

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Friday 6 June 2025

Afternoon (Time: 1 hour 30 minutes) **Paper reference** **1GB0/02**

Geography B

PAPER 2: UK Geographical Issues

You must have:
Calculator, ruler

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Sections A and B.
- In Section C1 answer **EITHER** Question 8 **OR** Question 9.
- In Section C2 answer **EITHER** Question 10 **OR** Question 11.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You are advised to **show all your working out** with **your answer clearly identified** at the **end of your solution**.

Information

- The total mark for this paper is 94.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P78723RA

©2025 Pearson Education Ltd.
Y:1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1




Pearson

SECTION A

The UK's Evolving Physical Landscape

Answer ALL questions.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 (a) Identify which **one** of the following is an igneous rock.

(1)

- ☐ A chalk
- ☐ B granite
- ☐ C schist
- ☐ D slate

- (b) Explain **one** impact of glaciation on the UK's upland landscapes.

(2)

.....

.....

.....

.....

- (c) Explain **one** reason why rocks are eroded at different rates.

(2)

.....

.....

.....

.....

(Total for Question 1 = 5 marks)



Coastal Change and Conflict

- 2 (a) Study Figure 1 which shows a coastal landscape in Devon.



Figure 1

- (i) Identify the approach to coastal management that is shown on Figure 1.

(1)

- ☐ A do nothing
- ☐ B sea wall
- ☐ C beach replenishment
- ☐ D constructing groynes

- (ii) State **one** piece of evidence that mass movement is taking place on this cliff.

(1)

.....

.....

(b) Explain **one** difference between concordant coastlines and discordant coastlines.

(2)

(c) Explain **one** impact of climate change on coastal landscapes.

(2)

(d) Explain **one** reason why coastal erosion can be managed using soft engineering.

(2)

(Total for Question 2 = 8 marks)



River Processes and Pressures

3 Study Figure 2 which shows the long profile of a river.

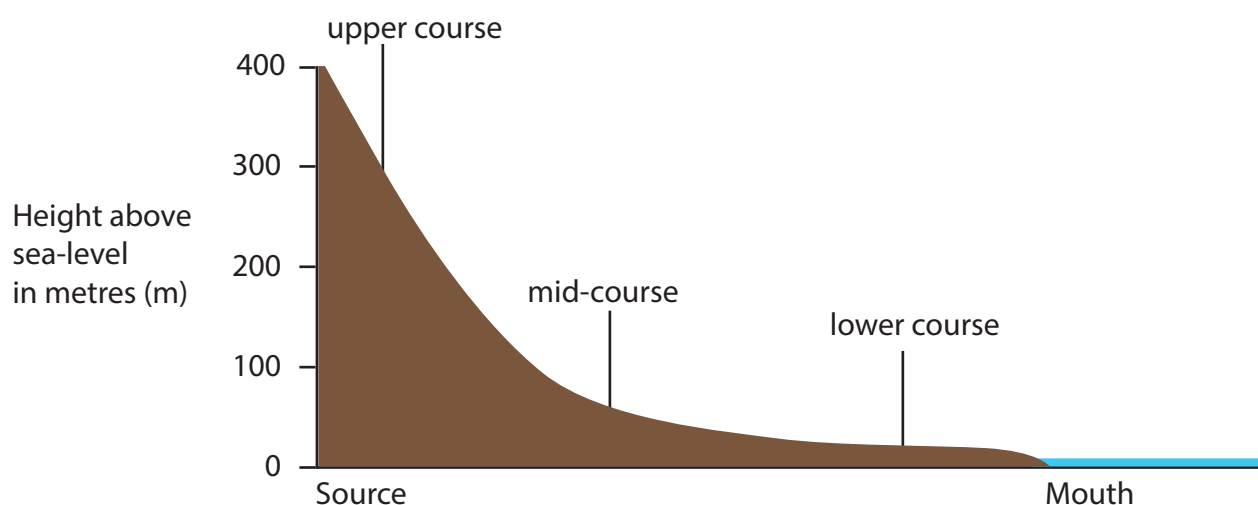


Figure 2

(a) Identify which of the following best describes the gradient of the river.

(1)

- ☐ A it has the same gradient throughout its course
- ☐ B it decreases from source to mouth
- ☐ C it is steepest in the mid-course
- ☐ D it increases from source to mouth

(b) Identify which of the following best describes the change in the discharge of UK rivers from source to mouth.

(1)

- ☐ A it decreases
- ☐ B it decreases then increases
- ☐ C it increases
- ☐ D it stays the same

(c) Explain **one** cost and **one** benefit of managing flood risk using hard engineering.

(4)

cost

benefit

(Total for Question 3 = 6 marks)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

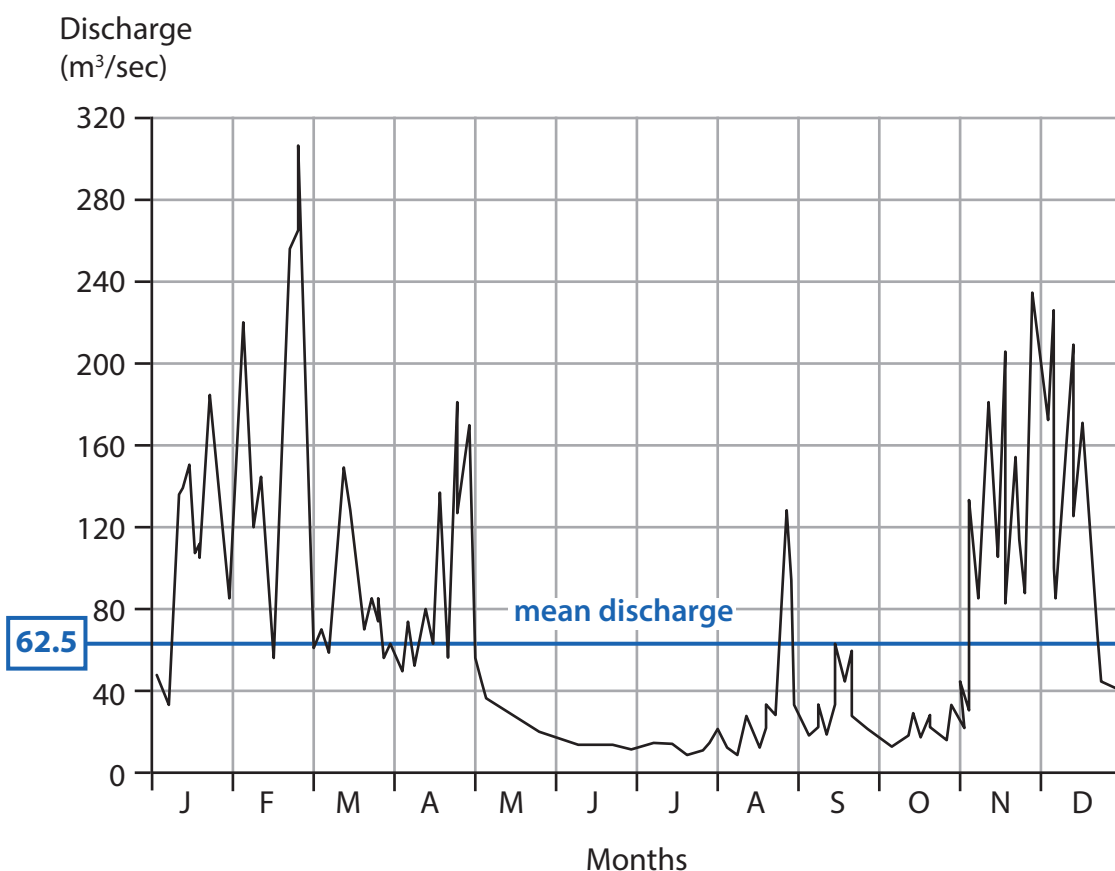
DO NOT WRITE IN THIS AREA

BLANK PAGE



Investigating a UK Geographical Issue

- 4 Analyse Figure 3 which is a hydrograph showing the changes in the discharge of the River Sever in cumecs (m^3/sec) at Bewdley in its lower course, over one year.



- The drainage basin of the River Sever covers over $11,000 \text{ km}^2$. This drainage basin is the largest in the UK.
- The height of the upper course drops from 750 metres to 200 metres above sea level in only 19 kilometres.
- Many tributaries join the main river.
- The annual precipitation varies from 2,500 mm in the upper course to 700 mm in the rest of the basin.
- Land-use is mostly agricultural (farmland). Moorland is grazed by sheep in the upper course but more crops and grassland are present in the mid and lower course. 10 percent (%) of the land use is forest.
- There have been 12 major flood events since 2000, affecting many properties built on the floodplain.

Figure 3

Assess the view that physical processes are largely responsible for river flooding.
You **must** use evidence from Figure 3 in your answer.

(8)

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 27 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



SECTION B

The UK's Evolving Human Landscape

Answer ALL questions.

Write your answers in the spaces provided.

Spelling, punctuation, grammar and use of specialist terminology will be assessed in Question 7.

- 5 (a) Study Figure 4 which shows the percentage (%) of the workforce employed in manufacturing for English regions in 2018.

Region	% employed in manufacturing
East Midlands	12.8
West Midlands	11.6
Yorkshire and Humberside	10.8
North East	9.8
North West	8.8
South West	7.9
East of England	6.9
South East	5.6
London	2.4

Figure 4

- (i) Calculate the **mean** % employed in manufacturing in English regions.

Answer to **one** decimal place.

Show your working below.

(2)

..... %



- (ii) Study Figure 5 below which shows the population of London and the % of people that worked in manufacturing in 2018.

	Population	% employed in manufacturing
2018	8,900,000	2.4

Figure 5

Calculate the number of people that worked in manufacturing in London in 2018.

Answer to **one** decimal place.

Show your working below.

(2)

- (b) Explain **two** reasons why the % employed in the UK's secondary (manufacturing) sector has fallen.

(4)

1

2

- (c) Explain **one** difference between the population structure of urban areas and rural areas.

(2)

(Total for Question 5 = 10 marks)

Dynamic UK Cities

- 6 (a) Study Figure 6 which shows Piccadilly Gardens in Manchester.



Figure 6

- (i) Identify **one** piece of evidence that this is in the Central Business District (CBD) of Manchester.

(1)

- (ii) Explain **one** way in which green spaces can improve the quality of life in this city.

(2)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(b) For a named UK city, explain **one** reason why regeneration can have negative impacts on some people.

(2)

Named UK city

.....

.....

.....

.....

.....

(c) For a named UK city, explain **two** reasons why some parts of the city have high levels of inequality.

(4)

Named UK city

.....

1

.....

.....

.....

.....

2

.....

.....

.....

.....

(Total for Question 6 = 9 marks)

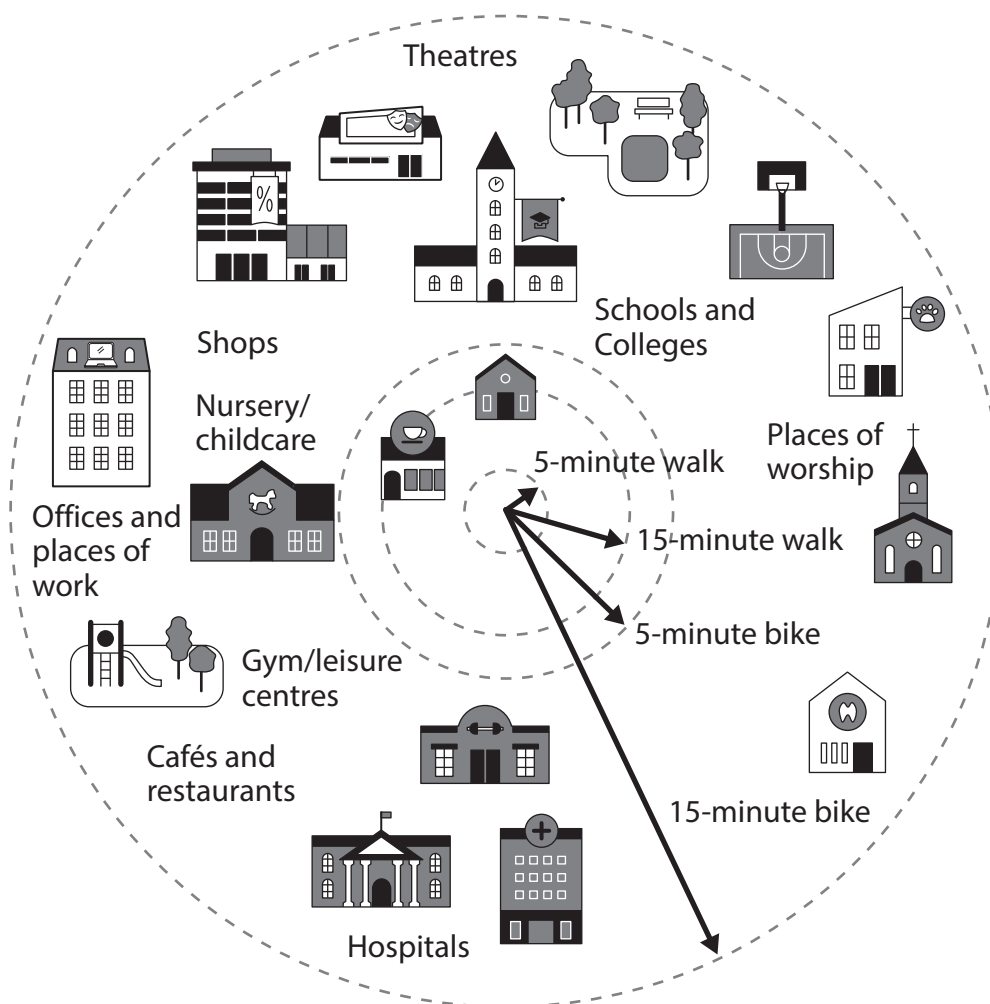
.....



Investigating a UK Geographical Issue

In this question, up to four additional marks will be for your spelling, punctuation and grammar and for your use of specialist terminology.

- 7 Analyse the information in Figure 7 which shows a '15-minute city'. This could be one way to improve sustainability in UK cities and the quality of life for their population.



- The aim behind the '15-minute city' is to make all areas of a city a mixture of land uses so that people live in communities that have shops, jobs, schools and many other functions.
- This will make it possible for many people to live within a 15-minute walk or bike journey from a wide range of services and facilities.
- Each major city would be made up of a number of these '15-minute city' communities.

Figure 7

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Assess the ways in which '15-minute cities' make urban living more sustainable.

You **must** use evidence from Figure 7 in your answer.

(8)

Area for writing answer, consisting of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 7 = 12 marks)

TOTAL FOR SECTION B = 31 MARKS



SECTION C1**Geographical Investigations: Fieldwork in a Physical Environment**

Answer EITHER Question 8 OR Question 9 in this section.

Write your answers in the space provided.

If you answer Question 8, put a cross in the box ☐.

Investigating Coastal Change and Conflict

- 8** You have carried out your own fieldwork investigating the impact of coastal management on coastal processes and communities.

Name your coastal fieldwork location

- (a) Explain **one** way that you collected your own fieldwork data on how coastal management has affected beach morphology.

(2)

- (b) Explain how **one** qualitative fieldwork method helped your investigation.

(2)

- (c) Explain **one** way geographical case studies and theories helped you to understand your data.

(2)

(d) Explain **two** reasons why secondary data was important for your investigation.

(4)

1

.....

.....

.....

2

.....

.....

.....



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



- (e) As part of their coastal fieldwork a group of students designed a questionnaire to help them.

Their enquiry question was 'Does the public support the use of hard engineering to protect the coastal environment?'

When they arrived at their coastal location they asked people if they would be prepared to answer some questions. After one hour they only had 17 responses.

The three questions asked and the responses given are shown below.

Question	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Do you think that hard engineering is a good idea?	5	2	9	0	1
2. Do you think that soft engineering is a good idea?	0	1	12	4	0
3. Coastal erosion will get worse. Do you agree?	10	3	0	0	4

Figure 8

The students concluded that the public does support the use of hard engineering to protect the coastal environment.

Assess the strengths and weaknesses of this conclusion.

You **must** use evidence from Figure 8 in your answer.

(8)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.

(Total for Question 8 = 18 marks)



Do not answer Question 9 if you have answered Question 8

If you answer Question 9, put a cross in the box ☐.

Investigating River Processes and Pressures

- 9** You have carried out your own fieldwork investigating how drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.

Name your river fieldwork location

- (a) Explain **one** way that you collected your own fieldwork data on the influence of channel characteristics on flood risk.

(2)

- (b) Explain how **one** qualitative fieldwork method helped your investigation.

(2)

- (c) Explain **one** way geographical case studies and theories helped you to understand your data.

(2)



(d) Explain **two** reasons why secondary data was important for your investigation.

(4)

1

.....

.....

.....

2

.....

.....

.....

- (e) As part of their river fieldwork a group of students designed a questionnaire to help them.

Their enquiry question was 'Does the public support the use of hard engineering to protect them from river flooding?'

When they arrived at their fieldwork location they asked people if they would be prepared to answer some questions. After one hour they only had 17 responses.

The three questions asked and the responses given are shown below.

Question	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Do you think that hard engineering is a good idea?	5	2	9	0	1
2. Do you think that soft engineering is a good idea?	0	1	12	4	0
3. River flooding will get worse. Do you agree?	10	3	0	0	4

Figure 9

The students concluded that the public does support the use of hard engineering to protect them from river flooding.

Assess the strengths and weaknesses of this conclusion.

You **must** use evidence from Figure 9 in your answer.

(8)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 9 = 18 marks)

TOTAL FOR SECTION C1 = 18 MARKS



SECTION C2

Geographical Investigations: Fieldwork in a Human Environment

Answer EITHER Question 10 or Question 11 in this section.

Write your answer in the space provided.

If you answer Question 10, put a cross in the box ☐.

Investigating Dynamic Urban Areas

- 10** As part of their urban fieldwork a group of students carried out a retail land-use survey along one street in two different towns to record the types of shops in the two locations.

One was their local town, the other was a seaside town popular with tourists.

They decided to classify six different types of shops as either 'tourist shops' or 'non-tourist shops'.

Their results are shown below.

Tourist shops	Local town	Tourist town
Cafés, pubs and restaurants	2	8
Gift and souvenir shops	1	6
Charity shops	9	7
Total tourist shops	12	21

Non-tourist shops	Local town	Tourist town
Supermarkets	3	1
Chemists	2	1
Other	26	7
Total non-tourist shops	31	9

Figure 10

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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

(2)

- (ii) Explain **one** reason why the classification of shops might not be reliable.

(2)

- (iii) Explain **one** method the students might have used to record the retail land-use in the two towns.

(2)



(iv) Explain **two** ways in which the students could have improved their data collection methods.

(4)

(b) You have carried out your own fieldwork investigating how and why the quality of life varies in urban areas.

Assess the accuracy and reliability of the results of your investigation.

(8)



DO NOT WRITE IN THIS AREA

(Total for Question 10 = 18 marks)



Do not answer Question 11 if you already answered Question 10

If you answer Question 11, put a cross in the box ☐.

Investigating Changing Rural Settlements

- 11** As part of their rural fieldwork a group of students carried out a retail land-use survey along one street in two different small towns to record the types of shops in the two locations.

One was their local rural town, the other was a seaside town popular with tourists.

They decided to classify six different types of shops as either 'tourist shops' or 'non-tourist shops'.

Their results are shown below.

Tourist shops	Local town	Tourist town
Cafés, pubs and restaurants	2	8
Gift and souvenir shops	1	6
Charity shops	9	7
Total tourist shops	12	21

Non-tourist shops	Local town	Tourist town
Supermarkets	3	1
Chemists	2	1
Other	26	7
Total non-tourist shops	31	9

Figure 11



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

(2)

- (ii) Explain **one** reason why the classification of shops might not be reliable.

(2)

- (iii) Explain **one** method the students might have used to record the retail land-use in the two towns.

(2)



(iv) Explain **two** ways in which the students could have improved their data collection methods.

(4)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(b) You have carried out your own fieldwork investigating how and why the quality of life varies in rural areas.

Assess the accuracy and reliability of the results of your investigation.

(8)

.....



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 11 = 18 marks)

TOTAL FOR SECTION C2 = 18 MARKS
TOTAL FOR PAPER = 94 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

Acknowledgements

Pearson Education Ltd gratefully acknowledges all following sources used in preparation of this paper:

Figure 1: © Nigel Yates

Figure 6: © Mark Waugh/Alamy Stock Photo

Figure 7: adapted from www.burohappold.com

