



# Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE

In Geography B (1GB0)

Paper 2: UK Geography Issues

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question    | Indicative content<br><b>Identify which one of the following is an igneous rock.</b> | Marks      |
|-------------|--------------------------------------------------------------------------------------|------------|
| <b>1(a)</b> | B– granite<br>All other answers clearly mistaken                                     | <b>(1)</b> |

| Question    | Indicative content<br><b>Explain one impact of glaciation on the UK's upland landscapes.</b>                                                                                                                                                                                                                                                                                                                                                                                             | Marks                   |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>1(b)</b> | Award one mark for identifying an appropriate impact of glaciation with one further mark for detail/development of the process;<br><br>For example<br><br>Glaciation has created U-shaped valleys in upland areas (1). These were formed as glaciers eroded the landscape through erosion (1)<br>Glaciation left behind ribbon lakes in some valleys (1), as U shaped valleys filled with meltwater after the glacier retreated (1).<br><br><b>Accept any other appropriate response</b> | <b>(2)</b><br><br>(1+1) |

| Question    | Indicative content<br><b>Explain one reason why rocks are eroded at different rates.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks                   |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>1(c)</b> | Award one mark for explaining an appropriate reason and a further mark for explaining the reason.<br><br>Some rocks are softer than others (1), therefore they are less resistant to weathering and erosion (1).<br><br>Rocks with more joints and cracks erode faster (1) because water can enter and cause freeze-thaw weathering to break them down more easily (1).<br><br>Harder rocks like granite erode slowly (1), as they are more resistant to processes like abrasion and hydraulic action (1).<br><br>Rock type affects erosion rate (1) because sedimentary rocks like sandstone are usually less resistant than igneous rocks like basalt (1).<br><br><b>Accept any other appropriate response</b> | <b>(2)</b><br><br>(1+1) |

| Question         | Indicative content<br><b>Study Figure 1 which shows a coastal landscape in Devon.</b> | Marks      |
|------------------|---------------------------------------------------------------------------------------|------------|
| <b>2 (a) (i)</b> | A = do nothing<br><br>There is no evidence of any intervention here                   | <b>(1)</b> |

| Question   | Indicative content<br>State one piece of evidence that mass movement is taking place on this cliff.                                                                                                                                            | Marks |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2 (a) (ii) | <p>Large rocks on the beach (1) or</p> <p>Some signs of exposed rock on the cliff face (1) or</p> <p>Some signs tree roots which are exposed (1) or</p> <p>The cliff has retreated (1)</p> <p><b>Accept any other appropriate response</b></p> | (1)   |

| Question | Indicative content<br>Explain one difference between concordant coastlines and discordant coastlines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks                   |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 2 (b)    | <p>Award one mark for identifying one difference and a second mark for an extension of that point as in;</p> <p>Discordant coastlines have rock layers that run <b>perpendicular</b> to the coastline (1), so the different rock types erode at different rates (1).</p> <p>On a discordant coastline, hard and soft rocks are exposed side-by-side along the coast (1), creating features such as bays and headlands (1).</p> <p>All of these can be reversed as in;</p> <p>Concordant coastlines have rock layers that run <b>parallel</b> to the coast (1), so erosion is more even (1)</p> <p>Coves are forms at concordant coastlines (1) as layer of hard rock runs parallel to the coast and protects softer rock behind it (1)</p> <p><b>Accept any other appropriate response</b></p> | <p>(2)</p> <p>(1+1)</p> |

| Question | Indicative content<br>Explain one impact of climate change on coastal landscapes.                                                                                                                                                                                                                                                                                                      | Marks                    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2(c)     | <p>Award one mark each for the basic explanation of the impact and a further mark for the development of that idea;</p> <p>Likely to be:</p> <p>Climate change causes sea levels to rise (1), which leads to increased coastal erosion (1).</p> <p>Rising global temperatures from climate change cause more frequent and intense storms (1), increasing the rate of erosion. (1).</p> | <p>(2)</p> <p>(1+ 1)</p> |

|  |                                                                                                                                                                                                                                                                                                             |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>Melting ice caps from climate change add more water to the oceans (1), resulting in flooding of low-lying coastal areas(1).</p> <p>Climate change leads to more powerful waves due to stronger winds (1), which erodes the coastline faster (1).</p> <p><b>Accept any other appropriate response</b></p> |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Question    | Indicative content<br><b>Explain one reason why coastal erosion can be managed using soft engineering.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks                                          |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>2(d)</b> | <p>Award one mark each for the basic explanation of why soft engineering is used and a second mark for the correct development of that point</p> <p>Soft engineering works with natural processes (1), so it's less damaging to the environment and helps maintain natural coastal features like beaches (1).</p> <p>Beach nourishment adds sand to the beach (1), which absorbs wave energy and reduces erosion (1).</p> <p>Soft engineering is often cheaper than hard engineering (1), making it a more sustainable option for long-term coastal management (1).</p> <p>), Dune regeneration is where vegetation is planted to stabilise sand dunes (1) and act as a natural barrier against erosion (1).</p> <p>Beach replenishment will maintain the beach (1) so tourists are attracted to the area (1)</p> <p><b>Accept any other appropriate response</b></p> | <p><b>(2)</b></p> <p><b>(1+ 1) + (1+1)</b></p> |

| Question     | Indicative content<br><b>Identify which of the following best describes the gradient of the river.</b>                                     | Marks    |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>3 (a)</b> | <p>B decreases from source to mouth</p> <p>All other answers are demonstrably wrong</p>                                                    | <b>1</b> |
| Question     | Indicative content<br><b>Identify which of the following best describes the change in the discharge of UK rivers from source to mouth.</b> | Marks    |
| <b>3 (b)</b> | <p>C it increases</p> <p>All other answers are demonstrably wrong</p>                                                                      | <b>1</b> |

| Question    | Indicative content<br><b>Explain one cost and one benefit of managing flood risk using hard engineering.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks                                                     |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>3(c)</b> | <p>Award one mark for a basic explanation of a cost and benefit and one further mark for detail/development of that process;</p> <p>A cost of hard engineering is that it can be very expensive (1) as it requires ongoing maintenance (1) A benefit is that it provides effective and immediate flood protection (1), as structures like flood walls or levees can stop floodwater from reaching homes and infrastructure (1).</p> <p>A cost of hard engineering is that it can have negative environmental impacts (1), such as disrupting local ecosystems when building structures like dams or sea walls (1).</p> <p>A benefit is that it provides long-term flood protection (1), which ensures that rivers flow efficiently without causing flooding (1).</p> <p><b>Accept any other appropriate response</b></p> | <p><b>(4)</b></p> <p><b>(1+1)</b></p> <p><b>(1+1)</b></p> |

| Question | Indicative content<br><b>Assess the view that physical processes are largely responsible for river flooding.<br/>You must use evidence from Figure 3 in your answer.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b> | <p style="text-align: center;"><b>A03 (4 marks) / A04 (4 marks)</b></p> <p>Please note that the descriptors should be used to determine the appropriate mark and <b>not</b> a summation of two 4 point marked AOs. In other words, do not expect four points for 4 A04 marks. Use the descriptors.</p> <p><b>A03 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• The upper course drop. This steep gradient causes rapid surface runoff, reducing infiltration time and increasing river discharge quickly.</li> <li>• This can result in a 'flashy' hydrograph, raising the likelihood of flooding downstream.</li> <li>• This sustained input of discharge in the upper and lower course can saturate soils and increase surface runoff.</li> <li>• If rain falls on already saturated or frozen ground, this further contributes to high discharge.</li> <li>• Large drainage basin so weather is variable across the basin</li> <li>• Winter rainfall in the Welsh mountains + possible snowfall and spring melt</li> <li>• Possibility of land use changes/variations making flood risk higher but remains unpredictable e.g. drainage of moorland or urbanisation.</li> <li>• Possibility that ground is often saturated therefore more surface run-off</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Flood defences may fail in one place so reduce flood risk in other locations</li> <li>• There is a large volume of water being collected so during periods of heavy rain, this convergence of flow can lead to river levels rising rapidly and bursting banks.</li> <li>• Human factors can also contribute</li> <li>• Properties built on natural floodplains are vulnerable to floods. Urbanisation in these low-lying areas reduces permeable surfaces, further increasing runoff and flood risk.</li> <li>• However, while much of the basin is rural, farmland—especially where crops are grown this can reduce infiltration compared to forested areas.</li> <li>• Soil compaction from machinery and grazing animals may also increase surface runoff.</li> <li>• The lack of forested areas that would intercept rainfall, slow runoff, and encourage infiltration affect flood risk and discharge. A lack of woodland means reduced natural flood mitigation</li> </ul> <p><b>AO4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Very uneven discharge – very seasonal</li> <li>• Almost all November to April is &gt; mean and May-October almost always &lt;mean linking to seasonal</li> <li>• Peaks are short-lived but sudden</li> <li>• Rainfall in mountains likely to be highest in winter</li> <li>• Large drainage basin</li> <li>• The upper course drops from 750m to 200m over just 19 km</li> <li>• The upper course receives up to 2,500 mm of rainfall annually, much higher than the 700 mm in the lower areas</li> <li>• With a catchment area of over 11,000 km<sup>2</sup> and many tributaries feeding the main river</li> <li>• Only 10% forested</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Level 1 | 1–3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |



|         |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 2 | 4-6 | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul> |
| Level 3 | 7-8 | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>           |

| Question number  | Indicative content<br><b>Calculate the mean % employed in manufacturing in English regions.<br/>Answer to one decimal place.<br/>Show your working below.</b>                                                  | Marks      |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>5 (a) (i)</b> | <p><i>Award 2 marks for the correct answer.<br/>If answer is incorrect or not shown, award 1 mark for correct working</i></p> $12.8 + 11.6 + 10.8 + 9.8 + 8.8 + 7.9 + 6.9 + 5.6 + 2.4 = 76.6$ $76.6 / 9 = 8.5$ | <b>(2)</b> |

| Question number   | Indicative content<br><b>Study Figure 5 below which shows the population of London and the % of people that worked in manufacturing in 2018.</b> | Marks      |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>5 (a) (ii)</b> | $\text{Number employed} = 8,900,000 \times \frac{2.4}{100} = 8,900,000 \times 0.024 = 213,600$                                                   | <b>(2)</b> |

| Question number | Indicative content<br><b>Explain two reasons why the % employed in the UK's secondary (manufacturing) sector has fallen.</b>                                                                                                                                                                                                                                       | Marks                                      |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>5 (b)</b>    | <p>One mark for each basic reason point and a second mark for its development.</p> <p>Globalisation (1) many UK manufacturing jobs have moved overseas to countries where labour and production costs are cheaper (1)</p> <p>Deindustrialisation (1) The UK economy has shifted focus from manufacturing to services e.g. finance / education / healthcare (1)</p> | <b>(4)</b><br><b>(1+1)</b><br><b>(1+1)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>Mechanisation and automation (1) Modern factories use machines and robots to carry out tasks that used to be done by people reducing the need for manual labour in manufacturing (1)</p> <p>More access to education (1) therefore people move into skilled jobs in the quaternary sector (1)</p> <p>A rise in tertiary or quaternary sectors (1) as people have more skills due to better education (1)</p> <p><b>Accept any other appropriate response</b></p> |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| <b>Question number</b> | <b>Indicative content</b><br><b>Explain one difference between the population structure of urban areas and rural areas.</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>Marks</b>             |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>5 (c)</b>           | <p>One mark for each basic explanatory point and a second mark for its development.</p> <p>Urban areas tend to have a younger population (1), as young adults often move to cities for jobs/education/ lifestyle opportunities (1)</p> <p>Rural areas have an older population (1) people may retire there (1)</p> <p>N.B<br/>The focus of this question is on population structure so ideas about whole urban/rural areas populations are not accepted.</p> <p><b>Accept any other appropriate response</b></p> | <b>2</b><br><b>(1+1)</b> |

| <b>Question number</b> | <b>Indicative content</b><br><b>Identify one piece of evidence that this is in the Central Business District (CBD) of Manchester.</b>                                                                                                    | <b>Marks</b> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>6 (a)(i)</b>        | <p>The buildings are tall.</p> <p>Pedestrianised/lots of people</p> <p>Dense with some central green space.</p> <p>High street stores/Primark</p> <p>Tram line/lots of transport</p> <p><b>Accept any other appropriate response</b></p> | <b>(1)</b>   |

| <b>Question number</b> | <b>Indicative content</b><br><b>Explain one way in which green spaces can improve the quality of life in this city.</b>                                                                                                                                                                                                                                                                                                                         | <b>Marks</b>               |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>6 (a)(ii)</b>       | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>Increasing the areas of green spaces encourages exercise (1)<br/>this improves peoples wellbeing (1).</p> <p>Parks allow people to relax (1) making urban living more tolerable/attractive (1)</p> <p>Improve air quality (1) because plants absorb pollutants and produce oxygen. (1)</p> <p><b>Accept any other appropriate response</b></p> | <b>(2)</b><br><b>(1+1)</b> |

| <b>Question number</b> | <b>Indicative content</b><br><b>For a named UK city, explain one reason why regeneration can have negative impacts on some people.</b>                                                                                                                                                                                                                                                                                                         | <b>Marks</b>               |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>6 (b)</b>           | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>Regeneration led to rising house prices and rent (1), making it harder for low-income residents to afford to stay in the area (1)</p> <p>Regeneration brought new/different types of jobs(1), but many local residents may lack the skills for new roles and remained unemployed (1),</p> <p><b>Accept any other appropriate response</b></p> | <b>(2)</b><br><b>(1+1)</b> |

| <b>Question number</b> | <b>Indicative content</b><br><b>For a named UK city, explain two reasons why some parts of the city have high levels of inequality.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Marks</b>                       |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>6 (c)</b>           | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>In London, areas like Kensington have high-paying jobs and, while places like Newham have higher unemployment (1). This leads to big gaps in quality of life and opportunities (1)</p> <p>Wealthier areas often have better schools and healthcare facilities, while poorer areas may struggle with overcrowded schools (1) This creates long-term social and economic inequality (1)</p> <p>In deprived areas, social housing is often overcrowded or poorly maintained (1), affecting people's health and life chances compared to wealthier suburbs (1)</p> <p>Uneven regeneration (1), while central Manchester has seen major investment, some outer areas like Harpurhey have been</p> | <b>(4)</b><br><b>(1+1) + (1+1)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>left behind, widening the gap in housing quality and job opportunities (1)</p> <p>Health inequalities in Glasgow with areas like Easterhouse have significantly lower life expectancy (1) than the West End, due to poverty, poor diet, and limited healthcare access (1)</p> <p>Some candidates may discuss specific examples which is also credit worthy</p> <p><b>Accept any other appropriate response</b></p> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7        | <p><b>Assess the ways in which '15-minute cities' make urban living more sustainable.</b></p> <p><b>You must use evidence from Figure 7 in your answer.</b></p> <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Might reduce car dependency by encouraging walking and cycling, lowering greenhouse gas emissions, air pollution, and congestion, contributing to better urban air quality.</li> <li>• May supports local economies with more local shops and services, money stays within communities, reducing the environmental impact of large supply chains and transportation.</li> <li>• Design encourages green spaces where the design often includes parks and pedestrian-friendly areas, improving biodiversity, reducing the urban heat island effect, and enhancing residents' well-being.</li> <li>• Promotes social equality where it is easier to access services reducing inequalities, particularly for those without cars, such as low-income groups, the elderly, and disabled people.</li> <li>• Reduces energy use with compact urban design decreases the need for large infrastructure projects and long commutes, lowering overall energy consumption.</li> <li>• The assessment might be addressed through limitations of the city such as....</li> <li>• The high costs of changing cities to a 15-minute model would require a lot of money for better public transport, cycling lanes, and walking spaces.</li> <li>• It is not always practical in cities that rely on cars or are very spread out, it can be difficult to make everything accessible within 15 minutes.</li> <li>• Some jobs need large buildings or factories that can't fit in local areas, so many people will still need to commute.</li> </ul> <p><b>AO4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• All facilities are within easy reach.</li> <li>• Walking and Bike rides to access areas is key</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Access to employment opportunities within their local community</li> <li>• This includes education, health, shops, leisure activities and employment.</li> <li>• Community engagement is a key idea.</li> <li>• The presence of green spaces is also notable.</li> <li>• There is a focus on healthy lifestyles as well as a healthier environment which has positive externalities in terms of air quality.</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Level 1 | 1-3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>                |

| Marks for SPGST |       |                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance     | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                   |
| SPaG 0          | 0     | <p><i>No marks awarded</i></p> <ul style="list-style-type: none"> <li>• Learners write nothing.</li> <li>• Learner's response does not relate to the question.</li> <li>• Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>          |
| SPaG 1          | 1     | <p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy.</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>• Learners use a limited range of specialist terms as appropriate.</li> </ul> |
| SPaG 2          | 2–3   | <p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy.</li> <li>• Learners use rules of grammar with general control of meaning overall.</li> <li>• Learners use a good range of specialist terms as appropriate.</li> </ul>                                               |
| SPaG 3          | 4     | <p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy.</li> <li>• Learners use rules of grammar with effective control of meaning overall.</li> <li>• Learners use a wide range of specialist terms as appropriate.</li> </ul>                                                       |

| Question number | Indicative content<br>Explain one way that you collected your own fieldwork data on how coastal management has affected beach morphology.                                                                                                                                                                                                                                                                                                                                                                                         | Marks                          |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>8 (a)</b>    | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>Candidates are obliged to have used at least 'one quantitative method to measure how coastal management has affected beach morphology and sediment characteristics'.</p> <p>Expect;</p> <p>We measured beach gradient at various locations (1) by using ranging poles and a clinometer (1)</p> <p>We measured groyne drop height at different locations (1) to determine how longshore drift has affected the coastlines (1)</p> | <p><b>(2)</b></p> <p>(1+1)</p> |

|  |                                                                                                                                                                                                                                                                           |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>We measured their size and/or roundness of beach deposits (1) to understand erosion rates.</p> <p>We interviewed a planning office/local councillor (1) to gauge opinions over coastal management policies. (1)</p> <p><b>Allow any other appropriate response</b></p> |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| <b>Question number</b> | <b>Indicative content</b><br><b>Explain how one qualitative fieldwork method helped your investigation.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Marks</b>                   |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>8 (b)</b>           | <p>Award one mark for each basic method and a second mark for its development.</p> <p>Expect:</p> <p>We used field sketches (1) to visually record coastal features, erosion, and management strategies (1)</p> <p>We used photographs (1) to capture changes in the coastline, wave action, and human impacts over time (1)</p> <p>We used written observations (1) to describe beach characteristics, weather conditions, and wave energy (1)</p> <p>We used interviews/Surveys (1) to gather opinions from locals or tourists on coastal erosion (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |

| Question number | Indicative content<br>Explain one way geographical case studies and theories helped you to understand your data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks                          |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 8 (c)           | <p>Award one mark for each theory and a second mark for its development.</p> <p>Using the concept of longshore drift (1) helped me understand the direction of sediment movement at the beach (1)</p> <p>Wave type theory (1) At one site, a steep beach and larger sediment size matched characteristics of constructive waves, suggesting more deposition was taking place (1)</p> <p>The theory of coastal management (1) helped explain differences in beach width (1)</p> <p>Pebble size theory (1) helps explain the reasons for changes in sediment size along a beach profile (1)</p> <p>Holderness coast case study (1) helped explain how different rock types erode at different rates (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |

| Question number | Indicative content<br>Explain two reasons why secondary data was important for your investigation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks                                                     |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| 8 (d)           | <p>Award one mark for source and a second mark for its development.</p> <p>Geology maps, satellite images (1) show how the coastline has changed over time from either physical or human activity (1)</p> <p>Coastal Erosion Records (1) using government that provide statistics on erosion rates, which can be compared with primary field measurements to validate findings (1)</p> <p>Flood Risk Maps (1) to identify areas prone to coastal flooding, helping assess the potential impact of rising sea levels on coastal communities.</p> <p>We could compare secondary data to primary data (1) to ensure we collected our data accurately (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(4)</b></p> <p><b>(1+1)</b></p> <p><b>(1+1)</b></p> |



| Question Number |      | Indicative content<br>The students concluded that the public does support the use of hard engineering to protect the coastal environment.<br>Assess the strengths and weaknesses of this conclusion.<br><br>You must use evidence from Figure 8 in your answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 (e)           |      | <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• There is not much evidence to support this view.</li> <li>• The bulk of evidence suggests that it is not reasonable given the data offered.</li> <li>• The results are patchy with Q1 offering some support but also some ambivalence</li> <li>• There is evidence that the questions are not well understood and that further research would be needed</li> <li>• Some evidence of climate denial on responses to Q3</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• 17 interviewed but no sampling procedure evident.</li> <li>• 7 support hard engineering but 10 do not</li> <li>• That question is ambivalent 'good idea' for what, who and when?</li> <li>• They have no collective opinion about soft engineering.</li> <li>• 13 think that coastal erosion will get worse.</li> <li>• The second question is not suitable for purpose.</li> <li>• The third question seems a non-sequitur – if asked first it might have provoked more positive reactions to Q2.</li> </ul> |
| Level           | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                 | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Level 1         | 1–3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Level 2         | 4–6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| Level<br>3 | 7-8 | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul> |
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| Question number | Indicative content<br><b>Explain one way that you collected your own fieldwork data on the influence of channel characteristics on flood risk.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks                          |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>9 (a)</b>    | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>Candidates are obliged to have used at least 'one quantitative method to measure changes in river channel characteristics'.</p> <p>Expect;</p> <p>We measured channel width at various locations (1) by using ranging poles, metre rules and tapes (1)</p> <p>We measured channel depth at various locations (1) by using ranging poles, metre rules and tapes (1)</p> <p>We measured velocity at various locations (1) by using a current metre/partially floating orange and a stopwatch (1)</p> <p>We interviewed a planning office/local councillor (1) to gauge opinions over flood risk.</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |

| Question number | Indicative content<br><b>Explain how one qualitative fieldwork method helped your investigation.</b>                                                                                                                                           | Marks                          |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>9 (b)</b>    | <p>Award one mark for each basic method and a second mark for its development.</p> <p>Expect:</p> <p>Field Sketches(1) helped visually capture river features like meanders and sediment, aiding in the interpretation of river processes.</p> | <p><b>(2)</b></p> <p>(1+1)</p> |

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|  | Photographs (1) Provided visual evidence of the river's characteristics, supporting later analysis and comparison of different sites (1) |  |
|  | <b>Allow any other appropriate response</b>                                                                                              |  |

| <b>Question number</b> | <b>Indicative content<br/>Explain one way geographical case studies and theories helped you to understand your data.</b>                                                                                                                                                                                                                                                                       | <b>Marks</b>                   |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>9 (c)</b>           | <p>Award one mark for each theory and a second mark for its development.</p> <p>Expect:</p> <p>The theory of the river's longitudinal profile (1) helped us understand the change in channel size at different points (1)</p> <p>The Bradshaw Model (1) helped us understand how river characteristics change from source to mouth. (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |

| <b>Question number</b> | <b>Indicative content<br/>Explain two reasons why secondary data was important for your investigation.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Marks</b>                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>9 (d)</b>           | <p>Award one mark for source and a second mark for its development.</p> <p>We used environmental agency flood maps (1) that showed the number of floods that occurred in the area each year (1)</p> <p>We used this together with the Digimap 1:25000 OS map (1) to identify the relationship between flood risk and river discharge (1)</p> <p>Meteorological Office data of rainfall for the months before (1) we collected the data to check how reliable our measurements might be. (1)</p> <p>We could compare secondary data to primary data (1) to ensure we collected our data accurately (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(4)</b></p> <p><b>(1+1)</b></p> <p><b>(1+1)</b></p> |

| Question Number |      | Indicative content<br>The students concluded that the public does support the use of hard engineering to protect them from river flooding.<br>Assess the strengths and weaknesses of this conclusion.<br>You must use evidence from Figure 9 in your answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9 (e)           |      | <p style="text-align: center;"><b>A03 (4 marks) / A04 (4 marks)</b></p> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• There is not much evidence to support this view.</li> <li>• The bulk of evidence suggests that it is not reasonable given the data offered.</li> <li>• The results are patchy with Q1 offering some support but also some ambivalence.</li> <li>• There is evidence that the questions are not well understood and that further research would be needed</li> <li>• Some evidence of climate denial on responses to Q3</li> </ul> <p><b>A04</b></p> <ul style="list-style-type: none"> <li>• 17 interviewed but no sampling procedure evident.</li> <li>• 7 support hard engineering but 10 do not</li> <li>• That question is ambivalent; 'good idea' for what, who and when?</li> <li>• They have no collective opinion about soft engineering.</li> <li>• 13 think that river flooding will get worse.</li> <li>• The second question is not suitable for purpose.</li> </ul> <p>The third question seems a non-sequitur – if asked first it might have provoked more positive reactions to Q2.</p> |
| Level           | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                 | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Level 1         | 1–3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (A03)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (A04)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Level 2         | 4–6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (A03)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (A04)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Level 3         | 7–8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|  |  | <p>coherently leading to judgements that are supported by evidence throughout. (AO3)</p> <ul style="list-style-type: none"> <li>All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul> |
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| Question number   | Indicative content<br><b>Suggest a suitable enquiry question that the students could have investigated.</b>                                                                                                                                                          | Marks                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>10 (a) (i)</b> | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>'Does tourism have an impact on the type of shops found in the town? (1)' to investigate the differences (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |

| Question number   | Indicative content<br><b>Explain one reason why the classification of shops might not be reliable.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks                                 |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>10 (a)(ii)</b> | <p>Award one mark for a basic explanatory point and a second mark for its development.</p> <p>It is subjective in defining "tourist" and "non-tourist" shops are (1) leading to inconsistencies (1)</p> <p>The students may have classified them differently depending on their interpretation (1), leading to inconsistencies in the data.(1)</p> <p>Shops may change their focus depending on the time of year or the number of tourists (1) making it hard to classify consistently (1)</p> <p>Some shops could fit into both categories (1), such as a souvenir shop that also sells everyday items to locals. This overlap could cause confusion (1) (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p><b>(1+1)</b></p> |

| Question number     | Indicative content<br><b>Explain one method the students might have used to record the retail land-use in the two towns.</b>                                                                                                                                                                                                                                                                                                  | Marks                          |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>10 (a) (iii)</b> | <p>Award one mark for the identification of an appropriate method and a second mark for some detail of its use in this situation</p> <p>A land-use survey (1) They could walk along the street, record the type of each shop (tourist or non-tourist)(1)</p> <p>Sketch map (1) The students could create a sketch map of the street, marking each shop's location and classifying it as either tourist or non-tourist (1)</p> | <p><b>(2)</b></p> <p>(1+1)</p> |

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|  | A tally chart (1) to record each of the different types of shops (1) |  |
|  | <b>Allow any other appropriate response</b>                          |  |

| Question number   | Indicative content<br>Explain two ways in which the students could have improved their data collection methods.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>10 (a)(iv)</b> | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>Increase the sample size (1) This would give them a more accurate picture of the retail land-use. (1)</p> <p>Record at different times of day (1) This would account for any changes in the types of customers, giving a more accurate picture. (1)</p> <p>Ask more people for opinions (1) the students could have asked shop owners or customers to help classify the shops. (1)</p> <p>Sample more/different streets (1) to reduce bias (1)</p> <p><b>Allow any other appropriate responses</b></p> | <p><b>(4)</b></p> <p><b>(1+1) + (1+1)</b></p> |

| Question Number | Indicative content<br>You have carried out your own fieldwork investigating how and why the quality of life varies in urban areas.<br>Assess the accuracy and reliability of the results of your investigation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>10 (b)</b>   | <p><b>A03 (4 marks) / A04 (4 marks)A03</b></p> <p><b><u>A03</u></b></p> <ul style="list-style-type: none"> <li>• Reference should be made to the results of data collection in terms of specific locations and the quality life in the urban environment</li> <li>• Conclusions reached should be clear with references to potential for error. <ul style="list-style-type: none"> <li>• Assessment should include a clear distinction between accuracy and reliability.</li> <li>• Accuracy might be explored through the quality of equipment used.</li> <li>• Accuracy might be explored through and the care taken by the students.</li> <li>• Reliability might be explored in terms of how typical the day was when primary data was collected. <ul style="list-style-type: none"> <li>• Reliability might be explored through the quality of sampling in the selection of sites</li> <li>• Reliability might be considered in terms of the age of the secondary data.</li> </ul> </li> <li>• Discussion of potential sources of error in the data collection (e.g., bias, limited sample size, timing of data collection).</li> </ul> </li> </ul> |

|         |      | <ul style="list-style-type: none"> <li>Explanation of how well the data supports the investigation's conclusions.</li> </ul> <p><b><u>AO4</u></b></p> <p>Should include references to primary data gathered focussing on the quality of life in rural areas</p> <ul style="list-style-type: none"> <li>Might include references to primary data gathered such as environmental quality, traffic flows, questionnaires and photographs.</li> <li>Might include past maps to show changes in the local environment now compared to past</li> <li>Might include local and national news sources covering historic events which impact on current policies.</li> <li>Might include use of websites to derive property values (e.g. Zoopla) which will impact on quality of life</li> </ul> <p>Might suggest specific improvements to increase accuracy or reliability (e.g., using more data points, conducting surveys at different times).</p> |
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| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Level 1 | 1–3  | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

| <b>Question number</b> | <b>Indicative content<br/>Suggest a suitable enquiry question that the students could have investigated.</b>                                                                                                                                                         | <b>Marks</b>                   |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>11 (a) (i)</b>      | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>'Does tourism have an impact on the type of shops found in the town? (1)' to investigate the differences (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |

| <b>Question number</b> | <b>Indicative content<br/>Explain one reason why the classification of shops might not be reliable.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Marks</b>                          |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>11 (a)(ii)</b>      | <p>Award one mark for a basic explanatory point and a second mark for its development.</p> <p>It is subjective in defining "tourist" and "non-tourist" shops are (1) leading to inconsistencies (1)</p> <p>The students may have classified them differently depending on their interpretation (1), leading to inconsistencies in the data.(1)</p> <p>Shops may change their focus depending on the time of year or the number of tourists (1) making it hard to classify consistently (1)</p> <p>Some shops could fit into both categories (1), such as a souvenir shop that also sells everyday items to locals. This overlap could cause confusion (1) (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p><b>(1+1)</b></p> |

| <b>Question number</b> | <b>Indicative content<br/>Explain one method the students might have used to record the retail land-use in the two towns.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Marks</b>                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>11 (a) (iii)</b>    | <p>Award one mark for the identification of an appropriate method and a second mark for some detail of its use in this situation</p> <p>A land-use survey (1) They could walk along the street, record the type of each shop and tally their findings for each shop type as they go (1)</p> <p>Sketch map (1) The students could create a sketch map of the street, marking each shop's location and classifying it as either tourist or non-tourist (1)</p> <p>A tally chart (1) to record the different types of shops (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(2)</b></p> <p>(1+1)</p> |



| Question number | Indicative content<br>Explain two ways in which the students could have improved their data collection methods.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks                                         |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 11 (a)(iv)      | <p>Award one mark for each basic explanatory point and a second mark for its development.</p> <p>Increase the sample size (1) This would give them a more accurate picture of the retail land-use. (1)</p> <p>Record at different times of day (1) This would account for any changes in the types of customers, giving a more accurate picture. (1)</p> <p>Ask more people for opinions (1) the students could have asked shop owners or customers to help classify the shops. (1)</p> <p>Sample more/different streets (1) to reduce bias (1)</p> <p><b>Allow any other appropriate responses</b></p> | <p><b>(4)</b></p> <p><b>(1+1) + (1+1)</b></p> |

| Question Number | Indicative content<br>You have carried out your own fieldwork investigating how and why the quality of life varies in rural areas.<br>Assess the accuracy and reliability of the results of your investigation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 (b)          | <p>AO3 (4 marks) / AO4 (4 marks)</p> <p><b><u>AO3</u></b></p> <ul style="list-style-type: none"> <li>• Reference should be made to the results of data collection in terms of specific locations and the quality life in the rural environment</li> <li>• Conclusions reached should be clear with references to potential for error. <ul style="list-style-type: none"> <li>• Assessment should include a clear distinction between accuracy and reliability.</li> <li>• Accuracy might be explored through the quality of equipment used.</li> <li>• Accuracy might be explored through and the care taken by the students.</li> <li>• Reliability might be explored in terms of how typical the day was when primary data was collected. <ul style="list-style-type: none"> <li>• Reliability might be explored through the quality of sampling in the selection of sites</li> <li>• Reliability might be considered in terms of the age of the secondary data.</li> </ul> </li> <li>• Discussion of potential sources of error in the data collection (e.g., bias, limited sample size, timing of data collection).</li> <li>• Explanation of how well the data supports the investigation's conclusions.</li> </ul> <p><b><u>AO4</u></b></p> </li></ul> |

|         |      | <p>Should include references to primary data gathered focussing on the quality of life in rural areas</p> <ul style="list-style-type: none"> <li>• Might include references to primary data gathered such as environmental quality, traffic flows, questionnaires and photographs.</li> <li>• Might include past maps to show changes in the local environment now compared to past</li> <li>• Might include local and national news sources covering historic events which impact on current policies.</li> <li>• Might include use of websites to derive property values (e.g. Zoopla) which will impact on quality of life</li> <li>• Might suggest specific improvements to increase accuracy or reliability (e.g., using more data points, conducting surveys at different times).</li> </ul> |
|---------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Level 1 | 1–3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul>                                                                                                                                                                                                                      |
| Level 2 | 4–6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>                                                                                                                                                                                                                                             |
| Level 3 | 7–8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>                                                                                                                                                                                                                                       |

