



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE GEOGRAPHY

Paper 3 Geographical applications

Thursday 12 June 2025

Morning

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- the Pre-release resources booklet (enclosed)
- a pencil
- a rubber
- a ruler.

You may use a calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- If you need additional extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 76.
- HIC is a higher income country.
- LIC is a lower income country.
- NEE is a newly emerging economy.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Questions **03** and **05.4**.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	



J U N 2 5 8 0 3 5 3 0 1

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For the multiple-choice questions, shade the circle next to the correct answer.

CORRECT METHOD 

WRONG METHODS    

If you want to change your answer you must cross out your original answer as shown. 

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. 

Section A Issue evaluation

Answer **all** questions in this section.

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]**

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

1

2



0 1 . 3 In which year were energy exports from the UK highest?

Shade **one** circle only.

[1 mark]

A 1972 ☐

B 1980 ☐

C 1990 ☐

D 1998 ☐

Question 1 continues on the next page

Turn over ►



[6 marks]

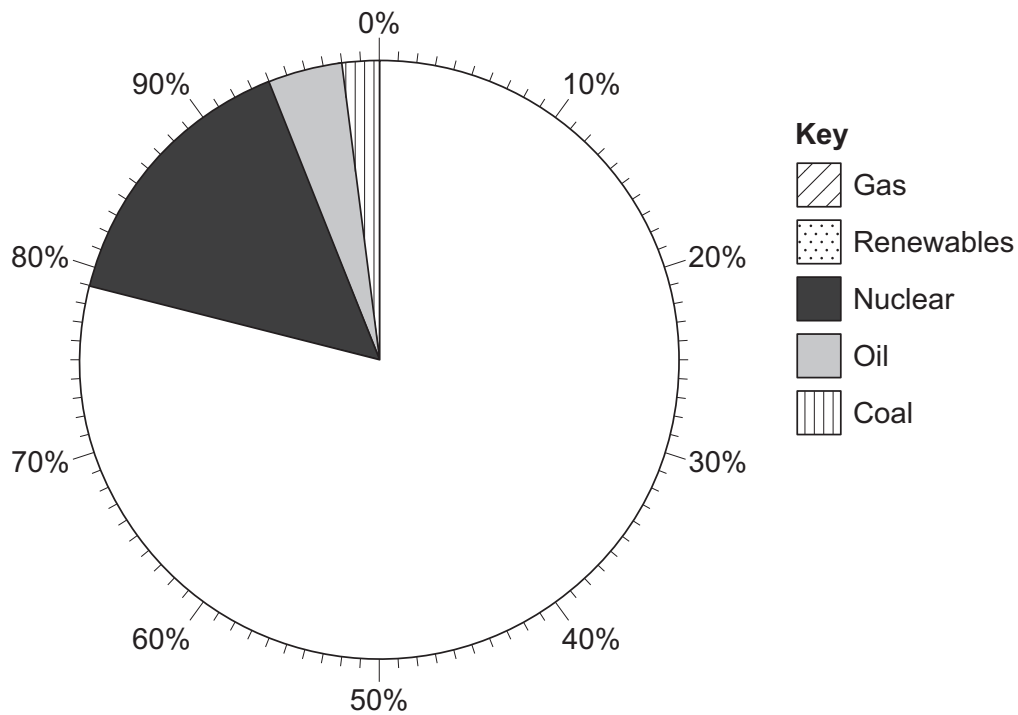
[illegible]



0 1 . 5 Complete the pie chart below using the following data.

[2 marks]

UK electricity energy mix, 2020 (%)	
Gas	40
Renewables	39



0 1 . 6 What percentage of the UK's electricity energy mix (2020) came from fossil fuels (oil, gas and coal)?

[1 mark]

_____ %

0 1 . 7 Name **one** country in Europe where the wind and solar share of electricity generation was 5–9.9% in 2021.

[1 mark]

Turn over for the next question



0	2	.	1
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[6 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



0 2 . 2

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

[4 marks]

Extra space _____

10

Turn over for the next question

Turn over ►



0	3
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[+3 SPaG marks]

[illegible]

12

End of Section A
Turn over for Section B

Turn over ►



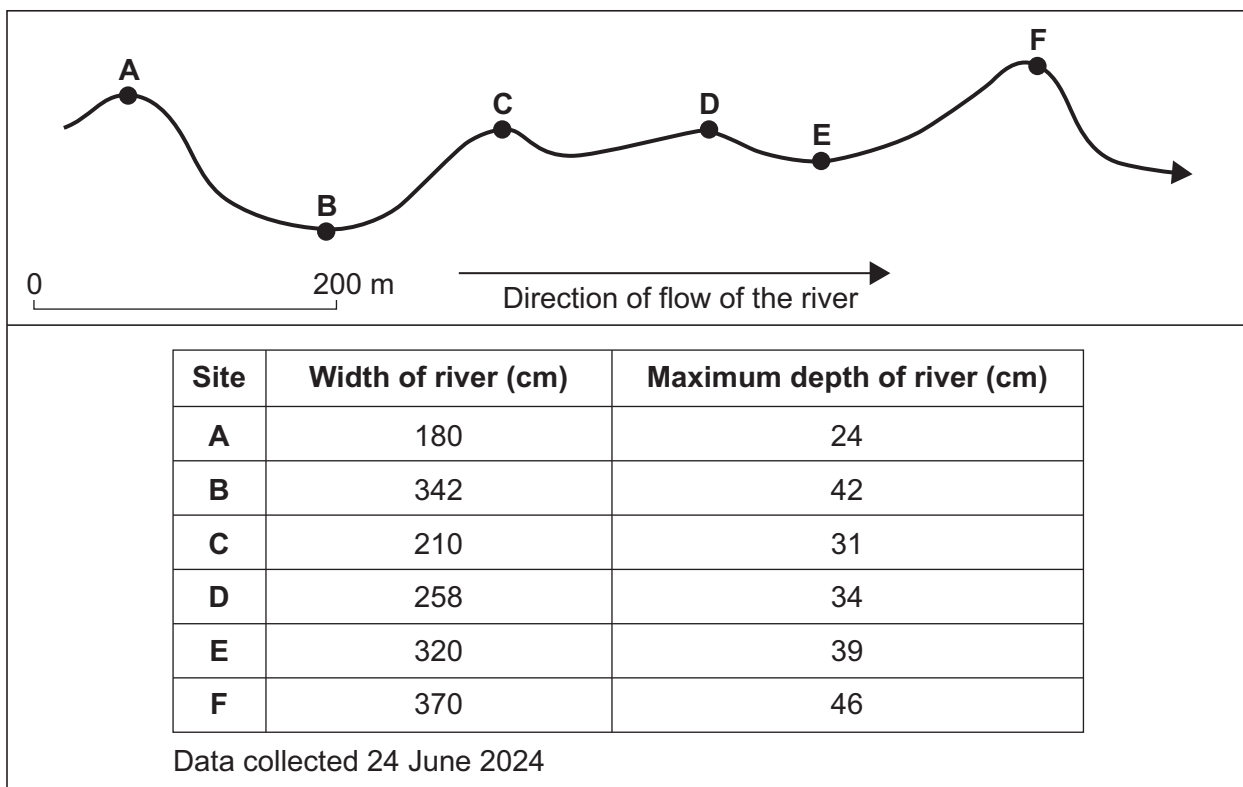
Section B Fieldwork

Answer **all** questions in this section.

As part of a river investigation a group of students wanted to assess the relationship between the width and maximum depth of a local river. The students collected data from six sites along the river (**A–F**).

Figure 4 shows the results from this part of the students' investigation.

Figure 4



0 4 . 1 What is the straight-line distance from **Site A** to **Site F**?

[1 mark]

_____ metres



0 4 . 2 The students used the following table to help them analyse their primary data.

Complete the table by adding:

- the mean width of the river
- the range of the maximum depth of the river.

[2 marks]

	Width of river (cm)	Maximum depth of river (cm)
Mean		36
Range	190	

0 4 . 3 The students wanted to analyse the relationship between the width and maximum depth of the river.

Which **one** of the following presentation methods would be helpful to them?

Shade **one** circle only.

[1 mark]

- A** Flow-line map ☐
- B** Isoline map ☐
- C** Pie chart ☐
- D** Scattergraph ☐

Question 4 continues on the next page

Turn over ►



0	4	.	4
---	---	---	---

What conclusions can the students make about the relationship between the width and maximum depth of the river?

[2 marks]

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

[2 marks]

1

2



A group of students investigated visitor travel to a small town within a National Park.

The students asked 20 people the following questions (**Figure 5**).

Figure 5

Question 1 – What type of transport did you use to get here?

Question 2 – Where did you come from to visit the town?

Study **Figure 6**, data from **Question 1**.

Figure 6

What type of transport did you use to get here?

Type of transport	Number of people
Car	
Bus	
Motorcycle	
Bicycle	

0 4 . 6 Using **Figure 6**, how many people said they travelled to the town by car?

[1 mark]

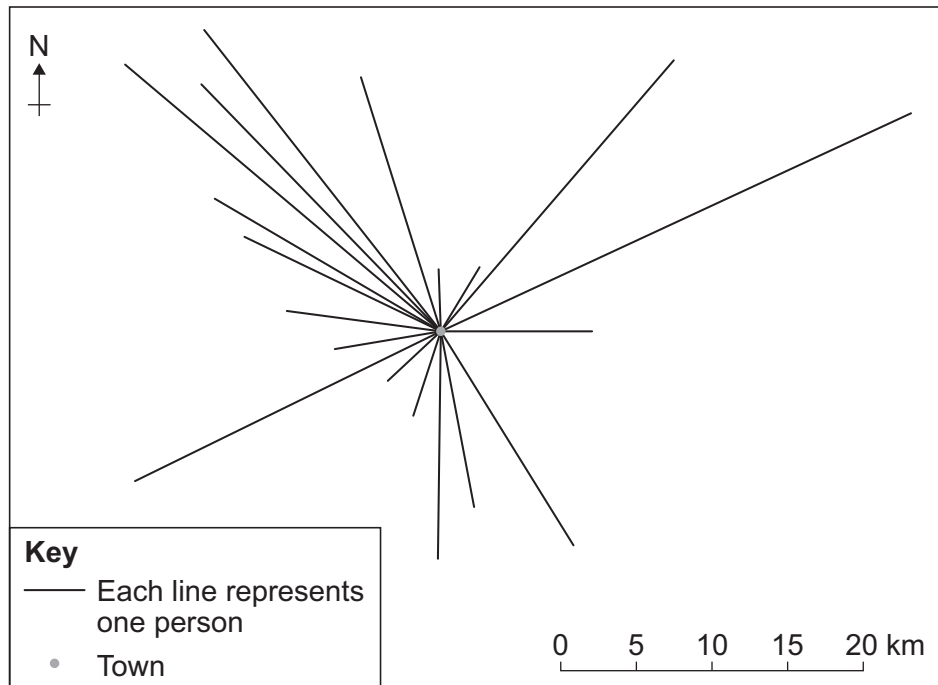
Question 4 continues on the next page

Turn over ►



For Question 2 the students asked the 20 people where they had come from to visit the town. They presented this information on a desire line map (**Figure 7**).

Figure 7



0 4 . 7 Complete the desire line map (**Figure 7**) by adding the following information from one visitor.

[2 marks]

Direction travelled from	South east
Distance travelled	20 km

0 4 . 8 Suggest **one** additional question the students could use to collect information for their investigation.

[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

	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]



0 5 . 1 Outline how using secondary data can be useful in a fieldwork enquiry.

[2 marks]

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 _____



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

Title of human fieldwork enquiry _____

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)**:

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

[6 marks]

Extra space _____

Question 5 continues on the next page

Turn over ►



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

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

Tick (✓) the box to show your choice.

[illegible]

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END OF QUESTIONS

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[illegible]

[illegible]

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