Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Geography Spec B (1GB0) Paper 02

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
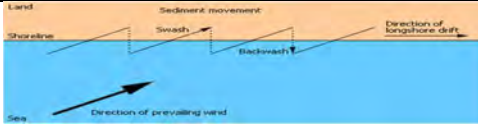
Question	Answer	Marks
1(a)	B – North-West Scotland All other answers clearly mistaken – AO1	(1)

Question	Answers	Marks
1(b)	Award one mark for explaining an appropriate human impact with further marks for detail of the process; In some areas (many) settlements have been built changing the original land-use (1) from forest to urban/farmland environments and/or whereas in other areas there have been fewer changes (1) Farming has cleared the original forest cover creating a 'new' rural landscape (1) where crops are grown to be sold (1) although some areas remain 'wild' (1) We have managed coastlines and rivers in order to stop flooding and protect people (1) so these areas are not as natural (1) whilst in other areas less management has taken place (1) Do not reward simple descriptive statements with no explanation e.g. 'houses have been built' as opposed to 'houses have been built changing the original landscape (1) reducing the amount of forest/farmland (1) **Accept any other appropriate response**	(4) (1 + 1) +(1+1)

Question	Answer	Marks
2 (a) (i)	C – from the north-west All other answers clearly and demonstrably wrong	(1)

Question	Answer	Marks
2 (a) (ii)	It increases it because more water = more energy (1) leads to more erosion and/or hydraulic action and/or more abrasion (1) **Accept any other appropriate response**	(2) 1+1

Question	Answer	Marks
2(a) (iii)	Expect a diagram of the process of longshore drift and how it creates a spit – this does not need to show explicitly the formation of a spit. Waves arrive at an angle (1) driving sediment up the beach through swash (1) this then returns perpendicular to the beach angle – backwash (1) leading to a net movement of sediment down the beach to form a spit (1) which is a depositional landform (1)	(4) 1+(1+1+1)

Accept any other appropriate response

Question	Answers	Marks
3 (a)	Because they use water to grow and therefore less water reached the river reducing peak discharge (1) Because tree roots act as conduits for water so less water will run over the surface reducing peak discharge (1) Because trees act as a canopy intercepting rain thus slowing down its delivery to the ground reducing peak discharge (1) **Accept any other appropriate response**	1

Question	Answers	Marks
3 (b)	Because it works reasonably well and/or more efficient than alternatives (1) due to its physical strength and/or good design and/or resilience (1) so protects people and property that would otherwise be damaged (1) causing significant income costs and/or threatening lives (1) **Accept any other appropriate response**	2 **(1+1)**

Question	Answer	Marks
3(c)	Do not credit the naming of a river. **Sediment load** Generally increases downstream as more erosion takes place adding to load delivered from upstream (1) plus contribution of tributaries (1) also gets finer as consequence of attrition so mostly suspended load (1) Allow – as rivers enter the sea velocity may decrease (1) and deposit sediment load (1) **Velocity** Generally, it increases downstream despite decrease in gradient as channel becomes more efficient (1) detail of same e.g. more semi-circular (1) so less frictional drag on water thus faster (1) Allow – as water enters the sea velocity may decrease (1) **Accept any other appropriate response**	**(4)** **(1+1) + (1+1)**

Question	Indicative content
4	**AO3 (4 marks) / AO4 (4 marks)** **AO3 (4 marks)** • Forestry is not especially profitable so, given the choice landowners will opt for different land-uses where they can • High ground is often too wet and too cold for productive forests • Much of Scotland's higher areas devoted to grouse moors/deer stalking thus deforested • It is also inaccessible therefore expensive to extract timber and timber products from remote mountainous regions with poor infrastructure • National variations explained by the above factors – Wales and Scotland are much more mountainous than England • Same plays out on a local scale as with the distribution in and around Fort William • Slight increase probably reflects expense of importing timber • This might also stimulate further investment in forestry **AO4 (4 marks)** • At a local scale on the map there is a close relationship between topography and forest cover • There is no forest on the highest ground, e.g the >1000 m peaks in the south-east corner • Some might note the Killiechonate 'Forest' (but old meaning of forest) • It tends to occupy the steeper valley side slopes – the sharp boundaries suggest that much of it is plantation forestry • Variation in the UK is considerable – this part of Scotland looks to be a little more than 18% • Lowest figure in England is significant

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4-6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7-8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Question number	Answer	Marks
5 (a) (i)	D –London All other answers demonstrably mistaken – see Figure 5	**(1)**

Question number	Answer	Marks
5(a) (ii)	The middle value of the nine regions so; -21.5 - accept 21.5 **Do not accept 'south west'**	**(1)**

Question number	Answer	Marks
5 (b)	Award one mark for basic reason and a second through an extension which might be an application of that idea. Do not credit the motives (push/pull factors) for migration unless they are used to explain variation in numbers of migrants in different locations e.g. growth of London. Population will have increased but unevenly (1) because some places will have had more job opportunities than others e.g London (1) The age structure of the population will have changed becoming younger (1) because migrants seeking work and/or students are mostly in younger age cohorts (1) The ethnic structure of the population will have changed becoming more diverse (1) especially in large cities which have more job opportunities for migrants (1) **Accept any other appropriate response**	**(4)** (1+1) + (1+1)

Question number	Answer	Marks
6 (a)(i)	They are very different (1) MK has much larger 25-44 (working) population (1) but fewer 55+ (1) and fewer 15-24 (1) but more 0-14 (1) gender balance similar (1) allow a mark for supporting data e.g. a percentage difference between two cohorts (1) **Do not credit explanation** **Accept any other appropriate response**	**(3)** 1+1+1

Question number	Answer	Marks
6 (a)(ii)	Award one mark for the correct method and one mark for the correct solution to one decimal place 554,500 – 462,400 = 92,100 92,100 /462,400 x100 = 19.92 = **19.9%**	**(2)** 1+1

Question number	Answer	Marks
6 (b)	Much depends on the chosen city (expect London and Birmingham to dominate) Accept answers that are relevant to **either** site **or** situation but not in the correct place on the question paper e.g. comments about situation under the 'Site' heading. Allow to 4 marks answers which reference location in general without any clear distinction between site and situation. **Site** Estuary site allowing access to river trade and markets (1) so increasing economic growth (1) Bridging point so nodal point for routes allowing markets to develop (1) and then multiplier effect (1) Dry-point site on slightly raised ground (1) so avoiding flood risk (1) Defensive site on higher ground (1) so point of safety for administration/markets (1) **Situation** Position relative to other places such as the continent of Europe (1) which will promote trade (1) Position relative to natural resources such as coalfields/iron ore (1) so important for economic growth (1) **Accept any other appropriate response**	**(4)**

Question number	Answer	Marks
6 (c)	Much depends on the chosen city (expect London and Birmingham to dominate) Award one mark for identifying a basic reason for contrasts and a further mark for expansion/application of that idea linking it to inequality. Deindustrialisation leading to job losses in some parts of the city and reduction in incomes (1) which reduces tax income for local authorities who have less money to spend on education and health services (1) Lack of government spending (austerity) has reduced spending on services (1) including education/health services thus increasing inequality (1) In-migration of wealthy foreigners has increased incomes in some parts of a city (1) whereas other areas of social housing have seen average incomes decline (1) **Accept any other appropriate response**	**(4)** (1+1) + (1+1)

Question	Indicative content
7	**AO3 (4 marks) / AO4 (4 marks)** **AO3 (4 marks)** • Direction of causation is not clear • Unclear how large cities would be evaluated in 'healthy' high street survey e.g London • Unhealthy high streets as much a consequence of deprivation as they are a cause • Retailers abandon poorer areas first shutting down outlets which have low rental value • That is a consequence of falling demand but also changes in retailing (on-line shopping) • So high streets dying everywhere, even in affluent areas • Life expectancy closely related to income deprivation • Growth of endogenous lifestyle causes of death e.g drugs, alcohol abuse, smoking • Deindustrialisation and government policies possible causes, the first unequivocally, the second more contentious • Last election results in 'red wall' constituencies a consequence • Current governments 'levelling up' promises a consequence **AO4 (4 marks)** • There is a clear north/south divide in terms of life expectancy but also a rural/urban contrast • However, small areas of 'worst' in the south too, including parts of London and coastal Essex • Unhealthy and healthy towns defined by types of retail and service outlets • Relationship with deprivation stated in text and clear on map • Three of 'worst' places are coastal • All five located in 'worst' areas • No information of where the 'healthiest' high streets might be

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4-6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7-8	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Marks for SPGST		
Performance	**Marks**	**Descriptor**
SPaG 0	0	*No marks awarded* • Learners write nothing. • Learner's response does not relate to the question. • Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1	*Threshold performance* • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
SPaG 2	2–3	*Intermediate performance* • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
SPaG 3	4	*High performance* • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Question number	Answer	Marks
8 (a) (i)	Award one mark for explaining the basic reason and second mark for a development of that. Expect; Because they are all 'stakeholders'/'players' (1) but might have contrasting view and or a wide range of views (1) Because they are all local (1) and so have knowledge of the issue (1) Because they have different life experiences and (1) therefore different opinions (1) Because they are different ages and (1) therefore different opinions (1) Because the students wanted different views (1) so that there was a more representative/reliable overview (1) **Allow any other appropriate response**	**(2)** (1+1)

Question number	Answer	Marks
8 (a) (ii)	Award one mark for a reasonable explanatory point why an identifiable group might be 'useful to this enquiry'. Possible suggestions include, environmentalists, visitors, locals who do not live close to the coast, young people or farmers. Environmentalists will have a view about the impact on local habitats/biosphere (1) without any obvious financial axe to grind or bias (1). Tourists will have a view because the town obviously has some dependency on tourism (1) so their views would be important e.g. they may want the beach to be protected (1) Young people in the town will have a view because it will affect them most (1) in the future and/or they currently use the beach most (1). Local politicians will have a view about the cost/benefits (1) and may consider their popularity/electability is dependent on their stated views (1). Farmers would be concerned about loss of land (1) and risk to livestock and income (1). People who own property close to the beach (1) will have views about the potential loss of the value of their homes (1).	**(2)** (1+1)

| | Do not credit development of an existing interviewee e.g. 'shop owner' or 'retired elderly resident' unless a very clear differentiation is made e.g. 'homeowner'.

Allow any other appropriate response | |

Question number	Answer	Marks
8 (a) (iii)	Award **one** mark for identifying the type of data secondary data might generate and suggesting how it might 'help' the enquiry. Allow an implicit rather than explicit identification of a secondary data source as in 'we collected secondary data about the population structure of the town' Research on the coastal management plan for this town from government agencies (1) to help with questions for planning officer and others (1) Use of old maps/newspaper articles/photographs (1) to research changes in the coastline to help understand current coastal management (1) Use of current maps/GIS (1) to plan quantitative data collection e.g. choice of sites (1) Population data and/or census data or similar demographic data (1) to help identify the groups to target for primary data collection (1) **Allow any other appropriate response**	**(2)** (1+1)

Question number	Answer	Marks
8 (a) (iv)	Award **one** mark for identifying a basic reason for disagreement which is likely to be based on their vested interests or their job e.g. the Planning Officer and a further mark for its extension. The focus needs to be implicitly and/or explicitly focussed on one or more of the interviewees comments. Different roles in the process (1) e.g. the planning officer is working for the council and has a vested interest in the plans being successful (1) Financial interests will be central to those with property affected by coastal erosion (1) as with the café owner who stands to lose a great deal if tourism declines (1)	**(4)** (1+1) + (1+1)

Residents will have varied views according to their view/perception of the town (1) as illustrated by the cynical views of the elderly resident hinting at corruption (1)

A reduction in spending on services means they deteriorate (1) leading to a spiral of decline (1)

Protecting the coastline is a lost cause in the long run (1) so short-term strategies are a waste of money (1)

Allow explanations based on **one** opinion rather than reasons why they 'did not agree' but limit to 2 marks in total as in

1. The café owner wants to protect her business because it is threatened
2. The elderly resident wants the council to spend more on services

Allow any other appropriate response

Question number	Answer	Marks
9 (a) (i)	Award one mark for explaining the basic reason and second mark for a development of that. Expect; Because they are all 'stakeholders'/'players' (1) but might have contrasting view and or a wide range of views (1) Because they are all local (1) and so have knowledge of the issue (1) Because they have different life experiences and (1) therefore different opinions (1) Because they are different ages and (1) therefore different opinions (1) Because the students wanted different views (1) so that there was a more representative/reliable overview (1) **Allow any other appropriate response**	**(2)** (1+1)

Question number	Answer	Marks
9 (a) (ii)	Award one mark for a reasonable explanatory point why an identifiable group might be 'useful to this enquiry'. Possible suggestions include, environmentalists, visitors, locals who do not live close to the river, young people or farmers. Environmentalists will have a view about the impact on local habitats/biosphere (1) without any obvious financial axe to grind or bias (1). Tourists will have a view because the town obviously has some dependency on tourism (1) so their views would be important e.g. they may want the town centre to be protected (1) Young people in the town will have a view because it will affect them most (1) in the future and/or they currently use the floodplain most (1). Local politicians will have a view about the cost/benefits (1) and may consider their popularity/electability is dependent on their stated views (1). Farmers would be concerned about loss of productive land (1) and risk to livestock and income (1). People who own property close to the town centre (1) will have views about the potential loss of the value of their homes (1). Do not credit development of an existing interviewee e.g. 'shop owner' or 'retired elderly resident' unless a very clear differentiation is made e.g. 'homeowner'. **Allow any other appropriate response**	**(2)** (1+1)

Question number	Answer	Marks
9 (a) (iii)	Award **one** mark for identifying the type of data secondary data might generate and suggesting how it might 'help' the enquiry. Allow an implicit rather than explicit identification of a secondary data source as in 'we collected secondary data about the population structure of the town' Research on the flood management plan for this town from government agencies (1) to help with questions for planning officer and others (1) Use of old maps/newspaper articles/photographs (1) to research previous flood events to help understand current coastal management (1)	**(2)** (1+1)

| | Use of current maps/GIS (1) to plan quantitative data collection e.g. choice of sites (1)

Population data and/or census data or similar demographic data (1) to help identify the groups to target for primary data collection (1)

Allow any other appropriate response | |

Question number	Answer	Marks

9 (a) (iv)	Award **one** mark for identifying a basic reason for disagreement which is likely to be based on their vested interests or their job e.g. the Planning Officer and a further mark for its extension. The focus needs to be implicitly and/or explicitly focussed on one or more of the interviewees comments.
	
	Different roles in the process (1) e.g. the planning officer is working for the council and has a vested interest in the plans being successful (1)
	
	Financial interests will be central to those with property affected by flooding (1) as with the café owner who stands to lose a great deal if tourism declines (1)
	
	Residents will have varied views according to their view/perception of the town (1) as illustrated by the cynical views of the elderly resident hinting at corruption (1)
	
	A reduction in spending on services means they deteriorate (1) leading to a spiral of decline (1)
	
	Flood defences are a lost cause in the long run (1) so short-term strategies are a waste of money (1)
	
	Allow explanations based on **one** opinion rather than reasons why they 'did not agree' but limit to 2 marks in total as in
	
	    3. The café owner wants to protect her business because it is threatened
	    4. The elderly resident wants the council to spend more on services
	
	Allow any other appropriate response
		(4)
		
		(1+1) + (1+1)

Question number	Answer	Marks
10 (a) (i)	C convenient E friendly These two have the largest font on Figure 9	**(2)** (1+1)

Question Number	Indicative content
10 (a) (ii)	**AO3 (4 marks) / AO4 (4 marks)** **AO3** • Random selection of residents may lead to unreliable results • Saturday morning may not be a typical cross-section of the population • It is unknown what the age range of residents asked was • It is unknown if residence was established – might some be visitors especially in summer? • Some word choices not clearly positive or negative – might be either e.g. 'changing' or 'old'. • 'Convenient' likely to reflect motive or being in the town (e.g shopping on a Saturday morning • Some students may not have been taking this seriously e.g. 'fun' • Hard to draw meaningful conclusions from such a narrow base of responses • Student responses based on a 'snapshot' of mostly(?) first impressions – residents have more knowledge and also more inclined to be positive about their own town • However, there are obvious contrasts here that present a useful overview. **AO4** • Students responses mostly very negative – top words include 'dark, dirty and deprived'. • Only two clearly positive words in their responses – cool' and 'fun' • Residents much more positive with 'convenient and friendly' as the two top choices followed by 'tidy and clean' • But residents less consistent with more negative words than students have positives e.g. 'threatening, deprived, dirty, grim, unsafe' • Some obvious variation of view in both groups e.g. residents have both 'unsafe' and 'safe' whilst students have both 'cool' and 'fun' • Very little overlap (words in common) although 'deprived, dark, threatening and old' feature on both lists.

Level	Mark	Descriptor
	0	No rewardable material.

Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) - Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4-6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)
Level 3	7-8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3) - All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Marks
11 (a) (i)	C = tidy E = friendly These two have the largest font on Figure 11	**(2)** (1+1)

Question Number	Indicative content
11 (a)(ii)	**AO3 (4 marks) / AO4 (4 marks)** **AO3** - Random selection of residents may lead to unreliable results - Saturday morning may not be a typical cross-section of the population - It is unknown what the age range of residents asked was - It is unknown if residence was established – might some be visitors especially in summer? - Some word choices not clearly positive or negative with – might be either e.g. 'quiet' or 'old'. 'Community' likely to reflect history of residence and not the environment - Some students may not have been taking this seriously e.g. 'rubbish' - Hard to draw meaningful conclusions from such a narrow base of responses - Student responses based on a 'snapshot' of mostly(?) first impressions – residents have more knowledge and also more inclined to be positive about their own village - However, there are obvious contrasts here that present a useful overview. **AO4** - Students responses mostly negative or equivocal – top words include 'boring, quiet, dead'. - However, a few clearly positive words in their responses – 'pretty' and 'picturesque' - Residents much more positive with 'Friendly and community' as the two top choices followed by 'tidy' - But residents less consistent with more negative words than students have positives e.g. 'expensive, noisy, dirty, unsafe' - Some obvious variation of view in both groups e.g. residents have both 'unsafe' and 'safe' whilst students have both 'pretty' and 'rubbish' - Very little overlap (words in common) although 'rich' on one list and 'expensive' on the other might be claimed as such.

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Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
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