



GCSE EXAMINERS' REPORTS

GEOGRAPHY B GCSE

SUMMER 2019

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GEOGRAPHY B

GCSE

Summer 2019

C112U10-1 INVESTIGATING GEOGRAPHICAL ISSUES

General Comments

The overall performance of this paper indicated that it was of appropriate standard and accessible to the full range of candidates. Differentiation was effectively achieved through a balance of short questions and more challenging extended writing sections. Nearly all the questions were attempted by the majority of candidates, indicating that the time available was appropriate.

Comments on individual questions/sections

Theme 1 Changing Places – Changing Economies

The focus of this question was on urban and rural processes of change in the UK.

- Q.1**
- (a)**

 - (i)** This was a high scoring question, although a minority of candidates did not understand the term 'deprivation' and just chose those statements that contained the word 'low', which was incorrect in the case of good health and crime.
 - (ii)** It was pleasing to see that candidates were able to describe the patterns shown on the map. Many achieved full marks for identifying the highest and lowest areas of deprivation using appropriate geographical terms such as north/south differences and greatest deprivation along the River Tyne. Marks were not awarded for non-geographical phrases like 'top', 'bottom', 'left' and 'right'.
 - (b)**

 - (i)** Nearly all candidates chose the correct definition of land use in the CBD.
 - (ii)** This AO4 Skills question was testing the ability to interpret the sketch map and measure proportional flow lines, with most candidates achieving full marks.
 - (iii)** The table was generally completed accurately, but some put the road names in the wrong order and a sizeable number did not add up the total, thereby losing an easy mark.
 - (iv)** Generally, this AO1 question on pedestrianised zones was moderately well done, although candidates' responses were better at identifying an advantage rather than a disadvantage. Most referred to the idea of improved safety because of the lack of traffic. A few only identified a simple point without elaboration for the second mark. Some just listed a range of points when the question clearly asked for only one of each. In the disadvantages, several referred to 'overcrowding' and some responses were about the urban area generally and did not relate to the city centre.

- (c) (i) Many candidates achieved marks through referring to migration for jobs, either from abroad or from rural areas. There were some excellent responses which referred to people living longer due to improved health care.
- (ii) This AO2 question had a banded mark scheme, but very few candidates achieved the top of Band 3. The command word 'Explain' required more than just a description of transport systems. Although there were some good examples of chains of reasoning, such as 'buses carry larger volumes of passengers, so there will be less cars on the road, which reduces CO₂ emissions which improves air quality'. Too often the chains were too simplistic to reach Band 3, such as 'better public transport means it is quicker to get to work and easier to get around'. Many responses did not address the sustainability element of the question and went off the point to talk about businesses making more money or the increase in the number of tourists. There were still too many references to just 'pollution' without qualifying the type.
- (d) This 8-mark AO3 Application extended writing question proved to be an effective differentiator. It required candidates to evaluate the data provided and apply their knowledge and understanding to make judgements. To reach Bands 3 and 4, there needed to be a balanced appraisal of both social and economic issues. There was far too much copying of the given data, and many spent too long analysing the graph in minute detail, which was not necessary, as it was simply a resource intended to illustrate that rural housing is not cheap. The resources are there to provide a scaffold and no credit was given for simply repeating the information. There was little evidence of candidates using their own knowledge and a distinct lack of awareness of life in rural areas. A large number of responses indicated that because people living in rural communities did not have a doctor within walking distance of their home, they would instantly drop down dead leading to a vast decrease in rural population. The best answers took key ideas from the resources provided and developed them as part of their argument, such as increasing house prices forcing young people to move away from their home areas, leading to either an ageing population or wealthier city dwellers buying them as second homes which were left empty for large parts of the year. The social and economic impact of this was then discussed. The majority of responses ended up in Band 2 as there was only limited analysis and brief simple statements following on from data copied from the resource. A few went off the point and discussed urban areas. Overall, responses were often not balanced and there was little attempt to draw conclusions, being descriptive rather than evaluative.

Theme 2 Changing Environments

This question addressed issues from Key Idea 2.1 Shaping the landscape -coasts and coastal management.

- Q.2 (a)** A few did not know what joints were and several confused abrasion with attrition. .

- (b) (i) This AO4 Skills question required the use of the scale bar on the map to measure distance between two points. Although many candidates were able to perform this skill, there were a large number who wrote down a totally unrealistic distance. This is obviously a skill that centres need to practice.
- Q.2 (b) (ii)&(iii) Both of these AO4 Skills questions required the matching of the OS map with a photograph. Many candidates struggled with orientating the photograph to give the correct compass direction. A significant number of candidates mistook Alum Bay for Scratchell's Bay. Several just put ticks instead of letters, thereby achieving zero marks. These are skills that centres could practice with students.
- (iv) This AO1 Knowledge question on the formation of the coastal landform 'stacks' was well received by candidates. Some good examples of diagrams showing the sequence of landform development from cave to arch to stack were seen. However, many candidates spent time drawing these features, but failed to add labels, making the sketches worthless. To reach Band 2, examiners were looking for the correct sequence, and reference to named erosion processes such as hydraulic action and abrasion. In a question like this, candidates could have achieved full marks with a well annotated sketch, but sadly very few examples were seen.
- (c) (i) This was a low scoring skills question. The vast majority were not able to understand the limitation of using 'median' and most candidates made no reference to 'range' or 'extremes' in their answers. Most simply said it was 'inaccurate' which was not an acceptable response.
- (ii) This was the first of two calculation questions on the paper. Most candidates understood how to calculate the mean from a table of data, although some failed to show their working and therefore lost an easy mark.
- (iii) This assessed AO2 Understanding of human impact on coastal systems. Responses varied in quality, with many just vaguely referring to 'walking on footpaths' or 'tourists eroding the beach'. A popular answer was a reference to climate change, but few linked this with the impact it would have on coastal erosion. A good response would have developed the point by stating the effect that more storms, and therefore greater wave intensity, would have on erosion rates. In a question which asks for **one** way, a list of different activities is not going to achieve two marks.
- (iv) This also assessed AO2, and there were some responses where candidates had clearly studied the impact of different coastal management plans and could discuss the advantages and disadvantages of the 'hold the line' policy. Many did not link these points enough to why there would be conflicting views and therefore only reached Band 2. The best responses included chains of reasoning which referred to different stakeholders such as 'hard engineering often looks unsightly which would deter tourists from visiting or deny them access to the beach, which would have a significant effect on local businesses.'

They then made a similar point about local residents being for the scheme because it protected their homes and maintained land values. Some candidates misunderstood the term 'hold the line' and confused it with managed retreat, and therefore were awarded zero marks.

- (d) The second AO3 Application question produced mixed results, with a considerable number of responses not appreciating that a question with the command 'How far do you...' requires an evaluation discussing both sides of the argument and then coming to a decision. Many only achieved Band 2 as they were little more than references to HIC's having money and LIC/NIC's not. Some candidates wrote an excellent discussion of the impact on LIC/NIC's through references to both economic and social factors such as reliance on tourism for livelihoods and the lack of resources to build coastal schemes or the importing of food if crops failed. However, because they had decided that they agreed with the statement, they failed to put the counter argument and therefore wrote an imbalanced answer which could not get beyond Band 2. Some candidates focussed too much on the resources provided, and only made simple statements which did little more than copy phrases, which did not demonstrate their own understanding.

Theme 3 Environmental Challenges

This question looked at how ecosystems function before moving on to examine issues associated with desertification.

- Q.3** (a) (i) This AO4 Skills question scored highly, as most candidates were able to correctly interpret the graph.
- (ii) Most candidates were able to calculate 'range', although a few did not show their workings.
- (iii) A very high scoring question showing candidates clearly understand food chains, although a minority did not look at the direction of the arrows and placed the correct order in reverse.
- (iv) This AO2 question which tested an understanding of the link between vegetation and climate. Semi-arid grassland is a specified ecosystem and candidates should be able to refer to the ways in which plants like acacia and baobabs have adapted to survive. Many responses were too generic to gain maximum marks.
- (b) Generally, this AO1 question was not answered well. Better responses demonstrated a good knowledge of how their chosen ecosystem had been managed with some excellent descriptions of the measures taken to protect gorillas in the Virunga National Park and some equally good references to coral reef ecosystems. However, a significant number of candidates failed to refer to management and wrote detailed descriptions of the structure and function of ecosystems such as tropical rainforests and could therefore not access the mark scheme.
- (c) (i) The majority of candidates were able to correctly identify Africa and Australasia from the desertification map, although centres need to reinforce the need to only use information shown on the resource and also the fact that Australia is not a continent.

- (ii) This AO4 Skills question was not well answered and very few candidates were able to name two appropriate techniques. Whilst the most popular choice of 'bar graphs' was acceptable, most simply listed another technique that they had heard of without considering whether or not it was an appropriate method of displaying the data in the table. Techniques such as line graphs, scatter graphs, triangular graphs and pictograms were not acceptable answers.
- (ii) On the whole, candidates' responses to this AO2 question demonstrated their understanding of the relationship between human activity and the process of desertification. The best responses referred to points such as overgrazing killing vegetation leading to increased soil erosion due to roots not holding the soil in place and making the area vulnerable to wind erosion. Many responses did not achieve full marks because whilst they could list human activities, they were unable to elaborate on the effects on the desert environment.
- (d) The final AO3 Application question required candidates to evaluate strategies to reduce the spread of desertification. Responses varied in quality, and again, too many simply lifted the strategies from the resource and only made simple statements about them, with some very lengthy descriptions of the Great Green Wall Project without any attempt to evaluate its success or failure, limiting them to Band 2. To reach Band 4, there needed to be sophisticated evaluation of more than one strategy through comprehensive chains of reasoning. It was not necessary to discuss all the methods shown as they were simply a stimulus to focus candidates' thoughts. A few excellent responses included strategies other than those provided, which were used to good effect in discussing the relative success of small-scale strategies as opposed to the large projects which required international co-operation.

Summary of key points

- Skills questions not only require an ability to do calculations or interpret maps, graphs and photographs, but candidates should also be prepared to criticise graphical or statistical techniques and suggest suitable alternatives.
- Many candidates limit the marks they achieve in the extended writing sections because they do not extend their initial statement with detailed elaborations and chains of reasoning. These need to be specific and sophisticated to reach Band 4.
- Whilst there was a pleasing reduction in the number of questions not attempted by candidates, the overall recall of geographical knowledge was poor. Centres need to be aware that in AO1 Knowledge questions, there will be a focus on one element of the specification whether it be key terminology, a named city/HIC, NIC or LIC, climate zone or ecosystem. Specific details will be required in order to achieve high marks in these sections.

- In order to improve responses to the AO3 Application questions, students should avoid just copying out the question or lifting information from the resources provided, as this wastes precious time and will not be credited. The key command word needs to be carefully considered, since most AO3 questions will require the candidate to evaluate or reach a decision. To access the higher bands of the mark scheme there needs to be a balance of points for and against, or the identification of one or more stakeholder's views. It was disappointing that many candidates consistently failed to access Bands 3 and 4 because they could only put forward one side of an argument or limited themselves to simple unelaborated statements.

GEOGRAPHY B

GCSE

Summer 2019

C112U20-1 PROBLEM SOLVING GEOGRAPHY

General Comments

The examination succeeded in engaging students of all abilities (as suggested by the very high completion rate through to and including Part C). Moreover, the wide distribution of marks confirms that the examination paper differentiated well within individual questions and across the paper.

In Part C the candidates were introduced to a new challenge, i.e. the need to sequence three charity projects to help the city of Nairobi cope with the problems associated with rapid urbanisation. This contrasted with the 2018 paper which was explored very different areas of the spec and required candidates to combine three ideas which would work well simultaneously to alleviate the impact of hurricanes in Florida.

The overall structure of the paper was retained to give the candidates confidence in the way that they had to respond to parts A – C. Part A provided background information; part B required candidates to explore a range of solutions to overcome problems; part C required candidates to articulate a rationale for sequencing the solutions.

All four assessment objectives (AOs) were used to shape the paper. The balance of AOs was identical to the sample assessment materials and the 2018 examination paper. This problem-solving paper culminates in assessing AO3 application for 12 marks. It is in this part that SPaG is assessed.

Comments on individual questions/sections

Section A

(a) (i) The completion rate for this question was very high with the majority of candidates gaining 3 marks. The candidates were required to identify patterns using a combination of a map and a graph. There were two areas where a minority of candidates made common errors.

In reading the graph candidates failed to pay close enough attention to the scale used to ascertain the percentage of migrants moving away from the North Central region.

A significant minority of candidates were uncertain of the difference between push and pull factors that influenced the pattern of migration from the regions of Kenya.

(ii) Responses to this question varied widely, but generally the candidates found the question challenging.

The most successful candidates focused on one way the map could be adapted (as required by the question). Most gave clear and concise responses relating to the advantages of representing migrant numbers by the width of the arrows. A smaller number of responses successfully argued for the regional boundaries to be shown to gain a better understanding of spatial patterns.

Less successful responses suggested that the size of the arrows should be changed, without giving the essential information about width of arrow as opposed to length. Some candidates ignored the instruction to relate suggested **changes to migration flows**. Instead they offered ideas relating to relief and population density.

- (iii) The question targeted factual recall, specifically Key Idea 3.4. Whilst most candidates were able to offer at least one worthy strand to articulate the meaning of desertification, a significant minority were not able to recall any part of the menu provided in the mark scheme. The most common incorrect statement was that desertification was the departure of people from the area they originally lived in.
- (iv) Given the requirement in the specification to know the global distribution of areas affected by desertification (specification reference 3.4.1), responses to this question were very disappointing. Few candidates accessed Band 3 which required candidates to name at least two continents affected by desertification along with two supporting locational references such as being adjacent to existing deserts and latitudinal knowledge in relation to the tropics.

The weakest responses simply mention areas within Africa and/or articulated that the main areas were along the Equator.

- (b) The accessible style and aim of the question was to focus the candidate's attention on the pattern of slum settlements within the greater Nairobi area. For the most part it was successful as many candidates were able to gain all four marks available.

The two most common errors made included a disappointing number of candidates who failed to understand the difference between east and west; others attempted (often wrongly) to give a measured distance from the map scale as opposed to selecting the correct descriptive word from those available.

- (c) This question, accessing application (AO3), elicited a wide range of responses; some were outstanding. Candidates were able to select a range of evidence from the photograph to suggest how peoples' lives improved over time within slum developments. Most candidates introduced their ideas by selecting the introduction of electricity supplies / a number of services now provided (chemist / mobile phone top up services as examples). Chains of reasoning were detailed and wide ranging.

At the weaker end of the spectrum, responses only made tenuous links to the photo evidence. Candidates attempted to fall back on their own knowledge of existing slum improvement schemes focussing on education and crime.

- (d) This recall question focused on the growth and character of global cities (1.1.2 in the specification). Only a minority of candidates achieved high marks. These candidates were able to list three (and sometimes more) features that geographers associate with such cities. The most common features listed included well developed global transport connections, a base for multinational companies and diverse multi-cultural communities.

Common misconceptions stemmed from candidates who listed features of larger cities, but not global cities. They listed features such as restaurants, parks and tall buildings.

- (e) (i) The question required candidates to show an understanding of the factors that explained why life expectancy varied across the city of Nairobi. The candidates were given a starting point through stimulus material which included facts about a range of development indicators. A banded mark scheme was used to differentiate between candidate responses. Three banded statements provided a hierarchy of descriptors where a best fit was applied to each response.

A wide range of responses was seen across the cohort. Some highly sophisticated answers recognised the impact of formal schooling, vaccination programmes and access to formal work programmes. Answers were clear, concise and well developed through a chain of reasoning.

Band 1 responses were reflected by a very basic list of simple observations revolving around health and jobs.

- (e) (ii) The scatter graph required candidates to observe the relationship between two variables by plotting a line of best fit to show the observable relationship. The majority of candidates were able to show some understanding of the positive line of best fit, for one mark. Only a minority could show a high level of accuracy and an appreciation that there should be an equal number of plots either side of the line. The vast majority of candidates attempted the question although, for a small minority, it would appear that they were not familiar with this graphical technique.
- (e) (iii) Many candidates were able to state that a positive relationship existed between vaccination rates and life expectancy. Only a minority were able to see any of the anomalies on the graph (e.g. Austria, Bangladesh and Kenya have the same percentage of vaccinated children but very different life expectancies). Some recognised the link between highly developed countries and high vaccination/high life expectancy rates.
- (e) iv) This question also used a banded mark scheme for assessment where the best fit from a range of three descriptors determined the level and mark awarded. Band three responses were rare, but they reflected a sophisticated appreciation of why development indicators may not always give a complete picture as to why data relationships are not always easy to comprehend. In this case they were able to form a coherent argument as to why natural disasters might influence data relationships. Specific reference was made to sudden high death rates and interruptions to vaccination programmes. Band 1 responses recognised high death rates (caused by earthquakes) but made no linkage to life expectancy figures or vaccination programmes.

Section B

- (a) The question required candidates to recall information about a slum clearance scheme in a NIC / LIC (specification reference 1.1.3). The responses across the cohort were very mixed. High scoring candidates gave a very detailed account stating the positive and negative impacts on residents involved in the scheme. In many cases they had picked up all four marks early in their response. Many of these candidates wrote a mini essay and used double the amount of space reserved on the exam paper.

The most popular slum clearance schemes quoted were those in Dharavi (Mumbai) and the clearances ahead of the Olympics in Rio de Janeiro at the other end of the spectrum, in the weakest responses, the candidates failed to recall any relevant information about such schemes. Many candidates talked in general terms about conditions in the slums.

- (b) (i) Candidates were asked to show their understanding about the problems associated with rapidly growing cities in NICs / LICs. The context of the question required some understanding as to why vaccination schemes would be difficult to establish in areas experiencing rapid urbanisation. In the cohort, a range of responses were seen. Most candidates followed through from the starting point that the demand for services outstripped the ability of authorities and charities to deliver what was needed. They used a chain of reasoning to highlight the chaos caused by rapidly growing communities in illegal settlements. It was clear that they had appreciated that the question **only** required **one** reason, as opposed to a number of different reasons.

Weaker responses stemmed from the fact that some candidates muddled their response by discussing the problems associated with waste disposal in slum areas. This was the focus for the next question.

- (b) (ii) Successful candidates made very good use of the resource (Figure 7) in their response. They were able to draw together a combination of factors to explain why slum areas find it difficult to overcome the spread of malaria. The main focus was on poor waste disposal and stagnant water alongside the increasing temperatures associated with global warming.

Weaker candidates were under the misapprehension that drinking dirty water caused malaria.

- (c) (i) Responses to this question were variable. Some outstanding answers were seen where the candidates made excellent use of the stimulus material (Figure 8). They were able to follow through a chain of reasoning to explain why self-help work creation schemes need three years to payback charity loans. The main focus of their argument was based on the need to launch the business (time to make their products); sell to customers who can only afford low priced products; use some of their income to feed their family.

Weaker responses randomly selected statements from the resource not linked to the question itself.

- (ii) Responses to this question were very disappointing. Few candidates showed any understanding of how self-help projects work and succeed in rapidly LIC / NIC cities (reference 1.1.3 in the specification). A minority of candidates were fully conversant with such schemes and were able to support their response by cross-referencing to other similar schemes.

- (d) (i) Many candidates found this question challenging. Successful candidates were able to articulate why an educated population would be attracted to MNCs. Two main reasons were given; in the first instance they argued that more skills and qualification would enable workers to do more sophisticated manufacturing or tertiary work. Secondly, they explained how an educated workforce might already have formal work where disposable incomes could be spent on the products produced by the MNC.

Weaker responses were in the majority. They offered tangential responses to the question giving reasons why MNCs could pay workers lower wages.

- (d) (ii) Most candidates scored maximum marks for this question. They recognised that the provision of meals and school uniforms provided an incentive to go to school as many families were too poor to provide uniforms and offer nutritious food.

Section C

Parts A and B of the exam paper provided candidates with a wealth of information to shape their solution for the sequencing of the three projects. Most candidates decided to sequence the projects in the following order:

The health project first, where candidates argued that this was the most immediate problem to be solved. Moreover, they argued that the other two projects would have far more chance of success if the slum dwellers were healthier and stronger.

The education project second, as this better prepared the residents for running their own business through the self-help project. They observed that the education project was wider than just teaching numeracy and literacy skills in that it educated people to be self-sufficient and aware of preventative medicine and actions.

The work project was deemed to be best suited to the final project as it would perform much better if the residents were healthier and more educated. Moreover, such a stimulus would ensure that Nairobi would be far more attractive to MNCs for inward investment along with the home-grown stimulus to the economy through the multiplier effect.

Other alternative sequences were rewarded where the candidate offered a lucid and coherent argument to support their case. The strongest responses were those that supported their argument through carefully selected extracts from the Resource Folder. In addition, they used geographical terminology with confidence. Their arguments were further strengthened when they considered alternative sequences, but then explained why the alternative would not work so well.

The weakest responses tended to lift information (at random) from the Resource Folder. They would talk about each project individually but without giving a rationale as to the sequence of the three projects.

Summary of key points

- Across the cohort candidates of all abilities were able to show a good appreciation of LIC/NIC context in relation to fast growing cities when novel challenges were presented in a new slum growing in the city of Nairobi. The most able candidates were able to shape their ideas in sophisticated and imaginative ways. Their time management across the paper was outstanding.
- The most effective responses in Part C used geographical terminology with confidence. Candidates gave convincing arguments when they shaped their response around the fact that the location was in a LIC/NIC context. Particularly strong arguments were based around an exploration of alternative sequences and why the alternatives were rejected.
- The most disappointing responses tended to be in questions that required recall from different parts of the specification. Candidates need to be encouraged to retain their revision programme up to and including preparation for this component.
- Centres are encouraged to give all their candidates experience of using all of the statistical skills listed on page 27 of the specification at some stage of the learning programme. In this instance candidates would have been well prepared, if, in a range of contexts, they had explored relationships between bivariate data using lines of best fit (reference 2.3) in the list of statistical skills required in the specification.
- Centres are encouraged to give their candidates some experience of how and why maps/diagrams could be adapted to ensure fitness for purpose.

GEOGRAPHY B

GCSE

Summer 2019

C112U30-1 APPLIED FIELDWORK ENQUIRY

General Comments

Part A was focused on investigating flows in fieldwork and was contextualised using traffic and commuter flows. Part B was focused on investigating risk mitigation in fieldwork and was contextualised using river flooding. Part C continued this area of focus, leading to sustainable ways of managing river flood river in the UK.

Overall all items in the paper were attempted by most of the candidates: with all but five questions being attempted by over 90% of candidates. The length of the paper appeared appropriate with very little evidence of candidates running out of time for completion.

AO4 questions were the most accessible overall, however they did produce the greatest range of accessibility, with question 2biv (reason to use inter-quartile range) being the least accessible on the paper and question 1bii (vehicle count at point F) being the most accessible on the paper.

AO3 questions were marginally more accessible than AO2 questions, with students' own fieldwork being the least accessible of the AO3 questions.

Comments on individual questions/sections

Part A

- Q.1**
- (a)**
- (i)** This question focused on the interpret strand of AO3. Candidates found this question accessible. The question focused on the improvement of **data collection of traffic flows**. Some candidates focused on the improvement of generic data collection, without reference to the context of the resource or traffic flows.
- (ii)** This question focused on the use strand of AO4. There was a great variety of workings for the percentage increase, many were not correct. Some candidates were able to gain a correct response but without showing their workings, this meant they potentially lost half of the marks for this question. This was the fourth least accessible question on the paper.
- (b)**
- (i)** This question focused on the use strand of AO4. Almost all candidates completed this question, with a high rate of correct answers.
- (ii)** This question focused on the use strand of AO4. This was the most accessible question on the paper, with nearly 99% candidates attempting an answer and a mean mark across the cohort of more than 0.9 out of 1.

- Q.1 (b) (iii)** This question focused on the adapt strand of AO4. Marks were awarded for improving **Map 1.3** not for the improvement of the data collection leading to the map. The response “complete flowline F” was not credited. Some candidates suggested using *alternative* mapping techniques rather than *improvements*. It is important to discuss the difference with candidates.
- (c)** This question focused on the evaluate strand of AO3, application of knowledge and understanding. Candidates needed to place their answer within the *context of the resource* provided to access higher marks. Many candidates answered well on the limitations of secondary data in a generic sense, covering aspects such as possible bias, inaccuracy, outdated data and lack of reliability, but some needed to develop this in relation to commuter flows into Birmingham shown in the resource. Candidates often did not provide enough limitations to reach 4 marks, with the mean mark across the cohort around 1.7 out of 4.
- (d)** This question was about the candidates own fieldwork on geographical flows. This was the third least accessible question on the paper. Some candidates evaluated the strengths and weaknesses of their data *collection* methods, rather than their data *presentation* methods or described their fieldwork, some of which was not about flows, this limited their access to marks. Of the candidates who focused on data presentation, the best responses came from candidates who used an appropriate presentation method for flows. However, some candidates described tally charts and tables as their data presentation method on flows, which limited access to the higher bands, as these are not the most appropriate methods of data presentation for flows.

Part B

- Q.2 (a) (i)** This was the most accessible of the AO3 questions with almost all candidates attempted this question, but with some candidates opting for option 4 about coastal engineering.
- (ii)** This question was about interpreting the resource to suggest reasons (AO3). Successful candidates placed their answer in the context of *higher or lower* house prices, rather than just affected house prices and were able to elaborate their reasons. Few candidates scored top marks, often due to lack of elaboration of their two reasons, with a mean mark of just under 2 marks across the cohort. Most common answers were the linked to river flood risk, flood protection and attractive riverside views.
- (b) (i)** Most candidates attempting this got it right: this was the second most accessible question on the paper.
- (ii)** This question was answered well, with many candidates scoring full marks.
- (iii)** This question focused on the use part of AO4. Candidates were either fully confident attempting this question or did not attempt it, (it has the second lowest attempt rate on the paper) although some candidate were able to quote the correct formula but not apply it.

- (iv) Many candidates appeared not to fully grasp the concept of the inter-quartile range, even if they had scored well on the previous question. This question was the least accessible on the paper, with 89% attempting the question but with many wrong answers.
- (c) This was the second least accessible question on the paper. It was attempted by 86% of candidates, slightly less than 1d (the other own fieldwork question), however mean scores across the cohort were the same at around 1.5 marks. Successful candidates demonstrated that they had grasped the concept of reliability and how conclusions are based on results and therefore data collection methods and sampling. Less successful candidates commented just on the accuracy and/or reliability of generic data collection methods e.g. weakness was it only happened on one day, not enough people asked etc. not linking it to their conclusions. Some candidates only *described* the methods they used during their fieldwork or *stated* their conclusions. Only a few candidates were able to contextualise their answers using their own fieldwork in a detailed and specific way, therefore accessing Band 3 marks. A number of candidates misunderstood the question and described their risk assessment strategy for ensuring they were safe on their fieldwork. Some candidates thought their conclusions were reliable because their conclusions confirmed their fieldwork aim.

Part C

- Q.3**
- (a)
 - (i) This question focuses on the use aspect of AO4, to interpret patterns / trends. This question was answered well by most candidates, with very few not selecting 3 answers.
 - (ii) Some candidates wrote about coastal flooding. Lots of candidates were able to gain one mark for heavy rainfall but failed to develop their reasoning. Most successful answers were urbanisation and reduction of infiltration.
 - (b)
 - (i) Most candidates used a variety of different methods to gain the correct answer, although some missed out on the working out mark even though gaining a correct answer. However, it was answered more successfully by more candidates than 1aii.
 - (ii) This question provided a range of answers with a good range of marks. The most successful candidates were able to structure their answer, by providing two reasons and *development* of the reasons, often using connectives such as because / so / therefore. Many answers referred to values of land and costs of flooding, some referred directly to the diagram in relation to flood risk. Less successful candidates referred just to flood plains rather than the 'distance from the river/flood risk' concept inherent in land use zoning. Most candidates understand the concepts of impermeable/permeable surfaces, run-off etc, but some didn't relate this to land use zoning.
 - (c)
 - (i) This question focused on the interrelationships between places, processes and environments. Few students got into Band 3, with a mean mark across the cohort of around 2.7 out of 6. Candidates who were most successful named different groups of people and gave reasons for possible views. Tourists, homeowners and business owners were the most common groups used.

Candidates achieving Band 3 used chains of reasoning and wrote about more than one engineering strategy or place. Less successful candidates often wrote about sea defences or the safety of the glass in the picture without reference to different groups of people.

- (ii) Almost all candidates answered this question, however some gave Wednesday 22nd as the first answer and 0.8 for the final answer.
- (d) (i) This question had the lowest attempt rate at 66%, with many candidates who did attempt it losing the second mark for inaccurate shading. It is important to candidates to read everything carefully on the paper and to look at the position of the number of marks in brackets on the right-hand side of the paper.
- (ii) This question was one of the more accessible of the AO4 questions, with a high attempt and success rate.
- (e) This question was attempted by most candidates, with little evidence of any running out of time. The question had the great range of answers on the paper, with the mean mark in Band 2.

Many candidates showed a good understanding of the aspects of sustainability and short and long terms effects of the chosen strategy. The most successful candidates considered at least two of the strategies and discussed the positive and negatives of these to come to a conclusion.

A significant number of candidates described how the strategy would work and the strengths and weaknesses of it, rather than analyse and evaluate which strategies would be most sustainable. Less successful answers lack balance across the strategies, limited chains of reasoning, lacking a focus on sustainability and a weak justification.

The most commonly chosen strategy appeared to be 'slowing the flow' and most candidates scored in B3. Band 2 answers were very generic and often didn't consider aspect of the non-chosen strategy.

Some candidates interpreted 'storage areas' as places for people to store their belongings to keep them dry during a flood, or areas which housed emergency equipment for use during a flood.

Summary of key points

- Own fieldwork: Questions in Part A will be about the fieldwork method and questions in Part B will be about the fieldwork concept.
- Diagrams and Resources: If these are provided in the exam paper, it is likely that the candidates will need to refer to them or use them to contextualise their answer.
- Command words: The command word evaluate was the most likely to be answered less successfully by the majority of candidates.
- Describe versus Explain: Many candidates spent a lot of their answers describing rather than explaining. Descriptions were apparent specifically in fieldwork questions and 3e and these are not creditable as they would be AO1.
- Working out: Some candidate missed out the working out marks, even though they got current answers, this could mean candidates lost half of the calculation questions.



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