



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE
In Geography (1GB0)
Paper 3

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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 Number	Identify the biome most likely to be found north of the taiga (boreal forest) region.	Mark
1(a)(i)	D – tundra Rationale – all other answers demonstrably wrong	(1)

Question Number	State two local factors that can affect the distribution of biomes.	Mark
1(a) (ii)	Award 1 mark for any of the following up to a maximum of 2 marks. • Altitude/mountains – any synonym of same (1) • Geology (1) • Soil (1) • Drainage/water logging or any synonym (1) • Human action – allow any example (1) • Climate (1) • Temperature (1) • Precipitation (1) Accept any other appropriate response	1 + 1 (2)

Question Number	Name two of the goods provided by forests.	Mark
1(a)(iii)	Award 1 mark for each good: any of the following up to a maximum of 2 marks. Good(s) • Food (1) • Medicine(s) (1) • Building materials (1) • Energy resources (1) • Mineral resources (1) • Water (1) • Wood (1) • Paper (1) Do not allow different uses of the same resource – the question is, 'Name two.... ' there is no need to identify what they are used for and no credit for doing so.. Accept any other appropriate response.	1 + 1 (2)

Question Number	Identify which of the following best describes the density of Canada's population.	Mark
1 (b)	C – it is lower in the north than the south Rationale – all other answers demonstrably wrong	1

Question Number	Using data from Figure 3 and your own knowledge, explain two ways in which the winter climate of the taiga influences the characteristics of its trees.	Mark
1(c)	One mark for a winter climatic influence and/or a characteristic of this climate (likely to be temperature and precipitation) and one mark for how that is impacts on the taiga's trees e.g. Winters are extreme (1) so trees minimise surface area with needle leaves (1) Snowfall in winter (1) so downward sloping branches shed snow (1) Winter temperatures are very low (1) so leaf shape minimises surface area to limit heat loss (1) Winters are very long (1) so trees have evolved resinous saps (1) Accept any other appropriate response.	(1+1) + (1+1) (4)

Question Number	Using your own knowledge, explain one reason why tropical rainforests have higher levels of biodiversity than the taiga.	Mark
2 (a)	Award 1 mark for a basic idea and the second for its development. For example; High temperatures in the tropics (1) so many species can adapt to that environment (1) Wet and warm environments (1) so high net primary productivity (1) The growing season is 12 months (1) so more time for plants to develop/adapt (1) The taiga is very cold (1) so it limits the production of food (1) There are many nutrients available for plants in tropical environments (1) leading to high numbers of animal species (1) Accept any other appropriate response.	(1+1) (2)

Question Number	State one reason why deforestation has taken place in this area.	Mark
2(b) (i)	Award 1 mark for a plausible reason for deforestation Tar-sands are found below the surface (1) The process uses a great deal of water (1) Extracting oil (1) Constructing buildings (1) Access to the sites is needed (1) Accept any other appropriate response.	1

Question Number	Identify the type of forest shown.	Mark
2(b) (ii)	Accept either Taiga (1) or Boreal forest (1) or Coniferous forest (1) Please allow misspellings, for example – Tiaga, Boreal, Conifers etc.	1

Question Number	Using evidence from Figure 5 and your own knowledge, explain one reason why population densities are higher in some biomes than others.	Mark
2(c)	Award 1 mark for a basic idea which is then developed for the second mark as in; Temperate and tropical forests have mild/warm summer climates (1) and therefore are more productive of goods and services e.g. food supplies (1) The mixed forest areas are temperate (1) with warmer so crops can be grown to feed/support a population (1) Tropical rainforests have extensive and accessible natural resources (1) so have attracted settlers (1) Taiga has a very short growing seasons (1) and so few plants will grow, so limits population growth (1) Tundra and desert climates are also too extreme to have a large carrying capacity (1) although many 'new' cities have been built in desert biomes using modern technology e.g air conditioning (1) Accept any other appropriate response.	(1+1) (2)

Question Number	Using evidence from Figure 6, explain one negative impact of developing hydroelectric power (HEP) in Canada.	Mark
2(d)	Award 1 mark for a basic idea which is then developed for the second mark as in; It involves flooding large areas (1) so habitats for wild animals are destroyed food production is much lower (1) Flooding destroys forests which (1) will decompose creating greenhouse gases (1) Building dams involves pouring large quantities of concrete (1) which contributes to global warming (1) Building reservoirs changes river discharge downstream (1) which will affect fish habitats e.g salmon (1) Accept any other appropriate response.	(1+1) (2)

Question Number	Using evidence from Figure 6, explain two reasons why human impact on the taiga is greater in some areas of Canada than others.	Mark
2(e)	Award 1 mark for a basic idea which is then developed for the second mark as in; Carrying capacity is strongly defined by climate (1) and the climate gets harsher as one moves northwards (1) The distribution of natural resources is uneven (1) and there will be more disturbance in those areas but the settlements are small (1) Areas in the south are more accessible (1) with better communications and the large cities have developed there (1) Some areas are the historic homelands of indigenous groups (1) so are more inhabited and so more/less disturbed (1) Some/many areas are owned by the government (1) so can be exploited/protected as a consequence (1) Accept any other appropriate response.	(1+1) + (1+1) (4)

Question Number	Identify which of the following energy resources has become less important since 1990.	Mark
3 (a) (i)	A - coal Rationale – all other answers demonstrably wrong	(1)

Question Number	Identify which of the following energy resources has nearly doubled in consumption since 1990.	Mark
3 (a) (ii)	B – gas Rationale – all other answers demonstrably wrong	(1)

Question Number	The amount of energy produced by solar power is too small to be shown on Figure 7. Suggest one reason why solar power is unimportant in Canada's energy mix.	Mark
3 (a) (iii)	Award 1 mark for a basic idea which is then developed for the second mark as in; Winters are long with short days (1) so limited solar radiation is received (1) The climate is too cold in most regions (1) so the panels would not be productive (1) There are many alternatives (1) so no need to develop this source (1) There are cheaper options (1) so no need to develop this source (1) Solar panels are expensive (1) and there are cheaper sources available (1) Accept any other appropriate response.	1+1 (2)

Question Number	In 2022, Canada's exports rose by 142 billion US\$. Oil, gas and coal exports made up 82 billion US\$ of this increase. Calculate the percentage (%) of the increase in exports contributed by the oil, gas and coal industries. Give your answer to one decimal place. Show your working below.	Mark
3 (b)	One mark for the method and 1 mark for the correct result 82/142 x100 (1) = 57.74 % so 57.7 (1) If the answer is correct but no workings are shown award 2 marks	(1+1) 2

Question Number	Study Figure 7 and Figure 8 in the Resource Booklet. Using evidence from Figure 7 and Figure 8, explain two reasons why fossil fuels are important for Canada's economy.	Mark
3 (c)	Award 1 mark for a contribution based on Figure 7 and/or Figure 8, and one mark for an explanation of how/why this is an advantage or disadvantage. Fossil fuels are vital exports for Canada – 30% (1) making money for the economy potentially reducing tax rates (1) Fossil fuels are very profitable (1) making money for the economy potentially increasing government revenue and spending (1) Fossil fuels are important in the generation of electricity (1) satisfying domestic and industrial demand (1) The energy industry employs 900,000 (1) which is a significant sector – 5% of total (1) Accept any other appropriate response.	(1+1) + (1+1) 4

Question	Study Figure 9 in the Resource Booklet. Using evidence from Figure 9 and your own knowledge, assess the reasons why energy use per capita (person) varies from place to place and over time.
3 (d)	A03 (4 marks)/A04 (4 marks) Answers should address the reasons why power consumption varies between countries. The assessment may offer a view on which reason matters most. A03 • Countries with extremes of climate both in high consumption in winter and summer. • Lightly populated countries are likely to have longer journey times to work. • The age and quality of property will also affect heating costs. • Energy consumption will be affected by price as in many oil producing countries. • All the above are important but the most important factors are likely to be income levels and these reflect a countries income/wealth. • These will determine consumption and ownership of energy using goods such as cars and household 'white' goods. A04 (using Figures 9, as directed) • Climate is likely to have a big effect with variations over time and from place to place. • The population density is likely to be important. • Property size and size of property will determine heating costs. • Growth of air conditioning • Costs of energy will determine demand. • Income levels will determine consumption of energy. • The more developed economies will have higher consumption • Both Canada and the USA have had a fall in energy use in the past 20 years • On the other hand China's per capita has risen sharply

Level	Descriptor
	No acceptable response
Level 1	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 are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited
Level 2	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) Uses geographical skills to obtain accurate information that
Level 3	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) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Question Number	Study Figure 10 in the Resource Booklet. Using evidence from Figure 10 and your own knowledge, assess the reasons why it might be difficult to reduce the carbon footprint of most Canadians.	
3 (e)	A03 (4 marks)/A04 (4 marks) Answers should address the reasons why it might be difficult to reduce the carbon footprint of most Canadians. The assessment should offer a view on the relative difficulty of their 'solutions' . A03 • The message of Fig 10 is that development = economic growth so carbon footprints are likely to increase as economies grow. It is likely that Canada will want to grow its economy. • However, the USA has reduced its footprint so maybe has some lessons for Canada. • Plans will take time to realise and there will be strong opposition from some players. • Energy may become more expensive which will be unpopular politically making it difficult to achieve. • Alternatives also have drawbacks e.g. HEP and will not address transport issues. • It could be argued that economic growth is not easily compatible with preserving the environment through reducing fossil fuel consumption. A04 • The USA is an even larger economy than Canada and has a higher footprint (Figure 10). • On the other hand, much poorer countries e.g DRC have much lower footprints (Figure 10). • China has developed very rapidly and so its footprint has increased rapidly (Figure 10). • Emerging countries such as Brazil and China have the highest rate of growth in their carbon footprints (Figure 10). • Canada stopping coal and oil to generate electricity (Figure 10). • Canada plans to replace oil for transport, (Figure 10). • Stopping subsidies to oil and gas industry, (Figure 10). • Improving home insulation, (Figure 10).	
Level	Mark	Descriptor
Level 1	1–3	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 are supported by limited evidence. (A03) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	4–6	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) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (A04)
Level 3	7–8	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. (A03) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (A04)

Q	Study the three options below for how the Canadian Government should manage Canada's energy resources and the environment. Option 1: Increase the exports of fossil fuels and use the income to research and expand renewable energy. Option 2: Stop the exploitation of the taiga for energy production unless approved by the indigenous communities who live there. Option 3: Increase taxes on fossil fuels to reduce consumption even if this reduces Canada's economic growth. Select the option that you think the Canadian Government should choose to benefit both its environment and its economy. Justify your choice. Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course to support your answer.
4	A02 (4 marks)/A03 (4 marks)/A04 (4 marks) In order to fully justify a choice, the candidate must consider all three options and establish a clear argument. There is no preferred option. All options can be as justified as offering some level of benefit for both the Canadian population and its environment. • Option 1 – if fossil fuel exports are increased the energy companies should make more money and employment should increase which will benefit some Canadians in the short term but not without some damage to the environment and a likely increase in carbon footprint which challenges. Funneling that money into renewables will be hard to police. • Option 2 - this is the most radical of the three proposals but hands a veto to a minority which may not, themselves be united - however there is some justice in it given that they have a closer cultural relationship with the taiga and in common with other indigenous peoples have been largely ignored and/or pushed aside in the past. • Option 3 – this would have to be a relatively long term plan given the challenges involved in weaning the economy off fossil fuels in particular. Cutting back on consumption of energy (as a whole) is a huge task in a country that has such high levels of dependency, partly for reasons that cannot be changed such as its size, climate and population density. A reduction in growth is problematic politically but it doesn't mean that the economy contracts. A02 • Alternative forms of sustainable energy could be developed (wind, solar, hydropower) • Many governments support/promote/subsidise particular types of energy while taxing/discouraging other types (e.g. carbon taxes) • Economic growth has multiple impacts including social, cultural and environmental. • Afforestation policies have been introduced successfully by many governments to combat deforestation. • The taiga is very large and sufficiently remote to be resilient. • However, climate change is a real threat to the taiga as temperatures rise faster in the Arctic region. A03 • Increasing fossil fuel production will make meeting international climate change targets more unlikely.

	• There is no guarantee that fossil fuel companies will use increased profits to research and/or expand renewable energy. • Renewable energy is not necessarily good for the environment e.g HEP. • Indigenous peoples may not agree amongst themselves. • If the taiga is not exploited for energy that may mean other sources of energy that are more expensive or more polluting will need to be developed. • There is unlikely to be a unanimous view about reductions in economic growth and the impact will be more obvious in some communities than others A04 (drawn from the RB) • Figures 1-3 show the geography of the taiga, the Canadian population and the challenging climate of the taiga. • Figure 4 shows what destruction of the taiga does to the landscape. • Figure 5 gives useful detail about the value of the taiga but also its size. • Figure 6 gives useful detail about the impact of economic development on the taiga. • Figure 7 and Figure 8 show the level of dependency on fossil fuels and other energy sources. • Figure 9 helps to explain energy demand and consumption in Canada. • Figure 10 includes plans for the reduction in per capita carbon footprint.
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Level	Mark	Descriptor
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • 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 are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • 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) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9-12	• Demonstrates accurate understanding of concepts and the interrelationship between places, environments and processes. (AO2) • 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) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)
Marks for SPGST		
Performance	Marks	Descriptor

SPaG 0	0	<i>No marks awarded</i> ☐ Learners write nothing. ☐ Learner's response does not relate to the question. ☐ Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1	<i>Threshold performance:</i> ☐ Learners spell and punctuate with reasonable accuracy. ☐ Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. ☐ Learners use a limited range of specialist terms as appropriate.
SPaG 2	2–3	<i>Intermediate performance</i> ☐ Learners spell and punctuate with considerable accuracy. ☐ Learners use rules of grammar with general control of meaning overall. ☐ Learners use a good range of specialist terms as appropriate.
SPaG 3	4	<i>High performance</i> ☐ Learners spell and punctuate with consistent accuracy. ☐ Learners use rules of grammar with effective control of meaning overall. ☐ Learners use a wide range of specialist terms as appropriate.