



GCSE Examiners' Report

Geography B

GCSE

Summer 2024

Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	Eduqas offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.eduqas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and component level. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (eduqas.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.eduqas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Eduqas

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Executive Summary

The examination papers in GCSE Eduqas B Geography were generally of a similar standard to the previous examination series. As is always the case, some questions were seen as more demanding in some topics and less demanding in others.

The 12-mark answers in Components 2 and 3 proved good differentiators in performance, as did the longer answer questions in Component 1. The splitting of one of the 8-mark AO3 questions in Component 1 into two 4-mark answers had no real positive or negative impact on the marks compared to the other two long answer questions. Question 1d had a mean mark of 3.4, Question 3d had a mean mark of 3.3, both as 8-mark questions, whereas Question 2di and 2dii combined had a mean mark of 3.7, with 2dii performing slightly better (mean mark of 2.1) as a question where map analysis rather than direct knowledge to evaluate was required. It is important to note here that the approach of splitting one or more of the 8-mark questions may well be repeated in future series so centres must prepare candidates for this possibility.

AO1 knowledge questions were in general very weak in Component 1 with many answers too generic or simply unanswered (especially on the physical geography side) and not recalling specific names, locations and information that would access the highest marks for these questions. AO4 skills questions were in general done very well e.g. interpretation of graphs and maps across the components, however some statistical skills still show weakness e.g. measures of central tendency and questions around the use of development data in Component 2. AO3 responses, for example in Component 2, were often let down by candidates copying information from resources rather than taking information from them and elaborating to create chains of reasoning, therefore accessing the highest marks on the longer tariff questions. Sustainability is a key concept that underpins all components in this course and is still not always fully understood by candidates when using it to justify key points in their answers.

A key point to note from Component 3 is that candidates are still struggling to write specifically about their own fieldwork and many still do not reference it at all in their answers in Parts A and B. General answers here do not give the required detail on aspects of fieldwork like accuracy, identifying the difference between primary and secondary data and specific data presentation and analysis methods that may have been used. This makes evaluating the strengths and weaknesses of candidates own fieldwork very difficult and leads to continued low performance in the four specific fieldwork questions.

Areas for improvement	Classroom resources	Brief description of resource
AO1 knowledge, case studies and specific examples (e.g. of ecosystems in Component 1).	https://www.eduqas.co.uk/media/v5agp0hn/geogshots-ao1-eduqas-b.pptx Eduqas Digital Educational Resources GCSE B Geography Eduqas (Key Terms for Eduqas B) https://www.eduqas.co.uk/media/2akgmq0n/eduqas-b-resources-audit.xlsx	Geog Shot slides outlining how to write high quality AO1 answers. All Geog Shots produced by Fiona Rennie, GCSE Geography Subject Adviser. Eduqas Digital Resources page covers a wide range of topics e.g. 5.3 Processes and interactions within ecosystems, a weakness in this year's Component 1 paper. Key terms document covers all Themes in Eduqas B and has definitions of all terms that should be used in AO1 answers. Resources Audit has links to all blended learning and knowledge organiser resources for the Eduqas B specification.
How to write AO3 answers, especially to high tariff evaluation questions e.g. Part C in Component 2 and Question 3 in Component 3.	https://www.eduqas.co.uk/media/jmyhwftt/geogshots-ao3.pptx https://www.eduqas.co.uk/media/qb4hprxi/geogshots-eduqas-discuss-assess-to-what-extent.pptx https://www.eduqas.co.uk/media/4aepr40p/geogshots-component-3-part-c-1.pptx https://www.eduqas.co.uk/media/sn2h2frd/geogshots-component-3-part-c-2.pptx	Four focussed Geog Shots with general advice on AO3 answers, focus on 'discuss, assess & to what extent' answers and then targeted advice on Component 3, Question 3.

Specific reference to, and discussion of, candidates' own fieldwork in Component 3 Parts A and B fieldwork questions.	GCSE B Geography Edugas Edugas Digital Educational Resources	Key Documents Fieldwork Guidance section on the Edugas B website has specific presentations on fieldwork topics for current Year 11 (Geographical Flows & Sustainability, 2025) and incoming Year 10 (Qualitative Surveys & Cycles & Flows, 2026). Three blended learning resources also cover accuracy, reliability and validity in fieldwork, approaching fieldwork in the classroom and developing more effective fieldwork investigations.
Specific mathematical and statistical skills e.g. measures of central tendency and the use of development statistics to justify arguments	Resource (edugas.co.uk) https://www.edugas.co.uk/media/fs5bs1ze/geogshots-map-skills.pptx	Edugas digital resource covering interactive mathematical & statistical skills questions across the whole of Spec B. Links to other specific maths resources also found here. Map skills Geog Shot has specific examples and a link to the digital resource above.
Knowledge and understanding of the concept of sustainability across the specification.	Edugas Digital Educational Resources	Many blended learning resources address sustainability in different contexts e.g. 6.3 management of water resources and 8.2 management of ecosystems.
All above points covered by previous Online Exam Review (OER) resources.	Home Page EDUQAS OER Website	Specific annotated answers showing good practice from previous series papers.

GCSE GEOGRAPHY EDUQAS B

GCSE

Summer 2024

C112U10-1 INVESTIGATING GEOGRAPHICAL ISSUES

Overview of the Unit

- Component 1 assesses all four Assessment Objectives, with equal weighting for each AO in each of the three compulsory questions
- Question 1 explored Key Ideas 1.1 Urbanisation in contrasting cities and Key Idea 1.3 Global perspective on development issues through the topics of world city growth, trade and the impacts of MNC's. Skills covered were cartographic interpretation, the calculation of percentage increase and graphical skills involving the completion of a pie chart.
- Question 2 had a focus of Key Idea 2.1 Coasts and coastal management and 2.2 Rivers and river management. Topics covered included coastal processes and management strategies, the impact of climate change on coastal communities, and the impact of flooding in urban areas. Skills included OS map and flood risk map interpretation and the completion of a bar graph.
- Question 3 covered Key Ideas 3.1 How ecosystems function and 3.3 Water resources and management. The questions focussed on hot semi-arid grassland distribution and adaptation, biodiversity and characteristics of chosen ecosystems, with a final section on the increasing global demand for water and possible management solutions.
- AO4 Skills questions were generally answered well. It was pleasing to note that centres are addressing the issue raised in previous reports regarding candidates understanding of why certain statistical techniques are used to represent data sets. There was a much lower incidence of the generic 'easy to read' and 'shows the data clearly' responses which are not mark worthy.
- Candidates showed an increasing understanding of the concept of sustainability, although weaker candidates found its application to new situations more challenging.
- However, once again, the AO1 questions were the worst performing on the paper and had the highest number of non-attempts. Most responses were lacking in specific detail to provide evidence of some recall of geographical knowledge, applied to their chosen examples. There are still far too many generic responses to this type of question which rarely get above Band 1 in the mark scheme. Candidates need to learn specific facts such as names of schemes or areas of cities, numerical facts, or names of plant or animal species.
- Generally, physical geography questions were poorly answered with a lack of knowledge of processes, landforms and concepts such as 'hold the line.'
- There was also a high incidence of candidates just directly copying phrases from the resources provided, especially in AO3 questions. This contrasted with the increasing number of candidates who took a point from the given information and elaborated it with subsequent extension points to form a chain of reasoning. This gave them access to the higher bands of the mark scheme.

Comments on individual questions/sections

Theme 1: Changing Places – Changing Economies

- Q.1 (a)**
- (i)** This required simple identification of changes in location but did not score particularly high marks as many candidates described size and not location.
 - (ii)** A surprisingly high percentage of candidates were unable to perform the simple calculation of percentage population increase. There were many different mathematical approaches to this, and credit was given to all correct workings.
 - (iii)** There were some very good responses to this question on reasons for rapid city growth in LIC's/NIC's. There was sound geographical reasoning such as MNC's locating there (1 mark) leading to high paid jobs (1 mark) which attracts migrants from rural areas (1 mark). Several understood the reason for a higher natural population increase quoting better health care facilities in cities leading to a lower child/adult mortality rate.
- (b)** This was a straightforward AO1 question requiring knowledge of housing improvement projects in a named LIC/NIC. A very high percentage used the example of the Dharavi area of Mumbai. The key to a good response was to recognise that the focus was on how the problem is being tackled. There was therefore no need for analysis of reasons why there was a problem. Many weaker responses simply described the poor quality of housing and sanitation. Specific details showing knowledge of their chosen example were needed to reach Band 2. Again, too many generic responses just referred to 'build houses' or 'blocks of flats. There were also several totally incorrect examples chosen such as London and New York. Examples in the online CPD exam feedback slides will illustrate a Band 1 and a Band 2 response.
- (c)**
- (i)** This simple sentence completion question was generally well done, although a few candidates got imports and exports the wrong way round and some had trade blocs confused with trade embargoes.
 - (ii)** The completion of the pie chart on Fair Trade products was a high performing question with accurate completion and correct use of shading from the key provided. A few did not achieve the mark for shading because they just wrote the words 'tea' and 'coffee' which was not acceptable.
 - (iii)** This 4-mark AO2 question was very poorly answered. It was quite a challenging question that was testing understanding of global inequalities and how trading can reduce it. Very few candidates achieved this, and most answers were very simplistic and just described what trade is, without relating it to global inequalities. The best responses linked the idea of profit made from trading goods going towards improving health facilities or education, leading to further development. This question had a high number of non-attempts. The online exam feedback CPD slides illustrate an excellent response achieving the full 4 marks.

- (d) This AO3 question covered the MNC example of Unilever. The statement was quite straightforward and required a discussion of both the advantages and disadvantages of MNC's to a country. Responses were very mixed in quality. Some outstanding ones looked at several positive and negative issues. Many discussed the exploitation of workers with low pay and poor working conditions, quoting their own examples of such practice. Equally, there were discussions on the positive multiplier effect of MNC's, with the impact of the need for services such as cleaners and maintenance workers in both offices and factories. Many middle band responses were able to develop a few points such as the government getting money from taxes which could be spent on improving health care and education. General comments such as 'improvements to infrastructure' need to be elaborated with specific examples. At the weaker end of the spectrum, Band 1 and Band 2 responses only referred to their being 'more job opportunities which mean people have a better quality of life'. This is too generic to reach Band 3. A significant number missed the key point of the question and simply described the benefits of the products made by Unilever or the advantages to the MNC itself such as cheap labour and land, which was not required in this question.

- Q.2 (a)**
- (i) A straightforward AO1 knowledge question requiring the labelling of coastal transport processes on diagrams. Quite a few confused saltation with suspension and only a relatively small percentage got all three correct.
 - (ii) This simply required the naming of a single coastal landform created by deposition. It was generally well done, with 'spit' and 'beach' being the most popular answers. A few wrote 'longshore drift' which is a process and not a landform. Some were confused with river landforms with incorrect responses such as 'meander' and 'ox-bow lake.'
 - (iii) This 2-mark AO2 question on rock type was answered to a high standard. Most candidates understood that hard/more resistant rocks would erode quicker than softer ones.
- Q.2 (b)**
- (i) Once again, the quality of this AO1 question on the impact of climate change on coastal communities was very mixed. Candidates had a free choice of a named country they had studied, and there were some excellent examples used such as the Maldives, Tuvalu and Australia. To gain Band 2 there needed to be evidence of specific knowledge. Too many responses were generic in nature, and just referred to 'sea levels rising' and 'homes being at risk,' which only achieved Band 1. In contrast, some of the Maldives examples referred to the impact on tourism as the islands become submerged. Many responses that used the UK described the impact of increased coastal erosion but did not relate it to coastal communities, which was the focus of the question. Example answers at different levels of response are illustrated in the online exam feedback CPD slides.
 - (ii) The concept of 'hold the line' as a coastal management strategy was not understood by a significant number of candidates who failed to answer this question. There were many simplistic statements such as 'too expensive,' or 'it looks ugly' with no elaboration. There were also some excellent elaborations that referred to the need for maintenance, or to the negative on tourism and therefore the local economy. Some understood the possible negative impacts further down the coastline.

- (c)
 - (i) A high scoring question, with some excellent responses. Most candidates were able to give an elaborated reason why urbanisation causes flooding, linking increased use of tarmac/concrete to increased surface run-off.
 - (ii) The OS Map extract was required to answer True/False statements about flood risk. It was very well done with most candidates showing the ability to transfer information about grid referenced places from map to diagram.
 - (iii) It was disappointing that a few candidates did not pick up 2 easy AO4 Skills marks by completing the bar graph. However, the majority successfully achieved both marks, with only a few not able to place the bar for schools halfway between the 34 and 36 lines.
 - (d)
 - (i) The AO3 marks for this question were split into two. The first question required an understanding of sustainability in relation to a diagram about a flood relief scheme. Disappointingly, many responses were very simplistic. Most showed a basic understanding of the concept, but many just gave a definition of sustainability, without making it relevant to the example. Weaker responses could only make a simple point about it reducing flooding and there was a high incidence of direct copying from the resource. The best responses described how it was modern 'green' technology that was sustainable through an increase in biodiversity and how it solved flooding by increasing infiltration rates through the sponge surface without causing any visual pollution.
 - (ii) The response to the second AO3 question varied in quality. There was evidence of some sophisticated map reading skills, with many referring to specific facts, sometimes using grid references and sometimes with a named example, such as the Museum. The elaborations ranged from detailed discussions of the impact on tourism if the area was flooded, especially with reference to the Museum where valuable artefacts could be destroyed. At the other end of the spectrum, more basic responses did not get to grips with economic consequences, often just saying generically that buildings would be damaged. A frequent elaboration was that it cost a lot of money to repair. Example answers at different levels of response are illustrated in the online exam feedback CPD slides.
- Q.3
 - (a)
 - (i) There were many accurate responses to this question on distribution of hot semi-arid grasslands, making good use of the resource. A high percentage were able to identify 3 locational points for maximum marks. Credit was not given for non-geographical references to 'above' or 'below' the equator.
 - (ii) To answer this question on how vegetation adapts successfully, candidates needed to show specific knowledge of hot semi-arid grassland vegetation. Some excellent responses described adaptations made by the baobab and acacia trees. Generic responses such as 'they have roots to get water' were not credited, as all plants do this. An example in the online exam feedback CPD slides shows an excellent Band 2 response worthy of the full 4 marks.

- (iii) A high scoring question on the definition of biodiversity.
 - (iv) This AO2 question on human impact on biodiversity of a chosen ecosystem did not score very highly, and again many candidates did not attempt it at all. Tropical rainforests were the most popular choice, but too many just referred to 'deforestation means animals lose their habitat.' There needed to be some reference to named animals or plants that have been affected in that ecosystem such as orangutans. There were, however, also some excellent examples using the impact on coral reefs.
- (b) This was perhaps the worst performing question on the paper. A very high percentage did not attempt this uncomplicated description of a small-scale UK ecosystem. Questions on this topic have been set twice in recent examinations, with examiners reports commenting on how badly candidates have tackled them. As previously, it is an AO1 question that needed specific information about their chosen small-scale ecosystem. Just three simple specific descriptive points were needed. Several did tropical rainforests or semi-arid grassland which were wrong on two counts – they are not UK and not small-scale. That said, some centres have obviously addressed the issue with some outstanding examples of sand dunes, with details of types of dunes and named vegetation found on them. Two examples are included in the online exam feedback CPD slides that illustrate responses achieving the full 3 marks. One has a very good example of a diagram that would have gained all 3 marks on its own.
- (c)
 - (i) A high scoring sentence completion question involving graphical analysis.
 - (ii) Candidates are increasingly able to make valid points regarding the appropriateness of statistical techniques such as line graphs. Many quoted the fact that the data was continuous or showed changes over time.
 - (iii) The concept of population growth leading to higher demand for water was understood by most candidates. The quality of response was variable, with a significant number only able to list simple reasons such as water being needed for drinking or domestic appliances. More sophisticated answers discussed the need for increased food production leading to more irrigation water being required.
 - (d) Candidates were required to assess the value of multi-purpose schemes like the Itaipu Dam Project and its application to other countries in this final AO3 question. Weaker candidates just copied given facts, without developing these into elaborated points. Some excellent comparisons were made with other schemes, such as the Mekong and the Lesotho Highlands. These were used to good effect to make valid statements about the advantages/disadvantages of schemes such as Itaipu. One of the key elements was that candidates were asked if this was the best option for other countries, and a comment on this was required to get into Band 3. Many responses fell short of this, despite making excellent points for and against such schemes, as they failed to justify their opinion. Candidates need to make sure they read the question carefully and adjust their response according to the elements.

Summary of Key Points

1. Specific AO1 knowledge is needed by candidates for all parts of the Theme. If candidates are using named examples learnt in the classroom in answers, then they must refer to specific facts such as names of schemes, areas or cities and use numerical facts to back up key points where possible.
2. Particular attention should be given to physical geography examples and knowledge, which were noticeably weaker on this paper.
3. The number of candidates who use information from resources to form elaborated chains of reasoning is increasing, however many candidates still simply copy from resources when answering AO3 questions, limiting them to lower bands in the mark scheme.
4. Centres should be aware that all types of questions with different tariffs can be asked within the AOs in this paper and should not always expect the same question structure every year. The two 4-mark AO3 questions instead of the 'usual' 8-mark question in Part 2 this year are an example of this.
5. This Component 1 paper was of comparable standard to previous examinations. It was generally accessible to the full range of candidates, whilst proving sufficiently challenging to enable effective differentiation through a balance of short and extended writing questions.

GEOGRAPHY

GCSE

Summer 2024

C112U20-1: PROBLEM SOLVING GEOGRAPHY

Overview of the Component

Candidates were asked to consider the issue of desertification in Bahrain (a NIC) and how it might be solved.

The demand of this paper was comparable to those of previous years and has proven to be a suitable and fair test for the candidates across the ability range targets (L1 to L2, 1-9). Assessment Objectives were the same as those detailed in the specification.

The extended writing questions that required candidates to apply knowledge were more challenging than the recall of knowledge questions. Candidates demonstrated good understanding of processes but their ability to employ geographical skills was very mixed. Candidates were proficient at understanding the rubric of questions and all questions had a full range of responses from zero to full marks.

The following topics were well-answered:

- Knowledge of hot, semi-arid areas (1bi, 1cii, C)
- Understanding of processes that prevent and encourage desertification (1ci, 1cii, 1diii, 2aii, 2ci, 2cii)
- The application of knowledge to explain the effects of desertification (2cii)
- Interrogation of graphical information sources for information (1bii, 1ciii, 2di)

Areas for improvement include:

- Communicating a deeper understanding of sustainability. (2b, C)
- Understanding of the limitations of using data to measure development (1cvi)
- The use of measures of central tendency. (1civ, 1cv)
- Demonstrating an understanding of why attitudes vary between stake holders (2dii, C)
- Using development data to establish a context (1biii, 2aiii, 2cii, C)

Comments on individual questions/sections

Q.A Candidates struggled to earn all the marks available because of the unconventional distribution. Many of them saw a pattern about the Tropics which was incorrect although a majority were able to specify two distinct areas that are particularly affected by desertification.

(b) (i) Most candidates were able to correctly identify at least two of the three features of the hot, semi-arid climate. Typically, they did not know that it has a “short wet season.”

(b) (ii) A significant number of candidates confused conversational descriptions with geographical ones. Many wrote about ‘above’ the Equator rather than ‘North of’ or ‘southwest of’ Asia when they needed ‘southwestern Asia.’

- (b) (iii) Many candidates were able to describe to features of an NIC with a wide range of answers. Some were unable to gain credit because they offered ill-defined, generic characteristics that could describe any country. The best candidates knew about the rise of manufacturing, the impacts that has had on trade and on workers and the role of MNCs. A minority of candidates painted NICs as very undeveloped countries. Some lost marks for an overly pessimistic view of an NIC's development status (i.e., they highlighted extreme poverty) and others failed to offer specific qualities; they didn't offer a qualifier. So, an answer such as high birth rates would have gained credit if it had been falling birth rates. Many candidates did not recognise that life is improving rapidly in NICs although many scored full marks for observations about their economic development. Example answers at different levels of response are illustrated in the online exam feedback CPD slides.

Most candidates correctly placed the labels on the diagram.

- (c) (ii) Most candidates recognised the need to explain their simple statement about the reasons for deforestation for both marks. Example answers with elaborated and unelaborated responses are illustrated in the online exam feedback CPD slides.
- (c) (iii) Almost all candidates were very able to interrogate the resource accurately.
- (c) (iv) Calculating a median from four numbers proved difficult for a lot of candidates. This was sometimes because of confusion over the term median (they calculated a mean) but most often because the order of numbers was incorrect (they muddled the order to -16, -16, -21, 200 and so then could do nothing else but miscalculate the median).
- (c) (v) Candidates continue to confuse accuracy with fitness for purpose i.e. the mean wouldn't be accurate because of an outlying number. Some thought that negative numbers held some bearing on the calculation. Most disappointingly, several candidates misunderstood the accuracy of the median. It was common to read that the mean would be more accurate than the median. This is illustrated in the online exam feedback CPD slides.
- (c) (vi) Candidates were not often able to communicate that development is a complex idea with many factors, some of which are qualitative. Weaker candidates attempted to doubt the accuracy of the data because of change over time or poor methodology. More successful candidates evaluated the aspects of development that could be unmeasurable such as happiness or referred to the difficulty of measuring development holistically. If candidates had a good working definition of development (e.g. making a place healthier, wealthier and fairer) to start from they tended to do very well. Band 1, 2 and 3 answers are included in the online exam feedback CPD slides.
- (d) (i) Candidates were generally able to define over-abstraction but some confused abstraction with use. Others declared that over-abstraction would lead to flooding or other hazards.

- (d) (ii) A sizeable minority of students thought that over-abstraction is a cause of drought. More successful candidates were able to list two or three consequences of over-abstraction and generate chains of reason. Band 1, 2 and 3 answers are included in the online exam feedback CPD slides.
 - (d) (iii) Many candidates were unable to name an aspect of poor land management, and even more were unable to then link it to the process of desertification. Candidates that achieved well overall often did well at this question because they know the theory and could apply it within the context of the question.
- Q.B
 - (a) (i) This question was completed accurately by most candidates. It was pleasing to see that fewer candidates missed this “complete” question although there was still a number that did.
 - (a) (ii) Most candidates were able to apply their knowledge of desertification to communicate their understanding of how advanced technology might help but fewer were able to explain the impact their chosen aspect may have.
 - (a) (iii) Despite some challenging attitudes shown by candidates about the willingness of older people to learn new things, the majority wrote with confidence the hurdles the introduction of advanced technology presented.
 - (b) This question differentiated between candidates more than any other bar Part C. Many candidates were unable to communicate an understanding of sustainability in any depth. Sand dams are becoming established practice for NGOs like Practical Action. The key concept behind them is that they are sustainable. The best candidates were very able to express sustainability in terms of long- and short-term effects. Others chose to explain sustainability using its aspects of SEE. Some pointed out sustainability in broad terms and others homed in on specifics. The weakest candidates were not rewarded for simply lifting statements from the resource book. Very few noticed that less water downstream may well have an impact on the environment or the economic activity that happens there. A common error was to interpret cheap, local materials as shoddy and unfit for purpose. Answers that were able to show a sound understanding of sustainability were able to access Band 2 of the mark scheme. A range of answers to this question at different bands are included in the online exam feedback CPD slides.
 - (c) (i) Very often candidates misread the question and wrote of how drought-tolerant crops work rather than how they prevent desertification. Many simply rewrote the question to betray a lack of knowledge. Examples of this question are included in the online exam feedback slides.
 - (c) (ii) Again, candidates too often were unable to gain marks because they didn’t explain the consequences and instead defined drought tolerance. However, there were plenty of examples of lengthy chains of reason that scored all four marks.

- (d) (i) Some candidates misunderstood the concept of trend and wrote of fluctuation or broke the data into chunks rather than the difference between start and finish. An example of this is included in the online exam feedback CPD slides.
- (d) (ii) Candidates produced some excellent answers to demonstrate the depth of their understanding. Lots of candidates wrote about the natural cycles within climate history and the best candidates were able to make links between these cycles and the doubts that they produce (as well as spell Milankovitch in exam conditions!). However, a significant number of candidates did not know how to approach this question and so were unable to earn marks for an Enquiry Question in the specification (2.4.4). Examples including mature opinions and personal experiences are included in the online exam feedback CPD slides.

Q.C Candidates were more able to access the marks in this year's choice between three solutions to desertification than in previous years. The best candidates were able to use development indicators to choose what fitted the Bahraini context best. Contrastingly, some candidates were not able to use the data table to understand that Bahrain is a wealthy country. However, the presumption that anywhere suffering desertification is poor, despite the map and data table, hindered some candidates. Some misunderstood "social" preferring to think of human interaction rather than health and education. Candidates who didn't access Bands 3 and 4 could be characterised as simply evaluating options rather than linking their answers back to the question of how to stop desertification. But when candidates did link their knowledge to the question they scored well. A common error was to interpret cheap, local materials as shoddy and unfit for purpose. Too many candidates didn't link their answers back to the question of how to stop desertification. Some of the very best candidates used a definition of sustainability with which to frame their argument. There were some very impressive answers that were able to use the data table to justify their choice – e.g., Bahrain is a rich country with a GNI of \$40,730 so it will be able to afford advanced technology. Candidates that took the time to explore the downsides of their choice or justify not choosing other options tended to do better than those that didn't. A wide range of examples, illustrating all these points, are included in the online feedback exam CPD slides.

Summary of Key Points

1. Knowledge of hot, semi-arid areas and the process of desertification was overall very strong, making the paper accessible as desertification is the key theme of the paper.
2. Knowledge of the concept of sustainability was much weaker amongst candidates, which was a hindrance when it came to discussing sustainable ways to manage desertification.
3. Care needs to be taken when teaching how to use data to measure development and establish a context to answers.
4. Candidates must consider how and why attitudes can differ between stakeholders over a certain issue, as this is usually a central theme of this paper when a decision must be made with attitudes of different people to that decision being considered.
5. The use of graphs and maps from the Resource Folder is generally very strong, candidates should also use resources from the folder to help elaboration of key points and development of chains of reasoning in longer answer/high tariff questions and not simply copy information into answers to gain high marks.

GEOGRAPHY

GCSE

Summer 2024

C111U30-1 and C112U30-1 – Applied Fieldwork Enquiry – Specification A & B

Overview of the Component

In Part A candidates were asked to investigate change over time in fieldwork.

In Part B candidates were asked to investigate mitigating risk.

In Part C candidates were asked to apply their understanding of UK geography to mitigating risk and change over time in the UK.

The Assessment Objectives are as outlined in the specification.

Part A assessed AO3 & AO4 fieldwork questions on changing weather within the UK.

Part B assessed AO3 & AO4 fieldwork questions on flood risk in areas in the UK.

Part C assessed all assessment objectives with questions focussed on causes and management of river flooding in the UK.

The following areas were answered well:

- Candidates' interpretation and analysis of geographical information
- Candidates' understanding of different types of graphs
- Drawing conclusions from given data
- Calculating the median and range from given data
- Completing projection of trend lines with the use of given data

The following areas are needed to improve:

- Calculating percentage increase
- Identify limitations and improvements in selected statistical data presentation
- The use of 6 figure grid references
- Own fieldwork – candidates still struggle to give valid reasons for accuracy of own fieldwork. Identifying the difference between primary and secondary data. Evaluating strengths and weaknesses of their own fieldwork. This is ongoing every year.
- Explaining the interrelationships between urbanisation and river flood risk
- Explaining limitations of hard engineering in the UK
- Detailed justification of a given strategy to reduce river flood risk in the context of UK.

Comments on individual questions/sections

Part A: Investigating change over time.

- Q.1 (a)** Nearly all candidates attempted this question and of mostly all of those that answered got full marks. Candidates were able to successfully able to interpret the correct responses from the choropleth map.

- (b) Candidates that answered this question well identified the strengths of the recording sheet identifying valid answers. The least successful answers consisted of statements such as 'easy to read' or 'you can work out the mean temperature,' despite there being no temperatures written in the recording sheet. An example answer worth 2 marks is included in the online exam feedback CPD slides.
- (c) Nearly all candidates attempted this question and most interpreted the data accurately from the given graphs.
- (d) Candidates need to improve on calculating temperature increase. Many candidates who completed this question accurately used the traditional method of $\text{difference/original} \times 100$. However, some candidates used a different approach and the scripts saw variety of methods to calculate the percentage increase which were interesting to see and all given credit if correct. An example answer worth 2 marks is included in the online exam feedback CPD slides.
- (e) Nearly all candidates answered this question, and the better responses identified the overall increase of UK summer temperatures. Least successful responses did not include the data from the graph and only gave a general overall response stating that there had been 'an increase in temperature.' An example answer worth 2 marks is included in the online exam feedback CPD slides.
- (f) (i) Candidates' own fieldwork: This question was not attempted by some candidates. For candidates who did complete the question the mean mark was below 1. For an improvement for future performance candidates need to ensure the understanding of what accuracy is and consider accuracy in terms of:
- Validation of primary data against trusted sources
 - Consistency checks when collecting primary data
 - Consideration of the most appropriate sampling technique
- An example answer worth 2 marks is included in the online exam feedback CPD slides.
- (f) (ii) Candidates' own fieldwork: This question was not attempted by some candidates. For those who did complete the question the mean mark was below half marks. Candidates who answered the question well explained the usefulness of secondary data to their investigation with good links to their findings and collection of primary data/or background information. An area where marks can be improved is by making links to their investigations. Many candidates responded giving general answers with responses such as 'it allowed us to compare our findings with our primary sources' or 'it saved us time by researching.' These basic responses limited candidates getting a Band 2 mark as there was no reference to their own investigation or fieldwork of change over time. For improved future performance, candidates need to be able to confidently write about their investigation when answering the question using examples of their own fieldwork. An example answer worth Band 2, 4 marks is included in the online exam feedback CPD slides.

Part B: Investigating Mitigating Risk

- Q.2**
- (a)** Many candidates answered this question correctly, identifying suitable enquiry questions linked to the investigation of mitigating risk in Great Yarmouth.
 - (b)**

 - (i)** Candidates need to improve their performance estimating size of an area. To improve performance, it would be useful to practice this using a scale and local OS maps.
 - (ii)** Candidates need to improve performance on giving 6 figure grid-references of given places on OS maps with accuracy. Some responses by candidates gave accurate 4-figure grid references, however these were not creditworthy as the question asked for a 6-figure grid reference. To improve performance, it would be useful to practice 6-figure grid references using local OS maps.
 - (c)** Many candidates struggled with this question and were unable to identify strengths of sampling techniques. Candidates in the future would benefit when planning their investigation to think of the most appropriate sampling technique when collecting primary data and ensure that they are aware of the usefulness of each sampling technique.
 - (d)**

 - (i)** Candidates' responses were mainly accurate with successful answers accurately calculating the median and range of the data given.
 - (ii)** This question was a challenge for many candidates with many responding incorrectly by ticking 'line graph.' Students need to familiarise themselves with the use of dispersion graphs and the value of using these to present multiple sets of data.
 - (iii)** Many candidates responded incorrectly to this question and tended to answer why the graph chosen was unsuitable to present the data with answers such as 'the data is not in percentages' or 'it will be easy to read.' Linked example answers worth 2, 1 and 0 marks for Q2di, Q2dii and Q2diii are included in the online exam feedback CPD slides.
 - (e)**

 - (i)** Candidates own fieldwork: Responses that were creditworthy discussed how their enquiry question was testable and made links to theories or context. Other successful responses linked their enquiry question to location off river or flood risk and discussed the evaluation of strategies in place to test this.
 - (ii)** Candidates own fieldwork: Responses that achieved full marks make linkages to candidates own investigations, highlighting expected or unexpected outcomes. As in previous papers candidates still struggle to answer about their own fieldwork and many answers did not have any reference to candidates own fieldwork. As suggested earlier, candidates need to improve their confidence talking about the whole process of their own fieldwork. Linked example answers worth 2 and 4 marks for Q2ei and Q2eii are included in the online exam feedback CPD slides.

Part C: The Wider UK Dimension

- Q.3**
- (a)** Most candidates answered this question correctly, identifying the two correct statements in the table.
 - (b)**
 - (i)** Most candidates answered this question correctly, identifying the one correct trend in the table.
 - (ii)** Most candidates correctly drew the line to end between 70 and 76 million people by 2045.
 - (c)** Successful candidate responses explained the links between urbanisation and the risk of river flooding. Successful responses achieving Band 3 marks demonstrated clear chains of elaboration. Many candidates also had misconceptions and it was commonly written by many candidates that the 'water has nowhere to go.' An example answer worth Band 3, 6 marks is included in the online exam feedback CPD slides.
 - (d)** Some candidates limited themselves to Band 1 or 2 and did not move on beyond the reason that hard engineering is expensive and costs to maintain. Improved responses demonstrated chains of elaboration explaining how the effects can be affected other places downstream due to the altering of a river or how harmful hard engineering can be to the environment and aquatic biodiversity. An example answer worth Band 3, 6 marks is included in the online exam feedback CPD slides.
 - (e)** **(i)/(ii)** For some candidates there was a mix-up of the questions. For question 3ei some responses suggested adding additional pieces of data rather than giving improvements to the data given. To improve performance, candidates always need to read questions like these very carefully indeed. Linked example answers worth 2 and 1 marks for Q3ei and Q3eii are included in the online exam feedback CPD slides.
 - (f)** Most candidates were able to identify the three correct statements from the table concerning flood risk in the town of Marlow.
 - (g)** Many candidates used the resource very well being able to justify why land use zoning is/is not sustainable to manage flood risk in the UK. The refined answers discussed the issue gentrification with this method and gave alternative successful techniques of river management in the UK. Many answers identified that settlements in the UK were already mainly built around rivers and water supply and how this technique would therefore be costly and unsuitable and economically unsustainable. Other successful responses discussed the livelihoods of farmers of the UK being negatively affected by land use zoning as well as the inability to for people to have access to recreational areas in the event of a flood.

It was pleasing to see this question attempted by many candidates compared to the past and the use and analysis of the resource. Candidates are improving their chains of reasoning, however on occasions they can end up being a little far-fetched, when candidates suggest that many people would die in the event of a flood, yet in the UK numbers of deaths are significantly lower in comparison to other countries. Extracts from answers to this question that demonstrate good use of the resource and wider geographical knowledge are included in the online exam feedback CPD slides.

Summary of Key Points

1. The use of specific examples from candidates own fieldwork is the key point to take away from Component 3 this year. Candidates must be able to show that they have conducted fieldwork in two named locations and be able to provide evidence of this in terms of names of locations, specific data collection and presentation methods used and evaluation of strengths and weaknesses of the fieldwork by referring to places visited, for example.
2. The fieldwork questions in Parts A and B can be any length and tariff up to a total of 6 marks and centres should aim to prepare candidates for this, using direct reference to their own fieldwork at all times.
3. The use of chains of reasoning and elaboration of evidence from the Resource Folder is improving annually, especially in the final 12-mark question. Candidates should be prepared to use key information to back up elaborated points and not just simply use it by copying it from the folder and into their answers. This is a relevant point for all Components in Eduqas B GCSE Geography.
4. Practicing questions using OS maps can never be recommended highly enough, so candidates are confident using techniques like 6-figure grid references and the use of the scale in their answers.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

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