



GCSE EXAMINERS' REPORTS

GCSE GEOGRAPHY B

SUMMER 2023

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GEOGRAPHY B

GCSE

Summer 2023

COMPONENT 1: INVESTIGATING GEOGRAPHICAL ISSUES

General Comments

Overall, the performance of this paper suggested it successfully engaged candidates of all abilities. It differentiated well and provided opportunities for candidates to apply their understanding of the concepts in the specification. There was the usual balance of short questions and more challenging extended writing questions. There did not seem to be an issue with the time available, as most candidates completed the paper. However, there was evidence that some specific knowledge questions were omitted by some.

Comments on individual questions/sections

Theme 1 Changing Places-Changing Economies

The focus of this question was on urban and rural processes, beginning with a look at population and leisure use and concluding with a new shopping centre in Edinburgh involving the use of an OS Map Extract.

- Q.1 (a) (i) The majority of candidates were able to correctly interpret the population pyramid.
- (ii) This was an AO1 Knowledge question concerning the definition of some terms relating to urbanisation. A significant number of candidates confused depopulation with counter-urbanisation, but most were able to correctly identify greenfield sites.
- (b) (i) Candidates were only required to give two simple statements relating to the benefits of leisure use to rural areas, but some wasted time elaborating. This reinforces the need to carefully read the command word of the question.
- (ii) The 4-mark AO1 Knowledge question looked at how leisure use has been managed in an area of the UK. It was poorly answered, and a significant number left it blank, suggesting that they had not studied a specific area. The focus was on management and to get to Band 2 there needed to be some specific facts that related to their chosen example, not generic responses. There were some good examples from the Ynyslas sand dunes and National Parks. An example of a generic answer that only reached Band 1 would be – 'In the Peak District they have put more litter bins and repaired footpaths.' A Band 2 response which gave specific information was 'Footpaths have been repaired between Mam Tor and Lose Hill. Money was raised by a Mind Our Mountains Fund. Local flagstone was used to mend the paths.'

- (c) Many candidates showed a good understanding of the issue of rural services and were able to refer to named groups such as the elderly, teenagers, or wheelchair users. Some were too vague about specific services and made generic points, although there were a few references to jobs. To access Band 3 in this 6-mark question, there needed to be reference to at least two named groups and clear explanations with detailed elaborations relating to specific services such as the closure of banks and shops, and transport issues. It was disappointing that a few candidates discussed valid points in detail, but failed to identify a group of people, limiting them to Band 1.
- (d) (i) For this section of the paper, candidates needed to refer to the OS Map Extract of part of the city of Edinburgh. This initial AO4 Skills question concerned measuring distance between two points, with the majority choosing the correct option of 1.1 km.
- (ii) A further skills question required the combination of interpretation of the OS Map and an aerial photograph of part of the city. It was pleasing to see the high level of accuracy in candidates' ability to correctly name features.
- (iii) Grid references are an important skill, and most candidates were able to identify the 4-figure reference, although a few did a 6-figure reference which was not asked for and therefore achieved zero marks.
- (iv) A very high scoring question where candidates ably outlined a reason, with an elaboration, to explain why technology has changed shopping habits.
- (e) The 8-mark AO3 Application question was based on a new shopping centre development in Edinburgh, and as well as the OS Map Extract, photographs and a fact box were provided. Many responses showed an excellent understanding of the issues posed by the new development. The question required a discussion of both advantages and disadvantages to reach to top bands in the mark scheme. The resources were used to good effect by most candidates, with many taking a point from a resource and then developing elaborated statements to form chains of reasoning. This ability to develop points is improving each year, and there were some highly sophisticated arguments put forward, an example of this would be 'The 244-bedroom hotel (given fact) will attract tourists (simple elaboration) and bring money into the area when visitors eat in local restaurants and cafes (detailed elaboration). This extra revenue could be used to improve local services, such as hospital and schools, which would benefit the whole community' (sophisticated chain of reasoning). Many responses only reached Band 2 because they did not discuss both advantages and disadvantages. Some of the best responses made excellent use of the OS Map to illustrate the importance of the central location of the new development, with reference to other features such as the Castle and Waverley Station.

Theme 2 Changing Environments

This question addressed issues concerning weather and climate and river processes.

- Q2 (a) (i) This question required candidates to show their understanding of the pattern of weather in a low-pressure system. Responses were mixed, with the highest percentage able to recognise rainfall patterns, but not where winds were strongest.
- (ii) Whilst many candidates were able to accurately describe the pattern of rainfall from the map, a few failed to use figures in their response. This was clearly stated in the question, with one mark reserved for this skill. The best responses said that rainfall was highest in the west of the UK, specifically parts of Wales with 100-150mm of rain and the lowest was in the south-east England/Central Scotland. At this level, candidates should be using compass directions to describe location, and terms like 'in the middle', or 'on the right-hand side of the map' are not acceptable as a geographical description.
- (iii) Most candidates were able to correctly calculate the percentage of rainfall, although a few failed to show their workings and consequently lost a mark.
- (iv) A high percentage correctly chose a bar chart with two bars for each location as the most appropriate technique to show rainfall data.
- (v) This follow-up AO4 Skills questions was designed to test candidates' knowledge of how appropriate techniques are for showing a particular data set. Although there are positive indicators that centres are addressing this, there are still too many generic answers such 'easy to read' or 'easy to draw' which are not specific enough. The best responses showed that they understood that the data was in discrete categories and two bars made comparison easier.
- (vi) This was a well-answered question and there was a good understanding of the processes of infiltration and saturation as reasons for flash flooding.
- (b) (i) Generally, a significant number of candidates were able to identify the weather conditions in an anticyclone, although some incorrectly thought air moves in an anticlockwise direction.

- (ii) This AO2 question was worth 6 marks and was one of the lowest scoring answers on the paper. There were two points that candidates needed to identify before attempting their response. Firstly, to correctly identify an example of an extreme high pressure weather event outside the UK that they had studied, and secondly, ensure that they related their answer to specific groups of people. It was very disappointing that a high percentage wrote about cyclones and typhoons which are low pressure events, and consequently scored zero marks. There were some excellent high-scoring responses relating to California, Australia, and Europe in 2003. These included specific details which showed real knowledge of the area they had studied, relating to named groups such as farmers or the elderly. An example would be 'In 2014 the drought affected farmers as California has the largest agricultural industry in the USA (specific). Crops such as vines and animals died and about \$5 billion was lost (specific). Residents could not wash cars or water their gardens and there was a \$500 fine for those who broke the rules (specific)'. There are still too many generic responses to this type of question, resulting in candidates unable to progress beyond Band 2.
- (c) There was a very disappointing response to this AO3 extended writing question on river processes and landforms. This forms a significant section of the specification, and many candidates showed a lack of understanding of physical processes other than listing different types of erosion, without relating them to landforms. Some talked about human activities such as tourism being more important than physical processes, which was not relevant to the question. A few were able to describe the formation of the landforms shown in the resource such as waterfalls and meanders but did not relate these enough to named processes. However, there were some excellent attempts to discuss the role of other physical processes such as the role of deposition in meanders and weathering in the upper course of a river, which achieved high marks. Others discussed the importance of rock type and the transport of eroded materials. The command words required the discussion of some level of agreement or disagreement with the statement. This was often in the form of an introduction or conclusion but was also credited in statement throughout their response.

Theme 3 Environmental Challenges

The final question involved topics related to desertification and water supply.

- Q.3
- (a)
 - (i) Whilst many candidates correctly identified terms linked to desertification, a few were confused between transpiration and evapotranspiration.
 - (ii) This was a well answered question, with a high percentage able to correctly describe two human activities and elaborate on how they damage hot semi-arid areas. There were some excellent responses concerning poaching which reduced biodiversity, overgrazing and overextraction of groundwater resources. Candidates need to be reminded that 'climate change' and 'global warming' are not human activities and they need to be more specific such as 'burning fossil fuels in cars leads to increased temperatures in hot semi-arid area which increases the risk of drought'. Once again there were some generic terms such as 'farming', 'roads' and 'litter' which were not creditworthy as they did not specifically relate to hot semi-arid areas.

- (iii) Many candidates displayed a lack of knowledge about the role of NGO's. High-scoring responses referred to the benefit to the community in providing new skills as being an advantage, and disadvantage that NGO's may not be able to sustain projects for a long period of time and therefore only have small-scale impacts.
- (b)
 - (i) The majority of candidates were able to draw a best fit line that indicated a positive correlation. The second mark was awarded if there were an equal number of points on either side of the line.
 - (ii) A very high scoring question where candidates correctly identified a positive correlation between the two variables.
 - (iii) Again, lack of knowledge as to what the term 'water security' means hindered some candidates in this 4-mark question. There were, however, some good explanations referring to industries not having enough water for processing, and the impact on farming and crop yields. Some simplistic points were made about countries having to buy water which leads to debt, and others just described how only having access to dirty water caused poor health, without relating it to economic impacts.
- (c)
 - (i) This AO4 Skills question about the location of Lake Mead achieved high marks, and it was encouraging to see that centres had obviously spent time on this type of question. The map resource provided plenty of scope for candidates to describe its location in relation to named states, compass directions and/or distance from named cities or its position in the SW of the USA.
 - (ii) Most candidates were able to successfully describe the trend shown on the graph of water levels at the Hoover Dam. Essentially, the question required changes over time, such as an overall decrease since 2000, supported with figures from the start and end of the graph. Considerable flexibility was allowed in the mark scheme for the correct use of figures, but despite this, a few candidates failed to include any.
- (d) The final AO3 Application question required candidates to study photographic and information about water supply from the Colorado River. There was considerable variability in the quality of answers, but some candidates made good use of the resources as starting points which led to detailed discussion, showing good depth and level of analysis. Some good chains of reasoning were seen in many scripts, putting forward reasoned arguments to justify their own point of view. A few looked at the wider picture and identified the impact on Mexico as a NIC, and there were also attempts to suggest alternative policies such as desalinisation plants, demonstrating a good geographical understanding of the issue. At the lower end of the spectrum, there was evidence of just copying from the fact box, with little attempt to elaborate.

Summary of key points

- AO1 and AO2 questions require specific knowledge of the example/area studied by candidates. These are clearly identified in the specification. Although candidates seem to have a good grasp of definitions of key terms, this is not adequate when answering higher tariff questions that require greater depth and specific information. Too many responses only achieve a low mark because they are too generic in nature.
- Although there has been a marked improvement in the use of the resources provided in AO3 Application questions, candidates still need to focus on developing their skills in discussing issues and putting forward their own views, backed up with evidence. This need to be in greater detail than just 'I agree'. The key to achieving high marks in these questions is to structure sophisticated chains of reasoning which demonstrate understanding of the issue and an ability to develop an argument.
- In Skills questions, candidates need to be reminded to use figures in their answers if the command words explicitly ask for them. Likewise, more accurate use of compass directions when describing the location of features.
- Candidates need to develop their understanding of physical processes beyond that of just learning definitions of terms. This is especially true of the coastal and river landforms identified in the specification, and weather processes.
- Examiners noted that the problem of poor handwriting remains an issue for a minority of candidates.

GEOGRAPHY B

GCSE

Summer 2023

PROBLEM SOLVING GEOGRAPHY

General Comments

This paper continued the progress made in recent years by assessing a wide range of content from the specification. It met the assessment criteria and candidates were able to access all the marks in all of the questions.

The paper focused on the issues facing Jakarta that are a consequence of recent rapid population growth, the need for development and climate change.

Candidates followed the rubric well and almost all candidates attempted all the questions.

Candidates' knowledge of a broad range of issues was generally good. It was clear that they were very able to competently show their knowledge of urbanisation, coastal management, food webs, and elements of slum clearance schemes to great effect. Some were less convincing about over-abstraction and the benefits of giving and receiving aid. Sustainability continues to be misrepresented by a minority of candidates as just the preservation of the environment. It was evident in the higher scores in part C that centres have become better at communicating the wider reach of the concept to include social and economic elements too. The very best candidates were able to communicate the time frames of their solutions to fully demonstrate their understanding and application of sustainable solutions.

Several of the tasks posed broader questions than in previous years which were linked to the specification, such as "Explain why cities benefit from economic growth," "Explain why some ecosystems are being modified/changed by people" or "Explain why the poorest housing is often located on the edge of cities in LICs/NICs." Candidates did well on these questions and many were able to access all the marks because they knew the subject content, could explain it as a part of a process and understood how theories manifested in the real world. The level of knowledge that candidates demonstrated was better than in previous years and reflected the work centres have been investing in their curriculums.

Many centres have continued to assist candidates to be able to understand that application requires them to use rather than reproduce the information supplied during the exam. The strongest candidates create extended chains of reason that highlight their deep comprehension of the issue using two or three possible aspects.

Candidates were able to show a high degree of competence in their use of geographical skills. Their mathematical abilities were a particular strength with most able to score well with the questions about calculation and location. The paper achieved a good level of differentiation by asking about the drawbacks of the median as a measure of central tendency and location relative to a known point.

Comments on individual questions/sections

- A
- (a)
 - (i) Candidates were able to describe the location of Jakarta using a variety of possible correct answers. Those that didn't, tended to write vague answers that used a wide area rather than a specific point from which to give distance and direction.
 - (ii) Candidates responded well to describing the graph although some could not access all the marks because they only described a fraction of the time span asked for.
 - (iii) Most candidates were very able to give several potential problems of rapid urbanisation. A number did not gain credit for unqualified statements about overpopulation.
 - (iv) A pleasing number of candidates were able to explain to a very good level how cities benefit from population growth. This was quite an abstract concept compared to some in this exam, and in previous years, and the question performed very well to differentiate between the most and least able. Many could write well about how cities were economic engines for development.
 - (b)
 - (i) Candidates were very able to write coherently about sea walls as a coastal management strategy. Some confused how they work with the benefits they give.
 - (ii) Many candidates were able to write about the reasons why sea walls might not be a long-term solution. A common error amongst candidates was to write about start-up costs without reference to the long term.
 - (c)
 - (i) More than half of the candidates were able to calculate the median. Most of the marks dropped were for calculating a mean instead.
 - (ii) Very few candidates were able to fully explain why the median may not be regarded as the most appropriate measure of central tendency.
 - (iii) Most candidates were able to accurately match the terms and definitions.
 - (iv) Many candidates were able to explain why soft sediments and heavy buildings led to sinking but few could communicate how the depletion of aquifers leads to subsidence. As is often the case with AO3 questions, candidates who didn't elaborate upon their reasoning earned less marks than those that did.

- (v) Some candidates didn't take advantage of the broad nature of the question and focused on the specifics of flooding in Jakarta. The very best candidates wrote about marginal sites, a lack of tenure and the sprawl of cities giving little other options. Strong answers often expressed a level of understanding of city morphology with references to bid rent and the factors leading that lead to the cost of land in an area of the city. Weaker candidates wrote of a style of government (centralised decision-making to provide housing stock to all and a high level of micromanagement) that doesn't reflect what is happening in these cities.
- (d)
 - (i) Candidates split almost evenly into those who could calculate a percentage and those who couldn't.
 - (ii) The vast majority of candidates could read the food web accurately.
 - (iii) This was another broad question that allowed candidates latitude to answer in a variety of ways. Many detailed the effects of deforestation and a few wrote in broader strokes about the drivers for ecosystem modification such as profit and development. It was surprising and admirable that a sizeable number interpreted change as preservation or restoration of an ecosystem. These answers were as creditworthy as those about destruction and exploitation.
- (e) Candidates were generally very able to apply their knowledge of climate change to Jakarta's previously detailed problems. Many wrote with great knowledge about the steps to sea level rise and made it clear how other symptoms of climate change (for example extreme weather or unpredictable rain patterns) could affect Jakarta. It was less common to see answers that wrote of the social consequences of climate change and how they might affect mega-cities. Answers that could cover more than one aspect (perhaps sea level rise and climate refugees) performed very well.
- B
 - (a)
 - (i) The topic of aid is often controversial and centres have obviously taught their candidates that there are a range of reasons assistance is given and that these can cross the moral spectrum. Many candidates were able to give two reasons that HICs donate aid but many struggled to explain the consequences of such actions.
 - (ii) This question performed well and there was a strong correlation in performance between the two trade questions.
 - (b) This was another question that challenged candidates to do more than recycle the resource folder. The better candidates were able to explain the implications of more species or more fish the more marks they earned.
 - (c)
 - (i) Candidates were often able to describe the proposed city's relative position. It was interesting that some candidates who had excelled at the earlier location question found it difficult to describe the location of the proposed site in relation to Jakarta.

- (ii) Candidates generally had a clear idea of the advantages for governments of removing poor quality housing. Few mentioned real examples (for instance, the Lagos mega-city project) and a sizeable number described a system of social housing provision (e.g., the government will provide the poorest with housing) that isn't a common reflection of many such contexts.
 - (iii) Candidates found writing about a problem of top-down housing clearance for the inhabitants relatively straightforward. Some didn't know of any problems and a number were unable to write about the consequences.
- C Candidates were able asked to choose one of three options to mitigate the problems Jakarta faces. Many of the previous statements and the professional development sessions in recent years have recommended that candidates practice writing about the consequences of the suggestions from the resource folder. Centres have responded positively to these messages and there was clear evidence of an improvement in the quality of reports this year. More candidates responded to, rather than replicated, the suggestions of the resource folder and their answers were better for it. Most candidates were able to consider the social, economic, and environmental impacts of their choice but few considered the time frame element of sustainability. The best answers were written by those who could consider short- and long-term benefits of their chosen plans.

Summary of key points

Candidates were generally better at using the resource folder rather than simply copying it out or rehashing.

Candidates demonstrated good levels of geographical skills but when asked unpredictable questions they found it more difficult to score well.

The very best answers for the extended answer in Part C considered every aspect of sustainability including the needs of the present and future.

Candidate knowledge of measures of central tendency and potential drawbacks needs addressing.

GEOGRAPHY B

GCSE

Summer 2023

COMPONENT 3: APPLIED FIELDWORK ENQUIRY

General Comments

Part A was focused on using a transect in fieldwork and contextualised in a coastal location. Part B was focused on investigating inequality in fieldwork, contextualized using an environmental quality survey in York. Part C continued this area of focus looking at the most sustainable way to manage inequality in the UK

Generally, an accessible paper across the ability range, with many candidates scoring higher marks than previously, showing a full use of the 76 marks available, with a slightly higher mean mark over the cohort.

Many questions had high facility factors, meaning that many candidates scored full marks on these questions, although these were comparable to 2019 pre-Covid. Questions 1aii, 1dii, 2c, 3a and 3ci being the least demanding.

The length of the paper seemed appropriate with nearly all candidates providing an answer to the 12-marker end question.

There was some evidence of high-quality scripts, and it was indicated that many candidates showed evidence of completing geographical enquiry outside the classroom again. It was clear where candidates had been immersed in the fieldwork, as they gave specific and detailed exemplification of their answers enabling access to the higher marks.

AO4 questions were overall answered well, but many candidates failed to complete the kite diagram and pie chart, however they were able to complete the sketch graph well, showing that they can visually display data graphically.

Comments on individual questions/sections

Part A: Investigating the use of transects in fieldwork

- Q.1 (a) (i) AO4 question, asking candidates to use their map skills to interpret the scale on the map to correctly identify the length of the transect. Most candidates answered this correctly, with nearly all candidates attempting the question. Candidates ticking more boxes than were asked for were marked incorrect, even one tick was in the correct box. This is standard marking practice on all tick box questions.
- (ii) AO4 question asking candidates to use their map skills to interpret the orientation of the map and identify the direction of the transect. Again, nearly all candidates attempted the question, with most candidates answering this correctly, with over 80% obtaining the correct answer.

- (iii) AO4 question asking the candidates for a 6-figure grid reference of the start of the transect. Most candidates attempted this question, but not as many as expected candidates answered this question correctly, some candidates wrote a 4-figure grid reference instead, scoring no credit. Answers accepted included one up or down on the 3rd and 6th digit, to account for the placement of the letter A in the map, but still many candidates were either 'out' by a few on the last digit or had the eastings and northings mixed up.
 - (iv) AO4 questions asking the candidate to use their mathematical skills to estimate an area shown on the map. The demand of this question was higher than the previous three and this showed in the relative numbers of candidates offering the correct answer, with more candidates answering incorrectly, however nearly all candidates did attempt this question.
- (b) AO3 question asking the candidates to apply their knowledge and understanding of displaying fieldwork locations to evaluate a sketch map. Generally, an accessible question, which differentiated well, with most candidates aware of what they were expected to do. A few candidates responded with "drawn badly / not easy to read", this was not credited unless exemplified by referring directly to the map. Some candidates described the map rather than explaining its strengths and weaknesses. Mid-achieving candidates scored on the strength, but not on the weakness.
- (c) AO3 question asking candidates to evaluate systematic sampling in the context of a transect along a beach. Two marks available, one for general advantage of systematic sampling in this context and one for the development / elaboration of this. Some candidates understood the principle behind sampling generally and many were able to pick out the specific features of systematic sampling, however some candidates just repeated the question in their answers and a few did not understand sampling as a concept. Some candidates' answers were too brief to attract credit e.g., "accurate". The most common mark was one where candidates can identify an advantage, commonly 'equal intervals' or 'quick to find intervals', but then not have made an elaboration point to specify further the specific advantage of this.
- (d) (i) AO4 question asking candidates to complete a kite diagram using the given information in the table. This question had a high non-attempt rate, nearly 30%, suggesting candidates are not familiar with kite diagrams. Some candidates who maybe hadn't seen kite diagrams before, may have used the data in the table to check how the graph had been drawn (by looking at the plotting of one sample point for instance) before adding their points and line. This is a suitable way to check how an unfamiliar graph works, before completing it. Most wrong answers plotted 20 on both sides, as opposed to 10. Those candidates that did complete the diagram usually scored the full two marks.
- (d) (ii) AO3 question asking candidates to use the data to make judgements. Most candidates selected the two correct answers, with most of the rest selecting one of the right answers.

- (e) (i) AO3 question about the candidates own fieldwork, asking about them to evaluate using a transect to collect their data. Historically candidates' ability to turn their understanding of fieldwork into exam answers has often been the most challenging part of the exam for them and this is the first year since the Covid-19 pandemic and associated restrictions that these questions have returned to Component 3. There were some candidates who responded to these questions stating that they had not gone on any fieldwork. 1(e) (i) was attempted by more candidates than 1 (e) (ii). Many candidates have written similar responses as for question 1(c) with the most common responses including 'quick to do', 'comparison of results' and 'can see changes', which are creditable for 1 mark. However, there were some answers among the cohort which showed some candidates had a clear understanding of transects.
- (ii) AO3 question about the candidates own transect fieldwork, asking them to explain the strengths of their presentation method. Some candidates were able to name one (sometimes two) presentation methods, give examples of the types of data shown and relate this to strengths given in the questions. Some candidates found the question inaccessible, struggling to highlight the presentation method aspect of the question, often confusing collection with presentation. Band 2 responses used examples directly from the candidate's own fieldwork, including being able to clearly compare transect data from different points, describe how their graphs show lots of different data variables all at once, or the use of specific location information to be able to interpret their graphs within context. Band 1 responses quoted the question text in a general answer or simply describe their presentation method or how they completed their transect. Some candidates respond in the future tense / hypothetical sense, highlighting the possibility that they were not that familiar with any fieldwork and write-up that they had done.

Part B: Investigating Inequality

- Q.2 (a) AO3 application question, asking candidates to consider the theme of inequality and consider what enquiry questions would be appropriately chosen in York. This question was answered well, with almost all candidates gaining 1 or more marks and nearly all candidates attempting the question.
- (b) (i) & (ii) AO4 questions, asking candidates to complete the environmental quality survey and to adapt the survey. 2(b)(i) was answered correctly by many candidates, but it was clear that some candidates were unfamiliar with this class of survey. The demand and subsequent difficulty of 2(b)(ii) was high, with relatively rare responses as per the mark scheme. The marking also credited statements about the relative impacts of graffiti and litter, as long as it was clear that the candidate was referring to these two aspects in their statement.

- (c) AO4 question asking candidates to use their skills to present the transect information in a sketch graph. Most candidates drew a well-drawn and plotted scatter graph, scoring 4 marks. Some candidates opted for a bar-graph which was also credited within the mark scheme. It is noticeable that candidates overall were less likely to complete the pie graph and kite diagram, but well more likely to be able to sketch a graph displaying the data in this question.
- (d) AO3 question asking candidates to use their knowledge and understanding of enquiry-based terminology to match statements and terms. Nearly all candidates attempted this question, most selecting the correct terms, with the mean mark near 2 marks.
- (e)
 - (i) The second set of questions relating to the candidates own fieldwork, this time on researching inequality. Candidates are asked one reason why their data collection was reliable. Some candidates did not attempt this question, the ones that did produced some very reasonable answers, they clearly understood the ideas of repeatability of methods and the reproducibility of the results. Many candidates did not give responses specific to their own fieldwork experiences, possibly suggesting that some candidates were not that familiar with the fieldwork that they had done. Some responses focused on the use of primary data (often without qualification), large sample sizes from using whole class data and the use of systematic sampling to remove bias. Surprisingly few candidates directly referred to the concept of repeatability to increase reliability. Some candidates described their data collection methods. There is potential here for further understanding of the enquiry process, in terms of accuracy of data, reliability of results and validity of conclusions, using examples from the candidates own fieldwork to illustrate this.
 - (ii) Candidates are asked to evaluate their own fieldwork conclusions; a question with a high degree of difficulty, in which many candidates struggled to understand the difference between strength and limitation in relation to their conclusions, many also just described their conclusions. The candidates that did answer well, exemplified their answers with details from their own conclusions and data.

Candidates need to be able to evaluate all aspects of their fieldwork within the enquiry cycle. Evaluation includes the weighing up (for example the strengths and limitations) of information to come to considered response. It could also include the drawing together of disparate threads of an argument or issue.

Part C: The wider UK dimension

- Q.3 (a) AO4 question asking candidates to use their interpretation skills to select three correct statements based on two graphs. Most candidates answered this successfully with full marks and nearly all candidates answered this question.

- (b)
 - (i) AO2 questions expect candidates to demonstrate geographical understanding of concepts and how they are used in relation to places, environments, and processes, as well as the inter-relationships between places, environments, and processes. This is an AO2.1 question asking candidates to use their knowledge to explain why people might move from rural to urban areas of the UK. This question was accessible to all levels of candidates, so differentiated well between the higher and lower scoring candidates. A significant number of candidates however, seemed to discuss movement from urban to rural areas. Most Band 3 responses scored on the range and breadth of their reasons as opposed to the depth of a couple of reasons, with only a small number including extended chains of reasoning.
 - (ii) AO2.2 follow-on question asking candidates to explain why rural to urban migration has impacts in urban areas. Some candidates were not specific in their answers to this question, giving general statements such as “creates problems”, but many candidates score well, with a mean mark of just over 2 marks.
 - (c)
 - (i) AO4 question asking candidates to complete a pie graph. Ideally candidates would be expected to continue the sequencing of the table and to complete the housing next to the crime section and environment next to the income section, if this didn't happen candidates weren't penalised. There was one mark for the line drawn correctly and one for the shading. Some candidates missed out on the shading mark due to the lines not being vertical i.e., they were often drawn as spokes.
 - (ii) Follow-on AO4 question asking candidates to say why a pie chart is suitable to present this data. Credit was not given for “easy to read / visually clear” unless qualification was given.
 - (d)
 - (i) AO4 question asking candidates to name a suitable alternative graph for some data displayed as a pictogram. Many candidates answered this correctly.
 - (ii) AO4 following on asking candidates to state why their chosen graph is suitable. No credit given for easy to draw and understand, as this is given in the question.
 - (iii) AO2.2 question asking candidates about their understanding of deprivation and why having a minimum wage could reduce this. This question differentiated well, with many candidates providing evidence of understanding the link between available money and using this to action personal choice related to equality.
 - (e) AO4 question asking candidates to use their graphical skills to interpret a graph, making a comparison. Looking for similarities and/or differences between 2019 and 2020. Many candidates used comparison words e.g., however, most, but only, however some candidates just described the data for both years, without making a comparison. Full answers compared total numbers between years, and distribution of monthly data. Many candidates either scored 4 marks (comparative) or 1 mark (descriptive).

- (f) AO3 question worth 12 marks, with 4 additional marks for SPaG. This question asked candidates to interpret information on three strategies to reduce inequalities, then to analyse these and evaluate the strengths and weaknesses, in relation to sustainability. Then to reach a justifiable decision on which they consider to be the *most* sustainable option to reduce inequality in the UK.

Candidates generally used the resource well and drew on their wider geographical understanding, but many did not use the sustainability thread to justify their decision, focusing instead on the inequality aspect. Many excellent answers were short, focused and justified, many weaker answers were longer, copied and described the resource folder.

SPaG marks were overall less this year than others, perhaps a consequent of the Covid-19 period. A firm grasp on high quality geographical terminology does underpins evaluative and critical thinking.

Candidates who were working in Band 1, were able to use the resources, although mainly descriptively, to support their decisions. Some candidates did not come to a decision.

Most candidates scoring at Band 2 and Band 3 have written about at least two of the schemes, have referred to the positives of their chosen scheme, and while acknowledging the positives of one or more other schemes, have generally referred to the negative points of the scheme not chosen. Candidates scoring band 2 and Band 3 have been general in their responses, rarely referring to specific case studies, however a greater proportion have discussed the concept of environmental and/or economic sustainability of the schemes.

Candidates scoring within Band 4 have generally written about each scheme in turn, detailing both positives and negatives, have evaluated within the context of short term and long term, and have drawn upon wider geographical knowledge, often referring to UK based urban case studies to reinforce their argument.

Many candidates used signposting to guide the reader through their answers, using aspects such as elements from the Egan wheel, three legs of sustainability, short / long term, local to UK wide, argument and counter arguments. Some candidates used Point, Evidence Explanation successfully.

Aspects to consider would be:

- Interpret: information in the resource file and the exam paper.
- Analyse: the information to find patterns and connections using wider geographical knowledge.
- Evaluate: then weigh up this information / patterns and connections to make a
- Judgement: based on a chain of reasoning using the evidence.
- Try to create chains of reasoning as part of your justification.
- Explore positives and negatives in a balanced way.
- Consider alternative geographical futures.

Summary of key points

Candidates handwriting is a continuing challenge for examiners, a black pen working well would aid the scanning process to secure a readable script for candidates who are struggling with legible handwriting.

Prepare candidates for completing graphs / diagrams, by showing them examples from previous exam papers, and coaching them in how to use data given to work out how to complete the graph if they are not familiar with it.

Use a range of stimulus material to enable candidate to draw differing opinions to their own initial opinions, improving their ability to justify differing sides of arguments, this will help them deal with innate bias, so help provide balanced arguments to AO3 final 12-mark question.

Ensure candidates are aware of the differences between using the resources to write descriptive answers, rather than reasoning or explanation, using the resources as evidence. This will help them write answers that are elaborated and for the higher banded questions, more complex and sophisticated answers.

Each individual question targets only one assessment objective. AO1 is not assessed on this component, therefore description is not creditable on AO2 or AO3 questions.

There is potential for further use of improved geographical terminology to aid students critical and evaluative thinking.



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