Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

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

Thursday 12 June 2025

Morning (Time: 1 hour 30 minutes)

Paper reference **1GA0/03**

Geography A

PAPER 3: Geographical Investigations Fieldwork and UK Challenges

You must have:
Resource Booklet (enclosed)
Calculator, ruler

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A answer **either** Question 1 **or** Question 2.
- In Section B answer **either** Question 3 **or** Question 4.
- In Section C answer **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Where asked you **must show all your working out with your answer clearly identified at the end of your solution**.

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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

Turn over ▶

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SECTION A

Geographical Investigations – Physical Environments

Answer EITHER Question 1 OR Question 2 in this section.

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

Write your answers in the spaces provided.

Question 1: Investigating Physical Environments (River Landscapes)

If you answer Question 1, put a cross in the box ☒ .

1 A group of students collected data to investigate changes along a section of a river channel.

The students measured the velocity in the centre of the river at three different survey sites.

(a) Identify **one** item that could have been used to measure river velocity.

(1)

- ☒ **A** caliper
- ☒ **B** clinometer
- ☒ **C** quadrat
- ☒ **D** stopwatch

(b) Name the correct unit of measurement for river velocity.

(1)

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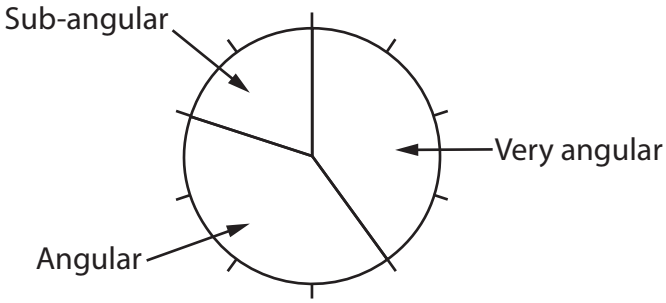
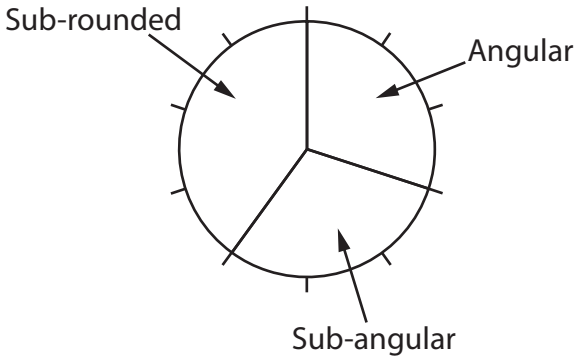
(c) The students produced pie charts to show the percentage of different pebble shapes along a river from source to mouth.

Study Figure 1 below.

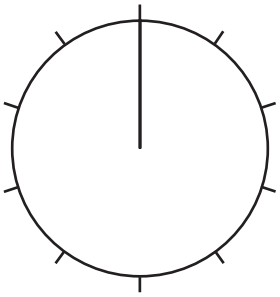
Site 1
(nearest to the source)



Site 2



Site 3
(nearest to the mouth)



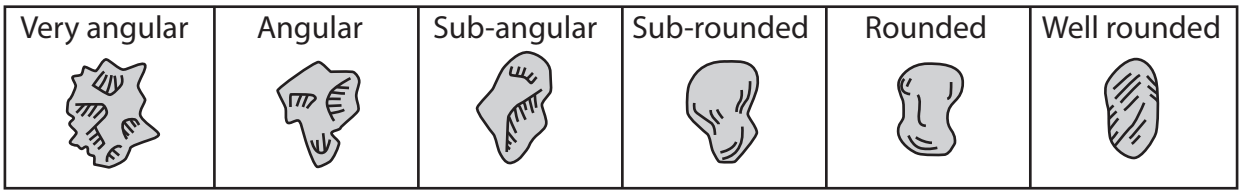


Figure 1

Pie charts to show pebble shapes at three sites along the river, from source to mouth

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(i) Complete the pie chart for **Site 3** by plotting the data below.

(2)

Pebble shape	Percentage
1. Sub-rounded	10%
2. Rounded	20%
3. Well rounded	70%

(ii) Suggest **one** conclusion the students could make about the changes in pebble shape shown on Figure 1.

(2)

(d) (i) Describe **one** fieldwork method that could have been used by the students to measure river width.

(2)

(ii) Suggest **one** way this method to measure river width might not have been accurate.

(2)

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(e) You have studied a river as part of your geographical investigation.

Evaluate the following statement about your fieldwork:

'My fieldwork location and survey sites helped me to answer my enquiry question(s).'

(8)

Title of your geographical investigation

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(Total for Question 1 = 18 marks)

Do not answer Question 2 if you have answered Question 1.

Question 2: Investigating Physical Environments (Coastal Landscapes).

If you answer Question 2, put a cross in the box ☒ .

2 A group of students collected data to investigate coastal processes along a section of a coast.

The students measured the gradient of the beach from the cliff to the water's edge at three different survey sites.

(a) Identify **one** item that could have been used to measure beach gradient.

(1)

☒ **A** caliper

☒ **B** clinometer

☒ **C** quadrat

☒ **D** stopwatch

(b) Name the correct unit of measurement for beach gradient.

(1)

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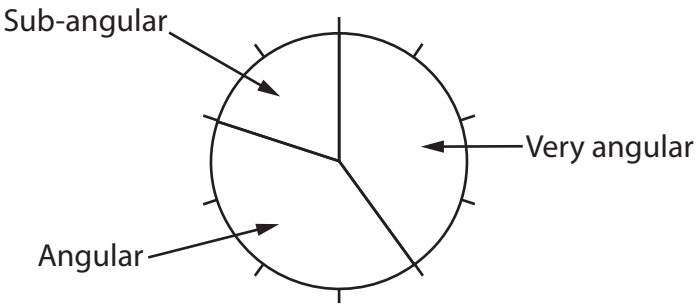
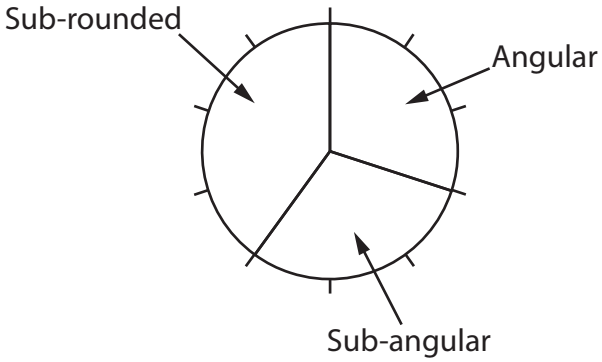
(c) The students produced pie charts to show the percentage of different pebble shapes along a beach from north to south.

Study Figure 2 below.

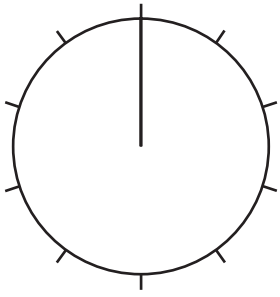
Site 1 (furthest north)



Site 2



Site 3 (furthest south)



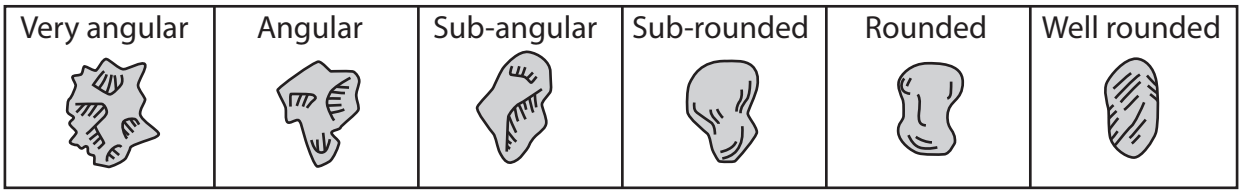


Figure 2

Pie charts to show pebble shapes at three sites along the beach, from north to south

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(i) Complete the pie chart for **Site 3** by plotting the data below.

(2)

Pebble shape	Percentage
1. Sub-rounded	10%
2. Rounded	20%
3. Well rounded	70%

(ii) Suggest **one** conclusion the students could make about the changes in pebble shape shown in Figure 2.

(2)

(d) (i) Describe **one** fieldwork method that could have been used by the students to measure beach width from cliff to water's edge.

(2)

(ii) Suggest **one** way this method to measure beach width might not have been accurate.

(2)

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(e) You have studied a coast as part of your geographical investigation.

Evaluate the following statement about your fieldwork:

'My fieldwork location and survey sites helped me to answer my enquiry question(s).'

(8)

Title of your geographical investigation

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(Total for Question 2 = 18 marks)

TOTAL FOR SECTION A = 18 MARKS

SECTION B

Geographical Investigations – Human Environments

Answer EITHER Question 3 OR Question 4 in this section.

Write your answers in the spaces provided.

Question 3: Investigating Human Environments (Central / Inner Urban Area)

If you answer Question 3, put a cross in the box ☒ .

3 (a) You have studied an urban area as part of your own fieldwork.

(i) State **one** risk you considered before collecting your fieldwork data.

(1)

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(ii) Describe **one** way you attempted to reduce this risk.

(2)

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(b) Explain **one** limitation of your fieldwork method to record environmental quality.

(2)

Named method

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(c) Explain **one** way the use of Census data helped your investigation.

(2)

(d) Explain **one** conclusion that you made about the land use in your urban area.

(3)

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(e) Study Figure 3 in the Resource Booklet.

A group of students were investigating the quality of the environment in an urban area. Evaluate the following statement.

'The reduction in vehicles allowed into the city centre is a positive change for people and the environment.'

You **must** use evidence from Figure 3 in your answer.

(8)

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(Total for Question 3 = 18 marks)

Do not answer Question 4 if you have answered Question 3.

Question 4: Investigating Human Environments (Rural Settlements)

If you answer Question 4, put a cross in the box ☒ .

4 (a) You have studied a rural settlement as part of your own fieldwork.

(i) State **one** risk you considered before collecting your fieldwork data.

(1)

(ii) Describe **one** way you attempted to reduce this risk.

(2)

(b) Explain **one** limitation of your fieldwork method to record views about environmental quality.

(2)

Named method

(c) Explain **one** way the use of Census data helped your investigation.

(2)

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(d) Explain **one** conclusion that you made about the flows of people within your rural settlement.

(3)

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(e) Study Figure 4 in the Resource Booklet.

A group of students were investigating the quality of the environment in a rural area. Evaluate the following statement.

'The new farm shop in the village is a positive change for people and the environment.'

You **must** use evidence from Figure 4 in your answer.

(8)

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(Total for Question 4 = 18 marks)

TOTAL FOR SECTION B = 18 MARKS

SECTION C

UK Challenges

Answer ALL questions.

Write your answers in the spaces provided.

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

Spelling, punctuation, grammar and use of specialist terminology will be assessed in Question 5(f).

5 (a) Study Figure 5a in the Resource Booklet.

(i) Identify the total UK greenhouse gas (GHG) emissions in 2005.

(1)

☒ **A** 500 million tonnes

☒ **B** 600 million tonnes

☒ **C** 700 million tonnes

☒ **D** 800 million tonnes

(ii) Describe the trend in UK GHG emissions from 1990 to 2022.

You **must** use data in your answer.

(2)

(b) Define the term **sustainability**.

(1)

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(c) Study Figure 5b in the Resource Booklet.

Identify which source had the lowest GHG emissions in 2019.

(1)

- ☒ **A** agriculture
- ☒ **B** buildings
- ☒ **C** industry
- ☒ **D** transport

(d) The increasing UK population has led to a debate about the use of brownfield and greenfield sites.

Explain **two** benefits of regenerating brownfield sites.

(4)

1 .....

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(e) Explain **one** benefit of building on greenfield sites.

(3)

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

(f) Use the information from the Resource Booklet (Figures 5a, 5b, 5c, 5d, 5e and 5f) as well as knowledge and understanding from the rest of your geography course.

'The development of sustainable transport is the best option to improve environmental sustainability in the UK.'

Discuss this view.

(12)

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(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 5 = 28 marks)

TOTAL FOR SECTION C = 28 MARKS
TOTAL FOR PAPER = 64 MARKS

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

Thursday 12 June 2025

Morning (Time: 1 hour 30 minutes)

Paper reference **1GA0/03**

Geography A

PAPER 3: Geographical Investigations Fieldwork and UK Challenges

Resource Booklet

Do not return this Booklet with the question paper.

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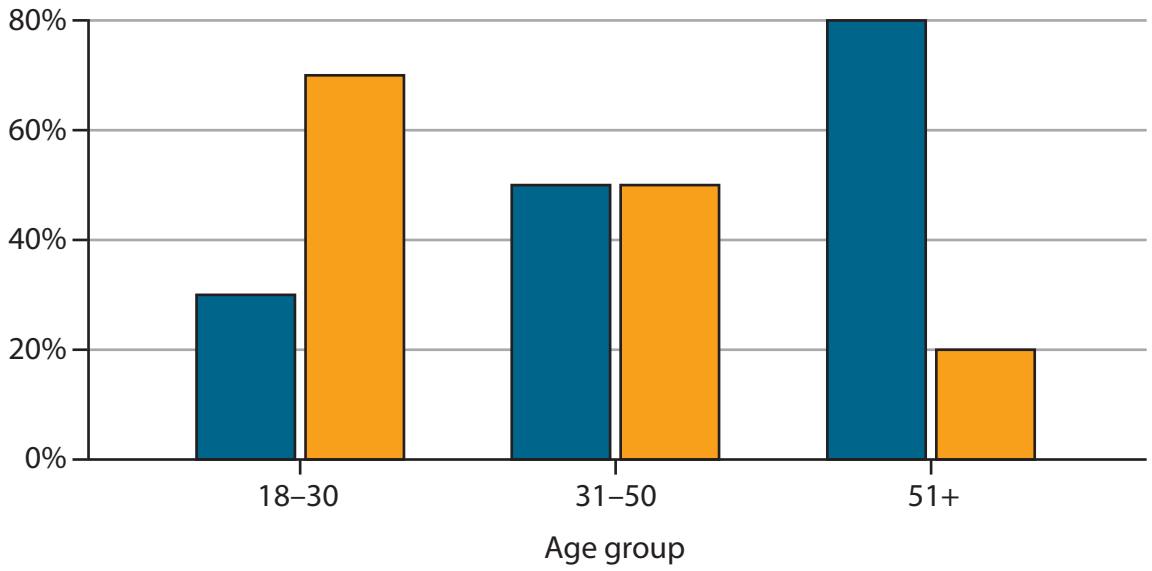
SECTION B

Geographical Investigations – Human Environments

Questionnaire results
Do you think the reduction in vehicles allowed into the city centre is a positive change?



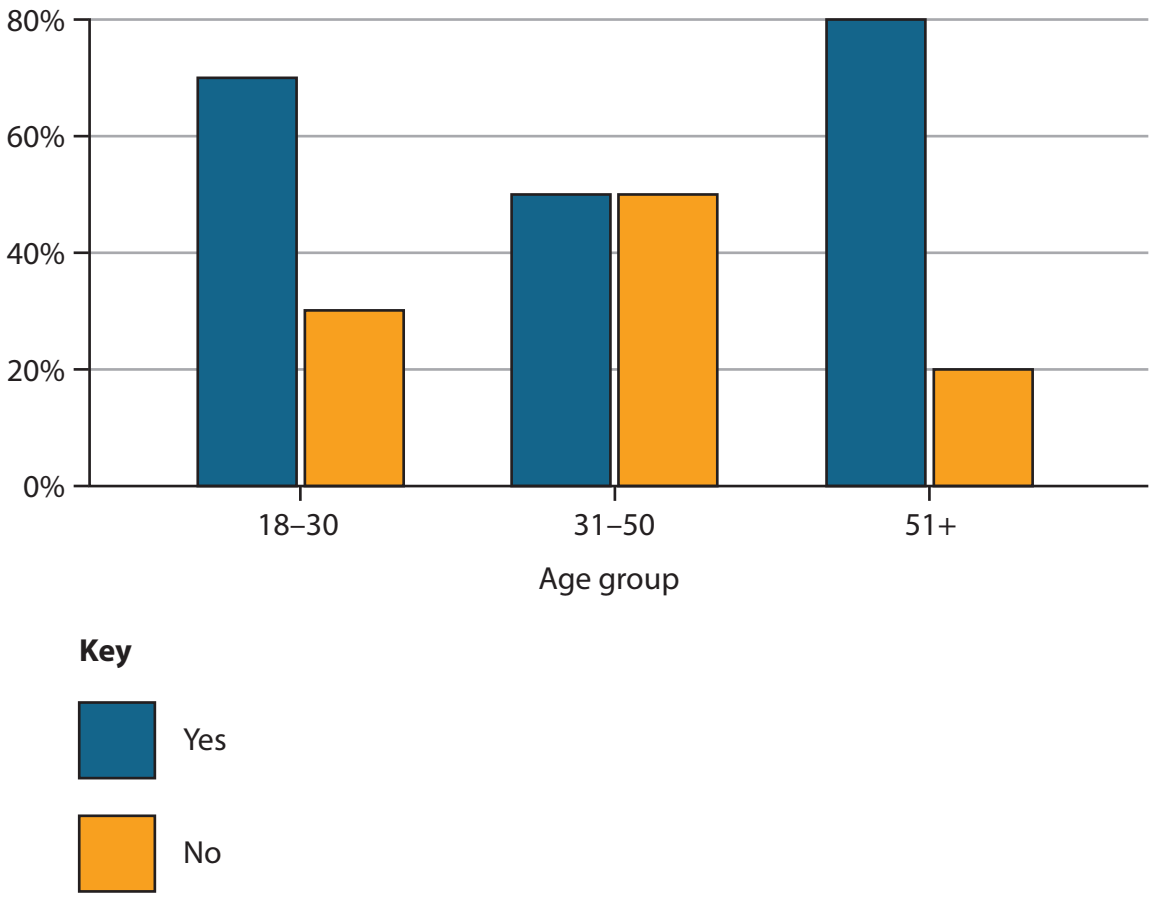
Can you give a reason for your decision?
'For many years the city centre roads were busy, and it made walking around the city centre challenging. It now feels safe.'
'I used to be able to drive straight into the city centre to park. Now I must park outside of the city and walk in. This increases the time it takes to get to work.'
'I've noticed the number of vehicles coming into the city centre has significantly reduced but traffic seems to now be an issue on the edge of the city centre.'

Figure 3

Questionnaire data collected by a group of students for their urban investigation

Questionnaire results

Do you think the new farm shop in the village is a positive change?



Can you give a reason for your decision?

'The opening of the new farm shop has increased traffic flow into the village as more people from nearby villages come to do their shopping.'

'The farm shop means I don't have to always travel by bus to the main town to do my shopping several times a week. I can now buy my essentials from the farm shop and only go to the main town once a week.'

'It has provided me with a job which is within walking distance, reducing how often I use my car.'

Figure 4

Questionnaire data collected by a group of students for their rural investigation

SECTION C

UK Challenges

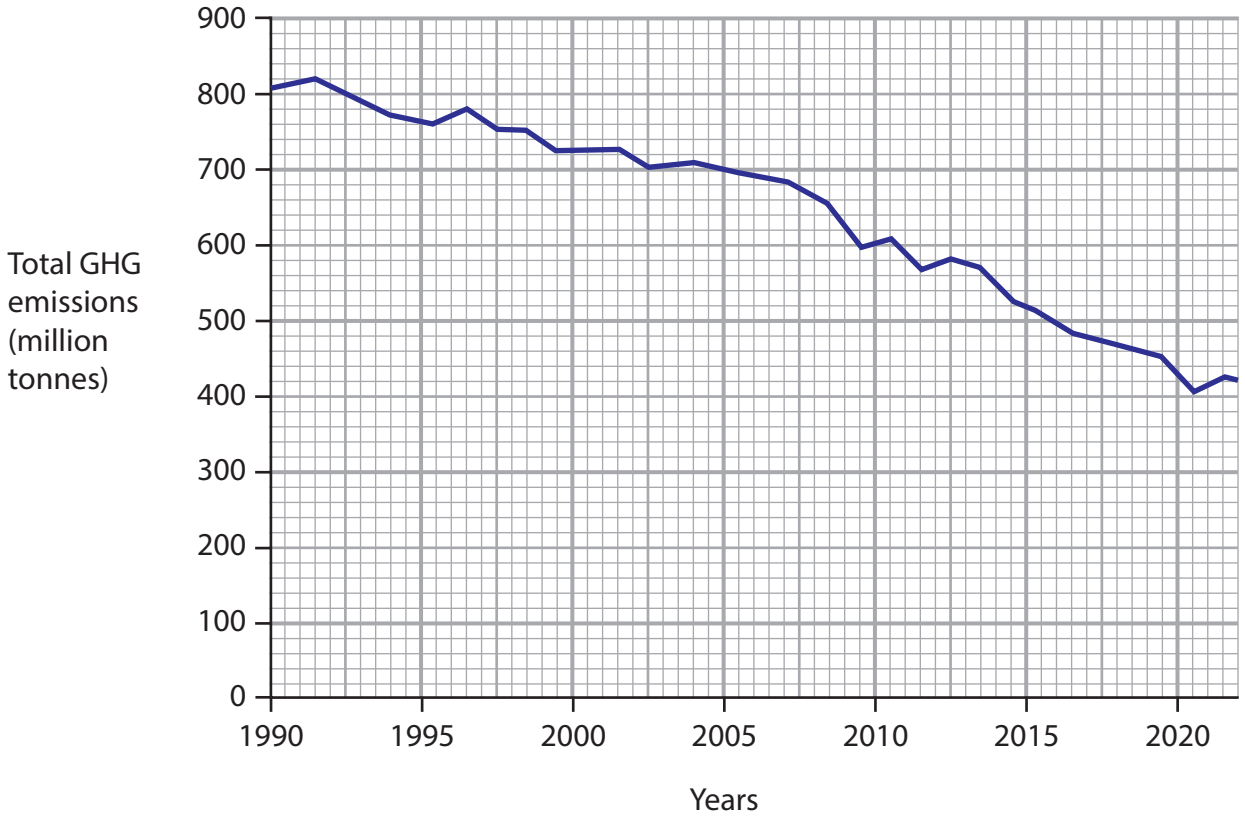
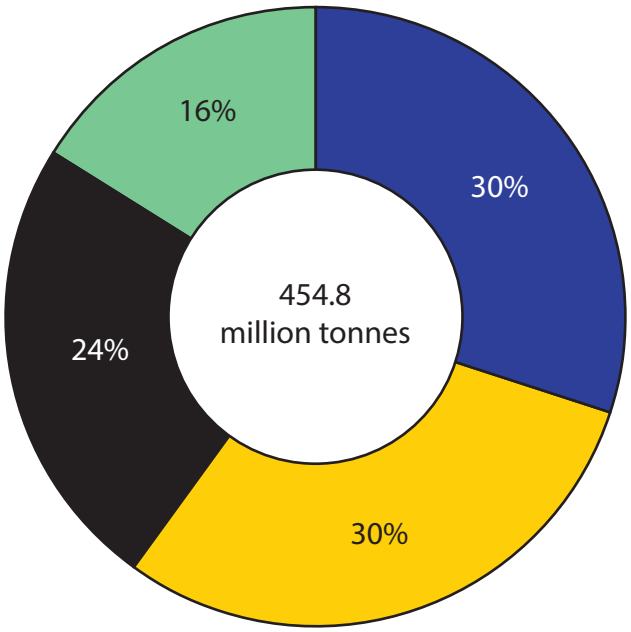


Figure 5a

Total UK greenhouse gas (GHG) emissions, 1990–2022



Key

- Buildings
- Transport
- Industry
- Agriculture

Figure 5b

UK GHG emissions by source, 2019

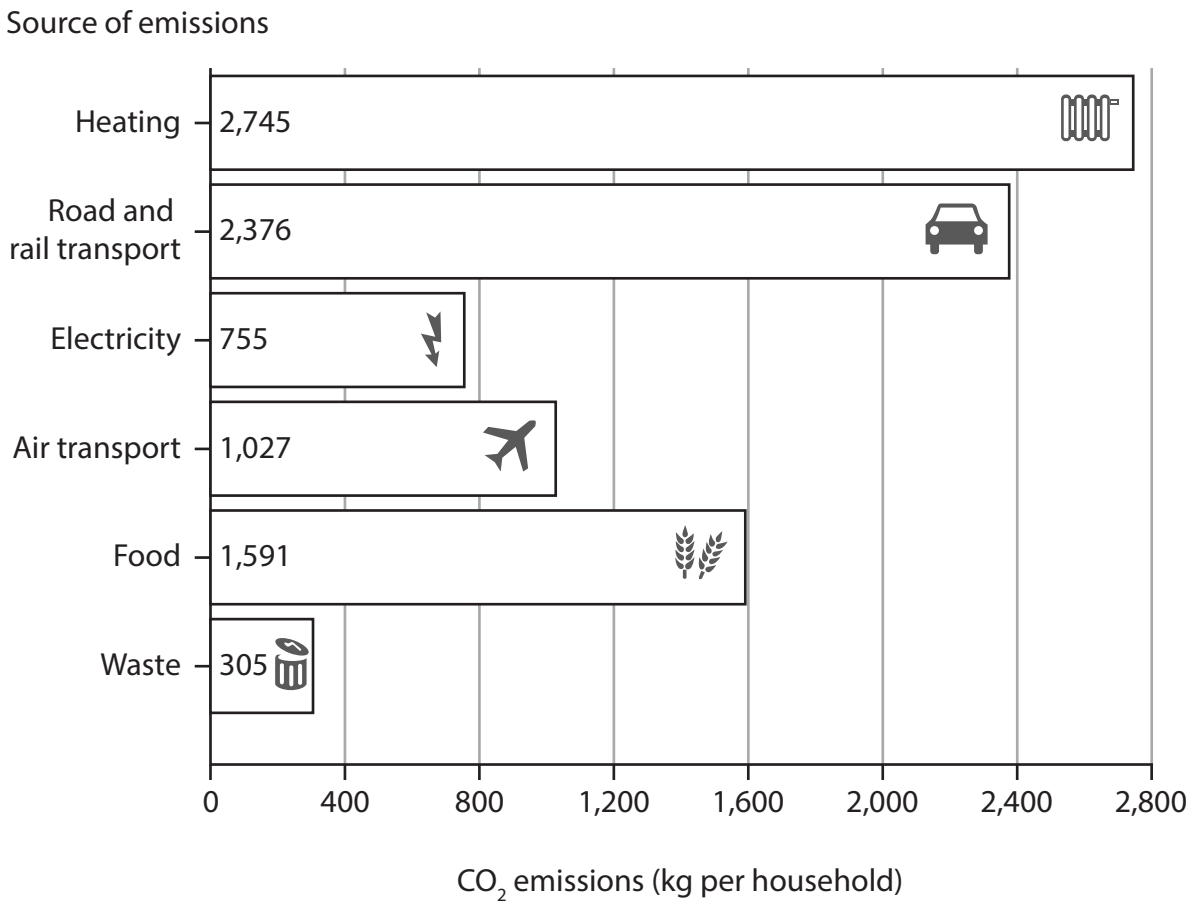


Figure 5c

UK average household CO_2 emissions, 2017

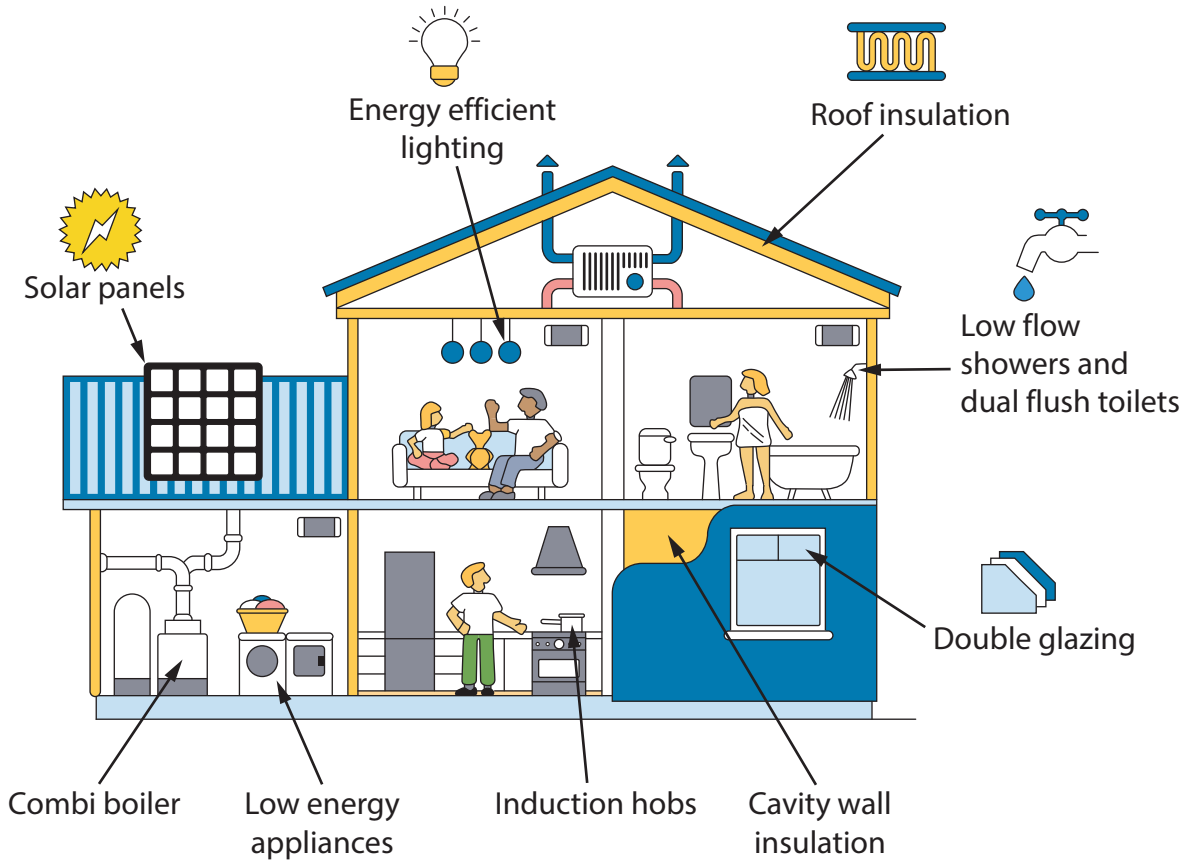


Figure 5d

An affordable, energy efficient house, designed to have low GHG emissions

Encouraging people to cycle and walk more can help tackle climate change.

It can also help improve air quality and health, and helps tackle traffic congestion.

In July 2020, the government launched ambitious plans for the UK which included:

1. Encouraging cycling and walking, with an aim for half of all journeys in towns and cities to be walked or cycled by 2030.
2. Increasing the percentage of children aged 5 to 10 that usually walk to school, from 49% to 55% by 2025.
3. Investing in new cycle lanes that allow people to safely cycle in and around towns and cities.

Figure 5e

Cycling and walking strategy for the UK

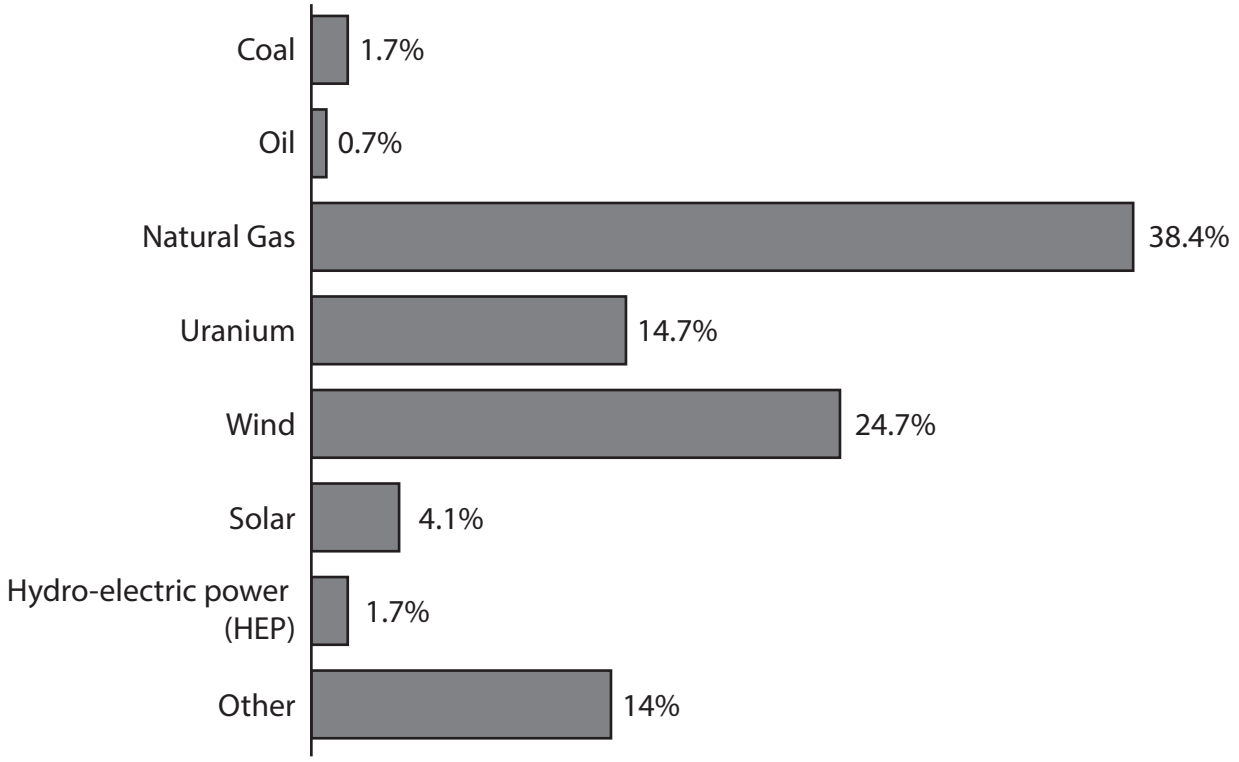


Figure 5f

Electricity generation by fuel type in the UK, 2022

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Acknowledgements

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

Figure 5a: adapted from https://assets.publishing.service.gov.uk
Figure 5b: adapted from https://assets.publishing.service.gov.uk
Figure 5c: adapted from https://energysavingtrust.org.uk
Figure 5d: adapted from ©Vectormine/Shutterstock
Figure 5e: © Simon Turner/Alamy Stock Photo
Figure 5f: data from https://www.bbc.co.uk/news/business-63976805