured river gradient at eight sites at each location using ranging poles, tapes and a clinometer.
- The sites were about 1 km apart with Site 1 furthest upstream and Site 8 furthest downstream.

Location 1 – Boulder Clay	Gradient (degrees°)	Location 2 – Sandstone	Gradient (degrees°)
Site 1	7	Site 1	12
Site 2	7	Site 2	8
Site 3	6	Site 3	10
Site 4	6	Site 4	9
Site 5	5	Site 5	4
Site 6	6	Site 6	4
Site 7	4	Site 7	10
Site 8	3	Site 8	7
Average Gradient	5.5	Average Gradient	8.0

Figure 9

- (i) Suggest a suitable enquiry question that the students could have investigated.

What ^{benefit} does the coastal management ⁽²⁾ strategies have when preserving a beach?



This response bears no relation to Figure 9, which is central to the question and cannot be credited.

0 marks



The answer to any question that has a resource should use that resource

Question 9 (a) (ii)

To continue the theme of how to prepare candidates for the unfamiliar part of these fieldwork questions, although they may not have had any part in the real planning process for their own fieldwork experience, it is important that they have background on the important constraints on that exercise.

Obviously, safety issues featured strongly in their answers, as did the importance of proximity to the centre so that there would be sufficient time to gather meaningful data. Rather too many strayed into issues that are unrelated to location; the most common of these was the weather.

(ii) Suggest **two** factors which should have been considered when choosing the fieldwork locations.

(4)

1. the site should be safely accessible for the students so they do not get injured or fall into the river as they may drown
2. site must be on public land as they may would be trespassing illegally if the land was private and they had not got permission



An interesting response because of the potential double meaning of 'accessibility'.

Of course, it is a worthy 4 mark answer but candidates with less fluency might find it difficult to differentiate between legal access and practical 'safe' access issues.

4 marks



Be careful to offer clearly different 'factors' or reasons when asked to offer two or more

Question 9 (a) (iii)

Describing data, in whatever form delivered, is a critical geographical skill and requires practice at frequent intervals. To begin by looking for general, overarching, connections or patterns is sensible, and then developed by exploring variations using outliers and exceptions to illustrate complexity.

The contrast between the river gradients was identified by most candidates, but many were less successful in developing that point. Some noted that Location 2 showed greater gradient variance than Location 1 and that Location 1 showed a more 'typical' decline in gradient in a downstream direction, but very few managed to offer evidence for both of these points

As is often the case, some candidates strayed into speculation about why these variations might occur which is not, of course, creditworthy, however accurate it might be.

(iii) Describe the results of the students' fieldwork shown on Figure 9.

(4)

Figure 9 suggests that the further upstream you go, ^{in boulder clay} the ^{higher} ~~lower~~ the gradient will be. For example,

The average gradient for location 1 - boulder clay was 5.5 and the gradient at site 1 was 7° whereas at site 8 it was 3°. This suggests a decrease in gradient as you go downstream.

Location 2 - Sandstone suggests a more various gradient. For instance, the gradient decreased between site 1-2 and at site 3 it increased. This suggests a variation in the gradient.

The average gradient was much higher than location 1. The average gradient of location 2 was 8.0°.



ResultsPlus
Examiner Comments

This is a full and comprehensive answer. The candidate tries to contrast the gradients on the different rock types which was, after all, the purpose of the fieldwork.

4 marks



ResultsPlus
Examiner Tip

Use numeric data to illustrate your points whenever you can.

Question 9 (b)

This question should have been straightforward for well-prepared candidates. They needed to have sufficient recall of their own ('familiar') fieldwork experience, a command of the terminology (in this case the meaning of 'secondary data') and an understanding of how to respond to the command word, 'Assess'. Of these, it transpired that the most critical was perhaps, as elsewhere on the paper, a lack of terminological understanding so a significant minority of candidates wrote about their primary data collection. Some, by happenchance, extended this into an overview of their whole fieldwork experience which, for example, involved the use of maps, a secondary data source of course. Consequently, they may have picked up an AO4 mark of two.

Those candidates who were comfortable with the key term often had difficulty in their assessment of the 'importance' of that secondary data. Some, rather astutely, took their lead from Figure 8 and suggested that geology maps were critical in site selection. Of course, there were good answers coming from candidates who were well-prepared, rather than necessarily the most able.

(b) You have carried out your own fieldwork investigating how and why drainage basin characteristics influence flood risk for people and property.

Name your river environment fieldwork location:

Derwent (in Matlock)

Assess the role of secondary data sources in your investigation.

(8)

Overall the secondary data helped us to have an overall view on how and why drainage basin characteristics influence flood risk, alongside our primary data.

Photographs, of the 1991 and 2000 floods, helped us to understand ~~what extent how bad the flooding was~~ to what extent how bad the flooding was, we could also see by the photos, what was built on the drainage basin, eg impermeable surfaces, and how that affected the risk of the flood as infiltration couldn't take place. However photos were not completely reliable as it only showed certain areas. Also flood risk maps were another ^{piece of} secondary data we used, it was mostly reliable as it was done by the flood risk association and not unqualified students. However the map ~~could~~ could be slightly out of date. With the map we could, easily, see what areas were at risk or zones were

labelled 1-3 with 3 being the most vulnerable areas.

Overall secondary data helped progress our knowledge on our fieldwork as it was easy to use or read and reliable.



ResultsPlus
Examiner Comments

In this example the candidate offers an introduction and conclusion, although these do tend to be restatements of the title which is less helpful than, for example, a definition of flood risk.

However, two types of secondary data are addressed and assessed reasonably well. The flood risk maps being out-of-date is a legitimate comment on their value.

7 marks



ResultsPlus
Examiner Tip

Try to offer a very brief introduction and conclusion when writing mini-essays

Question 10 (a)

There is, self-evidently, a limited number of questions that can be reasonably asked about candidates' own experience of fieldwork. It is probable that performance will improve as centres become more comfortable with both the style and focus of these questions.

In this case, it was expected that the cognitive starting point was good recall of the aim of that 'human' fieldwork, which would thus deliver an understanding of the choice of location. That route was taken by many candidates who suggested that environmental variety was an important factor. Many others simply took the legitimate and pragmatic route of suggesting that proximity really mattered. Others, disappointingly rather too many, did not know why a particular place was chosen and perhaps had no recollection of the fieldwork itself.

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

Name your urban area:

Stratford

(a) Explain **one** reason why you chose that urban area.

(2)

As before the olympics it was deprived and a bad area, but they refurbished it for the olympics, so it's ^{very} easy to see the difference.



ResultsPlus
Examiner Comments

A legitimate reason offered; comparability with an explanatory extension as to why the changes have come to pass.

2 marks



ResultsPlus
Examiner Tip

Name real places when you can – it will help you to focus your answer

Question 10 (b)

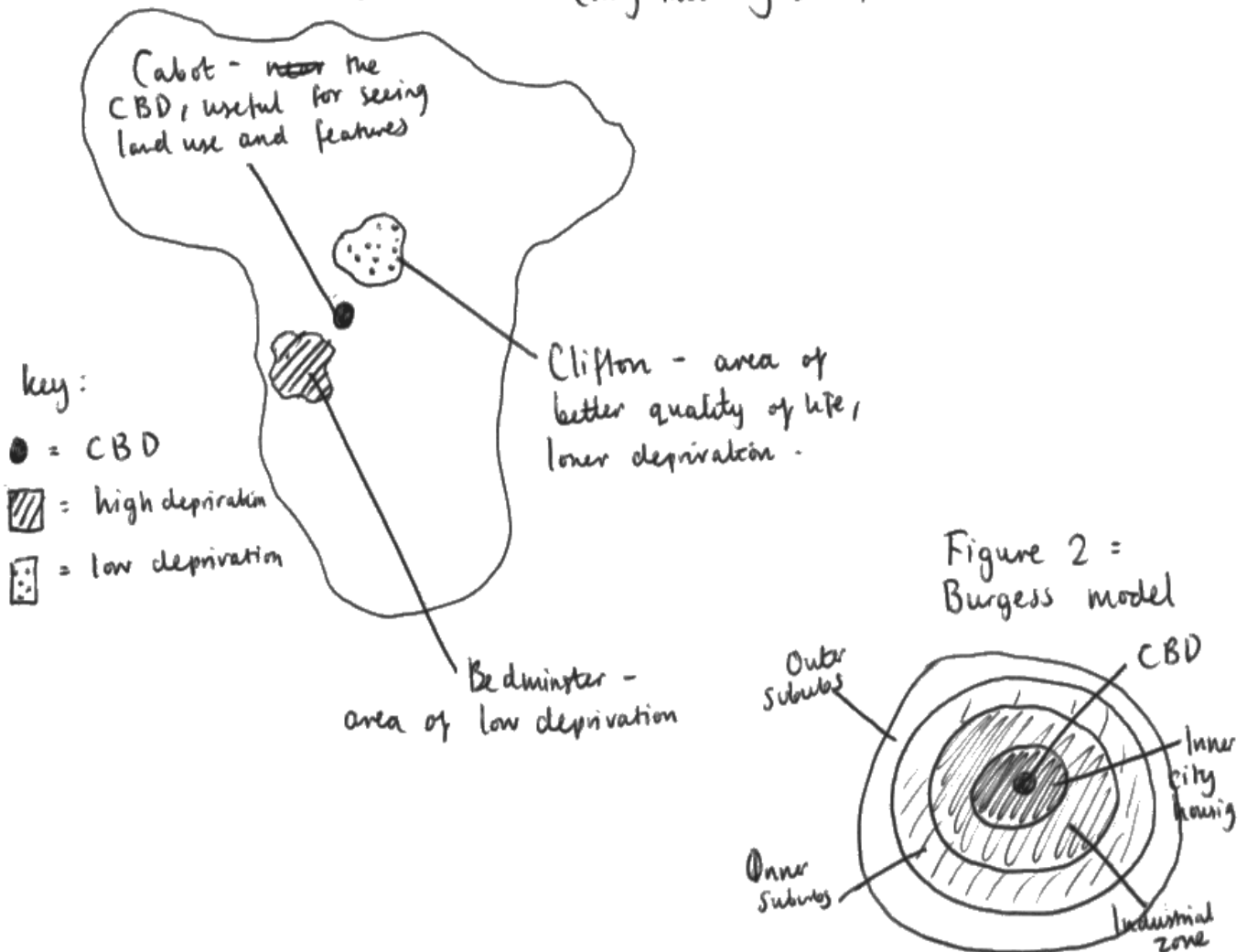
One of the skills expected of candidates is the ability to draw sketch maps (see page 37 of the specification 'Geographical Skills – Atlas and map skills'). It is reasonable to expect those maps to have a scale, a north-point and perhaps a key. It is also reasonable to expect students to understand the nature of annotation (same section of the specification).

Once again, candidates' performance on this question strongly reflected the care taken by centres to prepare them for the task, as well as the cognitive skills of the candidates themselves.

(b) Using an annotated sketch map, explain how you chose your sites or location for data collection.

Figure 1 = Ward map of Bristol
(only including sites)

(4)



Following Figure 2, the Burgess model, it allowed me to choose sites suited to their land use. The CBD was a key area and using Figure 1 we identified it as Cabot. Similarly with Clifton which is still inner suburbs and Bedminster as well but the two had different levels of deprivation.



There may very well be substantive issues with the attempt to apply Burgess's theory of urban change to Bristol, but this candidate has provided a sketch map with a key and some named locations as well annotations both on the map(s) and in the text. Hence it is a 4-mark answer.

4 marks



Remember that annotations should 'explain' and not simply 'describe'

Question 10 (c)

More or less at the core of an 'issues based' specification such as this one, and very much in the spirit of the recent reforms at both GCSE and GCE, is the belief that candidates should be encouraged to use critical thinking skills to reflect upon the possibility of error.

This extends to all the information that they are offered across the whole specification but in this question, it is their own fieldwork that is in focus. Most responses, in fact, addressed 'accuracy' rather than reliability but the mark scheme was adjusted to allow this view of the question. However, it is very useful to differentiate between these two reasons for doubt and, encouragingly, some candidates did this very effectively

(c) Explain why the conclusions that you reached might be unreliable.

(4)

The conclusions may be unreliable as the environmental quality ~~sur~~ and crime risk surveys were based on personal opinion which may be biased. Also, the investigation was carried out on one day during working hours so most people would have been at work or school. ~~and~~ This means the interviews did not look at a wide range of people and therefore conclusions may be invalid or unreliable.



ResultsPlus
Examiner Comments

This is a very sound response that offers two observations about the data collection timing and its methodology, with an explanation of why these might lead to unreliability.

4 marks



ResultsPlus
Examiner Tip

Inaccurate data is usually a result of poor methods of collection or inadequate equipment. Unreliable data might very well be collected accurately but not be representative of the general state of affairs.

Question 10 (d)

Preparing candidates for questions such as this requires something of a recalibration of teaching methods: not original, but certainly not familiar to all. This approach requires teachers to provide the critical skills to deconstruct data and point out that it might be flawed. Rather in the spirit of the previous question, which asked candidates to take a view on the reliability of their own fieldwork conclusion, this question asked them to do more-or-less the same with a previously unseen set of data.

For candidates used to seeing exam papers as being error-free, this requires a change of mindset, a recalibration. Many did this effectively insofar as considering the data was concerned and pointing out that not everything had got better, as the conclusion offered contends. There was a pleasing ability to recognise the difference(s) between social and economic data bringing AO3 deconstruction skills to bear.

However, not very many candidates suggested any design flaws in the questionnaire itself – why those categories? What might be the consequences of collecting data on a Wednesday afternoon? What is 'random' selection and how might this impact on the reliability of the results and therefore the conclusions drawn?

Broadly speaking, AO4 was stronger than AO3 because reading the data is indeed the easier of the two tasks. With practice, and thus a better understanding of the task, answers to this type of question will obviously improve.

One reason this may be correct is due to certain problems decreasing. For example, pollution and poor services have all decreased since 2014. This is significant as all these factors mean that conditions have improved. Also, the conditions that have improved include social, environmental and economic conditions so their conclusion must be correct. However, they only asked 20 people so their evidence may be unreliable.

On the other hand, the conclusion may not be entirely correct. For example, crime and not enough being done for young people has increased since 2014. This is significant as both these conditions would have an effect on quality of life and would limit improvement. Also, not enough being done for elderly people stayed the same. Although this shows no improvement, it could be due to them only asking on a Wednesday afternoon so more old

people would have answered due to school work
In conclusion, the evidence for this
conclusion isn't very reliable as the
evidence contradicts it and it was
only done on one day for 40 people.



This is a strong answer that improves as it progresses.

The AO4 material lacks data, which is surprising, considering how much is provided, but the AO3 material is strong, with a distinction made between social, economic and environmental issues.

At the end of the answer, there is a comment about the timing of the interviews and the impact of that on their reliability.

7 marks



Remember that every word counts in a question. In these 'scenario' style questions look out for weaknesses in the design of the fieldwork

Question 11 (a)

There is, self-evidently, a limited number of questions that can be reasonably asked about candidates' own experience of fieldwork. It is likely that performance will improve as centres become more comfortable with both the style and focus of these questions.

In this case, it was expected that the cognitive starting point was good recall of the aim of that 'human' fieldwork, which would thus deliver an understanding of the choice of location. That route was taken by many candidates who suggested that environmental variety was an important factor.

Many others simply took the legitimate and pragmatic route of suggesting proximity really mattered. Others, disappointingly rather too many, had no idea why a particular place was chosen and perhaps no recollection of the fieldwork itself.

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

Name your rural area:

Berinsfield

(a) Explain **one** reason why you chose that rural area.

(2)

A location that was near to our school, and small enough for us to complete our investigation in one day, and our teachers knew a lot about.



There are really two ideas here, proximity and scale, but the candidate effectively wraps them up as one, quite legitimately.

2 marks



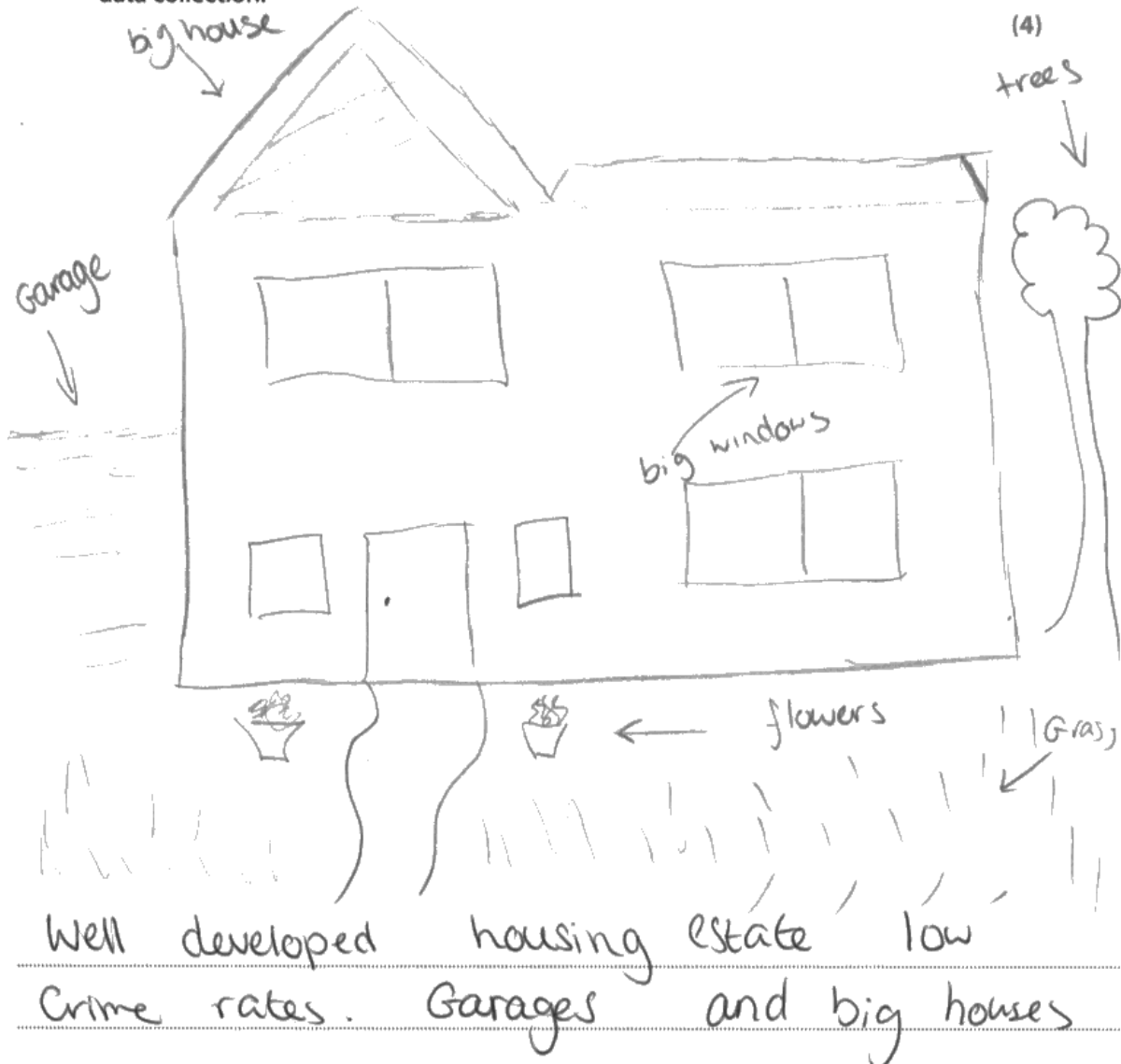
Name real places when you can – it will help you to focus your answer

Question 11 (b)

One of the skills expected of candidates is the ability to draw sketch maps (see page 37 of the specification 'Geographical Skills – Atlas and map skills'). It is reasonable to expect those maps to have a scale, a north-point and perhaps a key. It is also reasonable to expect students to understand the nature of annotation (same section of the specification).

Once again, candidates' performance on this question strongly reflected the care taken by centres to prepare them for the task, as well as the cognitive skills of the candidates themselves.

(b) Using an annotated sketch map, explain how you chose your sites or location for data collection.



Unfortunately, this is not a sketch map and nor does it explain, in any way, the choice of location or site. (Please see 10b).

0 marks



Remember that annotations should 'explain' and not simply 'describe'

Question 11 (c)

More or less at the core of an 'issues based' specification such as this one, and very much in the spirit of the recent reforms at both GCSE and GCE, is the belief that candidates should be encouraged to use critical thinking skills to reflect upon the possibility of error. That extends to all the information that they are offered across the whole specification but, in this question, it is their own fieldwork that is in focus.

Most responses, in fact, addressed 'accuracy' rather than reliability but the mark scheme was adjusted to allow this view of the question. However, it is very useful to differentiate between these two reasons for doubt and, encouragingly, some students did exactly that.

(c) Explain why the conclusions that you reached might be unreliable.

(4)

The conclusions we may have reached may have been unreliable because it was not a large scale ~~through~~ investigation, we based many of our answers of what we can see and a handful of interviews to people who may not be residents but only work there.



There is one developed idea here, concerning 'a handful' of interviews.

The other idea about scale is not developed – it is only a preliminary remark to the interview point.

However, the candidate also receives credit for the more sophisticated idea that some of the interviewees may not, in fact, be local residents.

3 marks



Inaccurate data is usually a result of poor methods of collection or inadequate equipment. Unreliable data might very well be collected accurately, but not be representative of the general state of affairs.

Question 11 (d)

Preparing students for questions such as this requires something of a recalibration of teaching methods, not original but certainly not familiar to all. This approach requires teachers to provide the critical skills to deconstruct data and point out that it might be flawed. Rather in the spirit of the previous question, which asked students to take a view on the reliability of their own fieldwork conclusion, this question asked them to do more-or-less the same with a previously unseen set of data.

For students used to seeing exam papers as being error-free this requires a change of mindset, a recalibration. Many did this effectively insofar as considering the data and pointing out that not everything had got better, as the conclusion offered contends. There was a pleasing ability to recognise the difference(s) between social and economic data bringing AO3 deconstruction skills to bear. However, not very many suggested any design flaws in the questionnaire itself – why those categories? What might be the consequences of collecting data on a Wednesday afternoon? What is 'random' selection and how might this impact on the reliability of the results and therefore the conclusions drawn?

Broadly speaking AO4 was stronger than AO3 because reading the data is indeed the easier of the two tasks. With practice, and thus a better understanding of the task, answers to this type of question will obviously improve.

The students concluded that the social, economic and environmental conditions in the rural area had improved since 2014.

Assess the evidence for this conclusion.

(8)

In 2017 there is a higher percentage of people who mentioned a problem with crime than there was in 2014. Less people mentioned a problem with pollution of environment ^{in 2017} as they did in 2014 probably due to more renewable resources being used. In 2014 there was more of a lack of jobs ~~according~~ ^{according} to people, whereas 2017 is a smaller lack of jobs. Poor local services is roughly the same and hasn't changed much since 2014 it's only got a tiny bit better. ~~It~~ ~~is~~ In 2014 there was a big problem of litter in streets with lots of people complaining since then it has got better in 2017 but lots of people are still mentioning it. Since 2014 the same amount of people are complaining that not enough is being done for the elderly, this shows that this is an area in which they need to find a solution to.



This response has some competent AO4 drawn from the resource, although it lacks data, which is surprising, given how much is provided.

The candidate has access to figures that would more effective here than simply repeating 'lots' on (lots of) many occasions.

However, it has only the briefest of AO3 commentary and deconstruction, when suggesting that the results allow a focus for the authorities to concentrate on in future. See 10d for contrast.

4 marks



Remember that every word counts in a question. In these 'scenario' style questions look out for weaknesses in the design of the fieldwork

Paper Summary

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

There are three themes that should be carried forward from this first round of the new GCSE assessments in general, and on this paper especially. These are not so much new lessons to be learnt but a reiteration of those that have been widely circulated at Inset and on the Pearson website.

1.1. The importance of the 'new' command words

- Centres and their candidates need to be comfortable with the 'new' and more demanding command words: 'assess' and 'evaluate'
- Candidates should practise using both sample assessment questions and, probably, teacher-devised exercises in class
- Candidates should appreciate that, in most cases, they need to analyse a resource and extract information from it before embarking on an assessment
- Candidates should understand that the nature of that assessment depends on the whole phrase at the beginning of the question, as in 'Assess the relationship...', 'Assess the importance...' or 'Assess the reasons...'
- Candidates should recognise that this demands rather more than a simple explanation of a relationship or a pattern with, for example, an attempt to distinguish the most important reasons from the minor ones

2.2. The role of the AOs in assessment and in learning

- Candidates need to appreciate that the extended writing questions carrying eight marks not only use these command words, but also explore two Assessment Objectives (AOs)
- Ill-balanced responses that concentrate on one of the AOs, whilst neglecting the other, cannot advance beyond a low Level 2 mark
- Candidates should practice this type of question from the beginning of the course
- It would be a very useful class exercise to set Q4 and Q7 for the new Year 11 candidates

1. 3. Fieldwork and the associated skills

- Centres should understand that Section C of the paper exposed very marked differences across this cohort of candidates
- To improve candidate performance, knowledge of key terms (for example 'secondary data') is important and a lexicon of these terms should be built up over the course
- Candidates need to be empowered so that they appreciate that the 'unfamiliar' fieldwork scenarios will not be perfect and they are encouraged to look at the data critically
- Practising these questions from the beginning of the course will help the new Year 11 candidates appreciate that these questions are not as difficult as they might imagine

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>

