

GCSE Examiners' Report

Geography A
GCSE
Summer 2025

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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.
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Executive Summary

The examination papers in GCSE Eduqas A 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. There were some questions in Component 1 that were particularly challenging, these were Q1biii, Q2biv and Q2dii, all which had low mean marks and contributed to the drop in the overall mean for this paper.

Many AO1 knowledge questions were answered very well this year, but global cities on Component 1 and atmospheric circulation and high- & low-pressure systems in Component 2 were major weaknesses in many responses. Interestingly this was mirrored in the WJEC Unit 1 and 2 papers this year, which share the same content as Components 1 and 2 in Eduqas A.

There was an improvement in answering the high tariff AO3 questions across the Components, especially Q2diii on Component 1, Q2dii on Component 2 and Q3g on Component 3. Fewer candidates showed evidence they had lifted resources from the papers and directly inserted them into their answers, with more showing evidence of using the resources well to develop the chains of reasoning needed for access to the top bands.

AO2 questions with banded 4 or 6-mark answers are still proving challenging for some candidates where fully developed and detailed chains of reasoning are needed to gain the highest marks, however, as was identified last year. This was particularly seen on Q1ciii and Q1dii on Component 1, Q1ciii on Component 2 and Q3c and Q3e on Component 3.

AO4 skills questions were generally done well across the papers, with the notable exception of six-figure grid references on Component 3, which was identified as a weakness last year. An improvement was seen in the way candidates wrote specifically about their own fieldwork experiences in Component 3 this year, with much stronger examples and clear reference to locations, questions and key aspects of the fieldwork seen overall. Candidates are still frequently mixing up stages of the enquiry process, especially data collection and presentation, and centres must ensure that all six stages are thoroughly understood when completing the two fieldwork projects.

In terms of options, in Component 1 there was an approximate 60:40 split for Q3 over Q4, like last year, compared to an approximate 70:30 split for Q3 over Q4 in Component 2, which is more pronounced than in 2024.

From this Autumn, Eduqas will be publishing a booklet of annotated exemplars for each of the Eduqas A GCSE Geography Components, showing a range of example questions with strong and weak points and where marks were gained and lost clearly highlighted on each one. This will complement the online exam feedback CPD session in October 2025 and will be a much easier and more user-friendly way of finding and using good quality exam questions for classroom practice and revision than the previous Online Exam Review (OER) system that has now been discontinued. Centres are also referred to the Eduqas Geography A website ([GCSE A Geography | Eduqas](https://www.eduqas.com/gcse-a-geography)) where fieldwork topics and guidance documents up to 2028, GeogShot revision documents aimed at each AO and other key parts of the specification, past papers and mark schemes, blended learning resources, previous examiners reports and more will all be found.

GEOGRAPHY

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COMPONENT 1: CHANGING PHYSICAL AND HUMAN LANDSCAPES

Overview of the Component

Once again it was encouraging to see that most of the questions were accessible to candidates across the whole ability range. However, there were three questions in particular which proved to be very challenging to many of the candidates. These were questions 1biii, 2biv and 2dii – all with low mean marks (1biii 0.6/4, 2biv 0.5/3, 2dii 1.1/6). On the other hand, the wide range of marks indicates that differentiation was achieved within individual questions and in all sections of the paper. The time available for completion was also appropriate and evidence was seen of high-quality scripts from several different centres.

This year Theme 1 assessed distinctive landscapes, coastal landforms and processes, river flooding and factors which affect rates of landform change in the UK. Theme 2 assessed population density, patterns of commuting and urban spheres of influence in the UK. Migration into the UK and the concept of global cities was also assessed. Theme 3 had questions on the impacts of earthquakes, the formation of ocean trenches and the vulnerability of communities close to volcanoes. Theme 4 focused on tackling coastal floods, the reasons for growing numbers of environmental refugees and the vulnerability of communities close to low-lying coastal areas.

Within these themes there were also questions which assessed numerical skills, map interpretation and statistical skills. As in previous years the last question in Theme 2 was used to assess spelling, punctuation and the accurate use of grammar and specialist terms (SPaG). Most of the candidates achieved at least the Intermediate Band with a mean mark of 2.7. In addition, parity was achieved in the Options questions with mean marks being almost identical for both questions.

Comments on individual questions/sections

Core Theme 1: Landscapes and Physical Processes

- Q.1 (a) (i) Most candidates used compass points to describe the distribution of chalk landscapes in England focusing correctly on the east and south-east of the country. As this was a skills question no credit was given for knowledge of place names such as Kent or East Anglia.
- (ii) Unfortunately, a fair proportion of candidates simply named a river or coastal feature. However, it is the combination of these different features/landforms and processes that creates a distinctive landscape. Other relevant answers included land use, culture and vegetation.
- (iii) The better responses in this knowledge (AO1) question focused on managing footpath erosion, improving visitor signage/information or traffic improvements. Many candidates, however, did not fully develop their answers which limited their final mark. Candidates should be encouraged to look at the mark allocation when reading the question.

- (b)
 - (i) Most candidates correctly identified the small-scale feature in the photograph as a bedding plane.
 - (ii) Most candidates completed the paragraph correctly by identifying the three correct terms. Others, however, confused abrasion with attrition and rock fall with a rock pool.
 - (iii) This question was not well answered at all. Many candidates ignored the stem at the beginning of the question which was 'Erosion at the foot of cliffs can also trigger landslides'. Two other reasons were therefore required. Another common error was discussing the role of different types of weathering which are more likely to result in rock falls rather than landslides. A minority of candidates did write very good answers explaining, for example, how loosely compacted rocks are saturated after periods of heavy rainfall adding mass to a cliff face so that it collapses.
- (c)
 - (i) Most candidates recognised two valid land uses which were in the Chester flood risk zone.
 - (ii) This question was the first that required the use of a mathematical skill. Most candidates understood that a flood risk of 1% or greater could also be expressed as a ratio of 1:100.
 - (iii) A higher number of candidates than expected were unable to explain why human factors often increase the risk of river flooding. Incorrect reasons included the increased amount of rubbish and sewerage in our rivers and the lack of flood defences in flood prone areas. However, some excellent answers were seen reflecting thorough and elaborated understanding of the effects of deforestation and impermeable surfaces in towns and cities.
- (d)
 - (i) Many candidates answered this question well by offering two different responses about the location of Huntspill village. Those who gained 1 mark usually restricted their answers to directions only.
 - (ii) This was the first of the 8-mark AO3 questions which required candidates to use evidence from the resources to explain why climate and human activity are responsible for high rates of landform change in one part of the Somerset Levels and its coastline. Unfortunately, a significant number of candidates did not make use of the OS map at all and simply copied the information included the Resource Box. The direct lifting of material by students from resources such as this for high tariff questions has been identified across the Eduqas specifications and is an issue that needs addressing through careful practice at answering these types of questions. The best answers recognised that this area is open to Atlantic storms which can result in storm surges, coastal flooding and increased erosion but at the same time understanding that human intervention can have unintended consequences.

Core Theme 2: Rural-Urban Links

- Q.2 (a) (i) As with question 1ai) no credit was given for knowledge of place names such as London or Birmingham. Candidates were specifically asked to use Map 2.1a and those who did so managed to score at least 2 marks.
- (ii) The relationship between population density and the amount of light emitted was well understood by most candidates.
- (b) (i) This was a well answered question with most candidates being able to identify the correct modal class.
- (ii) The majority of candidates used the graph correctly to calculate the percentage of employed adults.
- (iii) The term commuting was familiar to most candidates, making this a high scoring question.
- (iv) This was the second question which was very poorly answered by most of the candidates. As with question 1biii many candidates ignored the stem at the beginning of the question which was 'Urban areas are closely linked to their surrounding rural areas by this flow of workers along transport routes'. Another reason was therefore required which reflects the concept of the urban sphere of influence. Some candidates, however, did write some excellent answers on how urban areas provide services such as shops and health centres which are not readily available in many rural areas.
- (c) (i) Most candidates scored the 2 marks available for calculating the population of England and Wales in 2021 having shown their working clearly in the box provided.
- (ii) This question required understanding of why migration into the UK can be beneficial. Most candidates were able to give two basic reasons, but not all developed their answers sufficiently to gain further marks. The best answers developed fully the need for certain categories of workers and how migration can also enrich the cultural diversity of the UK.
- (d) (i) This AO1 question was answered well overall. Many candidates used specific examples of named transport hubs or financial centres within global cities they had studied. This added to the quality of the overall description.
- (ii) Many candidates found this 6-mark AO2 question difficult, this is reflected in the mean mark of 1.1. However, most understood that HIC global cities are multicultural with ethnic minorities living in distinct neighbourhoods, but they were unable to give reasons as to why this pattern occurs. They also assumed that social patterns equated to entertainment and shopping areas within these cities instead of focusing on distinct neighbourhoods of wealth and poverty. The specification states that 'ways of life' in global cities are to be studied. Other candidates made the mistake of naming cities that were in NICs or LICs and were therefore limited to a Band 1 mark.

- (iii) In this 8-mark AO3 question candidates were given the opportunity to develop lines of argument about the benefits and costs of living in global cities located in NICs or LICs. Most candidates responded well to the task and presented logical arguments for and against the statement given. The best answers also made use of wider geographical understanding referring to other cities such as Mumbai and to the informal settlement of Dharavi.

Option Theme 3: Tectonic Landscapes and Hazards

- Q.3 (a) Most candidates gained at least 1 mark by referring to the collapse of buildings. It was obvious though that the term infrastructure was not understood by everyone.
- (b) It was pleasing to see that many candidates could access at least a Band 1 mark on this question. The better answers referred to subduction and convection currents or gravitational force pulling at the older and denser oceanic crust to form ocean trenches. Although not asked for some candidates made good use of an annotated diagram to aid their explanation.
- (c) (i) Responses to this question were mostly correct showing that the use of latitude and longitude lines on maps is well understood.
- (ii) In this question candidates had to consider the relative vulnerability of communities in different volcanic zones, and it was acceptable to take varying approaches in responding to the statement given. Some candidates realised that most volcanoes along constructive plate boundaries are shield volcanoes and that Mount Nyiragongo is an anomaly. Others concentrated on the fact that this volcano is a stratovolcano with its associated volcanic hazards. The better answers also emphasised that vulnerability is linked to poverty rather than geographical location. Most candidates achieved at least a Band 2 mark.

Option Theme 4: Coastal Hazards and their Management

- Q.4 (a) Most candidates gained at least 1 mark by referring to either hard or soft engineering strategies.
- (b) It was pleasing to see that many candidates could access at least a Band 1 mark on this question. The better answers referred to loss of farmland, water contamination and used specific examples from named Small Island States.
- (c) (i) Responses to this question were mostly correct showing that the use of latitude and longitude lines on maps is well understood.

- (ii) In this question candidates had to consider the relative vulnerability of communities in different low-lying coastal areas, and it was acceptable to take varying approaches in responding to the statement given. Some candidates realised that all communities close to the sea are under threat and equally vulnerable in the face of sea level rise. Others concentrated on the fact that Small Island States are even more vulnerable. The better answers also emphasised that vulnerability is linked to poverty rather than geographical location. Unfortunately, many candidates ignored the word 'other' in the question and assumed that Port Harcourt was not located close to the mouth of a major river. Most candidates achieved at least a Band 2 mark.

Summary of Key Points

1. Candidates must read all the questions and pay attention to the question stems to avoid misinterpretations in their answers. Evidence of stems being ignored/not considered seen in this paper include the reference to erosion at the foot of cliffs triggering landslides in Question 2biii and the reference to urban areas being closely linked to their surrounding rural areas by flows of workers along transport routes in Question 2biv.
2. Knowledge of global cities and their development and characteristics is still quite weak amongst candidates (this was seen in the WJEC Unit 1 exam in 2025 as well, which has the same content to examine), especially in the case of Question 2dii where social and cultural patterns in a HIC global city were not well understood. This links to point 1 above as well in showing the need to read the question carefully and not refer to a city that is clearly not located in a HIC.
3. Although the higher tariff questions in this paper were overall answered quite well, there is still a tendency amongst candidates to lift directly from resources accompanying the question and quote the lifted material verbatim in an answer. Candidates must be encouraged to use the resources carefully to construct answers of their own, based on what they can infer from what is in front of them.
4. The skills questions were done well overall on this paper, and centres are reminded that all skills listed in Appendix A from the specification may be examined over its lifetime, so candidates should be prepared for this with knowledge and practice of all the contents of this Appendix.

Geography

GCSE

Summer 2025

Component 2 – Environmental and Development Issues.

Overview of the Component

All 4 assessment objectives were assessed in this component. Theme 5 assessed content on tropical rainforests, high- and low-pressure hazards and global atmospheric circulation. Within this there were questions which assessed statistical skills and the description and interpretation of maps and graphs. Theme 6 assessed content on aid, fair trade, MNCs and strategies to create growth in deprived regions in the UK. Within this unit spelling, punctuation and grammar was assessed in the 8-mark AO3 question, as well as the interpretation and completion of graphs. In the options section in Themes 7 and 8, both questions required candidates to describe a graph. Theme 7 also assessed ideas on tackling malaria, bottom up approach to development and tackling child labour. Theme 8 focused on ecological footprints, consumerism and tackling ecosystem destruction.

There was evidence of misconceptions in some questions, and some areas of the specification not well understood were apparent in candidate responses. This was most notable in the 6-mark question on atmospheric circulation. In some questions, candidates needed to be clearer on the difference between a cause and a consequence such as 2di on regional inequalities, and an impact and a response in 1cii. In addition, candidates must read questions carefully; question 2bv for example required responses linked to the impact of fair trade on development. Many candidates offered ideas which did not go beyond the characteristics of fair trade.

Where candidates had the necessary knowledge and understanding, AO1 questions were done well. A point to note is that these responses sometimes need development where more than 1 mark is available. The use of subject specific terminology should be encouraged where possible and this also applies to AO2 and AO3 questions.

AO2 questions require explanation therefore development is always essential. In longer questions explanations must be developed into chains of reasoning for example in 1ciii and 2bv where both depth and breadth were required. Specific examples were not required but in questions such as this they can show understanding effectively and will help candidates to demonstrate this.

The AO3 questions needed much more emphasis on the wording of the question. All four 8-mark questions demanded a discussion on the effectiveness of strategies or responses. Many candidates copied out resources or described impacts of the issues in rather than answering the question which kept these responses in a low band in the mark scheme.

The AO4 questions were attempted with some success with one of the main barriers to achieving marks being not reading instructions in the question such as the need to show working or use data or misreading the question.

Theme 5: Weather, Climate and Ecosystems.

- Q.1 (a) (i) This question required candidates to tick 2 correct statements about the location of tropical rainforests. It was attempted by most candidates with a high level of success, although a common error in reading the map led some to suggest that most rainforests were found in the southern hemisphere.
- (ii) Three characteristics of tropical rainforest vegetation were required by this question. Some candidates answered this well, but many found it challenging and confused the vegetation with that found in the savanna or misread the question and wrote about the climate instead.
- (iii) This AO2 question required reasons why people use tropical rainforest ecosystems. Many offered descriptions of uses rather than explanations as to why this ecosystem was used, limiting the mark awarded. The use of the word 'because' by candidates within an answer was often the key to success here. For example, tropical rainforests are used for agriculture, because the hot wet climate provides suitable growing conditions was a successful response offered by some candidates.
- (b) (i) This AO4 question required candidates to identify the type of shading on the map of maximum temperatures. Some correctly provided 'choropleth' as the answer although the spelling of the word is an area to address with candidates.
- (ii) This AO4 question required a description of the pattern of maximum temperature on a map of the UK. This was completed well by most, although candidates should be encouraged to look carefully at the marks available and ensure that a sufficient range of ideas is included in responses.
- (iii) Most candidates answered this question correctly, giving the correct median temperature value.
- (iv) This question required a disadvantage of using median values and it presented a challenge to most candidates. Most successful answers offered a response suggesting that it does not consider outliers or extreme values.
- (c) (i) Two impacts of high-pressure hazards were required here. Although there were some excellent responses linked to food shortages for example, many did not receive credit as there was no clear link in the answer to the impact on people. 'Drought' by itself was not awarded a mark for example as there is no suggestion of what the impact on people might be. Some also provided impacts linked to low pressure systems which were also not creditworthy.

- (ii) This AO1 question provided a challenge for some. There were 2 key issues here which limited marks or prevented any being awarded. Some confused high- and low-pressure systems, and some offered impacts in their answers rather than responses. This highlights the importance of reading questions carefully and the importance of ensuring that specific examples are used when required by the specification. Candidates were not able to achieve full marks unless a named and located hazard was provided.
- (iii) The low mean mark (1.3) for this question is indicative of the challenge this question presented; many candidates did not achieve any marks. The understanding of global circulation and the pattern it creates was weak with many also confusing low and high pressure as they did in previous questions. This is a topic clearly on the specification and candidates must be encouraged to learn all elements of the taught content. Successful answers provided a clear diagram (although this was not essential) and explained the pattern logically from the equator to the poles.
- (d) This AO3 question required a discussion on the effectiveness of responses to low pressure hazards in the UK such as Storm Babet. Successful responses quoted evidence in evaluating the responses in relation to the severity of the impacts in detailed chains of reasoning clearly focused on how far they agree. In the top band responses discussed issues such as how and why the effectiveness might vary amongst different groups of people or in different locations and linked these ideas to preparedness in the long term and level of development. Some found this question challenging and misinterpreted the question doing little more than copying out resources (not a creditworthy response) or developing answers into a discussion on impacts. These approaches kept answers in a low band as the question is focused on effectiveness of responses.

Theme 6: Development and Resource Issues

- Q.2
- (a)
 - (i) This AO1 question required candidates to identify the correct meaning of NGO which most did successfully.
 - (ii) This next question required a response which indicated that emergency aid was a response to a disaster (humanitarian or natural) or hazard. Many did not achieve the mark here as they simply repeated the question offering an answer which defined it as 'aid required in an emergency'.
 - (iii) This AO4 question was done well and required candidates to complete a paragraph based on interpretation of a graph on development aid provided by the UK. Many achieved full marks on this question.
 - (iv) Some candidates found this question challenging. To achieve both marks here there needed to be a clear link between the development aid provided and reducing inequalities. As with a similar style question in Theme 5, the use of the word 'because' is the key to success here. For example, one common successful response made a clear link between investments in education and improvement in life chances and employment prospects.

- (b) (i) The graph provided for this question needed completion. The success rate was low as many candidates completed the bar at 23000 rather than the 20300 required by the question.
- (ii) A reason for the suitability of a bar graph was needed here, and as in previous series this proved challenging. A common suitable response was that it makes values easy to compare. The comparison being the key here; many candidates still offer 'easy' without any qualification which will not achieve any marks.
- (iii) An alternative technique to a bar graph needed to be offered here; most correct answers suggested 'pie chart'.
- (iv) This AO4 question required candidates to complete a calculation and show working. This was done correctly with working shown by most candidates. Where candidates lost marks, it was often because they provided the answer written out in full rather than the answer in millions as indicated by the space provided in the box.
- (v) This AO2 question proved challenging for many. Although many candidates were able to offer descriptions of the characteristics of fair trade, there were a significant proportion of these which did not make any links to the positive impact on development which was needed to give access to the higher bands in the mark scheme. Successful responses explained the links between these characteristics and improvements in education, reduction in child labour and the longer-term benefits for communities in standards of living. Some responses used specific examples to support their explanations, and although this was not required, it was successful in demonstrating understanding.
- (c) (i) This question was an example of where reading the question was important. A cause of uneven development was needed such as conflict or lack of resources and many offered consequences such as poverty.
- (ii) This question on MNCs needed two factors which mean they locate in multiple countries. Many scored well on this question and is evidence that this is an area of the specification which is well understood.
- (iii) This AO1 question was again on MNCs, this time on disadvantages. Again, many candidates responded well indicating that this is an accessible and well understood part of the specification. A named LIC or NIC was required as indicated in the specification and most responded appropriately.
- (d) (i) The focus of the questions moved on to the UK with this question, with a reason for regional inequalities required. As with previous questions of a similar style use of the word 'because' helps with success. In addition, a cause rather than consequence was needed, so candidates should be encouraged to read questions carefully. The question proved challenging with some of the more successful responses focusing on either deindustrialisation or lack of investment.

- (ii) This AO3 question asked candidates to evaluate the success of strategies to create growth in deprived regions. The most successful responses offered ideas linked to positive multipliers and developed these into chains of reasoning which clearly commented on the extent of success of the different strategies in the resources. As with the previous 8-mark question, some candidates did little more than copy resources with no reference to the question which did not achieve any marks. Others made clear comparisons with other strategies they had studied to justify the likelihood of success or otherwise in Jaywick which was an effective approach.

Theme 7: Social Development

- Q.3 (a) (i) This AO4 question asked candidates to describe the pattern of malaria cases on a map of Africa. This was well done by many who used the reference points of the lines of latitude to help their answer.
- (ii) This was well answered with most candidates offering 2 suitable ways to tackle malaria.
- (b) (i) This AO2 question was challenging for some. Many were able to offer characteristics of bottom-up strategies but struggled to explain why they are more effective than top down. Therefore, many did not achieve credit in Band 2 as the explanation was lacking to link to the question.
- (ii) The focus of this final question in Theme 7 was child labour and candidates needed to discuss the extent to which it can be overcome successfully. As with previous 8-mark questions on this paper, many described the issues and wider impacts without linking these ideas to the question, keeping their responses in a low band. Successful responses referred to strategies in the resources and debated their effectiveness at reducing child labour and the impacts. At the top band, candidates commented on how the success of strategies might vary from place to place and in the long term and some were able to offer comparative examples as justification for their decision.

Theme 8: Environmental Challenges

- Q.4 (a) (i) This AO4 question asked candidates to describe the pattern of land covered by forest on a map of Africa. This was well done by many who used the reference points of the lines of latitude to help their answer.
- (ii) This was well answered by some who offered 2 suitable factors affecting ecological footprint, however many found this question challenging. Appropriate responses included reference to rate of resource depletion and sustainable living for example.
- (b) (i) This AO2 question proved challenging for some; although many showed understanding of the topic through a basic response about consumerism, the links to ecosystem destruction were not always clear. As with previous AO2 questions, use of the word 'because' is helpful in encouraging focus on the question and therefore allowing access to Band 2.

- (ii) The focus of this final question in Theme 8 was ecosystem destruction and candidates needed to discuss the extent to which it can be overcome successfully. As with previous 8-mark questions on this paper, many described the issues and wider impacts without linking these ideas to the question, keeping their responses in a low band. Successful responses referred to strategies in the resources and debated their effectiveness at reducing ecosystem destruction and the impacts. At the top band, candidates commented on how the success of strategies might vary from place to place and in the long term and some were able to offer comparative examples as justification for their decision.

Summary of Key Points

1. As identified in Component 1, candidates must not simply lift from resources provided with a question and should be encouraged to use the resources to help form their own answers to high tariff AO3 questions rather than simply copy out directly what is already there. Evidence of lifting and copying directly from the resources was particularly seen in Questions 1d) and 2dii) in this paper.
2. The use of subject specific terminology should be encouraged to add to AO1 questions, and AO2 and AO3 questions when required. Candidates should aim to show their knowledge using key terms that are clearly linked to the subject and/or location from the question to consolidate the highest marks available.
3. As identified in Component 1, there is still a need for candidates to read all questions carefully to make sure they give the correct answers and not to be tempted to write down everything they know about a particular topic or interpret the question in a way they see it. Examples of this from this paper include many candidates writing about impacts and not responses of a high-pressure hazard in Question 1cii and the features of Fair Trade rather than how it has a positive impact on development in Question 2bv.
4. A weakness in the knowledge of atmospheric circulation and the nature of high- and low-pressure hazards has been identified in this paper, and in WJEC Unit 2 from 2025 which shares the same subject content. These topics should be noted for careful revision and practice in future series as they form a major part of the specification to be examined.

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

In Part A candidates were asked to investigate geographical flows in fieldwork.

In Part B candidates were asked to investigate sustainability.

In Part C candidates were asked to apply their understanding of UK geography to issues surrounding sustainability in the UK.

The Assessment Objectives are as outlined in the specification.

The content assessed in Part A consisted of AO3 & AO4 fieldwork questions on infiltration rates in wet and dry conditions in the Peak District.

Part B assessed AO3 & AO4 fieldwork questions on sustainable communities in the county of Shropshire in the UK.

Part C assessed all assessment objectives with questions focused on sustainable communities in the UK.

The following areas were answered well:

- Measuring distance using a scale.
- Calculating the means of different infiltration rates.
- Graph completion.
- Extracting information from a graph.
- Extracting data from a map.

The following areas need to improve:

- Accuracy of six-figure grid references.
- Applying geographical knowledge of fieldwork to a given map.
- Reference to candidates' own fieldwork, explaining why data presentation methods were suitable to show results and evaluating strengths and weaknesses of data collection methods.
- Giving strengths and weaknesses of secondary data specific to a resource given.
- Explanation of why population increase can create challenges for residents living in the UK.

Part A: Investigating geographical flows in fieldwork.

- Q.1 (a) (i) The opening question asked candidates to give a six-figure grid reference for a site on an OS Map. This question was attempted by most candidates however this skill is still an area candidates need to work on to ensure that accuracy is applied. Some candidates are still giving four-figure grid references when a six-figure reference is needed.
- (ii) Candidates answered this question well. Many were able to calculate the distance between two sites on the given map. This shows good improvement in the skill where candidates are asked to use a scale to measure distance on an OS map.
- (iii) This question required candidates to give a strength of using equal distance to select measurement sites from Map 1.1. Many candidates gave a generic response for a reason linked to equal measurement gaining one mark, however very few were able to refer to the Map 1.1 to gain the second mark.
- (b) This question was answered well by candidates who were able to work out the mean accurately for infiltration rates with working also shown.
- (c) (i) This question asked candidates for the modal class of measurements and was a straightforward question. Only half the candidates on each specification of A and B got the answer right. Many gave the mode than the modal class which was an incorrect response.
- (ii) This complete the graph question was completed accurately by most candidates.
- (d) Many candidates struggled to accurately answer this question. The question required them to give two conclusions from Map 1.1, Table 1.2, Table 1.3 and Graph 1.4. Many candidates did not take their time to read all the information about infiltration rates in wet and dry conditions and were not able to draw conclusions from the data given.
- (e) It is pleasing to see the more and more candidates are attempting to answer questions on their own fieldwork compared to previous years.
- (i) Many candidates answered this question well, giving reasons why their fieldwork location was suitable for investigation to geographical flows.
- (ii) This question confused a lot of candidates. The good responses explained why their data presentation methods were suitable to show their results with many candidates referring to their data presentation technique with links to their fieldwork investigation and reference to flows. Correct responses referred to presentation methods such as flow maps, line graphs and bar charts. The issue with incorrect responses was that some candidates did not read the question carefully and wrote about their data collection instead of data presentation. Weak responses were written about data presentation techniques such as bar graphs or line graphs followed by saying that they were easy to read or simple to construct which restricted these candidates for any marks on this question.

Part B: Investigating sustainability

- Q.2
- (a) The majority of candidates had a reasonable idea of what enquiry questions could be chosen in an investigation of sustainable communities in Shropshire.
 - (b) This question required candidates to use the resources given on Benthall Grange, an urban development in Shropshire, and asked candidates to give a strength and weakness of the secondary data given on sustainable communities. Most candidates gave a generic strength and weakness of secondary data limiting them to half marks and did not continue with an elaboration referring to the resource given. The correctly answered responses used the resource to elaborate strengths and weaknesses.
 - (c)
 - (i) Candidates who answered this question correctly used systematic sampling as an improvement and made elaborations related to reducing bias or making data more representative to answer the question correctly.
 - (ii) Most candidates were able to accurately complete statements by extracting information given from a sideways bar graph.
 - (iii) Only half of candidates on both specifications A and B were able to accurately identify an alternative graph to present the data from Graph 2.3.
 - (d) This question required candidates to evaluate strengths and weaknesses of data collection methods whilst conducting their own fieldwork. There were some good responses from candidates who identified their primary and secondary data collection methods and evaluated these with links to their enquiry. Some candidates unfortunately did not read the question carefully and wrote about data presentation rather than data collection.

Part C: The wider UK dimension

- Q.3
- (a) Attempted by most candidates and answered accurately by these candidates where candidates were asked to identify areas in the UK with potential to produce food.
 - (b)
 - (i) Successful candidates were able to calculate the percentage decrease of hedgehogs showing their working out. It was interesting again to see a range of methods that candidates applied to work out the percentage decrease.
 - (ii) Candidates who answered this question well were able to give limitations of the data given from the secondary resource.

- (c) For this question many candidates stated that redeveloping brownfield sites is cheaper than greenfield sites. This is not strictly true. Some candidates did go on to say that underground services such as electricity and sewage were already in place which is correct. Many said that brownfield sites are cheaper because the land is cheaper to buy and cheaper for developers to build on as foundations already exist. It is important that candidates understand that inner city land is in high demand and is therefore more expensive than land on the outskirts, additionally often brownfield land is expensive for developers as they need to knock down existing buildings and sometimes decontaminate the land.
- (d) This question was answered well, with candidates accurately extracting data from Graph 3.3 on electric car charging stations.
- (e) For this question there were a few misconceptions candidates still hold about the challenges of population increase in urban UK. Some candidates' immediate response was that the population becomes homeless and has nowhere to live and job availability becomes non-existent. Accurate responses for this context stated that there is a greater demand for housing, therefore house prices increase and sometimes the next generation are forced out of the area due to price increase. There were a couple of unfortunate responses blaming challenges to urban UK due to migration.
- (f) Candidates answered this question well describing changes to visits to green spaces in using evidence from Diagram 3.4.
- (g) It is pleasing to see that most candidates attempt to answer the last question and do not miss this out in comparison to the past years. Successful candidates evaluated why their strategy was best to make the UK environment sustainable and why they did not choose the other options. Many candidates applied their wider geographical understanding with many candidates who chose improving transport systems and referred to ULEZ in London or electric bike schemes. There were references to Egan's Wheel and references that transport schemes would keep the people of the UK connected with each other. Some responses included why they did not choose other options. There was an evaluation of how expensive solar panels are to purchase for homeowners and wind turbines only being suitable to be constructed in windy areas. The application of this wider geography was common in many responses. Also, candidates successfully evaluating the strategy of managing green spaces used evidence from the resources in the paper making references how brownfield spaces were more suitable to be developed and allow for green spaces to thrive as a lot of animal and insect species in the UK have seen a decline. It was good to see candidates' judgement within their responses, why or why not their chosen strategies were useful.

Summary of Key Points:

- 1 Candidates must keep practicing the use of six-figure grid references.
- 2 When given a map or resource candidates must refer to this when answering the question. This was common for a couple of questions where candidates did not refer to the resources given.
- 3 For fieldwork ensure that candidates know the difference between data collection methods and data presentation methods.
- 4 Ensure that candidates don't have misconceptions e.g. the cost and demand of land in the inner city as well as the cost of clearing land that is often contaminated in the inner city.
- 5 For question 3g the application of wider geographical knowledge and using evidence from the exam paper is useful to evaluate why candidates' chosen strategy is the most appropriate.

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