



# Mark Scheme

Summer 2023

Pearson Edexcel GCE  
In Geography (1GB0)  
Paper 2

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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.

## Paper 2 Mark Scheme – 1GB02 (2023)

Question	Answer	Marks
1 (a)	A – South-east England All other answers clearly mistaken	(1)

Question	Answers	Marks
1 (b)	Award one mark for explaining an appropriate weathering process with one further mark for detail/development of the process;  Frost weathering takes place when liquid water enters rock and/or fills joints and fissures (1) it then freezes and expands so fracturing the rock (1)  Biological weathering may involve roots (1) that grow in rock fissures/fractures and force them apart as they grow (1)  Rainfall is a very weak carbonic acid which reacts with some rocks (1) by dissolving them (1)  Accept any other appropriate response	(2)  (1 + 1)

Question	Answers	Marks
1 (c)	Award one mark for explaining an appropriate impact of glacial processes with one further mark for detail/development of the impact;  Glacial erosion has created cirques (1) and eroded them with abrasion and/or plucking processes (1)  Glacial erosion from valley glaciers (1) creating U shaped troughs (1)  Glacial deposition from melting and/or moving ice (1) has covered parts of lowland UK with glacial till (1)  Accept any other appropriate response	(2)  (1 + 1)

Question	Answer	Marks
2 (a)	Award one mark for explaining the role of joints and faults with one further mark for detail/development of how they facilitate erosion.  Water and air are forced into these joints and faults (1) where they are compressed and this pressure can fracture rocks further (1)  Rock is (structurally) weak if jointed/faulted (1) so more likely to be eroded by wave action (1) Accept any other appropriate response	(2)  (1 + 1)

Question	Answer	Marks
2 (b)	<p>Award one mark for explaining the benefit of soft engineering with one further mark for detail/development of that benefit.</p> <p>It is relatively cheap (1) compared with hard engineering (1)</p> <p>It is less aesthetically intrusive (1) compared with hard engineering (1)</p> <p>Accept any other appropriate response</p>	<p>(2)</p> <p>1 + 1</p>

Question	Answer	Marks
2(c)	<p>Award one mark each for the explanation of how a human activity has changed the coastal landscape and a further mark for a development of that idea. The focus should be on change to coastal landscapes but these should be interpreted broadly.</p> <p>Likely to be:</p> <p>Development of port industries e.g. oil refineries (1) leading to major changes in coastal landscape with building of docks and other facilities (1)</p> <p>Development of tourism and leisure e.g. hotels and caravan parks (1) leading to increasing pressure on fragile environments e.g. sand dunes</p> <p>Population growth in coastal areas e.g. for retirement (1) leading to growth in housing close to the coast (1)</p> <p>Changing agricultural practices (1) may lead to more run-off into the coastal environment e.g. nitrates</p> <p>Human activity is increasing global temperatures (1) which in turn increases <b>sea-level and impacts on the coastal landscape (1)</b></p> <p>Accept any other appropriate response</p>	<p>(4)</p> <p>(1 + 1) + (1 + 1)</p> <p>Or</p> <p>(1 + 1 + 1) + 1</p>

Question	Answers	Marks
3 (a) (i)	<p>B – Some trees are partially under water</p> <p>All other answers are demonstrably wrong – see photograph, depth not knowable nor velocity. One cannot know if houses are here or not.</p>	1

Question	Answers	Marks
3 (a) (ii)	Because the water is brown (which is the sediment load) (1)  Accept any other appropriate response	1

Question	Answer	Marks
3(b)	Award one mark for a basic explanation of a cost/benefit with one further mark for detail/development of that the cost/benefit.  Costs may include:  Hard engineering is very expensive both to build (1) and to maintain (1)  Hard engineering is often unattractive (1) and incompatible with the natural environment (1)  Hard engineering may protect town A (1) but displaces flood waters further downstream to town B which can make the overall risk greater (1)  Benefits may include:  Hard engineering can protect property (1) saving very large sums of money (1)  Hard engineering can save lives and injuries (1) which inevitably impact very negatively on many others (1)  It is more durable (1) and therefore might be cheaper in the long run (1)  Accept any other appropriate response	(4)  (1+1) (1+1)

Question	Indicative content
4	<p style="text-align: center;">AO3 (4 marks) / AO4 (4 marks)</p> <p>Please note that the descriptors should be used to determine the appropriate mark and not a summation of two 4 point marked AOs. In other words, do not expect four points for 4 AO1 marks. Use the descriptors.</p> <p>Please note that candidates are not asked to explicitly differentiate between <b>'human'</b> and <b>'physical'</b> reasons.</p> <p>AO3 (4 marks)</p> <ul style="list-style-type: none"> <li>• Sea-level rise due to climate change makes coastal environments more vulnerable</li> <li>• Climate change may also increase frequency of storm events</li> <li>• Climate change may also increase severity of individual storms</li> <li>• More storms and more intense storms will increase river discharge and thus increase river flooding</li> <li>• Some regions are sinking (e.g. southern England) making sea-level rise worse</li> <li>• Population has increased so more people live on or close to floodplains increasing flood risk/impacts</li> <li>• Population growth has been most obvious in south-east England and London</li> <li>• Better technology and forecasting may have limited death toll</li> </ul> <p>AO4 (4 marks)</p> <ul style="list-style-type: none"> <li>• Very uneven over time 21<sup>st</sup> century = 17 out of total of 24</li> <li>• Not much change before that time</li> <li>• Three of the most severe events since 2007</li> <li>• Only 2 in previous 80 years</li> <li>• Two earlier events have highest loss of life – 1953 especially notable</li> <li>• Very low death rates in the 21<sup>st</sup> century events although 13 in 2007</li> <li>• 3 of the five events involve coastal flooding/processes – 1928, 1953 and 2013 so multi-causal</li> <li>• Biggest event in terms of properties flooded was 2007</li> <li>• Locations vary but south and south-east England features in all but one</li> <li>• Absence of western regions of England although Wales impacted by Storm Desmond</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of</li> </ul>

		<p>understanding. Judgements that are supported by limited evidence. (AO3)</p> <ul style="list-style-type: none"> <li>• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>



Question number	Answer	Marks
5 (a)	<p>London much more diverse than the North East (1) White British largest in both areas (1) but less than 50% in London whilst 90%+ in the NE (1) Asian second largest in both regions (1) although once again London much larger than NE (1) notable contrast in 'White other' (1)</p> <p>Do not credit explanation</p> <p>Accept any other appropriate response</p>	<p>(3)</p> <p>1 + 1 + 1</p>

Question number	Answer	Marks
5 (b)	<p>Award one mark for explanation of regional variations in ethnicity with one further mark for detail/development of that reason. Allow two extensions for 3 marks.</p> <p>Job availability is greater in cities (1) so more migrants in the larger cities such as London/Birmingham (1)</p> <p>Migrants seek living spaces where there are established communities of their ethnic group (1) so large cities with those communities with their specific cultural assets are attractive (1)</p> <p>Migrants arrive initially in large cities (1) so are inclined to seek work in these locations (1)</p> <p>Accept any other appropriate response</p>	<p>(4)</p> <p>(1 + 1) + (1 + 1)</p> <p>Or</p> <p>(1 + 1 + 1) + 1</p>

Question number	Answer	Marks
6 (a)(i)	<p>B – 2009</p> <p>All other answers are clearly wrong – please see Figure 4</p>	(1)

Question number	Answer	Marks
6 (a)(ii)	<p><b>Bath's growth rate fluctuates much more (or any version of this)</b> (1)</p> <p>England and Wales had a more consistent growth/change (1)</p> <p>Do not credit explanation</p> <p>Accept any other appropriate response</p>	(1)

Question number	Answer	Marks
6 (b)	Award one mark for the correct method and one mark for the correct solution to one decimal place  $9,000 / 211,000 = 0.426 \times 100 = 4.26 = 4.3\%$	(2)  1 + 1

Question number	Answer	Marks
6 (c)	<p>Award one mark for each identification of a legitimate strategy to improve urban living and a further mark for detail/development of that reason. Allow economic sustainability.</p> <p>Indicative content: much depends on the chosen city (expect London and Birmingham to dominate)</p> <p>Congestion charging reduces traffic in the centre of the city (1) this reduces the (air) pollution from vehicles (1)</p> <p>Bike rental also reduces traffic (1) with many resultant benefits for individuals and their families including reduced use of fossil fuels (1)</p> <p>Housing schemes (such as Bedzed) create communities with mixed-use (1) to reduce travel and therefore reduce carbon emissions (1)</p> <p>Subsidies for residential properties to use solar panels (1) and reduce fossil fuel usage (1)</p> <p>Design innovation promoting green roofs/ walls (1) to become net zero communities (1)</p> <p>Accept any other appropriate response</p>	<p>(4)</p> <p>(1 + 1) + (1 + 1)</p>

Question number	Answer	Marks
6 (d)	<p>Award one mark for a basic explanatory reason why some parts of the city have experienced growth and a further three marks for the development of that point.</p> <p>This can be either population growth or the growth of the built environment or the economy</p> <p>Indicative content: much depends on the chosen city (expect London and Birmingham to dominate)</p> <p>Growth in some areas because of redevelopment/regeneration (1) which has attracted inward investment (1) and this has created jobs (1) which leads to people moving in (1)</p> <p>Growth because of studentification (1) as universities have expanded (1) so halls of residence have been constructed (1) and more domestic and international students have moved in (1)</p> <p>New transport links (e.g. the Elizabeth line (1) make areas more accessible/easier to reach (1) so businesses grow and develop there (1) so people move into the area (1)</p> <p>Accept any other appropriate response</p>	<p>(4)</p> <p>(1) + (1 + 1 + 1)</p>

Question	Indicative content
7	<p>AO3 (4 marks) / AO4 (4 marks)</p> <p>AO3 (4 marks)</p> <ul style="list-style-type: none"> <li>• UK very highly urbanised because of demographic history</li> <li>• Rural – urban continuum makes distinction rather blurred</li> <li>• Demographic structure of an area depends on net migration – movements in and movements out</li> <li>• Rural areas often experience out-migration of the young e.g students and/or young seeking employment</li> <li>• Rural areas have fewer jobs and narrower range of jobs especially remote rural areas</li> <li>• In-migration to rural areas likely to be both retirement migration but also counter-urbanisation into the urban rural fringe</li> <li>• Commuting significant element in rural communities within range of large cities</li> <li>• Rural properties may be expensive making it hard for local population to remain especially in attractive areas</li> <li>• On the other hand moving out of cities might make financial sense for those trading urban properties for cheaper but larger rural properties</li> <li>• Cities also attract international migrants who are often of younger working age</li> <li>• The % of children driven by number of younger adults at family formation life stage hence higher in urban populations.</li> </ul>

	<p>AO4 (4 marks)</p> <ul style="list-style-type: none"> <li>• Rural populations are significantly older</li> <li>• Modal age rural = 55-60 whilst modal age urban = 30-34</li> <li>• Large differences in most cohorts/categories</li> <li>• Urban % higher in all cohorts from 0-4 up to 40-44</li> <li>• Rural % higher in all cohorts above 45-50</li> <li>• Similar figures for 0-14 but suggestion of lower rural BR in 0-4 cohort</li> <li>• Absolute numbers mean larger population in every cohort in urban areas e.g 5% of 47 million = 2.35 million whereas 5% of 10 million = 0.5 million</li> <li>• England very highly urbanised</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>

Marks for SPGST		
Performance	Marks	Descriptor
SPaG 0	0	<p><i>No marks awarded</i></p> <ul style="list-style-type: none"> <li>• Learners write nothing.</li> <li>• Learner's response does not relate to the question.</li> <li>• Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>
SPaG 1	1	<p><i>Threshold performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy.</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>• Learners use a limited range of specialist terms as appropriate.</li> </ul>
SPaG 2	2–3	<p><i>Intermediate performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy.</li> <li>• Learners use rules of grammar with general control of meaning overall.</li> <li>• Learners use a good range of specialist terms as appropriate.</li> </ul>
SPaG 3	4	<p><i>High performance</i></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy.</li> <li>• Learners use rules of grammar with effective control of meaning overall.</li> <li>• Learners use a wide range of specialist terms as appropriate.</li> </ul>

Question number	Answer	Marks
8 (a) (i)	<p>Award one mark for explaining the basic reason and second mark for a development of that. Expect;</p> <p>Because it is very close to the school (1) so no time lost in getting to the location (1)</p> <p><b>Because it is a safe location (1) 'weather was calm' (1)</b></p> <p>Because the beach had engineering (1) both hard and soft (1)</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
8 (a) (ii)	<p>Award one mark for a reasonable explanation and a second mark for the development of that point.</p> <p>Because the profiles might be different (1) because of different weather/wave conditions (1)</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
8 (a) (iii)	<p>Award one mark for identifying one reasonable conclusion and a further mark for its extension by use of Figure 7.</p> <p>Comments on a difference in profiles (1) supported by evidence/data drawn from Figure 7 (1)</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
8 (a) (iv)	<p>Award one mark for explaining a basic reason why secondary data might be helpful and a further mark for developing that idea.</p> <p>An OS map would be useful to pre-plan the locations for the transects (1) especially because you are returning months later (1)</p> <p>Material from those responsible for coastal management (1) to discover the history of beach management (1)</p> <p>A meteorological website to check on the autumn weather (1) which may or may not have affected the beach profile (1)</p> <p>Allow any other appropriate response</p>	<p>(4)</p> <p>(1 + 1) + (1 + 1)</p>

Question Number		Indicative content
8 (b)		<p>AO3 (4 marks) / AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> <li>• Assessment should clearly cover the primary data collected on a beach</li> <li>• Relationship with possible enquiry question either implicit or explicit</li> <li>• Fitness for purpose of methods clearly related to coastal management</li> <li>• Attempt to weigh up relative significance of both the strengths and the weaknesses that extends beyond description</li> <li>• Assessment takes overarching view of quality of methods in terms of overall accuracy</li> <li>• Evaluation should also include references to overall reliability</li> </ul> <p>AO4</p> <ul style="list-style-type: none"> <li>• Strengths might include ease of a data collection in terms of safety</li> <li>• .....and/or accessibility</li> <li>• .....or legality of access</li> <li>• .....or range of data collected in different coastal environments e.g. variation between sites/profiles</li> <li>• .....or relatively simple to carry out with uncomplicated equipment</li> <li>• Weaknesses might be opposites of above but also..</li> <li>• ....insufficient time to carry out data collection</li> <li>• Accuracy of data collection referenced</li> <li>• Reliability of data collection referenced</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material.

Level 1	1–3	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>
Level 3	7–8	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>



Question number	Answer	Marks
9 (a) (i)	<p>Award one mark for explaining the basic reason and second mark for a development of that. Expect;</p> <p>Because it is very close to the school (1) so no time lost in getting to the location (1)</p> <p><b>Because it is a safe location (1) 'weather was calm' (1)</b></p> <p>Because the river had examples of engineering (1) in two places (1)</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
9 (a) (ii)	<p>Award one mark for a reasonable suggestion and a second mark for the development of that point.</p> <p>Because discharge might be different (1) because of different weather conditions (1)</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
9 (a) (iii)	<p>Award one mark for identifying one reasonable conclusion and a further mark for its extension by use of Figure 8</p> <p>Comments on a difference in sections of river (1) supported by evidence/data drawn from Figure 8 (1)</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
9 (a) (iv)	<p>Award one mark for explaining a basic reason why secondary data might be helpful and a further mark for developing that idea.</p> <p>An OS map would be useful to pre-plan the locations for the data collection (1) especially because you are returning months later so need to remember the locations (1)</p>	<p>(4)</p> <p>(1+1) + (1+1)</p>

	<p>Publications and reports (1) to discover the history of the hard engineering (1)</p> <p>A meteorological website to check on the autumn weather (1) which may or may not have affected the river discharge (1)</p> <p>Allow any other appropriate response</p>	
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Question Number		Indicative content
9 (b)		<p>AO3 (4 marks) / AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> <li>• Assessment should clearly include primary data collected on a river</li> <li>• Relationship with possible enquiry question either implicit or explicit</li> <li>• Fitness for purpose of methods clearly related to flood risk</li> <li>• Attempt to weigh up relative significance of both the strengths and the weaknesses that extends beyond description</li> <li>• Assessment takes overarching view of quality of methods in terms of overall accuracy</li> <li>• Assessment should also include references to overall reliability</li> </ul> <p>AO4</p> <ul style="list-style-type: none"> <li>• Strengths might include ease of a data collection in terms of safety</li> <li>• .....<b>and/or accessibility</b></li> <li>• .....<b>or legality of access</b></li> <li>• .....<b>or range of data collected in different river environments e.g.</b> variation between sites</li> <li>• .....<b>or relatively</b> simple to carry out with uncomplicated equipment</li> <li>• Weaknesses might be opposites of above but also..</li> <li>• ....<b>insufficient time to carry out data collection</b></li> <li>• Accuracy of data collection referenced</li> <li>• Reliability of data collection referenced</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>

Level 2	4-6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>

Question number	Answer	Marks
10 (a)	<p>One mark for basic explanatory reason and one mark for an extension of that. Given that centres will design their own fieldwork there will be a wide range of answers.</p> <p>We have been studying urban geography and deprivation (1) so carrying out fieldwork to investigate variations in a town is useful (1)</p> <p>We tied our enquiry to theory and/or case studies (1) that allowed us to predict what we might expect from our primary data research (1)</p> <p>We knew that we had accessible secondary data e.g census data (1) that would allow us to compare our results with official statistics (1)</p> <p>Do not penalise the absence of a named fieldwork location</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
10 (b)	<p>Award one mark for basic point and a further mark for its extension. Obviously, responses depend on their own enquiry question, but they are obliged to have carried out a quantitative environmental quality survey and a qualitative measurement of perception of quality of life so expect;</p> <p>We used a Environmental Quality Survey form and selected sites in the town/urban area to measure it (1) this covered several aspects of the environment e.g. traffic noise producing quantitative data (1)</p> <p>We conducted a questionnaire of the public asking their views of the quality of life in the town/urban area (1) and recorded these with notes of the key points as qualitative data (1)</p> <p>Allow any other appropriate response</p>	<p>(4)</p> <p>(1+1)+ (1+1)</p>

Question number	Answer	Marks
10 (c)	<p>Award one mark for basic point and a further mark(s) for its extension. Expect a clear focus on the enquiry question.</p> <p>Environmental quality improved as you moved away from the town centre (1) although this was not consistent (1) explanation of inconsistency (1)</p> <p>Environment quality was worse in more deprived areas of the town/urban area (1) although this was not consistent (1) explanation of inconsistency (1)</p> <p>There were variations in resident views about the quality of life (1) according to their age/gender/ethnicity (1) detail of same (1)</p> <p>Allow any other appropriate response</p>	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>or</p> <p>1 + (1+1+1)</p>

Question Number	Indicative content
10 (d)	<p>AO3 (4 marks) / AO4 (4 marks)</p> <p>AO3</p> <ul style="list-style-type: none"> <li>Random selection of residents may lead to unreliable results</li> </ul>

		<ul style="list-style-type: none"> <li>• Saturday morning may not be a typical cross-section of the population but better than a weekday</li> <li>• Accuracy of responses might be an issue = perhaps some did not take it seriously</li> <li>• No information about how residency was established – many of these might be visitors</li> <li>• Responses inevitably subjective – for example what constitutes <b>'anti-social behaviour'</b>?</li> <li>• May be reliability issues if sample not representative of population as a whole</li> <li>• However, there are obvious contrasts here that present a useful overview.</li> </ul> <p>AO4</p> <ul style="list-style-type: none"> <li>• <b>There is not much disagreement over 'crime'</b> - the majority do not think crime is an issue.</li> <li>• <b>For 'noise' the majority of older people think noise and anti-social behaviour are problems</b>, but the younger interviewees disagreed</li> <li>• <b>There was also significant disagreement over 'safety' with the older population much more worried about their safety.</b></li> <li>• The first conclusion is unclear – there were many more young people interviewed than older people</li> <li>• The three questions/statements do not cover the whole range of <b>'living environment' measures</b></li> <li>• 70 questionnaires is a decent sized sample</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• 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)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork</li> </ul>

		findings with clarity, and uses relevant geographical terminology consistently. (AO4)
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Question number	Answer	Marks
11 (a)	<p>One mark for basic explanatory reason and one mark for an extension of that. Given that centres will design their own fieldwork there will be a wide range of answers.</p> <p>We have been studying rural deprivation (1) so carrying out fieldwork to investigate variations in a rural settlement is useful (1)</p> <p>We tied our enquiry to theory and/or case studies (1) that allowed us to predict what we might expect from our primary data research (1)</p> <p>We knew that we had accessible secondary data e.g census data (1) that would allow us to compare our results with <b>'official' statistics (1)</b></p> <p>Do not penalise the absence of a named fieldwork location</p> <p>Allow any other appropriate response</p>	<p>(2)</p> <p>(1+1)</p>

Question number	Answer	Marks
11 (b)	<p>Award one mark for basic point and a further mark for its extension. Obviously, responses depend on their own enquiry question, but they are obliged to have carried out a quantitative environmental quality survey and a qualitative measurement of perception of quality of life so expect;</p> <p>We used a Environmental Quality Survey form and selected sites in the rural area to measure it (1) this covered several aspects of the environment e.g. traffic noise producing quantitative data (1)</p> <p>We conducted a questionnaire of the public asking their views of the quality of life in the village (1) and recorded these with notes of the key points as qualitative data (1)</p> <p>Allow any other appropriate response</p>	<p>(4)</p> <p>(1+1)+ (1+1)</p>

Question number	Answer	Marks
11 (c)	<p>Award one mark for basic point and a further mark for its extension. Expect a clear focus on the enquiry question;</p> <p>Environmental quality improved as you moved away from the village centre (1) although this was not consistent (1) reasons for inconsistency (1)</p> <p>Environment quality was worse in more deprived areas of the village (1) although this was not consistent (1) reasons for inconsistency (1) (1)</p> <p>There were variations in resident views about the quality of life (1) according to their age/gender/ethnicity (1) detail of variations (1)</p> <p>Allow any other appropriate response</p>	<p>(4)</p> <p>(1+1) + (1+1)</p> <p>or 1 + (1+1+1)</p>

Question Number	Indicative content
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		<ul style="list-style-type: none"> <li>The three questions/statements do not cover the whole range of <b>'living environment' measures</b></li> <li>70 questionnaires is a decent sized sample</li> </ul>
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