



GCSE

Geography

8035/3: Geographical applications

Report on the exam

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Contents

The below table is interactive. You can press the control button click on the title of the question to go directly to that page.

Contents	Page
Summary	3
Section A: Issue evaluation	7
Section B: Fieldwork	30
Further support	52

Summary

Section A – Issue evaluation

Students showed an understanding of the broader aspects of the issue and an awareness of the balance and complexity of decisions that affect local communities and environments. In preparation for this part of the examination, it is worth remembering the following points.

- There is always a synoptic element to this part of the examination. This means that although the issue may be driven by a particular part of the course, in this case the Resource Management (Energy) unit, it will touch on elements from across the specification and it is worth identifying these when preparing for the examination.
- Different aspects of human, physical and environmental geography will always feature, and this is often expressed in relation to the challenge of managing conflicting demands and the idea of sustainability.
- There will be questions that specifically relate to the particular location of the issue and other questions that are more generally related to the subject under discussion. For example, questions **02.2 (AO3) (4 marks)** and **03 (AO3 & AO4) (9 marks)** focused on the specific location of the issue. Questions **01.4 (AO2 & AO3) (6 marks)** and **02.1 (AO3 & AO4) (6 marks)** were broader discussions related to the overall understanding of the socio-economic importance of energy and the environmental impact of renewable energy developments.
- There is a high proportion of AO3 marks within this section of the examination paper and students are expected to select appropriate evidence from the resources to develop a discussion or reach a judgement. There is a distinction between simply selecting and copying information, which is generally seen at Level 1, and using the selected information as evidence to support ideas. Students who develop points that address the question, and who can also support those points using specific evidence, will usually attain Level 2 or Level 3 marks.
- When preparing for this part of the examination it is worth revisiting the guidance included in the [Specification](#) (Geographical Applications; Section A: Issue Evaluation).

Section B – Fieldwork

The unseen fieldwork questions gave students opportunity to demonstrate their geographical skills and offer an evaluative judgement about the limitations of some of the data. The questions also allowed students to use the data to make evidenced judgements and consider the validity of those judgements. The majority of students demonstrated a good understanding of the unseen fieldwork scenarios and used the data effectively to address the questions. Responses to the seen fieldwork questions were more variable, with a number of students not attempting some or all the questions.

- When preparing for this part of the examination it is worth revisiting the guidance included in the [Specification](#) (Geographical applications; Section B: Fieldwork), where the "fieldwork journey" is described, along with skills that students will be asked to demonstrate. The seen fieldwork questions will always reflect the content identified in this section of the specification.

- A significant number of students failed to clearly identify the title of their fieldwork, as requested in the allocated space on the examination paper. In many cases this was either left blank or a single word identifying the location was inserted. This can make it very difficult for markers to understand the context of an answer and may consequently affect the mark. Where an answer is clearly related to the title of an investigation there is greater opportunity for a student to write clear, developed answers.
- Students should be made aware of the need to respond to the requirement for answers to address **either** their physical **or** human geography fieldwork when this is expressed in the question. Failure to do this will restrict the marks available for the answer.

Areas where students excelled

The senior examining team reported that all questions were accessible to students across the ability range. Scores ranged from zero to almost full marks. The mean mark was slightly higher than 2024, largely because of an increase in the mean mark in the seen fieldwork section.

Within the levels-marked questions, a wide spread of marks was achieved, indicating that individual questions (and, in turn, the paper as a whole) offered opportunities for all students, while also achieving an appropriate level of differentiation.

The time allowed for the paper was increased by 15 minutes in 2023, in response to demands from centres. Students are now using the resources more effectively to develop higher quality answers. Many students wrote lengthy responses to the 6- and 9-mark questions, often using extra pages.

- Both multiple-choice questions were completed effectively, with very low non-completion rates, approximately 0.5% for question **01.3 (AO4) (1 mark)** and 1.4% for question **04.3 (AO4) (1 mark)**.
- The success rate on the multiple-choice questions was approximately 61% on question **01.3 (AO4) (1 mark)** and 54% on question **04.3 (AO4) (1 mark)**.
- It was evident that students were adequately prepared for the issue evaluation section. Only a very small percentage did not attempt the 6- and 9-mark questions.
- Virtually all students demonstrated an understanding of the issue featured in the pre-release booklet, with many demonstrating understanding of its complexity as they considered conflicting viewpoints.
- The use of the pre-release booklet to identify appropriate points in relation to the questions was impressive. This was particularly noticeable in relation to questions **02.1 (AO3 & AO4) (4 marks)**, **02.2 (AO3) (4 marks)** and **03 (AO3 & AO4) (9 marks)**.
- Many students used relevant information from the resources effectively to develop their answers to the longer questions. This was reflected in the significant number of students who moved beyond Level 1 in questions **01.4 (AO2 & AO3) (6 marks)**, **02.1 (AO3 & AO4) (6 marks)**, **02.2 (AO3) (4 marks)** and **03 (AO3 & AO4) (9 marks)**.
- Many students demonstrated a clear understanding of decision-making challenges where both economic and environmental issues need to be considered. Some students thoughtfully compared local and national impacts (energy generation being seen as a national benefit, but with costs for

a local area). Others looked at short- and long-term issues as part of a cost-benefit analysis, linked with ideas about renewable energy, fossil fuels and the net-zero debate.

Areas where students struggled

- Students did not always understand the requirements for 2- or 3-mark questions. In many cases students achieved the first mark by showing an understanding of the question but failed to get the second mark because a lack of development or evidence to support an opening statement. This was particularly noticeable in questions **01.1 (AO4) (2 marks)**, **04.4 (AO3) (2 marks)**, **05.1 (AO3) (2 marks)** and **05.2 (AO3) (3 marks)**.
- When evaluating the issue, students generally used the resources effectively to identify appropriate evidence in relation to the question. However, some simply copied statements from the resources without offering any development to suggest why the evidence was significant. As a general rule in the Issue Evaluation section: selecting appropriate evidence that clearly suits the question will gain Level 1 credit; using the evidence to support an answer will gain Level 2 credit; and discussing the evidence in detail or making a reasoned judgement about it will gain Level 3 credit.
- The data within the resource booklet was not always used carefully. This was evident in Questions **01.1 (AO4) (2 marks)** and **01.3 (AO4) (1 mark)**, where students lost relatively easy marks because of selecting incorrect dates from graphs. Spending a few minutes at the end of the examination simply checking the basic skills questions will almost certainly allow some students to correct simple errors.
- Some students did not always appear to appreciate the nature of the “scenarios” in relation to the unseen fieldwork questions, not seeing how the sequenced questions are linked together. This was particularly noticeable with questions **04.5 (AO4) (2 marks)** and **04.8 (AO4) (1 mark)**, where there was a need to look back at the stem of the question and make sure answers reflected the objective of the outlined investigation. The fieldwork scenarios generally follow a pattern of skills questions followed by application questions. Before students attempt the application questions, they should look back at the opening stem of the question to remind themselves of the aim of the investigation.
- A number of students failed to attempt questions **01.5 (AO4) (2 marks)** (approximately 11%) and **04.2 (AO4) (2 marks)** (approximately 5%), which were quite basic skills questions with a relatively high facility index (an expectation that a high percentage of students would gain the marks). Failure to complete basic skills questions can be seen in students’ work across all three examination papers and can lead to the cumulative loss of a number of marks.
- On questions **05.2 (AO3) (3 marks)** and **05.3 (AO3) (6 marks)**, a significant number of students failed to clearly identify the title of their fieldwork.
- Question **05.2 (AO3) (3 marks)** required answers to be related to a human geography investigation. Students who used their physical geography enquiry were given a Level 1 mark (maximum 2 out of 6).

Point marked questions

1-, 2- and 3-mark questions are point marked, where a mark may be awarded where a student makes a single point and subsequent marks awarded (if applicable) where the student develops those points.

Levels marked questions

4-, 6- and 9-mark questions are levels marked where the response is holistically marked against the relevant assessment objectives. The response is given an overall level before a specific mark is awarded within that chosen level.

Assessment Objectives (AOs)

AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes and interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

Please note: The weighting for Paper 3 is 30% of the overall qualification. In this paper, students are assessed on AO2, AO3, and AO4. AO1 is not assessed in Paper 3.

This year, the assessment breakdown for Paper 3 was as follows:

- AO2: 3%
- AO3: 18%
- AO4: 9%

Section A: Issue Evaluation

Point marked questions

There were five points marked questions in this section of the examination paper (questions **01.1**; **01.2**; **01.5**; **01.6** and **01.7**). Questions **01.1** and **01.7** demanded careful use of the resources to identify or describe aspects of the data. Question **01.6** was a maths question (it is worth remembering that Geography GCSE examinations have to have a proportion of mathematical marks), while question **01.5** focused on presentation skills (pie chart – identified as an assessed skill in the skills checklist). Question **01.2** gave students an opportunity to demonstrate applied understanding to a key idea expressed within the resources booklet that related to the issue of energy supply and demand.

Multiple choice questions – MCQs

There was one MCQ in this section of the examination (**01.3**) (**AO4**) (**1 mark**) which was related to the energy trade balance expressed within the resources.

Areas of success

- In question **01.7 (AO4) (1 mark)** over 90% of students used the resources effectively to select a correct answer.
- The MCQs were answered correctly by over 60% of students.
- In question **01.1 (AO4) (2 marks)** a significant majority of students used the resources effectively to identify change to total energy consumption, with approximately 80% of students gaining some credit.
- In question **01.2 (AO3) (2 marks)** approximately 80% of students were able to suggest why energy consumption for transport might decrease in the future, with nearly 50% of students identifying two appropriate reasons.
- In question **01.5 (AO4) (2 marks)** approximately 60% of students completed the pie chart accurately.

Areas of challenge

- It was evident that students did not always understand the requirements for the 2-mark structure of questions **01.1 (AO4) (2 marks)** and **04.4 (AO3) (2 marks)**, where there was a need to offer some development for the second mark. This was illustrated by over 40% (**01.1**) and 60% (**04.4**) of students being awarded 1 mark (demonstrating that they clearly understood the question) but only 35% (**01.1**) and 11% (**04.4**) getting a second mark.
- Although a high percentage of students answered the MCQ correctly, a considerable number who did not, suggesting that many students did not look carefully at the graphical information in the resources or check their answers to skill-based questions at the end of the examination.

- Between 1% and 10% of students did not attempt the short answer questions. Even highly capable students sometimes missed one of these questions. Across the whole of the examination papers, the accumulated loss of single marks can add up to make an overall difference of a grade.

Short answer questions – 2-mark questions

These questions are point marked and can assess a variety of combinations of the assessment objectives.

Qualities seen in more successful responses

Two-mark questions in Paper 3 can assess AO2, AO3, or AO4, and they vary in style depending on the assessment objective and the nature of the question.

Some questions, for example **01.1 (AO4) (2 marks)**, ask students to identify changes, often based on data or a graph. These typically reward one mark for identifying the change and another for describing or explaining it.

Other questions may require students to engage with a key idea expressed in the question. In these cases, the first mark is awarded for addressing the idea, and the second mark for developing or explaining it further.

Some two-mark questions - for example **01.2 (AO3) (2 marks)** and **04.5 (AO4) (2 marks)** - ask for two distinct points. To gain full marks, students must provide two separate and different observations.

Question 01.1

The key to this type of question is to respond to the command, which in this case was “Describe the changes” (the plural is a key indicator that more than one observation is required), and to be guided by the mark allocation - 2 marks in this case, indicating that two observations are required. Many failed to pick up these reference points. 44% of students gained only 1 mark for a relatively easy question. For 2-mark trend questions, encourage students to make three observations. There’s no penalty for errors, so two correct points still earn full marks.

Study **Figure 1** in the resources booklet, 'Energy in the UK'.

0

1

1

Describe the changes to total energy consumption in the UK (1990–2021). [2 marks]

The total energy consumption in the UK decreased from 1990–2021, this was due to the impact of the covid-19 pandemic

*This example to **01.1 (AO4) (2 marks)** illustrates a typical 1-mark answer.*

(1 mark)

Study **Figure 1** in the resources booklet, 'Energy in the UK'.

0 1 . 1

Describe the changes to total energy consumption in the UK (1990–2021).

[2 marks]

In 1990 it was around 150 million tonnes
then steadily increased to its peak in 2001
then decreased rapidly to around 130 million
tonnes in 2021

This response to **01.1 (A04) (2 marks)** illustrates a typical 2-mark answer.

(2 marks)

Question 01.2

Where a question asks for 2 points the command is usually “Suggest **two** reasons/ ways” or Give **two** reasons/ ways”. The “**two**” is emboldened to emphasise the need for two separate points rather than the development of a single idea. The key to addressing this type of question successfully is to state two points which are both appropriate but clearly different.

0 1 . 2

Suggest **two** reasons why energy consumption for transport might decrease in the future.

[2 marks]

- 1 growing increase in people walking
(reduced need for transport)
- 2 more people working from home, online

This response to **01.2 (A03) (2 marks)** gives two points.

(2 marks)

0 1 . 2

Suggest **two** reasons why energy consumption for transport might decrease in the future.

[2 marks]

- 1 More electric vehicles are being created
- 2 People are being encouraged to walk or bike locally.

This response to **01.2 (A03) (2 marks)** demonstrates how the student responded appropriately to this question, consequently achieving both marks.

(2 marks)

Limitations of less successful responses

0 1 . 2 Suggest **two** reasons why energy consumption for transport might decrease in the future. **[2 marks]**

1 Technological developments can ~~create~~ make existing
energy sources more efficient

2 _____

*In this response to **01.2 (A03) (2 marks)** the student does not focus on transport in their single statement, consequently scoring no marks.*

(0 marks)

0 1 . 2 Suggest **two** reasons why energy consumption for transport might decrease in the future. **[2 marks]**

1 ~~Exist~~ Coronavirus — many people were
in isolation

2 Many people working ~~from~~ home

*In this response, **01.2 (A03) (2 marks)**, the first point is not securely linked to the idea of future trends or transport. The second (similar) point more clearly implies work travel may lessen. Overall, the response scored 1-mark for the second point.*

(1 mark)

Levels marked questions

4-mark questions

In Section A, these questions have two levels of response and can assess a variety of combinations of assessment objectives.

Question **02.2 (A03) (4 marks)** was the only 4-mark question on Section A of the examination paper. This question addressed A03 (application of knowledge and understanding). It required students to use the resources to identify the range of opportunities that the proposed development would create and apply this information to the concept of “multi-use” development which is fundamental to urban and industrial regeneration as expressed in the Specification.

At Level 1 the expectation was that students would clearly identify that the proposed development has two main facets, namely the generation of electricity and the transport link. The overwhelming majority of students did this very successfully, with only 4% of students failing to gain any credit on the question.

At Level 2, students were expected to go beyond energy and transport, by addressing broader socio-economic opportunities or demonstrating a clear grasp of the economic multiplier effect in creating diverse direct and indirect opportunities. Approximately 30% of students did this very effectively, consequently achieving a Level 2 mark.

Qualities seen in more successful responses

The following responses illustrate answers where students showed a clear understanding of the question and used the resources effectively to express their understanding. These responses go beyond simply identifying energy generation and transport links as functions and begin to consider the wider impacts of the development. They demonstrated a degree of clarity in relation to the question and consequently achieved a Level 2 mark.

0 2 . 2

Suggest why the proposed Morecambe Bay and Duddon Estuary scheme is a multi-use project.

Do not write outside the box

[4 marks]

The proposed Morecambe Bay and Duddon Estuary scheme is a multi-use project because it will generate electricity and will provide transport links. This scheme has an advantage ^{as} it will generate clean and renewable energy for the next 100 years. This scheme is a multi-use project because it creates employment opportunities and other opportunities for local businesses. The Scheme will also supply up to 2 million tonnes.

L2

This response to 02.2 (A03) (4 marks) identifies the key points of energy generation and transport links and develops the ideas further by suggesting how the transport links will create other opportunities. It also references fishing and recreational boating as other potential opportunities

Level 2 (4 marks)

0 2 . 2

Suggest why the proposed Morecambe Bay and Duddon Estuary scheme is a multi-use project.

[4 marks]

Because whilst it creates a long-term sense of ^{environmental} sustainability (will produce energy for the next 100 years), it will simultaneously create ~~80,000~~ 13,000 jobs which will bring more tax into the area and boost the local economy. As well as this it will boost tourism (transport link between Lancashire and Lake District) which will help to close the North-South divide.

L2

This response to 02.2 (A03) (4 marks) identifies the key points of energy generation and transport links and develops this idea by suggesting how the transport links will boost the tourism industry and also makes a point about the potential of reducing regional differences, a key point in "The changing economic world" part of the specification. These points are identified but not fully developed. This last point could have been further developed, however.

Level 2 (3 marks)

Limitations of less successful responses

The following examples illustrate responses where students demonstrated a basic understanding of the question by identifying the key functions of the proposed scheme from the resources, but did not develop this idea by considering the broader impacts of the development.

0 2 . 2 Suggest why the proposed Morecambe Bay and Duddon Estuary scheme is a multi-use project. [4 marks]

The morecambe bay and Duddon Estuary Scheme is a multi-use project because it will generate electricity and provide a transport link between Lancashire and Lake district, the development will also generate clean renewable energy for the next 100 years and could generate enough energy for upto 2 million homes, create 15000 jobs and opportunities for many of the locals.

L1

10

This response to 02.2 (A03) (4 marks) shows a basic understanding, but there is limited development of ideas.

Level 1 (2 marks)

0 2 . 2 Suggest why the proposed Morecambe Bay and Duddon Estuary scheme is a multi-use project. [4 marks]

The Scheme is a multi-use project as it will generate electricity for the UK and create energy for upto 2 million homes. As well as providing a transport link between Lancashire and the Lake District, which will reduce traffic congestion and allow people to gain access to the M6 quicker.

L1

This response to 02.2 (A03) (4 marks) shows a basic understanding, but here too there is limited development of the ideas.

Level 1 (2 marks)

6-mark questions

These questions have three levels of response and most commonly assess AO2 and AO3.

There were two six-mark questions in Section A of the examination paper.

Question **01.4 (AO2 & AO3) (6 marks)** required students to demonstrate an understanding of the significance of energy security and apply this understanding to illustrate how important reliable and cost-effective energy supply is to both social and economic well-being.

- At Level 1 (Basic) the expectation was that students would identify some aspects of energy use and offer a judgement about how energy impacts daily life. In many cases, this was expressed in relation to basic household energy use (heating/cooking), transportation or by noting that industry requires significant amounts of energy.
- At Level 2 (Clear) the expectation was that students would either develop points about the social or economic importance of energy or offer some explanation of its importance in both contexts. A significant number of students developed the social theme by linking energy use to health—suggesting that energy is vital for maintaining good health through cooking food, keeping homes at an appropriate temperature, and supporting healthcare and hospitals.
- At Level 3 (Detailed) the expectation was that students would provide a detailed analysis of the importance of energy for both social and economic well-being. Level 3 responses often addressed the question holistically, with thoughtful observations on how social and economic well-being are interconnected.

It was clear that most students understood the question: only 5% failed to score any marks, while nearly 50% achieved Level 2 or 3.

Question **02.1 (AO3 & AO4) (6 marks)** required students to demonstrate an awareness that all types of renewable energy can create environmental challenges. The use of Figure 2 was fundamental to this question because it provided information about a number of renewable energy sources and consequently offered a framework around which a discussion could be generated.

- At Level 1 (Basic) the expectation was that students would use Figure 2 and offer a basic and largely generic description about the impact that some types of renewable energy have on the physical environment.
- At Level 2 (Clear) the expectation was that students would develop points about environmental impacts and consider the specific effects of different types of renewable energy on the physical environment.
- At Level 3 (Detailed) the expectation was that students would demonstrate a detailed understanding of how different types of renewable energy generation impact the physical environment. They would also address the stem of the question “All types of renewable energy...” by considering the relative impact of different renewable energy sources.

Most students showed some understanding of the concept of “impacts on the physical environment,” with over 80% gaining some credit. However, two issues affected the marks of a number of students. Firstly, in some cases there was quite a lot of copying from the resource with only limited additional writing. While the selection of appropriate points was creditworthy, the lack of additional written explanation tended to limited responses to Level 1. Secondly, and more significantly, several students were drawn into discussing fossil fuels and their link to pollution and climate change, or into debates focusing on the idea that fossil

fuels have a greater environmental impact than renewable energy. This line of argument generally failed to address the question and was therefore not creditworthy.

Qualities seen in more successful responses

For both questions **01.4** and **02.1**, the more successful responses selected appropriate information from the resources and used it as evidence to develop a clear or detailed line of thought. In each case, this suggested an element of evaluative judgement. Question **01.4** required a judgement about the significance of energy security in relation to social and economic conditions, while question **02.1** called for a relative judgement about the environmental impacts of different renewable energy sources. The key to achieving higher marks on these 6-mark questions was ensuring that the answer remained clearly focused on the key idea expressed in the question. The following examples illustrate responses achieving a secure Level 2 and Level 3.

01.4 Explain why energy security is important in helping to achieve social and economic well-being. [6 marks]

Energy security is firstly important for social well-being as without access to energy people become unable to heat their homes which leads to an increase in hypothermia cases during winter. In addition without heat families are unable to cook food forcing them to eat dry goods that don't require cooking^{both of} which in turn heavily decrease quality of life.

Furthermore it is important for economic wellbeing as countries without access to energy often have to import it from oil-rich countries in the east; this often results in extortionate price draining a country of its funds and impacting the economy severely. It also means gas prices for cars and basic transport increase making travel for work and commuting very difficult thus impacting the economy as people must quit their jobs.

L2

This response to **01.4 (AO2 & AO3) (6 marks)** makes several points which consider both social and economic well-being in relation to energy security. Both aspects demonstrate a degree of clarity, but without offering the detail required for Level 3.

Level 2 (4 marks)

Study **Figure 2** in the resources booklet, 'Towards a renewable energy future in the UK'.

0 2 . 1 'All types of renewable energy generation have an impact on the physical environment.'

Discuss this statement.

[6 marks]

~~Most~~ Many of the renewable energy generation methods do have an impact on the physical environment such as geothermal energy which utilises heat from deep underground to evaporate water so the steam can turn turbines as well as wave energy which disrupts the local ecosystem and during creation often results in the destruction of fragile environments such as mudflats. In addition the manufacture of components for these schemes requires lots of energy from fossil fuels however this is an initial cost of renewable energy not a permanent one.

There are still schemes like solar panels and wind farms which despite decreasing aesthetic value of an area do not impact the physical environment to a significant degree even factoring in impacts of setting them up and maintaining them in good condition as we can use pre-existing renewable energy schemes for this now.

L2

This answer to **02.1 (AO2 & AO3) (6 marks)** has a clear discussion which considers the environmental impact of different renewable energy sources. Information has been taken from the resources, and some of the points are developed with evidence of applied understanding.

Level 2 (4 marks)

Limitations of less successful responses

Students achieving a Level 1 or marginal Level 2 score (3 marks) generally showed a basic understanding of the question, often with simple or undeveloped points. Responses at Level 1 were not always focused on the key idea expressed in the question, or the evidence used to support their answer was simply copied with little or no development.

The following examples illustrate answers achieving Level 1 or marginal Level 2 credit.

0 1 . 4

Explain why energy security is important in helping to achieve social and economic well-being.

[6 marks]

energy security is important in helping social wellbeing because energy is used for things like lighting. This will impact people socially because lighting is used by individuals to be able to see things. This makes energy security important because it is a main source of energy and energy is used for many other things in order to benefit people socially.

Energy security is important to achieve economic well-being because relating to how people use energy in a day to day life, this would make individuals pay their energy bills to the government. This achieves economic well-being because the government gets money in order to provide energy.

L1

This response **01.4 (AO2 & AO3) (6 marks)** makes a simple point about one aspect of energy use in the home, with very basic justification.

Level 1 (1 mark)

0 1 . 4

Explain why energy security is important in helping to achieve social and economic well-being.

[6 marks]

Energy security is important ~~in~~ in helping achieve social and economic wellbeing. This is because having energy security ensures that our homes have heating, lighting and communication systems that function. Without energy security this can have a bad effect on living standards, this is why we are dependent on energy security. This is because our access to food water and consumer products won't be accessible without energy security.

L1

This response describes basic functions that require energy with a simple link to living standards. The idea about food and water is identified from the resources but does not provide further explanation. This is a secure Level 1 response.

Level 1 (2 marks)

Study Figure 2 in the resources booklet, 'Towards a renewable energy future in the UK'.

0 2 . 1

'All types of renewable energy generation have an impact on the physical environment.'

Discuss this statement.

[6 marks]

All types of renewable energy have an impact on physical environment ^{because} ~~but~~ wind turbines when built on land have to have a lot of space to be built. ^{this} ~~where~~ ~~which~~ means ~~deforestation occurs~~ ^{occurs} which ~~can~~ ^{destroys} ~~destroys~~ habitats. As well as this tidal energy can also ~~they~~ damage ecosystems causing fish and ^{other} ~~the~~ sea life in that area to be at a minimum. ②

On the other hand ~~some~~ not all renewable energy ~~resources~~ impact the environment because solar panels don't take up much space? Extra space when installed. They sit on top of houses where space is saved.

Overall all renewable energy have an impact ~~even~~ because even solar panels before they were placed on top of house were stored in a ~~area~~ large scale area where deforestation would have occurred. ? L2

This response offers some understanding of how the development of renewable energy can affect the physical environment. It begins to link ideas together by observing that land is cleared, which means a loss of vegetation and so habitat loss. There is also a link between tidal energy and marine life here. The response considers different types of energy and goes slightly beyond the resource.

Level 2 (3 marks)

9-mark question

These questions are found in Section A and Section B, have three levels of response and always assess AO3. One of these questions each series carries 3-marks for spelling, punctuation and grammar (SPaG).

The 9-mark question at the end of Section A is an opportunity to bring together the understanding of the topic under discussion, gained from working through the earlier questions. The question assesses AO3 and AO4.

Question 03 (AO3) (9 marks).

The topic under discussion was clearly understood, and students generally demonstrated an awareness of the social, economic and environmental considerations linked to the proposed development, as well as an appreciation of the complexity of the issue. Only a small proportion of students failed to attempt the question, and fewer than 1%, of those who did, scored zero marks. The largest proportion achieved marks within the Level 2 range, suggesting a good level of general understanding and accessibility. It was evident that most students had been well prepared for this part of the examination, with the vast majority showing an understanding of both the socio-economic and environmental aspects of the issue.

The quality of answers largely depended on how effectively students developed or linked the information from the resources to construct and support a discussion.

- Level 1 responses were typically characterised by students who simply identified and largely copied information from Figure 3, in some cases almost word for word. While the selection of relevant evidence and basic copying is creditworthy, it rarely conveyed discussion or analysis, so these answers were placed in the Level 1 range.
- Students who drew on a wider range of points (often from across the resource booklet rather than just Figure 3) and developed them with some analytical or evaluative thinking moved into Level 2. At this level, a clearer understanding of the debate was often evident, usually supported by evidence from the resource booklet.
- A more thorough, well-evidenced and evaluative use of the resource booklet to express the complexity of balancing social, economic and environmental factors moved students into Level 3. These more developed answers often included a short conclusion, which returned to the original aim of the question and reinforced the major points made. Some students offered impressively sophisticated ideas, such as distinctions between short- and long-term impacts, or how money allocated to the project might be better spent elsewhere. A significant number also considered how the project might enhance the environment and, in turn, deliver greater social and economic benefits.

A small number of students overlooked the requirement to assess the balance between social, economic and environmental impacts, focusing instead on what they saw as the advantages of the project. While this approach had some merit, it limited the scope for a balanced discussion and was therefore self-limiting.

The key to achieving the highest marks in the 9-mark issue evaluation question is ensuring that students are familiar with the broad aspects of the topic and the synoptic links within the specification. This allows them to draw effectively on information from the entire resource booklet to support their discussion.

Qualities seen in more successful responses

The following answers use the resources effectively to construct an evidenced discussion which demonstrates sound understanding of the complexity of the issue. Consequently, they were awarded very secure Level 2 and Level 3 marks.

Study **Figure 3** in the resources booklet, 'The Morecambe Bay and Duddon Estuary tidal gateway project'.

0 3 The social and economic benefits of the Morecambe Bay and Duddon Estuary tidal gateway project are greater than the environmental costs.

*(ohse
Agree
Thoroughly
This is clear)*

To what extent do you agree?

Use evidence from the resources booklet and your own understanding.

[9 marks]
[+3 SPaG marks]

I do not agree with the statement.

The tidal gateway project is estimated to create 13 000 jobs, which will ~~consequently~~ provide employment to the locals, consequently more money will be made, and so more tax will be sent to the government, who as a result may develop areas in the ~~bay~~ bay and estuary such as existing road and rail networks, which as a result will improve peoples' day-to-day lives. This means that people will receive social and economic benefits from the project. Furthermore, these projected effects are set expected to arrive in 25 years upon the completion of the project, whilst also taking 510 billion from taxpayers - which isn't worth it.

However, the project ~~is~~ carries significant risks to the sensitive environments found within the bay and estuary - such as the large tidal mudflats which houses many ~~are~~ animals, such as birds who come to the area in the summer to breed. Consequently, the project

Do not write
outside the
box

Will disrupt the birds' annual migration, as a
 result, forcing them to migrate elsewhere. This
 will ~~not only~~ result in less birds in the area
 which ~~may~~ ^{will} impact tourism to the area - reducing
~~overall~~ the incomes of ~~the~~ ^{to help animals.} some such as ~~shops~~ ^{environmental}
~~groups~~ that rely on Tourism. Furthermore, an environment
 -al impact of the removal of birds will mean that
 the ~~food chain~~ food chain may be disrupted -
 with animals such as crabs perhaps overpopula-
 -ting, which will throw the delicate ecosystem
 into chaos - which may result in the extinction of
 some species.

End of Section A

Turn over for Section B

Overall, the social and economic benefits ~~that~~
 are ~~set~~ projected to be extremely beneficial
 , despite taking 25 years to come into play and
 at a \$10 billion price coming out of the taxpayer.
 However, environmentally the project will disrupt
 habitats, which influences tourism by decreasing
 it, ~~and as tourism~~, furthermore it could lead to
 the extinction of some species.

12

L2

This response to **03 (A03) (9 marks)** clearly identifies social, economic and environmental considerations, and uses evidence from the resources to offer a discussion with some balance. While there are some points which are not fully developed, there are also developed/linked ideas. Consequently, it is evident that the student understands the complexity of the issue.

(Level 2) (6 marks)
SPaG (3 marks)

The following two examples were both considered very secure Level 3 responses and awarded 9 marks. (It is worth remembering that an answer does not have to be perfect to achieve full marks.) Both responses begin by clearly stating their position on the issue.

- Interestingly, they take slightly different stances. However, the mark for this question is always determined by the strength of the discussion, not the chosen position.
- In the event, most students judged that the social and economic benefits outweighed the environmental costs. In each example, the students used the resources effectively, referencing

points from across the resource booklet to develop a detailed, evidence-based discussion. Each answer ends with a conclusion that reflects on the student's original opening statement.

Study **Figure 3** in the resources booklet, 'The Morecambe Bay and Duddon Estuary tidal gateway project'.

0	3
---	---

The social and economic benefits of the Morecambe Bay and Duddon Estuary tidal gateway project are greater than the environmental costs. * 5/12

To what extent do you agree?

Use evidence from the resources booklet and your own understanding.

[9 marks]

[+3 SPaG marks]

I would argue that in such a complex project involving local and national stakeholders, the social and economic benefits are limited, and are not greater than environmental costs.

In terms of socially and economically, I would argue that the costs outweigh the benefits, and the benefits are exaggerated and may not realise. In Figure 3, it suggests that 13,000 jobs will be provided, while at the same time, this trades off against ~~some~~ other social problems in the area and does not address it. The 13,000 jobs will not increase local employment massively, as most of these jobs are highly skilled and require a degree, which locals may not be able to access it. Moreover, when the project has finished, local social benefits will be gone, as jobs will disappear, and it will lead to overcrowding and overtourism in the Lake District, which is a social drag and harm. I would therefore agree that social effects are localised, and the costs outweigh benefits.

Economically, despite these are benefits of growth, I would argue that the benefits of the project economically are built on the money of taxpayer and energy ~~so~~ customers, which create Extra space more heretofore benefits. Although the NTPG claims that it will catalyse growth in the region, by saving £500 million by protecting floods and generating £20 billion from new industry, the NTPG has an incentive to over-predict and overestimate efforts to get the 'go-ahead' to build the project, which makes the claims less valid and reliable. Moreover, although construction workers and local economy will benefit as more tourists come in and shops and hotels reopen and provide employment, this is far outweighed by the costs that electricity consumers have to pay. The £10 billion cost over 25 years (excluding overheads) means that users will have to pay a higher premium ? in electric bills as the Regulated Asset Base (RAB) model

Study **Figure 3** in the resources booklet, 'The Morecambe Bay and Duddon Estuary tidal gateway project'.

0 3

The social and economic benefits of the Morecambe Bay and Duddon Estuary tidal gateway project are greater than the environmental costs.

To what extent do you agree?

Use evidence from the resources booklet and your own understanding.

[9 marks]

[+3 SPaG marks]

I partially agree because the project has many social and economic benefits, those mostly being national benefits but it does negatively affect local ecosystems which can't be ignored.

Even though the tidal barrage scheme is estimated to have a £10 billion cost, many economic benefits locally and nationally quickly overshadow this. The project is projected to save £370 million a year by generating emission-free energy. Meaning this has the benefit of reducing fossil fuel emissions and generating money for the UK. It is also projected to generate £20 billion over 20 years in new industries quickly surpassing the initial £10 billion cost. However the project will take 25 years so waiting around 35 years * just to get the £10 billion back is very risky as there may be issues in the future, similar to the HS2 project.

Extra space The project's social benefits also outweigh the social negatives as transport links between

Heysham and the Furness Peninsula and links to the Lake District could maximize tourism in the North which has the multiplier effect of increased demand for local business further boosting the economy of the North. Also it is projected to create 13,000 jobs helping the unemployed in the local area. However these could just be short-term construction jobs.

Finally, the negative effect on the environment is very prominent, even though it uses renewable energy, it is

Question number	Additional page, if required. Write the question numbers in the left-hand margin.
3	an area of outstanding natural beauty and include sites of special scientific interest with many species breeding within it. Destroying this has a big effect on the biodiversity of the local area which can't be ignored. Also, the added transport route encourages people to use their cars when they were formerly deterred by the traffic on the M6, which could majorly increase air pollution in the local area. To conclude, I agree that social and economic benefits outweigh the environmental costs, however the government need to decide whether they will focus on national benefits or local benefits.

L3

This response to **03 (A03) (9 marks)** partially agrees with the statement and confidently uses figures from the resource to support their discussion. They further justify their position in the conclusion, where they state the social and economic benefits outweigh the environment costs.

Level 3 (9 marks)
SPaG (3 marks)

Limitations of less successful responses

The following examples illustrate answers where students showed a basic understanding of the issue (by identifying appropriate points from Figure 3 in the resource booklet) but did not develop their ideas. The students show they understand what is meant by social, economic and environmental factors and consequently demonstrate a basic understanding of the issue. Several points are largely copied from the resources with very limited attempts to further develop or link the selected ideas.

Study **Figure 3** in the resources booklet, 'The Morecambe Bay and Duddon Estuary tidal gateway project'.

0 3

The social and economic benefits of the Morecambe Bay and Duddon Estuary tidal gateway project are greater than the environmental costs.

To what extent do you agree?

Use evidence from the resources booklet and your own understanding.

[9 marks]
[+3 SPaG marks]

The ~~agree~~ somewhat agree with this statement because this project is creating over 15000 jobs for people and is generating enough energy for 2 million homes however the project could have possible environmental impacts on one of the most important areas of tidal mudflats and salt marshes in the UK, the money could have been used to develop the area like rebuilding railways.

The social benefits of this project is that it creates many homes for people and the economic benefit is that it creates lots of jobs) however the environmental cost will still be higher because it damages the natural environment, most wild life animals like marine birds and wildlife and often found in areas where the tidal power scheme is

Tidal power schemes can also affect the seas ^{bed} and estuaries and wildlife habitats

L1

A basic response to question 03 (A03 & A04) (9 marks).

Level 1 (3 marks)

Study **Figure 3** in the resources booklet, 'The Morecambe Bay and Duddon Estuary tidal gateway project'.

03

The social and economic benefits of the Morecambe Bay and Duddon Estuary tidal gateway project are greater than the environmental costs.

To what extent do you agree?

Use evidence from the resources booklet and your own understanding.

[9 marks]

[+3 SPaG marks]

~~Many people think that~~ I agree with this statement. It is said that tidal power is expensive and a huge waste of money. Not only that, it's also seen as a nature concern. Many believe that ~~this~~ this project may create new habitats but would add up to the already high cost of the project?

This gets out weighed by the social and economic benefits. Enough energy for 2 million homes will be created, traffic will be reduced on the M6, 13,000 jobs will be created, and there will be a huge development of new industries and expansion of existing businesses.

This means that although there are extra space some environmental costs, these worries will be taken care of and even

out weighed by the benefits.

L1

This response to 03 (A03 & A04) (9 marks) also shows a basic understanding of the issue.

Level 1 (3 marks)

SPaG (2 marks)

Study **Figure 3** in the resources booklet, 'The Morecambe Bay and Duddon Estuary tidal gateway project'.

03

The social and economic benefits of the Morecambe Bay and Duddon Estuary tidal gateway project are greater than the environmental costs.

To what extent do you agree?

Use evidence from the resources booklet and your own understanding.

[9 marks]

[+3 SPaG marks]

I agree ~~that the social and economic~~ benefits of the project are greater than the environmental costs. This is because the Tidal project has economic advantages as mentioned in Figure 3, it saves up to \$250 million a year by improving transport links. This can make this money be reinvested into something better. Compared to the ~~costs~~ environmental costs, I can disagree with the statement because as mentioned in figure 3, Morecambe Bay and Duddon estuary are areas of high biodiversity. To build this project, it would affect the biodiversity and also ruin / get rid of natural aesthetics in these areas.

This project will save \$100 Million a year by protecting the environment against future flooding and storm damage, which makes me agree with the statement because preventing flooding and storm damage will save

lots of lives being taken from the damage.

~~After~~ In conclusion, I agree with the statement that social and economic benefits of the project are greater than the environmental costs. This is because this project creates employment (13,000) and saves money by generating commission-free energy.

This response to **03 (AO3 & AO4) (9 marks)** attempts to support both positions and then proceeds to offer supporting evidence. While it is not always very clear and the information is largely copied, there is an attempted discussion, and the student does begin to demonstrate an awareness of the complexity of the issue. Consequently, this answer does begin to use the resources - rather than simply copying them.

Level 2 (4 marks)

SPaG (3 marks)

Section B: Fieldwork

Unfamiliar fieldwork

The unfamiliar fieldwork part of Section B is worth 16 marks, assessing AO3 (4 marks) and AO4 (12 marks). The questions are based on various fieldwork scenarios, with data used to assess both AO4 – skills (selecting, adapting and using a variety of techniques to investigate questions and issues and communicate findings) and AO3 – application (applying knowledge and understanding to interpret, analyse, and evaluate geographical information and make judgements).

Familiar fieldwork

The familiar fieldwork part of Section B is worth 23 marks (20 question marks and 3 SPaG marks) and assesses AO3. There are four questions: two point-marked questions worth 2 and 3 marks, and two levels-based questions (each with 3 levels) worth 6 and 9 marks. The 9-mark question also includes 3 SPaG marks. These questions are designed to allow students to demonstrate their understanding of the enquiry process in relation to their own fieldwork experience.

In question **05.3 (AO3, 6 marks)**, students were given space to write the title of their Human Geography enquiry. If their answer referred to the wrong context, only a maximum of Level 1 marks could be awarded. It is important that students write the full and accurate title of their investigation in the space provided, as their answer needs to reflect the specific enquiry. If the title is missing or unclear, it becomes difficult to fully understand the context of the answer and to assess the level of clarity demonstrated.

Point marked questions

Multiple choice questions – MCQs

There was one MCQ in this section (Question **04.3**), which asked students to identify a suitable presentation method for the data in Figure 4. Approximately 54% of students selected the correct response, suggesting that many were not fully familiar with some of the presentation methods listed. The [Geographical Skills Checklist](#) is a useful revision guide for the skills assessed across the examination papers.

Short answer questions – 1-, 2- and 3-mark questions

In Section B, the familiar fieldwork part of the examination paper, there are a few 1- and 2-mark questions as well as one 3-mark question (**05.2**).

1-mark questions

There were three one-mark questions in Paper 3. Two of these assessed basic skills:

- Question **04.1**: Approximately 61% of students answered correctly.
- Question **04.6**: Approximately 95% of students answered correctly.

- **Question 04.8:** Approximately 74% of students answered correctly.

The one-mark question **04.8** assessed an AO4 skill, specifically the ability to select an appropriate method.

2-mark questions

Two-mark questions can target AO2, AO3 or AO4. They require students to address the key idea expressed in the question for the first mark, then provide some development for the second mark.

For example, **04.4 (AO3, 2 marks)** asked students to demonstrate an understanding of the relationship between the width and depth of a river, using the data in Figure 4. Most students correctly identified this as a positive relationship, showing they understood the data. However, only about a third developed the idea further and therefore earned the second mark.

The following examples illustrate both 1-mark and 2-mark answers.

Qualities seen in more successful responses

0 4 . 4 What conclusions can the students make about the relationship between the width and maximum depth of the river? [2 marks]

As the river gets wider, the depth increases. The thinnest part of 150cm had the least depth of 24cm, while the greater width of 370cm has the greatest depth of 46cm.

This response to **04.4 (AO3) (2 marks)** identifies the relationship between the width and depth of the river and develops it further.

(2 marks)

0 4 . 4 What conclusions can the students make about the relationship between the width and maximum depth of the river? [2 marks]

as the width of the river ~~more~~ gets bigger then the depth of the river gets deeper

This response to **04.4 (AO3) (2 marks)** gives just one correct point.

(1 mark)

Where a question asks for two points the command is typically “Suggest two reasons/ways” or “Give two reasons/ways”. The “**two**” is emboldened to emphasise the need for two separate points rather than the development of a single idea. The key to addressing this type of question successfully is to state two points which are both appropriate but *clearly different*, so that they cannot reasonably be viewed as similar ideas. Question **04.5** (Suggest two ways”) is an example of this type of question.

0 4 . 5 Suggest **two** ways that the river investigation could be adapted to allow the students to collect more useful data. [2 marks]

1 Collect data from more sites ✓

2 Use a longer distance of river ✓

This response to **04.5 (A04) (2 marks)** states two correct points.

(2 marks)

0 4 . 5 Suggest **two** ways that the river investigation could be adapted to allow the students to collect more useful data. [2 marks]

1 Collect data on straight points of the river not just the meanders and curves ✓

2 Include more sites along the river ✓

This response to **04.5 (A04) (2 marks)** states two correct points.

(2 marks)

Limitations of less successful responses

The following examples illustrate where students did not develop their answers to question **04.4** or respond to the requirements on question **04.5**.

The following examples clearly express an understanding of the relationship between the width and depth of the river described in Figure 4, but they don’t support their answer with the use of evidence or offer any development.

0 4 . 4 What conclusions can the students make about the relationship between the width and maximum depth of the river? [2 marks]

as the width of the river ~~more~~ gets bigger
then the depth of the river gets deeper ✓

This response to 04.4 (A03) (2 marks) identifies the relationship but needs to develop it further to gain a second mark.

(1 mark)

0 4 . 4 What conclusions can the students make about the relationship between the width and maximum depth of the river? [2 marks]

as the river gets deeper, the width
of the river increases ✓

This response to 04.4 (A03) (2 marks) identifies the relationship but does not develop it further.

(1 mark)

0 4 . 5 Suggest **two** ways that the river investigation could be adapted to allow the students to collect more useful data. [2 marks]

- 1 repeat ✓ this at different times of the year.
- 2 repeat to find any anomalies.

In this response to 04.5 (A04) (2 marks) the idea of repeating the data collection is clearly appropriate. However, the second point does not offer any specific reference point (for example, after a wetter/drier period). In the mark scheme, the idea of repeating data collection on different days/times of the year is worth a maximum of 1 mark.

(1 mark)

0 4 . 5 Suggest **two** ways that the river investigation could be adapted to allow the students to collect more useful data. [2 marks]

- 1 They could go to other rivers
- 2 They can come back another day and compare the results

In this answer to **04.5 (A04) (2 marks)** the idea of using different rivers was not acceptable because the fieldwork scenario was based on a particular river - and the question focus was how to adapt the existing fieldwork.

(1 mark)

3-mark questions

Question **05.2 (A03) (3 marks)**, which focussed on familiar fieldwork, was the only 3-mark question on the examination paper. Only 5% of students achieved full marks on this question.

It was clear that a significant number of students had no real idea of what was meant by sampling strategies or if they did, they were not able to relate it to their individual fieldwork. This was evidenced by the fact that over 50% of students either scored zero or did not attempt the question. Reference to the “[Geographical Enquiry Strand](#)”, in the specification, would be useful as part of the preparation for this examination paper.

0 5 . 2 For **either** your human **or** your physical geography enquiry suggest the advantage(s) of **one** sampling strategy you used for collecting primary data.

Sampling strategies include:

- random
- stratified
- systematic.

[3 marks]

Title of fieldwork enquiry Evaluate the success of groynes as a method of coastal management at Brighton beach

We used systematic sampling to ^{find} measurements for the sediment height, level to ^{the} groyne on the east and west sides of 3 adjacent groynes sampling systematically 2m up from the groyne on each one. This was advantageous as it reduced bias as well as risk of ^{getting} ~~using~~ anomalous results.

This response, to **05.2 (A03) (3 marks)**, shows the student understands the idea of sampling and could also offer two reasonable observations about the advantages of their chosen sampling method. This answer shows how best to address this type of 3-mark question. The first mark is about showing an understanding of the question; the second and third marks are given for some development that addresses the key idea expressed in the question, in this instance “suggest the advantages”.

(3 marks)

Levels marked questions

4-mark questions

In Section B, 4-mark questions have two levels of response and assess AO3 and AO4.

There is one 4-mark question in Section B: Fieldwork. This question appears in the unfamiliar fieldwork section and asks students to make a judgement based on the aim of the fieldwork outlined in the scenario at the start of the question. It will always be based on a specific scenario and include some form of data, giving students the opportunity to support their judgement with evidence and to consider the validity and reliability of the data in relation to the original aim of the investigation.

There were two acceptable approaches to this question.

- Evaluate the strength of the results in terms of how far reliable conclusions could be drawn.
- Evaluate the methodology in terms of how far it was able to provide reliable data.

Both approaches were widely used, and some students incorporated elements of both in their answers.

Qualities seen in more successful responses

More successful responses (Level 2) made a clear judgement about the extent to which the data allowed reliable conclusions to be drawn, or about the extent to which the methodology allowed reliable data to be collected, and supported this with clear evidence.

A significant number of students made thoughtful points, including:

- Observations that the sample size was too small to produce reliable data, making results prone to distortion.
- Comments on the scale having only three categories, which might encourage respondents to default to the middle option.
- Concerns that category descriptions were undefined and open to different interpretations.

Students carried out an investigation to compare the quality of two local shopping centres (X and Y).

Study Figure 8, the data collected by the students.

Figure 8

Shopping centre survey

Five people (A–E) were interviewed in each of two shopping centres (X and Y). Each person was asked to rate a number of factors using the following scale:

3 = Excellent
2 = Good
1 = Poor

People	Shopping centre X					Shopping centre Y				
	A	B	C	D	E	A	B	C	D	E
Quality of shops	3	2	3	1	2	2	3	2	2	2
Variety of shops	2	2	2	1	1	3	3	2	1	1
Range of services	2	1	2	1	1	3	3	2	2	2
Seating/landscaping	3	2	2	1	2	2	2	2	1	2
Car parking	1	1	1	1	1	2	3	2	2	2

- 0 4 . 9 To what extent are the students able to make reliable conclusions about the quality of the two shopping centres from the data in Figure 8?

[4 marks]

~~There conclusion will be partially~~
reliable because only offering 3 numbers in the scale limits the effectiveness of the data or if it were more specific, their conclusions would have more detail as you can see in Figure 8 there are aspects in both shopping centres that someone considers a 1 and someone considers a 3 so making valid conclusion is difficult however there are also trends
(go to back)

4.9 for example car parking in shopping centre X was all voted 1's allowing them to make a valid conclusion that it is poor, comparing this to all 2's and 3's for car parking in shopping centre Y makes it very easy to see that shopping centre Y's car park is a lot more likely to be better.

This response to 04.9 (A03 & A04) (4 marks) makes a judgement in the first line, where it says “partially reliable”. The student develops this theme by offering some evidence to suggest that elements of the method might make the conclusions less reliable (the scale used), while other parts of the data could be used to make comparative judgements about the two places.

Level 2 (4 marks)

Students carried out an investigation to compare the quality of two local shopping centres (X and Y).

Study **Figure 8**, the data collected by the students.

Figure 8

Shopping centre survey

Five people (A–E) were interviewed in each of two shopping centres (X and Y). Each person was asked to rate a number of factors using the following scale:

3 = Excellent
2 = Good
1 = Poor

	Shopping centre X						Shopping centre Y				
People	A	B	C	D	E		A	B	C	D	E
Quality of shops	3	2	3	1	2		2	3	2	2	2
Variety of shops	2	2	2	1	1		3	3	2	1	1
Range of services	2	1	2	1	1		3	3	2	2	2
Seating/landscaping	3	2	2	1	2		2	2	2	1	2
Car parking	1	1	1	1	1		2	3	2	2	2

0 4 . 9 To what extent are the students able to make reliable conclusions about the quality of the two shopping centres from the data in **Figure 8**?

[4 marks]

The students are able to make **somewhat reliable conclusions**. The provided scale creates **reliable conclusions by enabling a range of opinion** so data is more precise ^{meaning} ~~reliable~~ conclusions are reliable. However, the **fact they used a different set of people to question in each shopping centre means that the conclusion will be less reliable as the quality in each centre is not directly compared to the other but rather just personal standards.**

This response to **04.9 (A03 & A04) (4 marks)** makes a judgement in the first line, where it says “somewhat reliable”, and makes a basic point about getting “a range of opinion”. The student goes on to explore why comparison of the two places may not be reliable, as different people were used.

Level 2 (3 marks)

Limitations of less successful responses

Less successful responses (Level 1) generally made a judgement that one shopping centre was “better”. They offered very basic observations or only considered one data set (usually car parking, which had the more obvious differences).

Students carried out an investigation to compare the quality of two local shopping centres (X and Y).

Study **Figure 8**, the data collected by the students.

Figure 8

Shopping centre survey

Five people (A–E) were interviewed in each of two shopping centres (X and Y). Each person was asked to rate a number of factors using the following scale:

3 = Excellent

2 = Good

1 = Poor

People	Shopping centre X					Shopping centre Y				
	A	B	C	D	E	A	B	C	D	E
Quality of shops	3	2	3	1	2	2	3	2	2	2
Variety of shops	2	2	2	1	1	3	3	2	1	1
Range of services	2	1	2	1	1	3	3	2	2	2
Seating/landscaping	3	2	2	1	2	2	2	2	1	2
Car parking	1	1	1	1	1	2	3	2	2	2

3 2 1 1 1

13

0 4 . 9 To what extent are the students able to make reliable conclusions about the quality of the two shopping centres from the data in **Figure 8**?

[4 marks]

The students are able to make a reliable conclusion about the quality of shopping centre Y is better because it has higher numbers of excellent than poor however the majority of shopping centre X is numbered as (1) poor

L1

On question **04.9 (A03 & A04) (4 marks)**, this student made a judgement and supported their case by stating that shopping centre Y had higher numbers (which was correct). The final point about the proportion of category 1 in shopping centre X was not accurate. Had the student simply added the numbers up to support the point made, they would have received additional marks.

Level 1 (1 mark)

Students carried out an investigation to compare the quality of two local shopping centres (X and Y).

Study Figure 8, the data collected by the students.

Figure 8

Shopping centre survey

Five people (A–E) were interviewed in each of two shopping centres (X and Y). Each person was asked to rate a number of factors using the following scale:

3 = Excellent

2 = Good

1 = Poor

People	Shopping centre X					Shopping centre Y				
	A	B	C	D	E	A	B	C	D	E
Quality of shops	3	2	3	1	2	2	3	2	2	2
Variety of shops	2	2	2	1	1	3	3	2	1	1
Range of services	2	1	2	1	1	3	3	2	2	2
Seating/landscaping	3	2	2	1	2	2	2	2	1	2
Car parking	1	1	1	1	1	2	3	2	2	2

0 4 . 9 To what extent are the students able to make reliable conclusions about the quality of the two shopping centres from the data in Figure 8?

[4 marks]

The shopping centre survey is effective in showing the quality of different characteristics, increasing the helping to create clear comparisons from the two centres.

However, the 5 people interviewed were led by personal bias, which means that data may not be reliable.

L1

16

This response to 04.9 (A03 & A04) (4 marks) made a judgement, where it states, “to some extent” and adds a number of basic points which are not fully developed. The student makes a point about car parking in shopping centre X; the “overall positive response to Y” and the anomaly related to person D. Had these points been specifically related to the idea of reliability, this response could have achieved full marks.

Level 1 (2marks)

6-mark question

These questions have three levels of response and assess AO3.

Question **05.3 (AO3) (6 marks)** was the only 6-mark question in Section B of the examination paper. Students were asked to justify the use of one or more data collection methods used in their Human Geography enquiry. The identified method(s) needed to be justified in relation to the aims of the enquiry, which should have been clear from the enquiry title.

At Level 1, students were expected to identify a data collection method(s) that could be considered appropriate to the title of the enquiry, with only marginal or implied justification.

At Levels 2 and 3, students were expected to offer clear (Level 2) or detailed (Level 3) justification for their choice of method(s), linking this to the significance of the data collected and the effectiveness of the method in gathering that data.

It was evident that most students understood the requirement to focus on data collection. However, many were unclear about the concept of justification, often describing their methods rather than explaining why they were important to their enquiry. As a result, only around 29% of students progressed beyond Level 1.

Qualities seen in more successful responses

Stronger responses identified one or more data collection methods and explained their significance in the context of the geographical enquiry. These answers often included a judgement about how the data collected was instrumental in reaching a conclusion.

Write the title of your human geography fieldwork enquiry.

Title of human fieldwork enquiry To what extent has the regeneration of Stratford been successful

05.3

You used one or more data collection methods in your human geography enquiry.

Write the name of your data collection method(s):

Env Environmental Quality survey, word bubble and survey, field sketch. (EAS)

Justify the use of your data collection method(s).

[6 marks]

^{primary}
All data collections helped us gain results, which help us reach a conclusion to answer the hypothesis. The data helped us prove that the regeneration of Stratford was partially successful. We conducted an environmental quality survey on aesthetics, cleanliness, accessibility on a 1 to 5 bipolar scale, which helped us evaluate the area, and turned qualitative data into quantitative data. We then added up the total scores, which ~~off~~ allowed us to compare the areas and the success of the regeneration by how high it scored. We did random sampling at 5 sites and the EAS at 5 sites to increase the size of data, and to increase the coverage of the area to make it fair. We used word bubble and survey to help us get the opinions of people. Although they may have biases, we used random sampling and 100 people's data to ensure we eliminate bias, the opinion and adjective

EXTRA

05.3

bubbles helped us see the prevailing consensus of people, which contributes to supporting our conclusion, of that some areas have better regeneration than others. A Field sketch facing East everywhere was also done to compare visuals of the sites, and we placed it onto a GIS map with the score and adjectives so we can visualise and have valid, and a range of data to support our conclusions. We were able to compare different sites, and therefore reach conclusions using data collected that the regeneration was partially successful.

L3

This response to 05.3 (A03) (6 marks) clearly identified the title of their enquiry and identified a number of data collection methods. It then expressed how some the data were used to consider the effect of regeneration of Stratford (the aim of the enquiry).

Level 3 (5 marks)

Write the title of your **human** geography fieldwork enquiry.

Title of human fieldwork enquiry Do those living in the Peak District have contrasting views on quarrying to those visiting?

0 5 . 3 You used **one or more** data collection methods in your **human** geography enquiry.

Write the name of your **data collection method(s)**:

Questionnaire

Justify the use of your data collection method(s).

[6 marks]

The questionnaire used shared data so gave a good sample size. It is also quick to conduct so data collection could be done within a day. Furthermore it used a scale (0-5: strongly agree to strongly disagree) which provided a range of opinions. The questionnaire required little equipment so it was easy to carry out. It was also simple to gain participants as the data extraction method (questionnaire) was easily understandable for them.

L2

This response to **05.3 (A03) (6 marks)** clearly identified the title of their enquiry and identified a questionnaire as a data collection method. It was a simple but effective idea and clearly linked to the aim of the investigation. It made clear reference to the effectiveness of the method in terms of collecting appropriate data, noting it was “quick to carry out with little chance of many misunderstanding”.

Level 2 (4 marks)

Limitations of less successful responses

Less successful responses tended to identify data collection methods without offering any real justification about the importance of the data to the enquiry or the usefulness of the method (in being able to collect the data).

The following examples (both Level 1 - 2 marks) identify data collection methods, and offer some basic description of what was done, but with no or little justification.

Write the title of your **human** geography fieldwork enquiry.

Title of human fieldwork enquiry Has the regeneration of the Ferrier estate had a positive impact on the environment?

0 5 . 3

You used **one or more** data collection methods in your **human** geography enquiry.

Write the name of your **data collection method(s)**:

Questionnaires EQS

Justify the use of your data collection method(s).

[6 marks]

We used the data collection method Questionnaires as it provided qualitative data making the investigation more reliable by asking locals about what they think about the change. This allowed us to have Secondary data furthering the reliability.

Another data collection method we used was an EQS as it provided quantitative data and primary data making it a more reliable enquiry.

Extra space We also tested ~~different methods~~ to make some ~~tests~~ in multiple areas to observe the different change throughout Kidbrooke as it was easy to carry out and didn't take much time

L1

This response to **05.3 (A03) (6 marks)** shows a basic description of data collection methods.

Level 1 (2 marks)

Write the title of your **human geography fieldwork enquiry**.

Title of human fieldwork enquiry Stratford regeneration project

0 5 . 3 You used **one or more** data collection methods in your **human geography enquiry**.

Write the name of your **data collection method(s)**:

questionnaires

Justify the use of your data collection method(s).

[6 marks]

Questionnaires can help us to get and understand OF what people living in the area feel about their own area. In doing this it gives a good understanding OF what about the area to well known people who know the area well. or

Extra space Q Questionnaires are also use so the people in the area can tell us what they think the positives are and negatives are from this project. For example more transport links. Or derelict building not taken care of after the 2012 Olympics.

L1

This response to **05.3 (A03) (6 marks)** also shows a basic description of data collection methods.

Level 1 (2 marks)

9-mark question

This question has three levels of response and assesses AO3. This question carries 3 SPaG marks

There was one 9-mark question, **05.4 (AO3) (9 marks)**, in Section B of the examination paper.

Students were asked to evaluate the effectiveness of one of their fieldwork enquiries and suggest how it might be improved. As such, this question had two clear requirements, and this is reflected within the mark scheme.

At Level 1, the requirement was for students to show some basic awareness of how effective their enquiry was and/or suggest how it might be improved. These responses were often characterised by generalised statements about effectiveness (it worked well because we collected lots of data/it did not work well because it rained all day) or improvements (collect more data/ ask more people).

At level 2, the requirement was for students to offer clear evaluative judgements about the effectiveness of their enquiry and/or identify and justify improvements that would make a clear difference to the enquiry. Students could access all the Level 2 marks by focusing just on effectiveness or improvements or an unbalanced mixture of both.

At Level 3, the requirement was for students to offer both detailed evaluative judgements about the effectiveness of their enquiry and identify and justify improvements that would make a clear difference to the enquiry.

It was clear that the vast majority of students who attempted this question had some awareness of the requirements and were able to offer some creditworthy observations. This was evidenced by the fact that only 5% of students got zero marks. This 9-mark question will generally have more than one requirement identified in the [Geographical Enquiry Strand](#) and the key here is to identify the requirements and respond to each of them.

Qualities seen in more successful responses

The most successful answers identified the two requirements and addressed both in a balanced way, by offering detailed evaluative judgements about the effectiveness of their enquiry while also identifying and justifying meaningful improvements. A number of full-mark responses went further, linking the two requirements together by explaining where aspects of their enquiry were less effective and suggesting targeted solutions, such as additional secondary research or further data collection.

0 5 . 4

Evaluate the effectiveness of **one** of your fieldwork enquiries and suggest how your enquiry could be improved.

[9 marks]
[+3 SPaG marks]

Choose **either** your human **or** your physical geography enquiry to answer this question.

Human ☐ Physical ☒

Tick (✓) the box to show your choice.

Title of fieldwork enquiry evaluate the success of groynes as a method of coastal management at Brighton Beach.

In order to answer my enquiry I ~~started~~^{both} constructed beach slope profiles for the west and east sides of 3 adjacent ^{groynes} sampling from 2m intervals up the groyne and carried out an environmental quality survey (EQS) for the area assessing aesthetics, disruption to wildlife and lifespan of the groynes.

The beach slope profiles were highly effective and inarguably reliable as it produced concrete quantitative data that due to its ^{being continuous} could be demonstrated on a ~~flat~~ line graph for ease of comparison which showed that the groynes were doing their job effectively. The methodology involved measuring the sediment heights level to the groyne on the west and east sides using a tape measure; this was done at eye level

to reduce human error. In addition, ~~an~~ clinometer was used to evaluate the gradient of the beach

Extra space and how that changed due to the groyne.

To improve this however it would've been beneficial to sample more groynes across the 3km coastline, we also carried this out in October, in the winter season, which is known for having more powerful, destructive waves compared to summer with calmer, constructive waves ergo seasonality could've varied our results so we should've returned in Summer to repeat measurement and draw more reliable conclusion. Finally we only measured concrete groynes and should've also evaluated the timber groynes to draw more reliable conclusions

05.4 about the effectiveness of groynes thus improving the quality of our enquiry.

Furthermore we used an environmental quality survey which I deemed less reliable in answering the enquiry due to the highly subjective nature of the qualitative aspects we evaluated which produced biased results. This evidenced by the scores produced when we converted the qualitative aspects into quantitative data on a bipolar scale of -2 to +2 as whilst I got a negative score many of my colleagues had a positive score for the different aspects showing how the results vary from person to person and are therefore less reliable. To improve this method and also the enquiry we should have returned in a multitude of condition and seasons as these can affect the results produced by the survey, furthermore we could have utilised secondary data from online sources to reduce bias from our conclusions.

In conclusion whilst the beach slope profile was very effective and reliable and

05.4 The environmental quality was still helpful - not as much due to its subjective nature - there were limitations due to variations even potentially caused by seasonality, weather conditions and the small sample sizes we used which if we factored in by returning to Brighton at different seasons and times would have improved our enquiry.

L3

This response to 05.4 (AO3) (9 marks) offers a detailed assessment of the effectiveness of the enquiry and evaluates two different methods of data collection. It makes detailed observations about how the enquiry could be improved, with specific reference to the limitations expressed in the overall evaluation of the methods. As such, it provides good detail in relation to both aspects of the question.

Level 3 (8 marks)

05.4

Evaluate the effectiveness of one of your fieldwork enquiries and suggest how your enquiry could be improved.

[9 marks]

[+3 SPaG marks]

Choose **either** your human **or** your physical geography enquiry to answer this question.

Human

☐

Physical

☒

Tick (✓) the box to show your choice.

Title of fieldwork enquiry To investigate the effects of humans on the ecosystem at Rushmore Country Park.

I believe the enquiry was quite effective but had a lot of possible improvements. The pedestrian count was effective as it allowed us to see the amount of people usually around the area but as they are strangers it is possible they were counted twice. Also as we went on a ~~weekend~~ week day there wasn't many people so if we went on a weekend it may have given us more accurate results. The environmental quality survey was good to assess the quality of each site and compare it but it was up to perception and involved human bias so by assessing in a group and calculating an average score we could reduce bias, making it partially effective. The footpath erosion survey had many issues however as by using a ruler human error was very prominent so by using a better instrument for measurement the results may have been more accurate. Also control variables weren't taken into account like erosion from animals or rain. By seeing how regularly it rained in the area we may be able to infer how much erosion was done by humans. So overall, I believe my fieldwork enquiry was only partially effective as there were many aspects that were open to error or not controlled. By putting place the improvements suggested the enquiry would be more accurate and reliable.

L2

This response to **05.4 (AO3) (9 marks)** offers some observations about the effectiveness of the enquiry and makes some observations about how the enquiry might be improved. There is a clear link between the evaluation of the enquiry and the possible improvements, but the observations are general ("by using a ruler human error was very prominent", "it was up to perception and involved human bias"). Had these observations been explained in more detail this response would have reached Level 3.

Level 2 (6 marks)

Limitations of less successful responses

Less successful responses tended to offer descriptions of what was done rather than offer any real judgement about the effectiveness of the enquiry. Observations about improvements were sometimes superficial and consisted of largely generic points about collecting more data or conducting the data collection at different times, without any explanation of how or why this might improve the enquiry.

05.4 Evaluate the effectiveness of **one** of your fieldwork enquiries and suggest how your enquiry could be improved. [9 marks]
[+3 SPaG marks]

Choose **either** your human **or** your physical geography enquiry to answer this question.

Human ☒ Physical ☐

Tick (✓) the box to show your choice.

Title of fieldwork enquiry How did the regeneration of Stratford impact the local area?

This enquiry question is effective as it tells us the disadvantages and advantages of the stratford regeneration, this could engage people to give perspectives on whether they think the regeneration was good or bad however it could be improved as it ~~it~~ by also talking about the impacts of the local residents and not only the local area this is so we can see the effects it had on the people/ locals as well

L1

The response to **05.4 (A03) (9 marks)** makes a basic point about effectiveness ("it tells us the advantages and disadvantages") and a basic point about improvements ("talking to local residents"). These are two quite reasonable ideas. Had they been explained or developed, the answer would have achieved a Level 2 mark.

Level 1 (2 marks)

0 5 . 4

Evaluate the effectiveness of **one** of your fieldwork enquiries and suggest how your enquiry could be improved.

[9 marks]
[+3 SPaG marks]

Choose **either** your human **or** your physical geography enquiry to answer this question.

Human ☒ Physical ☐

Tick (✓) the box to show your choice.

Title of fieldwork enquiry how has the regeneration changed in the local area of things cross St Pancras?

In this human geography fieldwork enquiry,
as the overall it was effective due to the
surveys that I have given visitors. In these
surveys, there were questions asking them things
such as their age, what brings them here, what
do they think about the regeneration etc. These
questions were effective to ask and collect
results because everyone had different
things to say and it brought us to
conclusions.

A way that this human fieldwork
enquiry could be improved
is the use of timers and the
counting of the pedestrian
count and the traffic count. This

may need to be improved because of
human error due to miscounting the
Extra space amount of vehicles going by or
the amount of people walking by.

L1

This response to **05.4 (AO3) (9 marks)** makes a basic point about the effectiveness of the enquiry, although it tends to describe the method rather than evaluate it. It then goes on to suggest how the enquiry might be improved by using “timers” to increase the accuracy of traffic and pedestrian counts. Essentially, there are three basic ideas here (if the traffic and pedestrian counts are seen as separate ideas). Had the student mentioned the lack of accuracy and how it might have reduced effectiveness, and then suggested improving this by using timers, the response would have moved into Level 2.

Level 1 (3 marks)

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