

GCSE Examiners' Report

Geography B

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

Many of the points raised in the 2024 Examiners Report are still relevant here. AO1 knowledge questions are still a weakness across the specification, especially when case study information is required. Many answers are still too generic and do not contain information that specifically links them to a place studied by the candidate, in Component 1 this year this was a named small-scale ecosystem in the UK. Many candidates did not name an ecosystem, got the wrong type of example e.g. a National Park, or a tropical rainforest, or did not give the specific information needed for examiners to be certain that this was a genuine location studied. AO4 skills questions were again done very well across the three papers (except for six-figure grid references in Component 3) with the interpretation the graphs and maps from Components 2 and 3 being particularly strong overall. Sustainability is a key concept that underpins all components in this course and is still, as in 2024, not always fully understood by candidates when using it to justify key points in their answers.

After the issue of candidates simply copying information from resources and lifting this information into their AO3 answers was highlighted in the 2024 report, an improvement was seen this year. There was more evidence of candidates using the resources to develop detailed chains of reasoning and access the high marks on the high tariff questions. The design of the 12-mark answer in Component 2 allowed for in some cases very good use of the resources to decide on the best approach for Cleveland and the options for the 12-mark question in Component 3 were designed to allow candidates to bring in their own examples and information into their answers, such as ULEZ in London or city electric bike schemes to support the information gleaned from the resources.

The issue of candidates failing to write specifically about their own fieldwork in Sections 1 and 2 of Component 3 remains although more references to work that was clearly their own fieldwork experience was seen from candidates in both sections this year. Centres must note however that clarity is needed on each of the stages of the enquiry approach and that many candidates confused data collection with data presentation in this year's questions, therefore negating some references to their own fieldwork that otherwise would have gained credit.

From this Autumn, Eduqas will be publishing a booklet of annotated exemplars for each of the Eduqas B 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 B website ([GCSE B Geography | Eduqas](#)) 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

GCSE

Summer 2025

C112U10-1 INVESTIGATING GEOGRAPHICAL ISSUES

Overview of the Component

- Component 1 assesses all four Assessment Objectives, as detailed in the specification, with equal weighting for each AO in each of the three compulsory questions.
- The performance of the paper suggests that it was of a comparable standard to previous years and successfully differentiated, engaging candidates of all abilities.
- Question 1 had a focus on Key Idea 1.2 Urban and rural processes and change in the UK, exploring the topics of commuting, honeypots and multi-purpose zones of cities.
- Question 2 examined Key Idea 2.2 Rivers and river management and 2.4 Climate change. Topics covered included river processes and the impact of human activity, global sea level change, and the different approaches to tackling climate change.
- Question 3 covered Key Idea 3.1 and 3.2 on Ecosystems, with a focus on the nutrient cycle, and both small-scale and global ecosystems. The latter part of the question examined Key Idea 3.3 Water resources and management.

The following areas were answered well:

- Interpretation of patterns on graphs and maps.
- Understanding of climate change and its consequences.
- Appreciation of how individuals can reduce water stress.
- Ability to calculate the median and range of a data set.

The following areas need to be improved:

- Knowledge of specific details of small-scale UK ecosystems and the nutrient cycle.
- Physical geography questions were generally poorly answered, especially knowledge of processes.
- Key terms such as water footprint and commuting.
- Development of analytical and evaluative skills when discussing issues.
- Putting forward their own views on an issue, supported by evidence

Comments on individual questions/sections

- Q.1 (a) (i) A significant number incorrectly defined teleworker as those who work in television and media.
- (ii) Most candidates were able to identify one advantage and one disadvantage of working from home, with the most popular responses being the reduction in stress and the money saved in travelling, with the main disadvantage being isolation.
- (iii) Many candidates linked their response to the previous question and discussed the improvements in technology which has led to a reduction in the need to commute as more people work from home, especially post-pandemic. There were also several good responses relating to improvements in transport and the increasing cost of fares and fuel. Several candidates did not understand the term 'commuter' and incorrectly discussed migration issues.

- (iv) There were some good responses to this 4-mark AO1 question about issues faced by commuter settlements. Many put forward excellent points about the impact on local shops as commuters preferred to shop near their place of work. There were many references to increased congestion and air pollution and a few sophisticated responses discussed the impact of the lack of affordable houses for young people because of increased demand.
 - (b)
 - (i) The simple identification of two correct statements about data on commuting was a high achieving question.
 - (ii) A high percentage of candidates were able to identify the median value of the data set.
 - (iii) The calculation of the range of the data was generally quite well done, although some failed to show their workings which resulted in the loss of an easy mark.
 - (c)
 - (i) For this question, candidate needed to study an OS map extract of a honeypot area of the Peak District. Although grid references were not required, it was pleasing to see that some candidates did use them as map evidence. There was a general lack of understanding of the landscape shown on the map and many thought that the quarry would be a key attraction. There was a requirement to identify specific features that made this a honeypot site, and not generic references to main roads and footpaths. A large number correctly identified the visitor centre, castle and a caravan site, all of which were specific to this area.
 - (ii) The general misunderstanding of the concept of a honeypot site was continued into this question, and there were several references to the impact on bees. Although many candidates were able to identify two simple points, such as overuse of footpaths, litter and too many cars, they failed to elaborate on why this would cause damage.
 - (d) This AO3 question was based on the Liverpool Waters multi-purpose project. A range of photographs and a fact box were provided as resources. The question required a discussion of both advantages and disadvantages, and it was pleasing that most candidates did achieve this. There was a good understanding of the advantages of using brownfield sites and most developed the multiplier effect of new developments such as this. A few discussed their own examples to good advantage. Some considered the problem of gentrification, and the problem of noise pollution that comes with living near a major sporting venue. Some responses were expressed very simplistically, such as just more jobs, more homes and more visitors so people spent money in the local area which only reached Band 1 or 2. Generally, it was quite well done and there was a good range of responses covering social, environmental and economic issues.
- Q.2 (a) (i) Many candidates confused the two processes of attrition and abrasion in this straightforward question on definitions of river processes.

- (ii) This AO1 knowledge question tested understanding of flows, stores and outputs within a river basin, but many candidates struggled to achieve full marks, showing a lack of understanding of key terms and processes.
- (b) (i) This 4-mark AO2 question referred to why creating reservoirs can affect natural river processes. There were many non-attempts of this question, and there was a marked contrast in the responses of those candidates who clearly understood river processes, and those who did not. A significant number were able to suggest that it would change the flow but were unable to develop their response by linking this to changes in the energy of a river with less water. A few were able to describe the fact that sediment would be trapped in the reservoir, leading to less deposition downstream. Several made references to the impact on wildlife and biodiversity which are not natural river processes, which was the essence of the question.
- (ii) A very high scoring question, where candidates ably identified the high cost of hard engineering methods.
- (c) (i) The ability to analyse a graph was demonstrated by many candidates. Generally, good use was made of figures to identify phases of the trend through the correct use of terms such as a rapid/steady rise in sea level.
- (ii) This question was about the appropriate use of a line graph. Once again, there were generic responses such as 'easy to read' and 'easy to draw' which were not allowed. The better responses referred to its use for predictions and how it shows change over time. Although there has been an improvement over the years, many candidates cannot identify the individual merits of a specific technique, in this case a line graph.
- (iii) Despite the fact that there was quite a high number of non-attempts for this question, candidates generally showed a good understanding of the consequences of sea level change. There were some excellent responses using examples such as Tuvalu and the Maldives, with some sophisticated explanations of environmental refugees. Economic and social issues were very well covered, such as increased home insurance costs, the lack of funds to improve sea defences, and discussions of the impact of salt contamination of farmland. Many were of a more simplistic nature, with basic references to homes being flooded.
- (iv) The completion of the bar graph of greenhouse gas emissions was quite high scoring, although a few candidates got the diagonal shading for industry the wrong way round. It is disappointing that there were some candidates who did not attempt this easy skills question.
- (v) A high percentage correctly chose a pie chart as an alternative graphical technique.

- (d) This AO3 question looked at the debate of individual versus government action when trying to reduce the impact of climate change. There was clear evidence of sound knowledge of this issue, quoting use of electric cars, reduction in fossil fuels and use of solar/wind power. However, many did not develop their argument into chains of reasoning and were little more than lists of things both governments and individuals could do, with the majority remaining within Band 2. Many responses lacked balance, with some almost entirely focusing on individuals recycling waste and buying electric cars as a simplistic solution. Very few responses linked levels of development to the ability to respond to making changes, although a few did discuss natural climate change and the impact of volcanic eruptions.
- Q.3 (a) (i) Quite a high scoring question involving key processes in ecosystems, although some confused producers and consumers.
- (ii) One of the lowest performing questions on the paper. A very significant number of candidates did not understand the difference between a food chain and the nutrient cycle and just wrote about named producers and consumers. A minority produced excellent labelled diagrams to show the nutrient cycle.
- (iii) Once again, the topic of small-scale UK ecosystems has proved challenging to a very large number of candidates. It had the highest percentage of non-attempts and there were still far too many inappropriate examples of tropical rainforests, semi-arid grasslands and even rivers, coasts and named cities. National Parks were not allowed as they are too large and are not composed of a single ecosystem. Some of the best examples referred to sand dunes, although there was also some good use of local nature reserves that had specific issues. Many responses just described what had been done, rather than how the management was challenging, which was the focus of the question. The high scoring responses discussed the conflicts of views on management such as between local residents and conservationists. Funding issues were also discussed to good effect. There were too many generic statements about litter and not enough evidence of specific knowledge of their chosen ecosystem.
- (b) (i) A straightforward AO4 question requiring the identification of three correct statements about changes in global forest areas, which was high scoring.
- (ii) This relatively easy percentage calculation question was generally quite well done, although some candidates did not realise that they had been given the actual figure for the difference and consequently made copying errors.
- (c) (i) Very few candidates were able to give a correct definition of the term 'water footprint'. The majority simply stated it as the amount of water used. This is water consumption, not water footprint. A few candidates understood that it involved the amount of water used to make a product or a service used by individuals.
- (ii) Most candidates could identify the correct definition of over-abstraction of water.

- (iii) This AO4 question required candidates to describe the pattern of water stress shown on a map of England. Many achieved full marks for this question, by correctly identifying where stress was serious, moderate and low, using compass directions such as south-east England. Candidates could not be given credit for references to named places that were not shown on the map, as this was a skills question, not AO1 knowledge.
- (iv) Many candidates achieved high marks on this question about individuals reducing water stress. They were able to identify two simple suggestions, with an elaboration for each. The most common responses were to take shorter showers to use less water, not leave taps running, and collecting rainwater for garden use.
- (d) The final AO3 question related to the economic and environmental reasons why water supply and demand varies in different parts of the world. There were some good references to climatic differences showing a clear understanding of variable rainfall patterns. Economic reasons were somewhat limited to a country having more/less money because they were a HIC/LIC. Other Band 4 responses developed points such as LIC's relying on NGOs such as Water Aid to survive, contrasted with some HIC's using water for luxuries such as swimming pools and wasting water, simply because of the high availability of water. Some very good responses took this further by suggesting that California has had a wake-up call during recent drought when supply could not meet demand. However, the question was generally not very well answered, with mostly simplistic responses that did not get above Band 2, as the points lack elaboration and development. Many candidates refer to Africa as a single country. There were also a significant number of responses where supply and demand were confused, with some suggesting that demand was low because supply was high.

Summary of Key Points

1. Candidates need to develop a greater understanding of physical geography processes beyond just learning key terms, as identified in the 2024 report on this Component when weak use of physical geography examples and knowledge was highlighted.
2. Where AO1 and AO2 questions require specific examples, such as a small-scale UK ecosystem, there needs to be more evidence of factual knowledge to reach the higher bands of a mark scheme, and not just give generic points that could refer to anywhere. This was identified as a weakness in the 2024 report on this Component, suggesting focus on this from centres is still needed.
3. In the case of higher tariff AO3 questions, the command words need to be at the centre of a response. Many candidates are increasingly showing an ability to discuss the issues and put forward their own views, supported by evidence from the given resources or their own examples. There is a pleasing increase in the use of chains of reasoning which gives candidates access to the higher bands of the mark scheme, as they are showing a clear understanding of the issues. Some candidates are still only doing this at a very basic level and need to develop their skills in this area, but overall, this is an improvement from the 2024 report when copying from the resources and using weak chains of reasoning for AO3 questions were identified as issues for improvement.
4. This Component 1 paper was of comparable standard to previous examinations. It was generally accessible to the full range of candidates, whilst proving sufficiently challenging to enable effective differentiation through a balance of short and extended writing questions.

GCSE GEOGRAPHY

GCSE

Summer 2025

C112U20-1 PROBLEM SOLVING GEOGRAPHY

Overview of the Component

- This examination was part of the suite of three papers that assessed GCSE Geography B.
- It focused on the American city of Cleveland, Ohio. Demographic and morphologic trends for the city were explored, followed by questions concerning the effects of globalisation in High Income Countries, particularly in cities.
- Three solutions to the problems affecting Cleveland were presented for the candidates to choose between, each representing one part of the Keynes/Kahn multiplier effect - an economic concept that explains how initial spending can lead to a larger overall increase in economic activity. The intention was that, by considering each solution, candidates could demonstrate their understanding of how economic interventions can ripple through a city's economy.
- AOS were assessed as laid out in the specification.
- A range of topics from the specification was covered including elements of 1.1, 1.2, 1.3, and 2.4.
- A range of skills were covered including map interpretation, graphs, estimation, map reading and extended writing.
- A range of key knowledge was assessed including globalisation, sustainability, and climate change.
- The examination continued to differentiate well with a broad range of marks achieved by candidates (from 0 to 76).

Comments on individual questions/sections

The demand of the questions was comparable to those tested in previous papers and the paper was a suitable and fair test for the candidates. Later questions in the paper proved more challenging than the earlier ones. It was important that candidates read the questions carefully as some instructions were targeted at specific areas of the specification and so a lack of accuracy led some candidates to miss marks.

The following topics were well-understood or well-answered:

- The interpretation of graphs and maps.
- The impact of the action of humans upon the environment, notably climate change.
- The knowledge of the zones of a HIC city
- Centres should be congratulated for the rise in the quality of the extended writing task.

Very few candidates were able to score well in the following areas of the specification:

- The concept of sustainability in general, and of economic sustainability in particular.
- The advantages of using social and economic data to measure development.
- The consequences of globalisation for HICs.

A (a) (i) Most candidates were able to define a global city (Enquiry Question 1.1.1).

- (ii) Most candidates were confident enough to make pertinent statements from the graph, although some confused describing with giving a conclusion
 - (iii) Most candidates were able to describe a relatively simple graph that highlighted the decline in Cleveland's population. Those who did not access all the marks, often described episodes rather than an overarching trend or were inaccurate with their use of data.
 - (iv) A challenging map was well-understood by most candidates, who were able to interpret the pattern of population distribution.
 - (v) After some well-answered skills questions, the AO2 question on suburbanisation (EQ 1.2.1) was a challenge for lower scoring candidates typically not responding to the question's focus on city centres.
- (b)
- (i) Several candidates interpreted the term social to mean conversation with friends, often online, and so struggled to respond to the question. Those candidates that achieved full marks tended to use social in a broader, geographical sense to encompass health, education, and community.
 - (ii) Many candidates found it challenging to write responses that achieved full marks. Their answers were characterised by addressing economic data and social data separately when explaining how each helps measure development, inadvertently limiting their ability to score. Additionally, a notable number of students indicated that using two sets of data increases accuracy, which may reflect some misunderstandings of the concept of 'accuracy'.
- There were frequent general references to standard of living and quality of life, which are broad terms that can prevent students from addressing questions specifically, as does the frequent mention of 'boost the economy' without further detail.
- The best answers often highlighted the broader picture that different sorts of data provided and the implications of one on the other. For instance, how wealth influences social care.
- (iii) This question differentiated well. The best candidates were very able to write elaborated explanations that showed a good geographical understanding of the term social, were able to link their points to specific groups of people or places and were able to display an impressive depth of knowledge.
- (c)
- (i) A surprising number of candidates were unable to define globalisation (EQ 1.3.2), instead offering features often seen in case studies.

- (ii) Many candidates were able to write lucidly about the effects of globalisation with impressive knowledge of employment sectors and case studies to exemplify their points. Several candidates wrote about a range of changes to employment including the number of jobs, sector, type, qualities required and earnings. Unfortunately, some weaker candidates offered confused answers about migration that failed to address the question accurately.

Candidates were often limited by the vocabulary they used to describe the different job types although many understood the concept of companies offshoring secondary jobs in a traditional manufacturing setting.

- (iii) Candidates' limited understanding of the geographical term "social" again caused some to struggle to gain marks. This was a challenging question, hence its low tariff, which required answers to be flexible in their application of some difficult concepts (1.3.3.d).

- (d)
 - (i) Most candidates were able to estimate the pie chart sector.
 - (ii) Many candidates were able to name several distinctive features of zones of deprivation (EQ 1.2.2).
- (e) It is pleasing to see so many candidates able to write at length about climate change and its causes and effects (EQ 2.4.2). The very best candidates wrote extended chains of reason to show their deep understanding.

- B**
- (a) Candidates struggled to define a sustainable community because they confused the features instead of the concepts. (EQ 1.2.3) Another common error was to not mention the time frame indicative of sustainable concepts.
 - (b)
 - (i) Most candidates were able to correctly identify a definition of infill development (EQ 1.2.1).
 - (ii) Candidates were more confident about describing the improvements brownfield development can bring. Some did not respond to the question accurately, instead writing about the benefits to developers rather than the urban area. (EQ 1.2.3)
 - (iii) Although an earlier question had shown that candidates knew about the causes and effects of climate change, this question highlighted that some were unable to apply this knowledge to a real-world example. The better candidates wrote perceptive answers about carbon footprints, the effects of green spaces and of the environmental benefits of having fewer cars on the road.
 - (c)
 - (i) Candidates were very able to interpret the unusual map and graph (overlaid proportional circles with one by far the biggest) although some described inaccurately using below, above, on the right instead of compass directions for example. This weakness has been noted in 2025 across the specifications and papers.

- (ii) The concept of industrial development and its benefits (EQ 1.3.3) proved a difficult one for some candidates. It was noted by several senior examiners that many weaker candidates limited their ability to score marks by writing at length about factories as tourist attractions.
 - (d)
 - (i) Candidates were very able to interpret the map to secure the right answers.
 - (ii) As discussed earlier, some candidates were unable to write convincingly about sustainability and how it must be a now and future concept. Many, however, wrote persuasively about the multiplier effect and had been well taught to explain it rather than simply state it. Although there were some more mentions of tourism being boosted by building factories, more were able to effectively link improved facilities, public space, and transport links to greater visitor numbers.
- C** There was a slightly different approach to the report this year with no Fact File for candidates. New information was given to candidates as they progressed through the paper and this different approach has allowed candidates to write more independently and led to better extended answers. It was heartening to see so many candidates not lifting directly from the text and instead writing original and perceptive suggestions across a wide range of geographical areas of study. Candidates' work included interesting takes on parallels to BedZED and Marmalade Lane, Coca Cola in India and East Village, Stratford. Some were inventive enough to link their answers to their fieldwork on sustainable communities, while others chose to show their understanding of the complexities of urban redevelopment through elaborate and extended chains of reason. Spelling, punctuation and grammar were of a high standard across a great many responses.

Summary of Key Points

1. Candidates must be able to show convincing knowledge and understanding of the concept of sustainability and how to apply it to the type of issues that appear in this paper.
2. Understanding of the term social when discussing impacts and consequences e.g. of uneven development, is weak especially when compared to an overall greater understanding of economic factors in the same contexts.
3. As has been referenced in previous reports, candidates must be able to back up statements such as 'improves quality of life' and 'boosts the economy' with further detail as general statements like this do not add to answers as many students think they do.
4. As outlined earlier, this year there was an improvement seen in the quality of the answers to Part C, linked to the different approach taken to giving information that could be used in the candidates' answer and the hopefully increasing trend of candidates considering their responses in depth and not lifting directly from the text of the paper and resources. This should be always reinforced to candidates, where evidence of using the resources and their own knowledge to create independently written answers will lead to answers being able to access the highest marks and bands.
5. This Component 2 paper was of comparable standard to previous examinations. It was generally accessible to the full range of candidates, whilst proving sufficiently challenging to enable effective differentiation through a balance of short and extended writing questions.

GEOGRAPHY

GCSE

Summer 2025

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 attempted to answer the last question and did 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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