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## Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE  
In Geography B (1GB0)  
Paper 02: UK Geographical Issues

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## General Marking Guidance

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

| Question | Answer   | Marks |
|----------|--|-------|
| 1(a)     | B – it is mostly on steeper ground<br><br>All other answers clearly mistaken – see photograph Figure 1 | (1)   |

| Question | Answer   | Marks |
|----------|--|-------|
| 1(b)     | B – the North-west of Scotland<br><br>All other answers clearly and demonstrably wrong (AO1) | (1)   |

| Question | Answers   | Marks |
|----------|---|-------|
| 1(c)     | Award one mark for identifying an appropriate characteristic of sedimentary rock and a further mark for an extension/development of that idea.<br><br>Generally formed in water over a long period of time (1) so have bedding planes (1)<br><br>Are frequently affected by tectonic movements after formation so (1) folded and fissured/faulted (1)<br><br>Generally less resistant to weathering/erosion than igneous/metamorphic rocks (1) so form lowland landscapes (1)<br><br><b>Accept any other appropriate response</b> | (2)   |

| Question  | Answer  | Marks |
|-----------|---|-------|
| 2 (a) (i) | Either seawall or groynes (or any synonyms of same) (1) | (1)   |

| Question   | Answer  | Marks |
|------------|---|-------|
| 2 (a) (ii) | B – high wave energy and easily eroded rock<br><br>All other answers demonstrably wrong AO1 | (1)   |

| Question   | Answer   | Marks |
|------------|--|-------|
| 2(a) (iii) | Award one mark for identifying an appropriate reason why hard engineering can reduce coastal erosion rock and a further mark for an extension/development of that idea.<br><br>Sea-walls provide a physical barrier to wave energy (1) absorbing or reflecting that energy so protecting the coast (1) | (2)   |

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|  | <p>Groynes trap sand that would otherwise be moved along the coast narrowing the beach (1) which acts of a type of 'shock absorber' reducing the energy available for cliff/coast erosion (1)</p> <p><b>Accept any other appropriate response for any type of hard engineering</b></p> |  |
|--|--|--|

| Question    | Answer  | Marks  |
|-------------|---|--|
| <b>2(b)</b> | <p>Award one mark for the basic idea of different values to the coastline (1)</p> <p>because they have different land uses and/or functions (1) with industrial areas and/or tourist resorts more densely populated areas so more valuable (1) as opposed to agricultural land and/or lightly populated areas (1)</p> <p><b>Accept any other appropriate response</b></p> | <p><b>(4)</b></p> <p><b>(1) +(1+1+1)</b></p> |

| Question     | Answer   | Marks      |
|--------------|--|------------|
| <b>3 (a)</b> | <p>B – The western half of the map has most of the flood-risk areas</p> <p>All other answers demonstrably wrong – see Figure 3</p> | <b>(1)</b> |

| Question     | Answers  | Marks      |
|--------------|--|------------|
| <b>3 (b)</b> | <p>Award one mark for identifying correct reason and a second for extending that idea to apply it to transport processes</p> <p>Building on floodplains/urbanisation (1) which can reduce infiltration and/or puts more people/property at risk (1)</p> <p>Deforestation (1) which reduces infiltration and so increases runoff making rivers 'peakier' (1)</p> <p>River channel management preventing river flooding upstream (1) so making river discharge larger downstream thus increasing risk (1)</p> <p>Climate change idea (1) increasing rainfall and/or making weather stormier increasing discharge (1)</p> <p><b>Accept any other appropriate response</b></p> | <b>(2)</b> |

| Question | Answer | Marks |
|----------|--------|-------|
|----------|--------|-------|

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|--------------------|--|---|
| <p><b>3(c)</b></p> | <p>Award up to three marks for the role of erosion and up to three marks for the role of deposition</p> <div data-bbox="497 277 1203 560" data-label="Image"> </div> <p>Erosion through hydraulic action and abrasion (1) on the outside of a bend progressively increases the sinuosity (or similar idea) (1) whilst deposition of the eroded material (1) on the inside of the bend on point bars (1) also increases sinuosity</p> <p><b>Accept any other appropriate response</b></p> | <p><b>(4)</b></p> <p><b>(1+1) + (1+1) or (1+1+1) +1</b></p> |
|--------------------|--|---|

| Question        | Indicative content  |
|-----------------|---|
| <p><b>4</b></p> | <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• The glaciation of the UK involves both erosion and deposition</li> <li>• Erosional landscapes are often higher ground and have distinctive features</li> <li>• These (upland) landscapes are often difficult to farm and settlement is often light and dispersed</li> <li>• Lowland glaciated landscapes are dominated by boulder clay which masks variations in the pre-glacial landscape</li> <li>• These deposits can provide good quality farmland and are more densely populated (than the upland areas)</li> <li>• Unglaciated landscapes are also varied and there is high ground (e.g. Dartmoor)</li> <li>• Post glacial sea level changes have created distinctive landscapes such as rias and estuaries</li> <li>• Lowland areas, whether glaciated or not, have higher carrying capacities.</li> </ul> <p><b>AO4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• The glaciated landscapes in Scotland (north UK) are of one upland glaciated landscape (Cairngorms) and one in the western isles (Hebrides)</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• The Cairngorm photograph shows a ribbon lake and a U-shaped valley – there is much exposed rock on show</li> <li>• Not all of the (western Isles) photograph is lowland with a complex lakes/loch/lochan landscape in the foreground but high ground in the background</li> <li>• Lake District scene appears to show a cirque/corrie/tarn and an arete – again there is much exposed rock on show</li> <li>• The fourth view of glaciated UK is a lowland coastal landscape which appears flat with low cliffs</li> <li>• The unglaciated landscapes show a ria – flooded river valley and a ‘rolling’ landscape of chalk country – many fields in view</li> <li>• Only one photograph shows human settlement – lowland flooded valley</li> </ul> |
|--|---|

| Level   | Mark | Descriptor   |
|---------|------|--|
|         | 0    | No rewardable material.  |
| Level 1 | 1-3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant</li> </ul>  |

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|--|--|---|
|  |  | <p>understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</p> <ul style="list-style-type: none"> <li>• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul> |
|--|--|---|

| Question number | Answer  | Marks |
|-----------------|---|-------|
| 5 (a)(i)        | C - Keeping the school open<br>All other answers demonstrably mistaken – see Figure 5 | (1)   |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 5(a)(ii)        | <p>Allow one mark for each reason.</p> <p>Cheaper property (1)<br/>(Perceived to be) quieter (1)<br/>(Perceived to be) safer/less crime (1)<br/>More attractive physical environment (1)</p> <p><b>Accept any other appropriate response</b></p> | (2)   |

| Question number | Answer   | Marks                               |
|-----------------|--|-------------------------------------|
| 5 (b)           | <p>Award one mark for basic reason and a second through an extension which might be an application of that idea.</p> <p>Increasing globalisation (1) with reduction in barriers to free trade (1)</p> <p>Deregulation by governments (1) to attract FDI (Foreign Direct Investment) (1)</p> <p>Growth of London as a financial centre (1) so more foreign banks established here (1)</p> <p><b>Accept any other appropriate response</b></p> | <p>(4)</p> <p>(1+1) +<br/>(1+1)</p> |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 6 (a)(i)        | C = most of the buildings have been painted<br><br>All other responses demonstrably wrong – see Figure 6 | (1)   |

| Question number | Answer  | Marks |
|-----------------|---|-------|
| 6(a)(ii)        | Any one of the following ideas<br><br>No obvious national chain stores (1)<br>Shops are quite small (1)<br>Not much 'footfall' on pavement (1)<br>No/little traffic on road (1)<br><br><b>Accept any other appropriate response</b> | (1)   |

| Question number | Answer  | Marks |
|-----------------|---|-------|
| 6 (a)(iii)      | Award one mark for making a relevant point about a strategy and a second mark for the development of that idea.<br><br>Recycling cuts down of the production of waste (1) that would otherwise have to be incinerated or go to landfill – both of which are damaging to the environment (1)<br><br>Bike rental reduces the need to drive or take public transport (1) which reduces the consumption of fossil fuels which contribute to global warming (1)<br><br>Congestion charges make the use of cars more expensive (1) so encourage people to take public transport which reduces the production of damaging and toxic emissions such as nitrous oxide and particulate matter (1)<br><br><b>Accept any other appropriate response</b> | (2)   |

| Question number | Answer   | Marks                                      |
|-----------------|--|--|
| 6 (b)           | <p>Award one mark for identifying a basic negative/positive effect and a further mark for expansion/application of that idea</p> <p>Specific detail will depend on chosen UK city but expect...</p> <p>Improved environment (1) detail of same with some local element (1)</p> <p>Improved employment opportunities (1) detail of same with some local element (1)</p> <p>Improved built environment (1) detail of same with some local element (1)</p> <p>Negative impact of availability of affordable housing (1) so people displaced (1)</p> <p>Negative impact on transport systems (1) extra loading on buses/trains etc (1)</p> <p><b>Accept any other appropriate response</b></p> | <p><b>(4)</b></p> <p>(1+1) +<br/>(1+1)</p> |

| Question number | Answer  | Marks                                      |
|-----------------|---|--|
| 6(c)            | <p>Award one mark for outlining/explaining a difference and a further mark or marks for expansion/application of the reasons for that difference.</p> <p>Specific detail will depend on chosen UK city but expect.</p> <p>Land use in the CBD is dominated by retail/commercial uses which are prepared to pay high rents for centrality (or similar idea) (1) whilst the rural fringe will have residence and undeveloped greenfield space because less desirable for other activities (1)</p> <p>Planners have a large role in saying what goes where in a city (1) so will often refuse permission for building offices/factories on urban fringes whereas they will allow it in the CBD (1)</p> <p>Land prices are high in CBDs so it is expensive to provide housing there so retail/commerce dominate (1) but cheaper on the fringe so more housing (1)</p> | <p><b>(4)</b></p> <p>(1+1) +<br/>(1+1)</p> |

|  |  |  |
|--|--|--|
|  | <p>Transport links tend to lead to CBDs so they are attractive for businesses (1) whereas they are poor(er) on the urban fringe so less attractive for anything other other than residential land-use (1)</p> <p>Cap at 3 if location is not clearly identified through located detail in the text</p> <p><b>Accept any other appropriate response</b></p> |  |
|--|--|--|

| Question | Indicative content  |
|----------|---|
| 7        | <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Wealth highly concentrated as a result of differences in income and rates of unemployment</li> <li>• Likely to result to significant variations in social and economic deprivation</li> <li>• Low income levels have impact on local authority incomes and thus services</li> <li>• Spiral of decline because of negative multiplier effect</li> <li>• Which in turn discourages investment hence blight in deindustrious regions</li> <li>• Cost of living might vary e.g. housing costs</li> <li>• Very large inequalities can cause social tension and potential violent protests</li> </ul> <p><b>AO4 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• May regions are quite similar – not much variance if London is ignored</li> <li>• Only three regions notably above national average – London, SE England and Eastern England</li> <li>• All of the wealthier areas are in the same geographic region</li> <li>• The poorest area of London has higher GDI than richest area of either Wales or Northern Ireland.</li> <li>• Northern Ireland and Wales both poor but also pretty uniform (homogenous)</li> <li>• London, by contrast, has enormous internal variations</li> </ul> |

| Level   | Mark | Descriptor   |
|---------|------|--|
|         | 0    | No rewardable material.  |
| Level 1 | 1-3  | <ul style="list-style-type: none"> <li>Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)</li> </ul> |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)</li> </ul>      |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)</li> </ul>                |

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

| Question number | Answer  | Marks |
|-----------------|---|-------|
| 8 (a)           | <p>Award one mark for explaining the basic method and second mark for a development of that. Depends on fieldwork but expect;</p> <p>We measured the width of the beach using a tape and metre rule (1) taking measurements at x sites to the shoreline from our access point (1)</p> <p>We measured gradient using a clinometer, a tape and ranging poles (1) from the shoreline from our point of access (1)</p> <p><b>Allow any other appropriate response</b></p> | (2)   |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 8 (b)           | <p>Award one mark for a recognisable presentation of a graph e.g. a divided bar-graph or a line graph (1) a further mark for some recognisable labelling on the diagram; perhaps the axes (1)</p> <p>Two further marks for annotation explaining the choice as in; this allowed us to make a comparison (1) this showed variations from site to site, clearly (1)</p> <p><b>Allow any other appropriate response</b></p> | (4)   |

| Question number | Answer   | Marks                           |
|-----------------|--|---------------------------------|
| 8 (c)           | <p>Award <b>one</b> mark for identifying a basic reason explaining the value of a case study or a theory e.g. it helped to explain why longshore drift moved sand northwards/ the beach profiles were steeper on the beach with larger waves(1)</p> <p>Allow three further marks for the details of that point as in; it allowed us to spot that our data was not exactly what was predicted/expected (1) because at site 3 there was.... (1) this was explained by... (1)</p> | <p>(4)</p> <p>(1) + (1+1+1)</p> |

|  |   |  |
|--|---|--|
|  | <b>Allow any other appropriate response</b> |  |
|--|---|--|

| Question Number | Indicative content  |
|-----------------|---|
| 8 (d)           | <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• There are two main beaches on the map to choose from in order to make a comparison</li> <li>• The area is upland with high cliffs on both beaches</li> <li>• Both beaches have very limited/no width at high water</li> <li>• The larger beach is quite long – the smaller quite wide</li> <li>• There are large areas of shingle /rocks on both beaches</li> <li>• There are very few access points to the beaches</li> <li>• There are many footpaths and rights of way for access to all of the beaches but no obvious parking places</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• Safety should be a primary concern – both beaches pose problems at high water</li> <li>• Time is also a limiting factor and with equipment to carry closeness to the hostel in New Quay is a factor</li> <li>• Legality of access should be considered and there are rights of way (footpaths and tracks) to both beaches</li> <li>• Access to the eastern beach (Little Quay Bay) is not east nor obvious on the map</li> <li>• There is no obvious beach management on either beach</li> <li>• If sites are chosen (sampled) systematically then a decision needs to be taken about distances between those sites and how many sites should be selected to demonstrate differences along the beaches</li> </ul> |

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material.   |
| Level 1 | 1-3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul> |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>                        |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>                  |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 9 (a)           | <p>Award one mark for explaining the basic method and second mark for a development of that. Depends on fieldwork but expect;</p> <p>We measured depth using a tape and metre rule (1) taking measurements at x sites upstream/downstream from our access point (1)</p> <p>We measured width using a tape (1) taking measurements at x sites upstream/downstream from our access point (1)</p> <p>We measured gradient using a clinometer, a tape and ranging poles (1) both upstream and downstream from our point of access (1)</p> <p><b>Allow any other appropriate response</b></p> | (2)   |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 9 (b)           | <p>Award one mark for a recognisable presentation of a graph e.g. a divided bar-graph or a line graph (1) a further mark for some recognisable labelling on the diagram; perhaps the axes (1)</p> <p>Two further marks for annotation explaining the choice as in; this allowed us to make a comparison (1) this showed variations from site to site, clearly (1)</p> <p><b>Allow any other appropriate response</b></p> | (4)   |

| Question number | Answer  | Marks                           |
|-----------------|---|---------------------------------|
| 9 (c)           | <p>Award <b>one</b> mark for identifying a basic reason explaining the value of a case study or a theory e.g. it helped to explain why the channel became wider in a downstream direction/it helped explain why flooding was more likely in the lower course (1)</p> <p>Allow three further marks for the details of that point as in; it allowed us to spot that our data was not exactly what was</p> | <p>(4)</p> <p>(1) + (1+1+1)</p> |

|  |   |  |
|--|---|--|
|  | <p>predicted/expected (1) because at site 3 there was.... (1) this was explained by... (1)</p> <p><b>Allow any other appropriate response</b></p> |  |
|--|---|--|

| Question Number | Indicative content  |
|-----------------|---|
| 9 (d)           | <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• There are several streams/rivers on the map to choose from in order to make a comparison</li> <li>• The area is an upland area with many steep slopes especially on the west side of the 'beck; flowing north to south</li> <li>• The larger river (River Swale) does appear to have a floodplain – centre south of the map at Sheepfold</li> <li>• The larger river is quite wide – twice the width of the road</li> <li>• There may be small areas of floodplain on the north-south flowing 'beck'</li> <li>• There are very few roads on the map – none at all to the north of Gunnerside</li> <li>• There are many footpaths and rights of way for access to all of the streams/rivers</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• Safety should be a primary concern – the larger river (the Swale) is probably too wide and deep to take measurements safely although map evidence is not definitive</li> <li>• Time is also a limiting factor and with equipment to carry closeness to the hostel in Gunnerside is a factor</li> <li>• Legality of access should be considered and there are rights of way (footpaths and tracks) alongside the (Gunnerside) Beck flowing north to south which seem ideal</li> <li>• Those tracks are on both sides of the beck for about a kilometre north of the village at least</li> <li>• If sites are chosen (sampled) systematically then a decision needs to be taken about distances between those sites and how many</li> </ul> |

|  |   |
|--|---|
|  | <p>sites should be selected to demonstrate downstream differences</p> |
|--|---|

- Other small streams might be measured e.g. Shore Gill to allow a comparison especially if the basin size is very different as it would appear.

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material.   |
| Level 1 | 1-3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul> |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>                        |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>                  |

| Question number | Answer  | Marks |
|-----------------|---|-------|
| 10 (a)          | Award one mark for the correct answer and one for the working(s)<br><br>As in $(1.5+1.2) - (-0.5 + - 1.0) = 2.7 - 1.5 = +1.2$ | (2)   |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 10 (b)          | Award one mark each for following;<br><br>They might have surveyed all the streets in these districts (1) if they had the time/resources/numbers (1)<br><br>They might have sampled the streets (1) using an OS map to select (1)<br><br>They might have listed the streets alphabetically and used random numbers (1) to select a sample<br><br><b>Allow any other appropriate response</b> | (2)   |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 10 (c)          | Award one mark for basic point about secondary data and a further mark for the development of how it might have been used.<br><br>They used census information to select the areas to select contrasting areas of the city (1) so that it could be compared with the primary data (1)<br><br>They used the IMD data base to select contrasting areas of the city (1) so that it could be compared with the primary data (1)<br><br>Do <b>not</b> award a mark for the simple identification of a legitimate secondary data source<br><br><b>Allow any other appropriate response</b> | (2)   |



| Question number | Answer   | Marks                                      |
|-----------------|--|--|
| 10 (d)          | <p>Award one mark for basic reason/evidence for the conclusion and a further mark for the development of that point to support, perhaps through data</p> <p>For two elements there is a contrast between the averages (1) between 2 and 3 for graffiti and litter (1)</p> <p>Major difference for traffic noise (1) although in this case worse in Lower Walton unlike the other measures (1)</p> <p>Range of street results quite similar (1) but obviously overall averages show that relatively few streets in Westgate have positive scores unlike Lower Walton (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(4)</b></p> <p>(1+1) +<br/>(1+1)</p> |

| Question Number | Indicative content  |
|-----------------|---|
| 10 (e)          | <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Assessment should include both strengths and weaknesses which are clearly distinguished.</li> <li>• Strengths might be both pragmatic – ease of collecting data and academic – sourcing useful information to answer/address a hypothesis/question.</li> <li>• Weaknesses might also be either pragmatic and/or academic</li> <li>• Academic weaknesses likely to address both issues of both accuracy and reliability</li> <li>• Accuracy might be explored through the quality of equipment used.</li> <li>• Accuracy might be explored through the care and attention taken by the students.</li> <li>• Reliability might be explored in terms of how typical the day was when primary data was collected.</li> <li>• Reliability might be explored through the quality of sampling in the selection of sites</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• Should include references to methods of primary data collection with clear focus on variations in quality of life either from place to place and/or from person to person or group to group to illustrate both strengths and weaknesses</li> <li>• Should have clear focus on at least one hypothesis and/or testable question</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Should include references to primary data gathered focussing on factors that might influence quality of life.</li><li>• Should include clear references to strengths in terms of practicality – time/resources/numbers</li><li>• Should include clear commentary about problems of data collection that might impact on accuracy and reliability e.g. numbers of responses.</li><li>• Should address issues of objectivity/subjectivity especially concerning Environmental Quality Surveys</li><li>• Should address sampling issues both in terms of places and also people</li><li>• May come to a view</li></ul> |
|--|---|

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material.   |
| Level 1 | 1-3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul> |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>                        |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>                  |

| Question number | Answer  | Marks |
|-----------------|---|-------|
| 11 (a)          | Award one mark for the correct answer and one for the working(s)<br><br>As in $(1.5+1.2) - (-0.5 + - 1.0) = 2.7 - 1.5 = +1.2$ | (2)   |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 11 (b)          | Award one mark each for following;<br><br>They might have surveyed all the streets in these districts (1) if they had the time/resources/numbers (1)<br><br>They might have sampled the streets (1) using an OS map to select (1)<br><br>They might have listed the streets alphabetically and used random numbers (1) to select a sample<br><br><b>Allow any other appropriate response</b> | (2)   |

| Question number | Answer   | Marks |
|-----------------|--|-------|
| 11 (c)          | Award one mark for basic point about secondary data and a further mark for the development of how it might have been used.<br><br>They used census information to select the areas to select contrasting areas of the city (1) so that it could be compared with the primary data (1)<br><br>They used the IMD data base to select contrasting areas of the city (1) so that it could be compared with the primary data (1)<br><br>Do <b>not</b> award a mark for the simple identification of a legitimate secondary data source<br><br><b>Allow any other appropriate response</b> | (2)   |

| Question number | Answer  | Marks                                      |
|-----------------|---|--|
| 11 (d)          | <p>Award one mark for basic reason/evidence for the conclusion and a further mark for the development of that point to support, perhaps through data</p> <p>For two elements there is a contrast between the averages (1) between 2 and 3 for graffiti and litter (1)</p> <p>Major difference for traffic noise (1) although in this case worse in Winterbourne Abbott unlike the other measures (1)</p> <p>Range of street results quite similar (1) but obviously overall averages show that relatively few streets in Lower Withering have positive scores unlike Winterbourne Abbott (1)</p> <p><b>Allow any other appropriate response</b></p> | <p><b>(4)</b></p> <p>(1+1) +<br/>(1+1)</p> |

| Question Number | Indicative content  |
|-----------------|---|
| 11 (e)          | <p style="text-align: center;"><b>AO3 (4 marks) / AO4 (4 marks)</b></p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Assessment should include both strengths and weaknesses which are clearly distinguished.</li> <li>• Strengths might be both pragmatic – ease of collecting data and academic – sourcing useful information to answer/address a hypothesis/question.</li> <li>• Weaknesses might also be either pragmatic and/or academic</li> <li>• Academic weaknesses likely to address both issues of both accuracy and reliability</li> <li>• Accuracy might be explored through the quality of equipment used.</li> <li>• Accuracy might be explored through the care and attention taken by the students.</li> <li>• Reliability might be explored in terms of how typical the day was when primary data was collected.</li> <li>• Reliability might be explored through the quality of sampling in the selection of sites</li> </ul> <p><b>AO4</b></p> <ul style="list-style-type: none"> <li>• Should include references to methods of primary data collection with clear focus on variations in quality of life either from place to</li> </ul> |

|  |   |
|--|---|
|  | <p>place and/or from person to person or group to group to illustrate both strengths and weaknesses</p> <ul style="list-style-type: none"><li>• Should have clear focus on at least one hypothesis and/or testable question</li><li>• Should include references to primary data gathered focussing on factors that might influence quality of life.</li><li>• Should include clear references to strengths in terms of practicality – time/resources/numbers</li><li>• Should include clear commentary about problems of data collection that might impact on accuracy and reliability e.g. numbers of responses.</li><li>• Should address issues of objectivity/subjectivity especially concerning Environmental Quality Surveys</li><li>• Should address sampling issues both in terms of places and also people</li><li>• May come to a view</li></ul> |
|--|---|

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material.   |
| Level 1 | 1-3  | <ul style="list-style-type: none"> <li>• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)</li> <li>• Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)</li> </ul> |
| Level 2 | 4-6  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> <li>• Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity using relevant geographical terminology occasionally. (AO4)</li> </ul>                        |
| Level 3 | 7-8  | <ul style="list-style-type: none"> <li>• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</li> <li>• All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)</li> </ul>                  |

