



**GCSE**

**Geography**

8035/3: Geographical applications

**Report on the exam**

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# Summary

## Section A – Issue evaluation

In most cases students showed an understanding of both 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, it will touch on elements from across the specification and it is worth identifying these when preparing for the examination.
- There is always an element of considering aspects of human, physical and environmental geography 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 02.3 and 02.3 focused on the location of the issue, while Questions 01.3 and 01.5 were broader discussions related to the overall understanding of the topic of the housing challenge.
- There is a high proportion of AO3 marks within this section of the examination paper and as such the expectation is that students will select appropriate evidence from the resources in order to develop a discussion, and in some cases reach a judgement. In that context there is a distinction between simply selecting and copying information, which is generally seen as Level 1, and actually using the selected information as evidence in relation to supporting ideas. Those students who develop points which address the question and then support those points by using specific evidence generally produce responses at Level 2 and Level 3.
- When preparing for this part of the examination it is worth revisiting the guidance included in the Specification (Geographical Applications; Section A: Issue Evaluation – pages 23/24)

## Section B – Fieldwork

The unseen fieldwork questions appeared to give students a good opportunity to demonstrate their geographical skills and show an understanding of the most appropriate ways to present fieldwork data. The majority of students were able to use the data to make appropriate analytical and evaluative judgements. Responses to the seen fieldwork questions were more variable, with a number of students not attempting some or all of the questions.

- When preparing for this part of the examination it is worth revisiting the guidance included in the Specification, including:
  - Section B –Fieldwork (Pages 24-25). These pages describe the fieldwork journey and the seen fieldwork questions will reflect the content identified in this section of the specification.
  - Section B –Geographical skills (Pages 26-28). These pages identify the skills that students can be asked to demonstrate and form the AO4 checklist for any skills-based requirements within both the unseen and seen fieldwork questions.
- A significant number of students failed to clearly identify the title of their fieldwork 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 to understand the context of an answer and may consequently affect the overall mark.
- Students should be made aware of the need to respond to the demand 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

It was evident that all questions were accessible to students across the ability range. The range of marks went from zero to virtually full marks and the mean mark was slightly higher than last year, largely as a result of an increase in the mean mark in the seen fieldwork section. Within the levels-marked questions, a wide spread of marks were achieved, indicating that individual questions and the whole paper offered opportunities for all students while also achieving an appropriate level of differentiation. The paper was 15 minutes longer this year and consequently there was no evidence to suggest that time was an issue. Many students wrote lengthy responses to the 6- and 9-mark questions, and extra pages were used by a significant number of students.

- The multiple-choice questions were completed effectively with the level of non-completion generally under 1%. Of the four multiple choice questions, three achieved a 70% success rate.
- It was evident that students were adequately prepared for the issue evaluation section and there was only a very small percentage of un-attempted answers to the 6- and 9-mark questions.
- Virtually all students demonstrated an understanding of the issue featured in the pre-release booklet, with many appreciating its complexity.
- 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 01.3, 01.5 and 03.
- It was encouraging to see that a significant number of students were using the information that they had identified in the resource booklet to develop their answers to the longer questions. This was reflected in the significant number of students who achieved at Level 2 in questions 01.3, 01.5 and 03.
- There appeared to be a significant improvement in the understanding of physical geography and use of the Ordnance Survey map to identify physical features in question 02.3. The last time that this type of question was used outcomes were very poor. While there is still room for improvement it was noticeable that considerably more students had some understanding of the question.

## Areas where students struggled

- It was evident that 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 01.2, 04.4, 05.2 and 05.3.
- When evaluating the issue, students generally used the resources effectively to identify appropriate evidence in relation to the question, but in many cases they simply copied statements from the resources without offering any explanation about why the evidence was significant. In general terms, selecting appropriate evidence will gain Level 1 credit, using the evidence to support an answer will gain Level 2 credit and discussing the evidence or offering a degree of judgement about it will gain Level 3 credit.
- While there was a marked improvement in understanding and identifying physical features from the Ordnance Survey map there is still some confusion about what constitutes a physical feature and basic map-reading skills often poor.
- Students did not always appear to appreciate the nature of the “scenarios” in relation to the unseen fieldwork questions, often seeing the questions individually rather than as a sequence. This was particularly noticeable with questions 04.4 and 04.1, where there was a need to reflect back to the stem of the question.
- A significant number of students failed to attempt Questions 04.2 and 04.6, which were quite basic skills question with a very high facility index (an expectation that a very 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.
- A number of students did not respond to the demand for the need to use either the human fieldwork enquiry (Question 05.2) or the physical fieldwork enquiry (Question 05.3). If an inappropriate enquiry

is used there is a Max mark expressed in the mark scheme (Question 05.2 – max 1 mark if a physical enquiry was used; Question 05.3 – max Level 1 if a human enquiry was used).

- A significant number of students either failed to write the titles of their enquiries in the appropriate places or simply wrote a place name or topic name (“Longshore drift”). Because the seen fieldwork questions are specifically related to individual titles this can make it very difficult for examiners to assess the answers and identify where there might be some clarity or detail in the responses, and this can sometimes restrict the mark to Level 1 on longer questions. For example, with Question 05.4, if there is no title expressed and the precise nature of the enquiry is unclear it would be very difficult to consider the extent to which the results and conclusions satisfied the original aim of the enquiry.

## 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, given a level and mark awarded within that 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)).

## Section A: Issue Evaluation

### Point marked questions

There were three points marked questions in this section of the examination paper (questions 01.2; 01.4 and 02.4). Questions 01.2 demanded some understanding of a key idea and then some development or evidence to support the original point being made. Questions 01.4 and 02.4 required students to identify two points related to the key idea expressed in the question. In both cases there was a range of potential evidence within the resource booklet.

### Multiple choice questions – MCQs

There were two MCQs in this section of the examination, both of which were related to the use of the Ordnance Survey map and were effectively testing map reading skills (which are listed on page 26 of the specification).

### Areas of success

- In Question 01.2 a significant majority of students used the resources effectively to identify the relationship between house prices and incomes.
- In Question 01.4 over 90% of students were able to identify how urban sprawl might damage the environment and over 70% gained both marks by making two appropriate and separate points.
- In Question 02.4 over 90% of students were able to suggest why people might be attracted to live in Tudeley Village and over 70% gained both marks by making two appropriate and separate points.
- Each of the MCQs were answered correctly by over 70% of students.

### Areas of challenge

- It was evident that students did not always understand the requirements for the type of 2 question illustrated by question 01.2. In many cases students achieved the first mark by identifying the relationship but failed to get the second mark because a lack of development or evidence to support their opening statement.
- Although a high percentage of students selected the correct answers in the MCQs there were a considerable number who did not, suggesting that many students were not comfortable with basic Ordnance Survey map reading skills. These are questions with a high facility index which are considered very accessible. If an Ordnance Survey map extract is included in the Pre-release booklet it is a reasonable expectation that there will be some potential use of it in relation to skills or analysis.

## Short answer questions – 2-mark questions

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

### Qualities seen in more successful responses

2-mark questions can target AO2, AO3 or AO4. If the question is targeting AO4 it will generally be asking a question which involves using data as evidence, an example of this is question 01.2 which is really asking students to consider a numerical relationship. Data within the resource booklet which expresses or challenges a relationship lends itself to this type of question.

In question 01.2, the majority of students identified the relationship between house prices and incomes, a significant number supported this observation by using data or considered that the relationship was not always straightforward by identifying anomalies or considering how the differential between house prices and incomes varied across the country. The following examples demonstrate these examples.

**0 1 . 2** Describe the relationship between average house prices and average household income in England (2019). [2 marks]

As the average house income ~~is~~ <sup>increases</sup> the average house price ~~is~~ <sup>increases</sup> ✓  
For example in ~~the~~ the North East, average income is £17 096 and the average house price is £127 466. However in London the average income is £30 256 and the average house price is £477 813. ✓

**0 1 . 2** Describe the relationship between average house prices and average household income in England (2019). [2 marks]

In general the trend is that as household income increases so does Average house price ✓ An anomaly is the west midlands which has a higher house price of 199 802 than the East midlands but a lower income of 18 350 in comparison to 18 635 in the East midlands ✓

Where a question asks for 2 points the command is often “Give **two** ways” or “Suggest **two** reasons” as shown in question 01.4 and question 02.4. The “**two**” is emboldened to emphasise the need for two separate points rather than a single developed point. The key is to respond to this requirement by stating two points which are clearly different and cannot be considered to be similar ideas. The following examples demonstrate examples of students who responded to the question command appropriately and consequently achieved both marks.

0 1 . 4 Give **two** ways urban sprawl can damage the environment.

[2 marks]

1 Wetlands are drained ✓

2 Woodland is removed ✓

0 1 . 4 Give **two** ways urban sprawl can damage the environment.

[2 marks]

1 Urban sprawl can destroy habitats ✓  
of wildlife leading to loss of biodiversity

2 Urban sprawl can increase traffic  
congestion on roads which increases ✓  
pollution.

Note that in the above answer the student makes a link between increased traffic congestion (a reasonable effect of urban sprawl) and pollution. Just writing the word “pollution” with no context is generally not creditworthy.

0 2 . 4 Suggest **two** reasons why people might be attracted to live in Tudeley Village.

[2 marks]

1 It is on the edge of the High Weald  
AONB ✓ which provides access to countryside

2 It would well connected by rail ✓ to  
larger cities so commuters could live  
there

0 2 . 4 Suggest **two** reasons why people might be attracted to live in Tudeley Village.

[2 marks]

1 Near to a railway ✓ and B2017 road - easy  
access.

2 includes educational and healthcare facilities ✓  
within easy walking/cycling distance.

## Limitations of less successful responses

The following examples illustrate where students did not develop their answers on question 01.2 or respond to the requirements on questions 01.4 and 02.4.

The two examples below express an understanding of the relationship but they don't support their observation with the use of evidence.

**0 1 . 2** Describe the relationship between average house prices and average household income in England (2019). [2 marks]

The relationship between average house pricing and average household income in England is that the lower the house pricing gets the lower the average household income is. They both decrease.

**0 1 . 2** Describe the relationship between average house prices and average household income in England (2019). [2 marks]

In 2019, the regions with the highest wages had the highest house prices as the higher wages meant people could afford more expensive houses.

In the following example, the first point does not address the question.

**0 1 . 4** Give **two** ways urban sprawl can damage the environment. [2 marks]

1 one way is the growing concerns

2 secondly, it's destroying farmland

Here, the second point about pollution is not qualified by either type or cause.

**0 1 . 4** Give **two** ways urban sprawl can damage the environment. [2 marks]

1 more deforestation

2 more pollution

The following answer has a second point not relevant in the context of housing in England, since it is universal.

0 2 . 4 | Suggest **two** reasons why people might be attracted to live in Tudeley Village. [2 marks]

- 1 A traditional village green will provide recreational space that people can relax + enjoy.
- 2 A new electricity substation will provide a reliable power supply so that people can work / do other activities that demand power.

The first point here is simply copied from the resource booklet and offers no obvious reason why this might attract people to live in Tudeley Village.

0 2 . 4 | Suggest **two** reasons why people might be attracted to live in Tudeley Village. [2 marks]

- 1 It is a self-contained settlement
- 2 It's commutable to the city of London

# Levels marked questions

## 4-mark questions

**These questions have two levels of response and can assess a variety of combinations of assessment objectives.**

Question 02.3 was the only 4-mark question on Section A of the examination paper. This question addressed AO2 and AO4. The AO2 marks related to an understanding of physical geography and the AO4 marks related to the use of the Ordnance Survey map to identify and describe the physical geography of the area north of the Tonbridge to Paddock Wood railway line shown on the OS map extract.

At Level 1 the expectation was that students would demonstrate an understanding of what was meant by “physical geography” by identify features that were clearly physical geography. The majority of students were able to do this, in most cases identifying rivers and making general observations about the height of slope of the land. A small number of students simply listed features shown on the map, including both physical and human features. This approach is generally self-limiting and rarely gains credit unless there is some implied reference to the physical features identified.

At Level 2 the expectation was that students will develop their understanding of physical geography by using the OS map extract to identify more specific characteristics. Approximately 20% of students did this very effectively, often by developing broader points about the rivers and ponds or making more specific observations about variations in slope, often using contour patterns or spot heights as evidence.

As a question with only two levels of response there is no demand for the detail required in a question with three levels of response.

## Qualities seen in more successful responses

The following examples illustrate answers where students used the OS map extract effectively to demonstrate a clear understanding of physical geography, enabling them to address both the AO2 and AO4 requirements.

The following response makes clear reference to both relief and drainage and uses map reading skills to develop each idea. There is mention of the link between contour lines and relief and observations about both the River Medway and the River Bourne, as well as points about the large bodies of water which are evident. There is also use of direction to locate particular features. (Level 2 – 4 marks)

0 2 . 3 Using the Ordnance Survey map, describe the physical geography (relief and drainage) of the area north of the Tonbridge to Paddock Wood railway line.

[4 marks]

the area has few contour lines on the map suggesting it is mostly flat and it could be a floodplain as the river medway and the river bourne run through it, converging north of paddock wood. The area is mostly farmland with small woodland areas and some orchards as well providing some cover for the land and slowing down drainage. There are many tributaries, connecting to the river medway as well as large lakes so the drainage basin for the river medway could be this area.

This student demonstrates an awareness of physical geography by making observations about both relief and drainage. The point about relief offers some development and use of the OS map, and there is mention of "a river". Consequently, there is enough understanding to move into Level 2 (3 marks).

0 2 . 3 Using the Ordnance Survey map, describe the physical geography (relief and drainage) of the area north of the Tonbridge to Paddock Wood railway line.

[4 marks]

The area has a very shallow gradient (land relief is quite flat). ~~So this~~ This is seen by the contour lines that are not very close together. The area is a floodplain. This can be seen by the fact there are ~~few~~<sup>no</sup> buildings and a river in the area.

## Limitations of less successful responses

The following examples illustrate answers where students either had no real understanding of physical geography or simply identified physical factors using the OS map extract but did not develop their response by making interpretive observations about the features using the map.

This below answer is an illustration of no understanding of physical geography and consequently it did not achieve any credit. In some cases, students demonstrated an understanding of OS map interpretation by identifying and describing human factors. Unfortunately, given the incorrect context this was not creditworthy.

**0 2 . 3** Using the Ordnance Survey map, describe the physical geography (relief and drainage) of the area north of the Tonbridge to Paddock Wood railway line. **[4 marks]**

If people wanted to get from paddock wood to tonbridge it is commutable making it easier for people to travel

This student demonstrated some understanding of physical geography by identifying the River Medway, but did not develop this point accurately or make any accurate observations about other physical factors. (Level 1 - 1 mark)

**0 2 . 3** Using the Ordnance Survey map, describe the physical geography (relief and drainage) of the area north of the Tonbridge to Paddock Wood railway line. **[4 marks]**

The river medway is north of the railway line, it has a low water mark so not very deep also the river is coming down a large hill ~~down~~ starting north of paddock wood.

This responses identified a number of physical factors, including a river, lakes and woodland (which was considered acceptable as a possible physical feature). Consequently there are three basic points, none of which are developed or specifically referenced using the OS map extract. (Level 1 - 2 marks)

**0 2 . 3** Using the Ordnance Survey map, describe the physical geography (relief and drainage) of the area north of the Tonbridge to Paddock Wood railway line.

**[4 marks]**

The area north of the Tonbridge to Paddock Wood railway line has not as much non-coniferous wood and has a long river and has a lot of areas with lakes

## 6-mark questions

**These questions have three levels of response and on most occasions assess AO3.**

There were two 6-mark questions in Section A of the examination paper (Question 01.3 and Question 01.5). Both of these questions were used to assess AO3 (Application of knowledge and understanding)

Question 01.3 required students to show knowledge and understanding of brownfield sites and urban regeneration, two key parts of the Urban Issues and Challenges topic within the specification. The key to this question was how effectively students linked these two ideas and offered an analysis of how the development of brownfield areas could play a role in the regeneration of urban areas.

- At Level 1, the expectation was that students would show a basic understanding that the development of brownfield areas would improve urban environments and attract people, creating economic opportunities (generally expressed in terms of jobs and generating money).
- At Level 2, the expectation was that students would develop their response by making more specific points about how the urban environment might be improved (improvements to buildings, more green space, improved infrastructure) and would show some understanding linked to the idea of the economic multiplier by considering the range of economic opportunities that the development of brownfield areas might encourage.
- At Level 3, the expectation was that students would demonstrate a detailed understanding of the idea of regeneration by observing that it is generally a holistic strategy which includes social, economic and environmental factors and how brownfield development can create the opportunity to satisfy these objectives by including residential and business opportunities and social spaces and opportunities.

Q01.5 required students to show an understanding of the complexity of the housing challenge by discussing the different issues involved in relation to the decision-making processes related to housing policy. The resource booklet identified a number of significant factors and students were expected to support their discussion by identifying and using these factors. The points highlighted within the resource booklet included; the lack of new houses being built; the issue of house prices and affordability; the poor quality and lack of facilities in many houses; the suitability of different housing types; the lack of social space and social facilities (health and education) in some housing areas and the broader issue of where new homes should be built, with reference to the greenfield/brownfield debate. As such there were quite a lot of potential discussion points and opportunities for students to both identify and develop these points or make observations about their relative importance.

- At Level 1, the expectation was that students would show a basic understanding of the complexity of the housing challenge by identifying a limited number of the issues or making basic observations about factors such as the demand for both new houses and affordable houses or the issue of where to build new houses.
- At Level 2, the expectation was that students would show a clear understanding of the complexity of the housing challenge by both identifying a range of factors from the resource booklet and offering some analytical appreciation about why the different demands and requirements of the housing market make the issue particularly challenging. At the higher Level 2 marks an element of evaluative analysis, as expressed within AO3, was expected.
- At Level 3, the expectation was that students would show a detailed understanding of the complexity of the housing challenge by identifying a wide range of factors from the resource booklet to illustrate the breadth of the issue and use this information to offer a thoughtfully considered evaluative discussion.

## Qualities seen in more successful responses

For question 01.3, students achieving a secure Level 2 and Level 3 mark demonstrated a sound understanding of the concept of regeneration and linked this effectively to the idea of brownfield development. In many cases they developed this link by observing that very often brownfield areas demonstrated the characteristics that often define them as areas in need of regeneration (poor quality housing, limited opportunities and poor quality environment). At Level 3 students then developed this theme by offering comprehensive ideas about how brownfield development might address these issues, with many also bringing in points about how it might also allow local authorities to generate increased income which could then be invested in the social and environmental fabric of the area. The following examples illustrate where students used the resources and their own understanding effectively to show a sound understanding of the question.

This response demonstrated a sound understanding of the question and brought in points about social, economic and environmental improvements, with some specific reference to the idea of the multiplier (jobs creating income which would then encourage the development of retail outlets). It also begins to consider how increased government spending can improve the social fabric of an area, with the mention of improving healthcare. (Level 3 – 5 marks)

**0 1 . 3** Suggest how brownfield development could help to regenerate urban areas.

[6 marks]

Brownfield development would help to make a **derelict area** in a ~~an~~ urban environment **more attractive**, by attracting once buyers have purchased houses they then **invest in the local economy** in these ~~new~~ newly developed areas, **boosting the economy** so that more can be invested into improving **healthcare** and **infrastructure** as well as **commercial opportunities** in these areas. This regenerates the urban area in a **multiplier effect** and leads to Extra space **more jobs**, ~~to~~ which in turn gives people **more disposable income** to spend in retail outlets in the ~~the~~ area further **helping to regenerate**. This makes the area more attractive as it means the area has **more facilities** and is therefore a desirable place to live, attracting **more buyers**.

This response demonstrated a sound understanding of the question and brought in points about social and economic improvements, with some reference to the idea of the multiplier. There are observations about infrastructure improvements (not specified) and also how the development of brownfield areas might lead to additional investment by the government (not specified). Had these two points been developed the answer would have moved into Level 3. (Level 2 – 4 marks)

0 1 . 3 Suggest how brownfield development could help to regenerate urban areas.

[6 marks]

Brownfield sites are areas that have previously been built on, often found within existing urban areas. In areas facing urban decay, we can help to regenerate by building new developments on a previously used sites. For example the CPRE believes that by investing in brownfield sites, huge economic and social benefits will be felt. Because these sites are located closer to the CBD it means shops and businesses that settle here have better links through already existing infrastructure as well as a strong supply of customers, this money leads to the multiplier effect as money made can be reinvested in the area to help regenerate it. Furthermore, by developing new, affordable housing extra space on brownfield sites in a deprived areas it can attract more people to live in the area, which will lead to further investment by the government in the area, making the area a "thriving, attractive place to live and work" due to the many economic and social opportunities brought by brownfield development such as the close proximity to amenities like schools

For question 1.5 students achieving a secure Level 2 and Level 3 mark demonstrated a sound understanding of the complexity of the housing challenge by identifying a range of appropriate factors from the resources and offering individual and comparative analysis of those factors. At the higher Level 2 and Level 3 marks there was an increasing attempt to offer comparative or evaluative observations. The following examples illustrate where students used the resources and their own understanding effectively to show a sound understanding of the question.

This response identifies a number of appropriate points from the resources, including observations about the general shortage of new houses, the issue of affordability and the issue of suitability. The answer offers analytical support for these observations by using evidence from the resources and offers some evaluation and a comparative judgement towards the end of the response. (Level 3 – 5 marks)

**0 1 . 5** 'The housing challenge in England is not just about building more houses.'

Use information from **Figure 1** to discuss this statement.

**[6 marks]**

Figure 1 suggests that the challenge is also to do with affordability of homes where it states that 8 million people are living in unaffordable or unsuitable homes. This suggests that it is not just about quantity of housing available but also there is a challenge facing costs. Furthermore the ~~NRF~~ national housing federation suggests that 145,000 new affordable homes need to be built each year however in 2020 not even 60,000 were actually built. This shows that the crisis is clearly also to do with affordability.

Furthermore, suitability of housing built is also an issue as if homes are too small this can lead to overcrowding. On the other hand we do need to build more houses as the demand for new homes is 340,000 per year whereas we only built 170,000 in 2022 which is only half of what we need.

This response identifies a number of appropriate points from the resources, including observations about the general shortage of new houses, the issue of affordability and the issue of suitability. The answer develops some of these points by using data from the resources and offers some tentative judgements about homelessness and the impact of the high cost of renting a house. (Level 2 – 4 marks)

**0 1 . 5** 'The housing challenge in England is not just about building more houses.'

Use information from **Figure 1** to discuss this statement.

[6 marks]

Figure 1 suggests that the challenge is also to do with **affordability of homes** where it states that **5 million** people are living in unaffordable or unsuitable homes. This suggests that it is **not just about quantity** of housing available but also there is a **challenge facing costs**. Furthermore the ~~NHF~~ **national housing federation** suggests that **145,000 new affordable** homes need to be built each year however in 2020 not even **60,000 were actually built**. This shows that the crisis is clearly **extra space** also to do with affordability. Furthermore, **suitability** of housing built is also an issue as if homes are **too small this can lead to overcrowding**. On the other hand we do need to build more houses as the **demand for new homes is 340,000 per year** whereas we only built **170,000 in 2022** which is **only half** of what we need.

## Limitations of less successful responses

For question 01.3, students achieving a Level 1 or a marginal Level 2 (3 marks) generally showed a basic understanding of how regeneration can improve areas, often with simple undeveloped points about job opportunities, more money and the idea of making an area look more attractive. Often responses in this mark range tended to focus either on the idea of regeneration or on the characteristics of brownfield areas rather than linking the two ideas together. The following examples illustrate where students used the resources and their own understanding to show a basic understanding of the question.

This is a response that demonstrates an understanding of the question and makes a number of appropriate points, all of which are quite basic and not developed. There are observations about making the area more attractive and the encouragement of business and a point about increasing money in the area. Had each of these ideas been developed this answer would have achieved at least level 2 credit (Level 1-2 marks)

**0 1 . 3** Suggest how brownfield development could help to regenerate urban areas.

**[6 marks]**

Brownfield development could help to regenerate urban areas as this would help to create more benefits within an urban area. A benefit towards brownfield development is that it can make the area look more attractive and pulling more people to live here, as it's a place to create more shops and modern businesses this will help people to earn more money because the housing may be  
Extra space more expensive.

This response demonstrates an understanding of the question and brought in points about increasing job opportunities and local incomes and also environmental improvements. They begin to offer observations which suggest an understanding of the idea of the multiplier and how the government might have more money through taxation. The development of these two points would have made the answer more secure within the level or moved it to a higher level. (Level 2 – 3 marks)

**0 1 . 3** Suggest how brownfield development could help to regenerate urban areas.

[6 marks]

Brownfield development could help to regenerate urban areas as it is estimated that these brownfield areas could be used to build over 1.3 million homes. With this amount of space this land could also be used to build shops and businesses which boosts the local economy due to more jobs being created and therefore more tax for the government to do further improvements. Also these areas already have road networks and parks therefore no extra space money would be lost in creating these things. The increased number of homes would increase the number of people spending money in the area, giving more tax to the government.

For question 01.5, students achieving a Level 1 or a marginal Level 2 (3 marks) generally showed a basic understanding of the complexity of the housing challenge by identifying a range of appropriate factors from the resources. These factors were generally described with some attempt to offer a degree of analysis (particularly at Level 2). The following examples illustrate where students used the resources and their own understanding to show a basic understanding of the question.

This response demonstrates an understanding of the question by identifying a limited number of appropriate points from the resources. In most cases the points made are copied from the resource with very limited or no development. (Level 1 – 2 marks)

**0 1 . 5** 'The housing challenge in England is not just about building more houses.'

Use information from **Figure 1** to discuss this statement.

[6 marks]

Building more houses would not fix the housing challenge in the UK as it's not about the lack of homes it's about **not being able to afford** the housing. **Figure 1 states** that "8 million people are living in unaffordable or unsuitable homes" **and that** "people struggle to pay their rent" this means that **eventhough** people have ~~fr~~ roofs over their heads **they are struggling to afford** to keep it due to the **high cost of housings**. High cost in housing leads to **overcrowding** which can **Extra space** ~~then~~ cause **ill health** due to being unhygienic.

This student demonstrates an understanding of the question by identifying appropriate points from the resources, including observations about the general shortage of new houses and the issue of affordability. These observations are supported by quoting data from the resources. (Level 2- 3 marks)

0 1 . 5 'The housing challenge in England is not just about building more houses.'

Use information from **Figure 1** to discuss this statement.

[6 marks]

I partially agree that the housing challenge is not just about building more houses. Firstly, the National Housing Federation estimates that 340,000 houses need to be built every year to control the demand. However, only 170,000 are actually built which is half the target and brings more need for housing. In England, the challenge is not just about building new houses. 1 in 7 people live in unaffordable or unsuitable homes. These houses, along with new houses need to be developed and restored to improved standards giving 8 million ~~and~~ the people ~~to~~ basic facilities whilst also managing the construction of new houses.

## 9-mark questions

**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 of SPaG.**

The 9-mark question at the end of Section A is essentially an opportunity to bring together the understanding of the topic under discussion gained from working through the earlier questions. The question assesses both AO3 (“Application of knowledge and understanding and Interpreting and evaluating geographical information to make a judgement”) and AO4 (“Communicating ideas”).

Question 03.3 - The topic of the housing challenge appeared to be clearly understood and students were generally able to show an awareness of the complexity of the issue and an appreciation that there were a number of immediate and longer terms factors that need to be considered. Only a small proportion of students failed to attempt the question or scored zero marks, the largest proportion achieving within the Level 2 range of marks, suggesting a good level of general understanding and accessibility. It was evident that the majority of students had been adequately prepared for this part of the examination and virtually all students showed an understanding of both the socio-economic and environmental aspect of the issue.

The quality of answers was largely determined by how effectively the information within the resources had been developed or linked in order to construct and support a discussion. Level 1 responses tended to be characterised by students who simply identified and largely copied information from Figure 3, in some cases virtually word for word. While the selection and copying of appropriate evidence is creditworthy, it did not generally convey any degree of analysis or sense of an understanding of the idea of sustainability. Those students who used a wider range of points from across the resource booklet and developed some of their identified points or offered a degree of analytical or evaluative thinking moved into Level 2.

At Level 2, a clearer understanding of the idea of sustainability was also evident. A more thorough and clearly evidenced and evaluative use of the resource booklet to express the extent to which the proposed development might be considered to be sustainable moved students into Level 3. The more developed answers were often accompanied by a short conclusion which often brought the discussion back to the original aim of the question and reinforced the major points identified within the discussion. A number of students offered impressively sophisticated ideas, for example, observations about how the degree of sustainability of the development might change over time or how particular aspects of the development (social, economic and environmental) might vary in their degree of sustainability and consequently make a judgement about the degree to which the development is sustainable more challenging.

A small number of students ignored the key idea of sustainability and simply identified what they considered to be the advantages and disadvantages of the proposed development. While this approach had some merit, particularly if it considered advantages and disadvantages in the short and longer term, it was generally self-limiting.

The key to achieving the highest marks on the issue evaluation nine mark question is to ensure that students are familiar with the broad aspects of the topic and are aware of the synoptically linked elements within the specification related to the topic. Students will then be in a position to use information from within the whole of the resource booklet effectively to support their discussion.

## Qualities seen in more successful responses

These following two answers each take a slightly different perspective but they both demonstrate an understanding of the idea of sustainability and have a considered discussion about the complexity of judging the extent to which Tudeley village will be sustainable. Both answers use the resources effectively by quoting specific points in order to support their discussion and there are evaluative observations throughout. (Both awarded Level 3 – 8 marks)

0 3

To what extent do you think that the Tudeley Village development will be a sustainable settlement?

Use evidence from the resources booklet and your own understanding.

[9 marks]  
[+3 SPaG marks]

I think that the Tudeley village development will be a sustainable settlement to a large extent.

For example, the development will incorporate a new solar farm which will generate renewable energy as an alternative to using fossil fuels, so this will reduce carbon emissions and help to tackle climate change, having a positive impact on the environment and making the settlement sustainable.

Furthermore, the main street will connect neighbourhoods and ~~furthermore~~ be linked by cycle routes and footpaths which will promote sustainable travel between areas and ~~also~~ reduce CO<sub>2</sub> emissions from traffic as well as boosting the mental wellbeing of the people by encouraging

Extra space them to get outdoors. This also makes the settlement sustainable.

In addition it will be connected by rail

to many larger cities, reducing the congestion and traffic on roads and reducing carbon dioxide emissions. After no development will be allowed on the floodplain making it sustainable by reducing risk of future damage to properties by flooding.

On the other hand however, the Fudeley development will destroy a huge area of greenfield countryside and ~~mean~~ a local campaign group is concerned that it will lead to the urban sprawl between Tonbridge and Paddock Wood.

It will also End of Section A create large amounts of congestion on the B207 road which could lead to travel disruption and be a drawback for the local economy as workers will not get to work on time, so economic output will be lower.

However overall the settlement is sustainable to a large extent as it provides access to affordable housing, ~~community~~ renewable energy opportunities, sustainable transport systems and community facilities.

03

To what extent do you think that the Tudeley Village development will be a sustainable settlement?

Use evidence from the resources booklet and your own understanding.

[9 marks]  
[+3 SPaG marks]

To a **partial extent** I agree that Tudeley village <sup>will be</sup> ~~is~~ sustainable, as in order to meet **sustainability requirements**, the settlement must include **environmental protection**. ~~and~~ This would **not be met** as Tudeley village would be between Tonbridge and Faddock ~~and~~ Wood, **connecting the two** and leading to **urban sprawl**. As Figure 3 shows, the development would ~~that~~ **turn an area of open countryside into an urban landscape, landscape landscape, reducing biodiversity.**

However, there are **opportunities** to be found in the proposed development, as there ~~is~~ ~~are~~ many aspects which **improve** ~~an~~ **accessibility** while **limiting environmental impact**. For example, a **proposed railway station** links the village to London, while **footpath and cycle way** development <sup>extra space</sup> **reduces car use**. A **solar farm** and **electric vehicle charging points** also encourage renewable energy use, **limiting the amount of air pollution**

produced. This **matches** ~~it~~ **a lot of the criteria** needed for **sustainable development**.

~~the~~ Although there are sustainable measures proposed, many **worry that it isn't enough**. For example, the 'Save Capel' campaign group suggest that **increased traffic on the B2017 road** will cause **congestion and pollution**, and **sustainable facilities only open up after a certain number of houses will be built**, which will take years. This is shown through the **railway station not being built until there are 1900 houses**. This creates **concern as conditions will get worse for before they get better**, so Tudeley village overall won't be that **sustainable**.

End of Section A

This student begins by using the words “To a large extent”, which is always a useful way to begin an answer to a question which has the word “extent” within the command. Using this opening statement immediately suggests that the student has some awareness that the judgement about sustainability is not straightforward. They go on to express this by highlighting some ways in which the settlement may be sustainable (idea of open space and allotments) and also how the development might put pressure on the environment. There is clear and appropriate reference to the resources and an element of evaluative analysis. The answer could be developed further by offering more depth to the points made and it also tends to drift into wider sustainability points (“less CO<sub>2</sub> released”) which slightly takes it away from the scale of the required discussion. (Level 2 – 5 marks)

03

To what extent do you think that the Tudeley Village development will be a sustainable settlement?

Use evidence from the resources booklet and your own understanding.

[9 marks]

[+3 SPaG marks]

To a large extent I believe that the Tudeley Village development will be sustainable. For example, there will be an interconnected network of footpaths and cycle lanes which encourages people to stop using cars, this means that a lot less CO<sub>2</sub> is released into the atmosphere so less damage to the earth. Also there is a lot of open space and allotments, this allows for a wide range of biodiversity and encourages people to grow their own food which means less CO<sub>2</sub> will be released through transporting this food. A solar farm is going to be created and used for electricity by the local area this is more sustainable as it won't run out of extra space or damage the environment. However some people are against this development because they believe it will create an area of urban sprawl and remove woodland, but the developers have stated that ancient woodland and habitats will be protected so no development will happen there.

## Limitations of less successful responses

The first paragraph of this answer sets the scene well, but it is copied, almost word for word from the resource and there is very little discussion of the observations outlined in the paragraph. The student does select some appropriate points from the “What is a sustainable settlement” section of the resource, suggesting a basic awareness of the requirements of the question. This is a good example of where a student gains some basic credit for selecting appropriate information. Had they developed the points about local job opportunities, community facilities and local transport systems in the context of sustainability the answer could easily have gained a number of additional marks. (Level 1 – 2 marks)

0 3

To what extent do you think that the Tudeley Village development will be a sustainable settlement?

Use evidence from the resources booklet and your own understanding.

[9 marks]  
[+3 SPaG marks]

I think that to a ~~certain~~ <sup>great</sup> extent, Tudeley Village development will be a sustainable settlement as a sustainable settlement manages its social, environmental and economic characteristics in order to meet current and future needs. Tudeley Village has a lot of this as it is a pedestrian friendly, walkable community. They would be building a new railway station within 10 minutes from anywhere in the village; this also brings in job opportunities. A sustainable settlement also includes community facilities and sustainable transport systems. A sustainable community facility they will be adding a new electricity sub-station.

Extra space Overall, Tudeley village will become a sustainable settlement.

## Section B: Fieldwork

### Unfamiliar Fieldwork

The unfamiliar fieldwork part of Section B has 16 marks allocated to it and it assesses AO3 (4 marks) and AO4 (12 marks). The questions are based on a number of fieldwork scenarios and data is used to assess both AO4 - Skills (“Select, adapt and use a variety of skills and techniques to investigate questions”) and AO3 –Application (“Apply understanding to interpret, analyse and evaluate geographical information”)

### Familiar Fieldwork

The familiar fieldwork part of Section B has 23 marks allocated to it (20 question marks and 3 SPaG marks) and it assesses AO3. There are 4 questions, 2 points marked questions worth 2 and 3 marks, and 2 levels questions (each with 3 levels) worth 6 and 9 marks. The 9 mark question also carries 3 SPaG marks. The questions are designed to give students the opportunity to show an understanding of the enquiry process (described on pages 24-25 of the Specification) in relation to their own fieldwork experience.

Where students were given a space to write the title of their enquiry. If the answer referenced the incorrect context there was a maximum of Level 1 marks allowed. It is important that students write the full and accurate title of their investigation in the space provided since their answer needs to reflect the title of their enquiry. If the title is not clear it can make it difficult to fully appreciate the context of the answer and consequently assess the level of clarity shown in the answer.

## Point marked questions

There were three points marked questions in this section of the examination paper (questions 01.2; 01.4 and 02.4). Questions 01.2 demanded some understanding.

## Multiple choice questions – MCQs

There were two multiple choice questions in this part of the examination.

Q04.3 – This question had a high facility index and nearly 80% of students selected the correct answer.

Q04.8 – It was evident that a significant number of students were unfamiliar with the presentation methods listed on this question and consequently only approximately 40% of students selected the correct answer. It was noted that on one script a student wrote “I don’t know what any of these are”.

All of the presentation methods that can be referenced in the examinations are listed on pages 26-27 of the Specification.

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

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

### Unfamiliar Fieldwork

#### Questions 04.1 and 04.5 assessed numerical skills

**04.1** – The majority of students calculated the correct answer (72%). The most significant error with those that did not calculate the correct answer was that they simply repeated the number on Figure 4 and did not appreciate that it needed to be doubled in order to reach a percentage figure.

Spending time looking carefully at the information supporting the fieldwork scenario (and perhaps making a few notes) may help in reducing basic errors.

**04.5** – This question presented few problems and nearly 94% of students calculated the correct answers

#### Questions 04.2, 04.6 and 04.9 assessed presentation skills.

**04.2** – Approximately 54% of students completed the pie chart accurately. The majority of errors were numerical errors where students did not appreciate the need to double the numbers in Figure 4 in order to complete the pie chart accurately. The major issue with this question was that 28% of students failed to attempt what was essentially a simple question. It appears that a number of students simply saw the pie chart as data rather than part of a question.

**04.6** – This question presented few problems and was completed accurately by nearly 83% of students. A smaller percentage of students failed to attempt this question (14%).

**04.9** – While 71% of students completed the dispersion diagram accurately it appeared that a number of students were less familiar with this type of presentation technique.

#### The other four questions in the unfamiliar fieldwork section were about analysing the data and evaluating the techniques expressed in the fieldwork scenarios.

**04.4** (2 marks)-The basic idea was that students should make a judgement and use evidence to support their judgement. The following examples illustrate a one and two mark response.

This student makes a judgement but does support it clearly with data. (1 mark)

0 4 . 4 Suggest the conclusion(s) that the student might reach in relation to the original hypothesis, 'The cost of fares is the most important factor in encouraging the use of local bus services.'

[2 marks]

That yes the cost is the most important factor and that many people think they should be cheaper.

This student makes a judgement and supports their judgement by quoting accurate data. (2 marks)

0 4 . 4 Suggest the conclusion(s) that the student might reach in relation to the original hypothesis, 'The cost of fares is the most important factor in encouraging the use of local bus services.'

+ suggestion. [2 marks]

The student would support the hypothesis as the greatest % of people (46%) wanted cheaper fair. This suggests that it would be the most important factor because it's the most popular.

**04.7** (1 mark) – This question required students to show an understanding about the technique used in the scenario and suggest how it might be adapted in order to improve results. As such it was addressing the AO4 point about “adapting techniques”, which is a requirement on this part of the examination paper. While a significant percentage of students (54%) made appropriate observations, many disregarded the key idea of “adaption” and simply identified additional data collection methods. The following examples illustrate correct and incorrect responses.

This is an example of one of the three most appropriate commonly used responses. In this example the student highlights a clear adaptation (more people/a control group) and suggests how this would improve results. The other appropriate commonly used responses were; using a larger range of numbers in order to get more precision and describing each point on the scale in order to increase accuracy.

0 4 . 7 Suggest **one** way that the environmental quality survey could be adapted in order to improve the results.

[1 mark]

use a control survey with a large group of people in order to mitigate against subjectivity

This is an example of one of the two most common errors. In this example the student talks about changing the presentation method rather than the data collection method. The other commonly seen error was where students identified other data collection methods (such as questionnaires) rather than addressing the idea of adapting the environmental quality survey.

0 4 . 7 Suggest **one** way that the environmental quality survey could be adapted in order to improve the results.

[1 mark]

the graph could be improved by giving the data in a bar chart to make it easier to see

**04.10** (1 mark)- This question required students to show an understanding about how the data collection method described in the physical geography scenario could be improved. There were a range of acceptable answers, from points about increasing the amount or frequency of data collection points to

using more accurate equipment. Approximately 50% of students made an appropriate suggestion, a very similar pattern to that of Q04.7, which was the expectation. The following examples illustrate correct and incorrect responses.

The following two scripts both made appropriate and reasonable suggestions which could potentially improve the data collected. They were the two most commonly used correct answers.

0 4 . 1 0 Suggest **one** way that the data collection method could be improved. [1 mark]

They should collect the data on different days for each site as weather impacts the amount of river discharge and therefore the velocity of the river.

0 4 . 1 0 Suggest **one** way that the data collection method could be improved. [1 mark]

~~Time~~ the ball measure how long the ball takes to travel 15 metres, (increase distance), then take an average. ✓

This script represents the most commonly used error. The student outlines a method of data presentation and consequently does not address the question.

0 4 . 1 0 Suggest **one** way that the data collection method could be improved. [1 mark]

By plotting the data on a scatter graph or a bar chart which is easier to see etc.

## Familiar Fieldwork

**05.1** (two marks) – One mark was allocated for some basic understanding that risk assessment is about identifying hazards or ensuring safety. The second mark was for some development of this idea. A range of possible development points was identified within the mark scheme. Any appropriate point which may have been significant in relation to a specific individual enquiry was acceptable. The following examples illustrate a one and two mark response.

This response makes a basic point which links the risk assessment to the idea of safety. (1 mark)

**0 5 . 1** For **one** of your geographical enquiries, outline **one** reason why it was important to complete a risk assessment in your planning. **[2 marks]**

It was important to do a risk assessment  
in order for everyone to know if it  
was safe and what to do if a  
problem happens.

This response identifies a potential hazard and makes the point that completing a risk assessment would reduce the risk of injury. (2 marks)

**0 5 . 1** For **one** of your geographical enquiries, outline **one** reason why it was important to complete a risk assessment in your planning. **[2 marks]**

So that no one was injured on the  
beach. e.g don't stand under cliffs so  
that rocks can't fall and you get hit.

**05.2** (3 marks) – Students were given a space to write the title of their enquiry. If the answer referenced the incorrect context there was a maximum of 1 mark allowed. One mark was allocated to the identification of a presentation technique and an indication of how it was used (this was important in ascertaining that the answer was based on a human geography enquiry) and two marks for offering some justification of why it was used/how it was useful. The following examples illustrate a one, two three mark response.

This response identifies presentation techniques (the question asks for “one”) and says how they were used. It attempts to develop the answer but the points made; “suitable”, “easy to read” and “allows stuff to be accurate”, do not offer clear justification in relation to the techniques identified. (1 mark)

0 5 . 2 Justify the use of **one** data presentation technique, for example a graph or a map, in your **human** geography enquiry.

[3 marks]

A data presentation technique that is suitable for the environmental challenges in Cambridge is a table or a scatter graph. This is because it's suitable and easy to read your data on. Allows stuff to be accurate.

This response identifies a presentation technique and says how it was used. It offers some development by suggesting why it was a useful technique. (2 marks)

0 5 . 2 Justify the use of **one** data presentation technique, for example a graph or a map, in your **human** geography enquiry.

[3 marks]

We used a <sup>star diagram</sup> ~~pie chart~~ to show what people thought of the town centre as they gave a rating of <sup>1-5</sup> ~~0-5~~, and a star diagram clearly shows the different ratings given.

This response identifies a presentation technique and how it was used. It develops the answer by observing that it made the data visually clearer and also makes a point about how it enhanced the data analysis. (3 marks)

0 5 . 2 Justify the use of **one** data presentation technique, for example a graph or a map, in your **human** geography enquiry.

[3 marks]

<sup>\* for Chester-le-Street</sup>  
We labelled the building function of every building on the CBD base map and then colour coded each building. The use of colour made the building function more distinguishable and allowed us to identify patterns and areas where chain stores were grouped together. This answered the element of our hypothesis that refers to building function.

# Levels marked questions

## 4-mark questions

There is one 4 mark question in the unfamiliar part of the examination. It has two levels of response and assess AO3 and AO4. The four mark question in the unfamiliar fieldwork section asks students to make a judgement based on the aim of the fieldwork outlined in the scenario at the beginning of the question. The scenario will always contain some form of data and this gives 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.

## Qualities seen in more successful responses

More successful responses (Level 2) made a judgement that the data supports the hypothesis and offered clear evidence to support that judgement. A significant number of students calculated the average time it took for the ball to travel 10m at each site or worked out the average velocity at each site and used this data to support their judgement. In many cases the idea of “extent” was discussed by identifying anomalies such as some sites having the same figures.

This response makes the judgement that the data supports the hypothesis and offers some descriptive evidence in the first 4 lines (At this point the answer would be a secure Level 1 – marks). The student then goes on to calculate the velocity at Site A and Site C (the figures are within acceptable tolerances) and uses this information to reinforce the earlier judgement. They also make a point about the reliability of the judgement and how the data collection method reduced the chance of any errors and increased accuracy. (Level 2 – 4marks).

**0 4 . 1 1** To what extent does the data shown in **Figure 6** support the original hypothesis, 'The velocity (speed) of a river increases downstream.'?

Use the data in **Figure 6** to support your answer.

[4 marks]

Overall, the data shown supports the hypothesis <sup>to a great extent,</sup> as ~~site A~~ at site C, the time taken to travel 10m was a lot less than at site A, by several seconds. This shows that the velocity of the water is increasing downstream, as it carries the ball more quickly. The repetitions at each site further prove this hypothesis, ruling out the chance of a random error. Since <sup>the</sup> ~~an~~ average for site A is velocity for site A was  $0.4 \left(\frac{10}{24.2}\right)$  and site C was  $0.5 \left(\frac{10}{19}\right)$ , the velocity clearly increases downstream. The students also tested each site ~~a~~ 1km apart, which increases accuracy since they weren't testing only one part of the river.

Turn over for the next question

## Limitations of less successful responses

Less successful responses (Level 1) demonstrated some understanding by making a judgement which agreed with the hypothesis and then made general observations about times being less at Site C or simply compared Site A (longer times) with Site C (less time). There was no specific use or manipulation of data to support the initial judgement. Simply saying that the hypotheses was correct with no supporting observations at all was not creditworthy.

This response makes a judgement and observes that the velocity increased, with no data evidence to support this observation. (Level 1 – 1 mark)

**0 4 . 1 1** To what extent does the data shown in **Figure 6** support the original hypothesis, 'The velocity (speed) of a river increases downstream.'?

Use the data in **Figure 6** to support your answer.

**[4 marks]**

The hypothesis was proven right because as the ball travelled down each stream the velocity increased as it went down each stream. We know its right as the process was repeated five times.

## 6-mark question (Question 05.3)

This question has three levels of response and assesses A03.

**05.3** – Students were asked to assess the effectiveness of one or more data collection methods used in their physical geography enquiry. There was a clear implication of the need for some evaluation within the question and this was a significant requirement for a secure Level 2 and Level 3 mark. The idea of effectiveness could be considered in a variety of ways (as expressed within the mark scheme) and could include points about how practical the method was in terms of getting an adequate amount of accurate data and how useful the data was in addressing the key idea expressed in the title of the investigation. Several students appeared to be confused about the term “data collection” and wrote about data presentation, which was not creditworthy.

### Qualities seen in more successful responses

More successful responses identified a data collection method(s) and expressed why it was important in the context of the identified geographical enquiry. There was then a discussion which considered both the usefulness and the limitations of the chosen data collection method(s), in some cases focusing on the practicalities of the method, in other cases focusing on the usefulness of the data in relation the aims of the enquiry. The following examples show responses that achieved a Level 3 and a Level 2.

This response identified two data collection methods, the first of which was partially described. Both methods were clearly related to the title of the enquiry. An attempt was made to make evaluative judgements about the effectiveness of each method. The point made in the final sentence may not necessarily have been a result of limitations in the data collection method. (Level 2 – 3 marks)

**0 5 . 3** Assess the effectiveness of **one or more** of the data collection method(s) used in your physical geography enquiry.

[6 marks]

The measure of float velocity was relatively effective as the results followed the Bradshaw model and we were able to accurately measure the rate of flow of water. By holding the tape measure taut and accurately measuring the 10m distance, there is little room for random error. However, bedload sampling was not as effective, due to the small area we collected from, and the potential for bias when choosing bedload. This data also varied slightly from the Bradshaw model, showing  
Extra space how our method of collection was not completely accurate.

This response identified two data collection methods and suggested why they may not have produced entirely satisfactory data. It goes on to make an evaluative judgement in relation to the relative usefulness of the data and offers a conclusion which was clearly related to the question. (Level 3- 6 marks)

0 5 . 3 Assess the effectiveness of one or more of the data collection method(s) used in your physical geography enquiry.

[6 marks]

Measuring the beach profile was moderately effective however conditions lead to unreliable results. To measure beach gradient, you must ensure the string is ~~flat~~ horizontal using a spirit level. We experienced heavy rain and strong winds which caused the 2M length of string to shake and the spirit level to not lie flat. This lead to unreliable results as the method had not been executed smoothly. This is why measuring beach profile was only partially effective.

Extra space We collected primary, qualitative data in the form of a field sketch to assess erosion on a cliff. This was also only partially effective as even though a drawing highlights erosion, the erosional scale can be subject to opinion and lead to variations in the results. It may have been better to take a photo.

Question 5 continues on the next page

To conclude, the data was only partially effective as even though it linked to elements of the hypothesis, it was unreliable in areas.

## Limitations of less successful responses

Less successful responses tended to simply identify and describe data collection method(s) and make very limited observations about the effectiveness of the methods.

The following example shows an example of a basic response which achieved a Level 1. This response identified two data collection methods, both of which were clearly related to the title of the enquiry. It describes how and why they were carried out and observes that they were very effective, with basic reasoning. (Level 1- 2 marks)

**0 5 . 3** Assess the effectiveness of **one or more** of the data collection method(s) used in your physical geography enquiry.

**[6 marks]**

For the data collection we used metre poles, 2m of string attached to the poles and a line level. This was very ~~off~~ effective as it allowed us to be able to measure the gradient of the beach as accurate as we could.

We also then drew a sketch of the cliff that was in front of where we collected the data so that we could have a visual on how much erosion Extra space occurred at the base of the cliff.

Overall, I think that these methods were very effective as it allowed us to determine rates of erosion at Seaham beach.

## 9-mark questions (Question 05.4)

**This question has three levels of response and assesses A03. This question carries 3 SPaG marks.**

**05.4** - Students were asked to consider the extent to which their results and conclusions addressed the key idea expressed in the title of their geographical enquiry. Consequently, specific reference to the key objective expressed the title of the enquiry was important.

### Qualities seen in more successful responses

The most successful responses (Level 3) described their enquiry results, often in detail and with specific numerical data. This information was then used to consider how the results informed their conclusions and then they evaluated the extent to which these parts of the enquiry process (as outlined on Pages 24-25 of the Specification) enabled the student to address the original question or hypothesis.

Sound responses (secure Level 2) described their enquiry results and made some reference to their conclusions, observing how effectively this part of the enquiry process supported the original aim of the enquiry. The following examples show responses that achieved a Level 3 and a Level 2.

This response clearly identifies the title of the enquiry, and the answer is clearly related to it. Results are identified, often with specific data and evaluative links made to the conclusions. The conclusions are then related to the expectations of the Bradshaw model. The student observes that there may be some limitations to the data collection which may have impacted the results and consequently affected the conclusion. The response has ongoing evaluation and a final evaluative reference point at the end. (Level 3 – 9 marks)

0 5 . 4 For one of your fieldwork enquiries, to what extent did your results and conclusions answer the enquiry question or hypothesis?

[9 marks]  
[+3 SPaG marks]

Title of fieldwork enquiry ~~River~~ How do hydraulic variables change downstream in the river Chess?

Our results and conclusions answer the enquiry question to a ~~large~~ <sup>partial</sup> extent. We were able to collect accurate quantitative data from 6 sites along the river Chess providing us with a clear indication of how hydraulic variables changed in accordance with the Bradshaw model. For example we collected width data from all 6 sites and ~~it~~ the width increased from 1m at site 1 to 4m at site 6, showing a clear increase which fits the Bradshaw model as width of a river is expected to increase downstream as more tributaries join the river giving it more power for lateral erosion as it has a higher volume. This accurate and precise data enabled us to come to <sup>the</sup> reliable conclusion that the hydraulic variables in the

Extra space River Chess do change in accordance with the geographical Bradshaw model. Furthermore we collected accurate

quantitative data for velocity in the river by using a Hydroprop at all 6 sites. The data was accurate as we used specialist scientific equipment, and this enabled us to come to reliable conclusions, to answer our enquiry.

The velocity depicted a clear increase of 140% downstream in accordance with the Bradshaw model as the river had a larger volume so less water was in contact with the wetted perimeter so less friction occurred so the water moved faster. However therefore our velocity data also provided us with a reliable conclusion to answer our enquiry question.

#### END OF QUESTIONS

However on the other hand, the data was somewhat inaccurate as the impeller blades on the Hydroprop got caught in pieces of vegetation, which made our conclusions slightly unreliable.

Also we could have used secondary data sources, or gone back to collect more data at more sites along the river in order to make our results more accurate in answering the enquiry question.

We could have collected data for other hydraulic variables too to improve our investigation. Our results may also not answer the question fully as they were collected at one time of year and do not account for seasonal variations. Therefore our results and conclusions only answer the enquiry question to a partial extent as they may not be fully reliable and valid.

This response clearly identifies the title of the enquiry and the answer is clearly related to it. The data collection methods are described (identification of chain stores and pedestrian numbers) and the results are described in general terms. The conclusion is referenced in relation to the original hypothesis. The student offered some evaluative judgement by suggesting that the pedestrian count data may not be totally reliable because it was only collected on one occasion. This response covers each part of the requirement of the question but does not offer the detail required for Level 3. (Level 2- 5 marks)

0 5 . 4 For one of your fieldwork enquiries, to what extent did your results and conclusions answer the enquiry question or hypothesis?

[9 marks]  
[+3 SPaG marks]

Title of fieldwork enquiry ~~we~~ In areas with more chain stores, more pedestrians are found.

To investigate this hypothesis, our year went to Chester - Le - Street front street to locate and count passing pedestrians outside of certain shops to test whether more were found near chain stores instead of independent stores

Overall, I think that the results answered the hypothesis, showing that the statement is true. Firstly, in the bottom of the area, more chain stores are found - this is due to the higher rent & as the main market where the most of the people visit is located at the bottom.

Extra space we counted for 5 minutes outside of six areas and the highest concentration of pedestrians

were outside of the big companies  
such as Boots which is one of  
one chain stores in Chester-le  
Street.

However one conclusion we made  
was that the results were not truly  
accurate as it was on a Monday  
afternoon meaning it was less busy  
than on a Saturday morning which  
could impact on other days. We  
only did the investigation once  
so it may not be reliable.

## Limitations of less successful responses

Less successful responses tended to reflect on one part of the question, by either identifying basic results or making simple observations about conclusions. In some cases both results and conclusions were referenced very basically or were not linked to the original aim of the enquiry.

The following example shows an example of a basic response which achieved a Level 1.

This response clearly identifies the title of the enquiry and the answer is related to it. There are a series of basic points which are not particularly linked. The student makes basic observations about data collection methods (environmental quality) and also offers some evaluative judgements, such as how estimating the number of jobs affects accuracy and how not interviewing local people may limit conclusions. Overall there are a number of basic points but the whole response lacks the clarity required to reach Level 2. (Level 1 – 3 marks)

0 5 . 4 For one of your fieldwork enquiries, to what extent did your results and conclusions answer the enquiry question or hypothesis?

[9 marks]  
[+3 SPaG marks]

Title of fieldwork enquiry Has regeneration in Salford Quays improved the local area?

During our investigation we used systematic sampling which allowed us to investigate both regenerated areas and not regenerated areas and we could easily compare these, this meant that our results were very varied and we could clearly see any patterns of areas that did improve and areas that didn't. Also we estimated certain things like the amount of jobs in an area because we couldn't go into the businesses and ask, this effected the accuracy of our results as many peoples answers were different. Furthermore, by choosing the categories we did to rate we could see visual improvements such as cleanliness but we did not

Extra space interview any local people about if the regeneration project improved their lives therefore our

conclusions did answer the enquiry question but <sup>mostly</sup> ~~only~~ environmentally and economically as we didn't collect that many social factors.

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# Contact us

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