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Examiners' Report  
Principal Examiner Feedback

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Pearson Edexcel GCSE  
In Geography B (1GB0)  
Paper 02: UK Geographical Issues

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## Introduction

With a very small and consequentially eclectic entry conclusions drawn from this paper are inevitably tentative and partial. This report will offer comments about a selection of questions that help to clarify broader themes for future candidates.

## Questions

1c

As with other 'explain one...' questions the temptation to offer two undeveloped explanations was too much for some. Others were unable to add anything more to variations in resistance due to relative 'softness' or 'hardness' so were limited to one mark. A few added comments about compaction, perhaps related to age or their chemistry to add the second mark.

2aiii

This was well answered with most recognising the low populations were a significant reason and thus protection was only needed in a few isolated locations.

2b

The main issue with the answers to this question was a tendency to ignore the restriction in the question to 'coastal erosion processes' with both weathering and mass movement covered as well, to no additional effect on the mark. In general, there is a weakness in many students' ability to differentiate between sub-aerial processes and erosion.

3aii

The decline in map interpretation skills is evident. Very few answers were able to read the map to see that Ellenthorpe Hall at 16 metres was on higher ground than X.

3b

This was well-answered although some found it challenging to move beyond occupation of the floodplain by housing and the impact of that on infiltration rates. So most had something to say but might have profited from deeper understanding of how changes in vegetation might affect water uptake.

4

These 'assess' questions are designed to be challenging and they do discriminate very effectively. Not many got beyond the basic negative relationship between altitude and population density. Very few were able to develop the idea that altitude impacted on climate and these answers tended to focus on how living at altitude made life 'difficult' without specifying what these difficulties might be. A few suggested that it was 'hard' to live on steep slopes when a concentration of the greater costs of construction might have been more worthwhile. A very small number recognised that although mountainous regions support high densities plenty of lowland areas have relatively low densities.

5a ii

There were a few very good answers to this question; these answers recognised that inequalities and non-normal distributions render the mean useless as a measure.

5b

Most could offer one reason, usually employment opportunities. Development beyond that was patchy. Very few read it from the point of view of outsourcing and the decline of manufacturing seeing it as more to do with foreign based TNCs investing in the UK.

6b and 6c

This is an opportune moment to remind centres that although there are no marks available for local detail and colour *per se* it is enormously helpful, from a pedagogical point of view, if candidates do have some ability to differentiate their chosen case-study from any other UK city. Virtually none of the candidates were able to do this in the autumn.

7

With a lot of data available those that knew that these regions have different economies and demographic profiles, found the question relatively accessible. Although they did not always interpret the data in much detail some candidates saw that the southeast was an especially useful example, with its very high transport contribution. Some attributed this, quite rightly, to commuting.

Section C on this paper was different from all of its predecessors and provides the only 'sample' paper for centres as they prepare their candidates for the 2022 papers. With the familiar fieldwork questions now stripped out, the two questions now carry 10 marks each rather than 18 as previously,

This paper's Q8 and Q9 were focussed on the earlier parts of the enquiry questions listed in the specification; questions that in previous years would have followed by an eight-mark question examining some aspect the candidate's familiar fieldwork, the fieldwork that they had carried out themselves. Unsurprisingly some students were disarmed by having to answer any fieldwork questions whatsoever and offered notes to that effect. Those who had a clearer expectation of how this paper would differ from its predecessors were able to show reasonable critiques of location and site choices.

Answers to 10b and 11b were not as strong. Only a few saw that the data was not quite as clear as the student's conclusion suggested. Central to the best answers was an appreciation of the meaning of 'reliability' as opposed to accuracy. Those that appreciated this produced sound responses.

## **Summary**

An uneven performance by candidates was evident but the lessons were not so different from previous years. The importance of the command words and an understanding of the AOs and how they inform mark schemes was, once again, central to levels of performance. Centres are recommended to explore these themes by using the many resources available on the dedicated website.

