

# Pearson Edexcel Geography

## Key takeaways from 2024 for 2025





# Getting to know you

1. Please let us know how familiar you are to this paper and this specification:

- I am completely new to it
- I have been teaching it for less than two years
- I have been teaching it for more than two years

2. How did your candidates perform in GCSE this summer?

- Better than expected
- More or less as we expected
- Lower than we expected



# Improvements to the GCSE exams

As part of our ongoing review of our qualifications, we looked at the level of demand and accessibility of our GCSE Geography specifications and assessments and in response to this, we made the following improvements in the exams.

- No longer have 'Explain/Suggest' questions for 4 marks that are not structured/scaffolded. Continue to use 'Explain/Suggest' for 4 marks that are structured/scaffolded e.g. 'Explain/Suggest two
- made minor changes to the phrasing of questions to make the wording clearer to students, this includes some of our 8 mark extended response questions. Our command words and question styles remain the same
- added additional instructions to candidates to remind them to refer to resources in their responses in some of our 8-mark extended response and Explain/Suggest questions
- reviewed the level of detail in resources used in our exams to ensure information is accessible.

# Grade Statistics GCSE Geography B

	9		7		5		3		1	
	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023
Spec. B	4.8	4.8	25.3	25.8	54.5	55.5	82.2	81.7	98.4	98.4

- There is not much variation in the grade outcomes between 2023 and 2024, except for the grade 5 boundary whereby 1% less of candidates converted.
- More students gained a grade 2 and 3 however.



# 2024 vs 2023 grade boundaries

Geography B														
Overall grade boundaries				Max Mark	9	8	7	6	5	4	3	2	1	U
1GB0	Geography B	Subject	256	210	193	177	158	139	120	86	52	19	0	
Paper(s) 01 02 03														

Geography B													
Overall grade boundaries			Max Mark	9	8	7	6	5	4	3	2	1	U
1GB0	Geography B	Subject	256	211	194	177	156	136	116	82	48	14	0
Paper(s) 01 02 03													

- Very little movement grades 7–9.
- Three marks more for a grade 5.
- Four marks more for grades 2–4.

# Overview of exam performance GCSE Geography A

Geography A														
Overall grade boundaries				Max Mark	9	8	7	6	5	4	3	2	1	U
1GA0	Geography A	Subject	256	209	193	177	157	138	119	84	50	16	0	
Paper(s) 01 02 03														

Geography A													
Notional component grade boundaries			Max Mark	9	8	7	6	5	4	3	2	1	U
1GA0	Geography A Paper 01	Raw	94	74	68	63	55	48	41	28	16	4	0
1GA0	Geography A Paper 02	Raw	94	73	67	62	54	47	40	28	16	5	0
1GA0	Geography A Paper 03	Raw	64	59	54	49	44	40	36	26	16	7	0

GCSE Geography A																			
		9		8		7		6		5		4		3		2		1	
	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	
Pearson Edexcel A	6.7	6.5	16.3	15.4	28.5	26.9	43	40.9	56.1	54.7	67.4	66.9	81.9	81.6	92.4	92	98.3	98	

## 2. Explain/Suggest Questions



# Recent improvements to the exams

For the 2024 exams we:

- Introduced scaffolding on all 4-mark questions (Explain/Suggest)

(f) Explain **two** ways that tropical rainforests can be managed sustainably.

(4)

1

2

(d) Explain **one** negative social impact and **one** negative economic impact of rapid development.

(4)

**Social**

**Economic**



# The 'Explain/Suggest' questions

- 'Explain' questions dominate the GCSEs
- Candidates need to be instructed about the difference between 'describe' and 'explain'.
- In other words, the command word needs to be understood, as does how it appears.
- Explain questions can be worth 2, 3 or 4 marks:
  - Explain **one**...
  - Explain **two**... (always scaffolded and worth 4 marks)
  - Explain why/how (max 3 marks)
- 'Suggest' will always be used with a resource.



# The 'Assess/Evaluate' questions – the challenges and opportunities

- Across the whole GCSE there are 9 'assess/evaluate' questions (10 if we include the final 12-mark summative question on Paper 3).
- Some of these questions are tied to a resource, or resources, so combine AO4 and AO3.
- The other question on one or other of the fieldwork options also combines AO3 and AO4 but has **no resource** relying on candidates' ability to 'communicate enquiry specific findings with (varying) levels of clarity'. In other words, an understanding of their familiar fieldwork.



# Assess/Evaluate questions – the 'familiar' fieldwork question

There are six enquiry questions – candidates need to be familiar with these, set in the context of their own fieldwork experience in their two chosen environments (rivers or coasts, and either urban or rural).

1. What is being investigated? What is the enquiry question?
2. What techniques and methods were used to collect the data?
3. How was that data presented?
4. How was that data analysed? Were theories or models used in that analysis?
5. What conclusions were drawn reflecting back on the original question?
6. What were the strengths and weaknesses of the whole process?

Delivering better performance on  
the 'Explain...' and  
'Assess/Examine/Evaluate...'  
questions







# Command words

## **Explain**

To explain something is to provide a reasoned explanation of how or why something occurs; this requires a justification/exemplification of a point.






## **Assess/Examine**


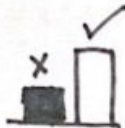
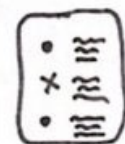
Assessment involves the use of evidence to determine the relative significance of something having given consideration to all relevant factors and to identify which are – 'is or are' most important.

## **Evaluate**

Evaluation involves weighting up the pros- and cons- of something and coming to a justified conclusion based on the evidence

# Writing requirements for 'assess' and 'evaluate' command words (8-mark questions)

Command Word	Visual	Definition	AO's
Describe		Give main characteristics of something (AO4) OR state steps in a process (AO2).	AO2 OR AO4
Compare		Give both the similarities and differences of something.	AO2 OR AO4
Explain		Give developed reasons for how or why something happens.	AO2 OR AO3
Suggest		Use your K&U to explain & justify why something <u>might</u> happen.	AO3
Examine (8 marks)		Explain how each factor contributes to the formation and how each interrelate (work together) (AO3) using evidence from the resource to support (AO4) and decide which factor(s) contribute most significantly to the formation.	AO3 & AO4

Command Word	Visual	Definition	AO's
Assess (8 marks)		Explain all relevant factors involved (AO2) and weigh-up to decide which is most important (AO3).	AO2 & AO3  OR AO3 & AO4 (4 marks per AO)
Evaluate (8 marks)		Weigh-up the pros and cons of something (including evidence to support) (AO2) and reach a justified conclusion (AO3).	AO2 & AO3  OR AO3 & AO4 (4 marks per AO)
Discuss (12 marks)		Give pros and cons of issue (AO2) and make a judgement (AO3), using evidence from figures to support point(s) (AO4).	AO2 & AO3 AO4 (4 marks per AO)



# ‘Explain’ questions

- Put together a list of key words that feature on the specification.
- Develop a bank of the different types of ‘Explain...’ questions for each topic that use those keywords.
- Don’t get too engaged in any one element – they do not need to know about five different impacts/strategies for Geog A Paper 1 Section A and Geog B Paper 2 however interesting they might be.
- Concentrate your feedback on establishing a clear understanding of what ‘explanation’ looks like!
- Use past papers as the medium for revision as often as you can – that will help with familiarity.
- ‘Beware’ of ‘Compare’

## Q1b

(b) Explain **one** reason why precipitation is higher in the western regions of the UK.

(2) 2 Q01b

<sup>cooler</sup>  
In areas of higher relief, air rises and cools to condense  
to form clouds. Western Regions are generally of a higher  
relief in the UK.

A good understanding of relief rainfall. 2 marks.

## Student responses – Explain **one** (3-mark)

(ii) Explain **one** reason why rainfall totals vary across the UK.

You must use evidence from Figure 5b in your answer.

(3) 3 Q05bii

Figure 5b shows a greater amount of rainfall along the west and north of the UK as above 100 mm on average compared to the south-east of the UK as below 100 mm on average. This is due to the west and north of the UK having a higher relief of land which means more air is rising to form clouds, leading to more rainfall.

(Total for Question 5 = 7 marks) 6



# 4-mark questions

These discriminate strongly (as designed) .

- 4-mark questions can be data stimulus – e.g. Q3diii required the use of evidence from a pair of maps
- All four 4-mark questions asked for 2 x extended points – it's like having 2 x 2-mark questions:
  - *state a reason = 1*
  - *give further explanation / extension = 1*

This style of question is a historic area of weakness at GCSE and A Level

- *1+1 marks (i.e. one mark per reason) are quite common*
- *Achieving 2+2 is rare*
- *the second half is often left blank.*
- Candidate performance is stronger on the 'explain' two resource-based questions (AO2 and AO3).

## Q3b

(b) Explain **two** ways in which rivers can erode the landscape.

(4) Q03b

1 By hydraulic action - the water in the river compresses air in cracks which causes pieces of rock to break off, widening the river.

2 By attrition abrasion, as sediment scrapes along the sides and edge of the river causing rock to break off, deepening and widening the channel.

Succinct and accurate explanations of hydraulic action and abrasion. 4 marks.



Q3f

(f) For a named megacity in **either** an emerging **or** developing country, explain **two** ways its location has influenced its growth.

(4) Q03f

Named megacity

Mumbai

- 1 Mumbai is located on the Coast meaning it has a very big port therefore it can trade very easily with other regions because it can import and export goods efficiently leading to a higher GDP and great growth
- 2 Mumbai is also located very near to the middle east which are fast growing and developed regions therefore this means they trade well with each other as developed countries in the middle east want to buy these products causing Mumbai to grow

The candidate has offered two different reasons, one being coastal location facilitating easier trade, and the other its proximity to the Middle East and establishing a trade deal/arrangement. 4 marks .





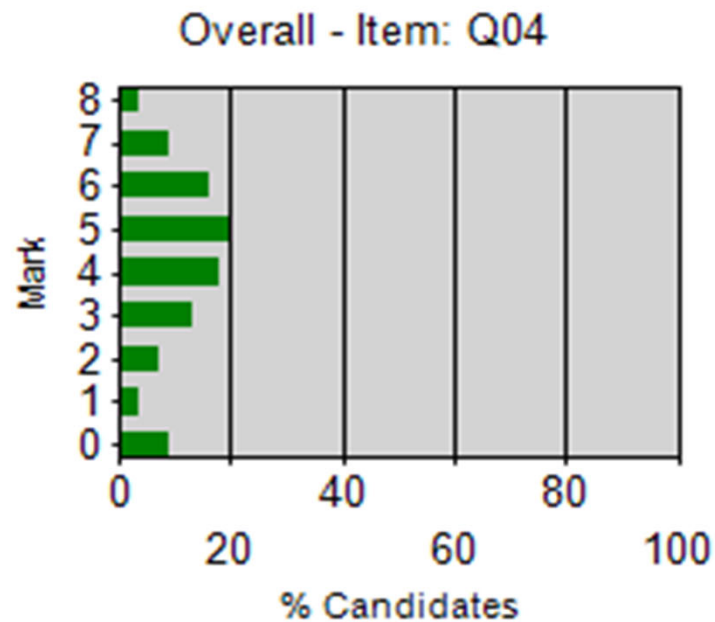
# ‘Assess/Examine/Evaluate’ questions with a resource

## **Remember!**

- An 8-mark answer generally comes from 3 well-developed and argued points from the resource – not lists of what the student knows from case studies.
- So candidates need to select three points from the resource and develop their explanations around an argument.



Assess the physical and human reasons for the changes in flood event in the past 100 years. (8)



- 4 Analyse Figure 2a and Figure 2b which have information about major flood events in England and Wales between 1920 and 2019.

Figure 2a shows the number of major flood events in each twenty-year period since 1920.

Figure 2b provides information about the five largest flood events as measured by the number of properties flooded and the number of deaths.

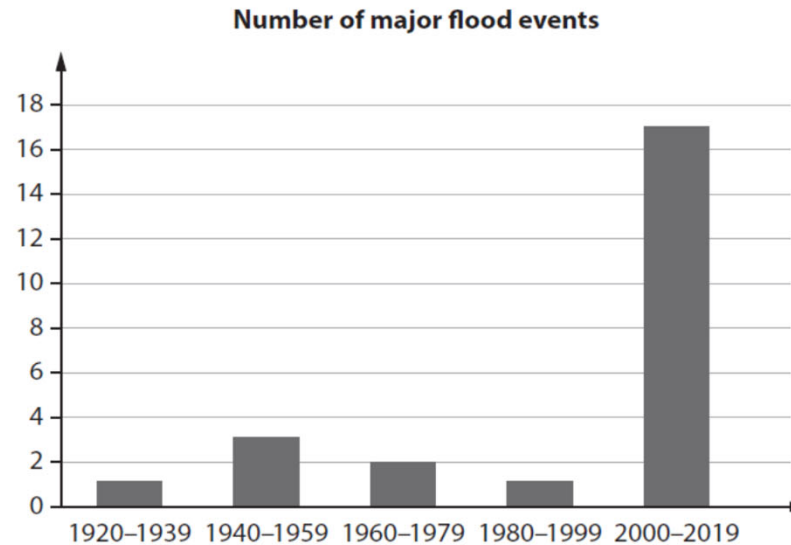


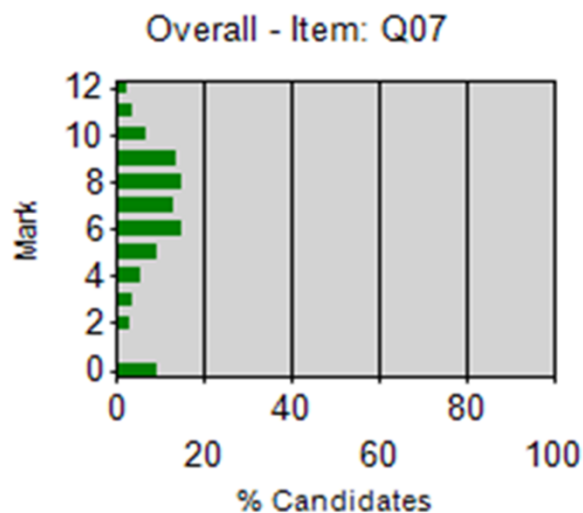
Figure 2a

Date	Cause of flooding	Location	Properties flooded	Deaths
1928	Tides, heavy rainfall and snow melt	London and Thames valley	40,000	14
1953	Tides and storm surge	East coast from Lincolnshire to Essex	24,000	307
2007	Heavy rainfall, river flooding	Midlands, Northern and South-east England	55,000	13
2013	Heavy rainfall, coastal storm surge	South-east England	11,000	0
2016	Winter storm (Desmond)	Northern England and Wales	21,000	0

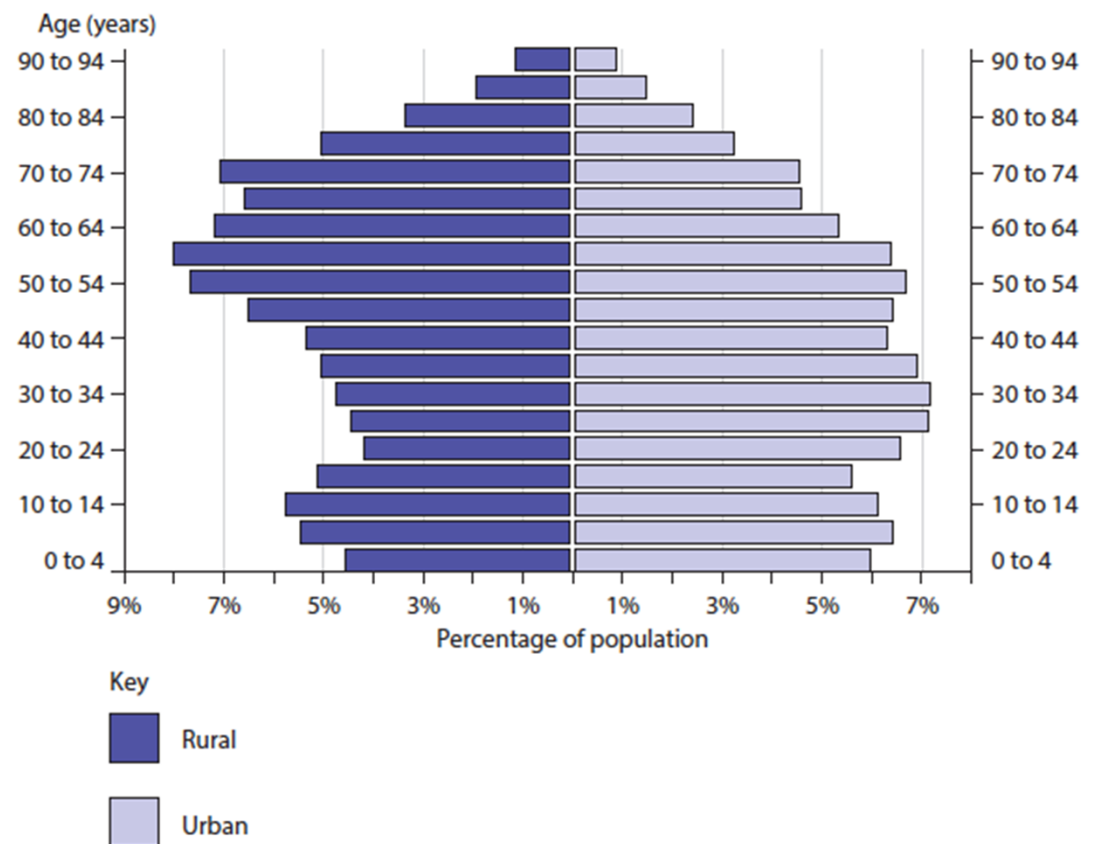
Figure 2b

Assess the possible causes for the differences in the age structure of England's urban and rural populations.

- Q4 is broadly physical, Q7 human.
- They are 8 mark\* (plus SPaG on Q7) questions with a data resource.
- The lead instruction is 'analyse', then the command word 'assess' – analyse in this case simply means '*study the data*'.
- These questions discriminate well.



7 Analyse the information in Figure 6 which includes the different age structures of the urban and rural populations of England, in 2020.

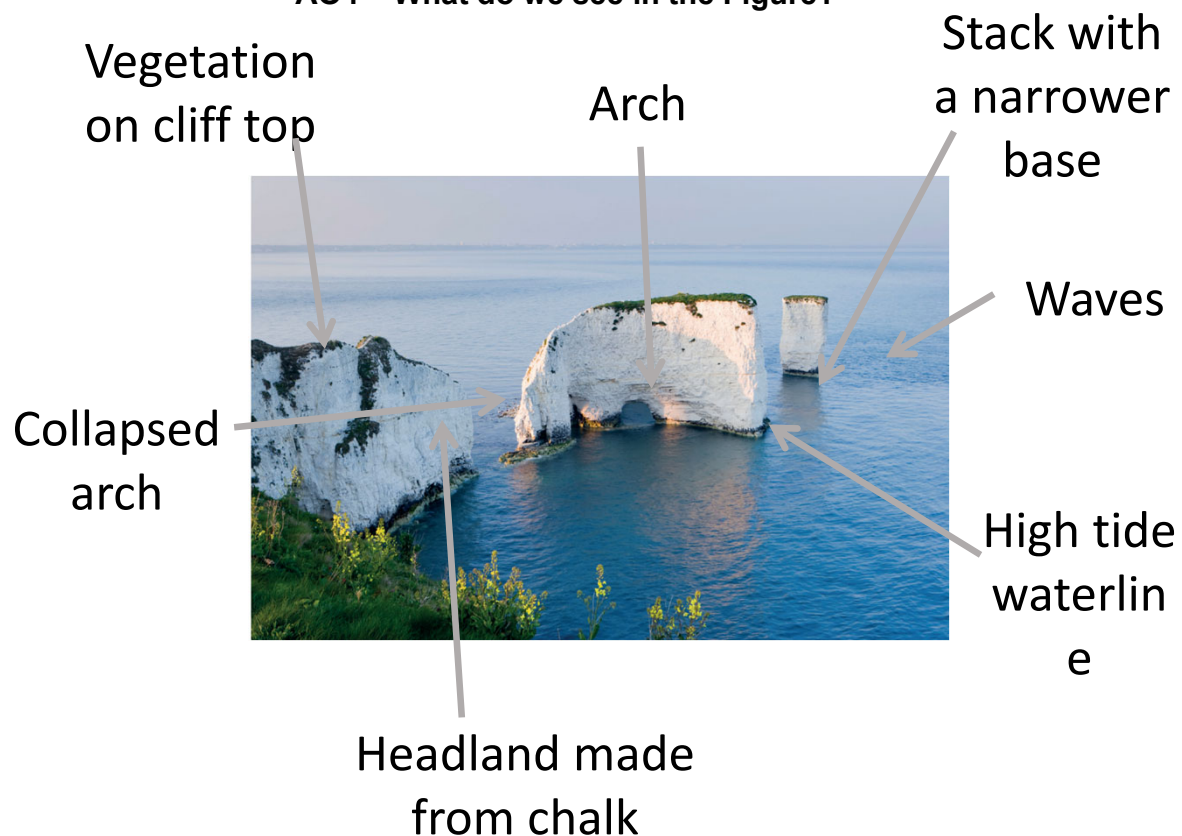


- Nearly 47 million live in urban areas and nearly 10 million live in rural areas
- The population of both urban and rural areas has risen since 2011
- Most of the rural population live within an hour's journey to a large town or city

Figure 6

**Examine** the role of physical processes in the formation of the coastal landforms shown.

AO4 – What do we see in the Figure?



AO3 – How does geography explain what you see?

1. Discordant coastline with alternating bands of hard and soft rock.
2. Headland, cave, arch, stack
3. Destructive waves are likely dominant. Headlands are exposed to more wave energy due to refraction of the waves.
4. the dominant processes are erosion (hydraulic action and abrasion), although weathering (biological, chemical) contribute to the landscape along with rock falls (landslides)

# Student responses – Examine

AO3

AO4

(d) Study Figures 2b and 2c in the Resource Booklet.

Examine the role of different physical processes in the formation of the coastal landforms shown in Figures 2b and 2c.

You must use evidence from Figures 2b and 2c in your answer.

(8) 3 Q02d

First form is a ~~stack~~ **stack**. This is where all the ~~majority~~ rocks is stacked up on its self, in this case **chalk**. Next is a **cave**. The water slowly erodes away at the base of the cliff. The most common area that is eroded away first is the middle due to any water ~~that~~ eroding the sides have a quicker path ~~to~~ to splash away. After eroding the centre, a small gap called a cave forms. Then

comes an **arch**, water has started to erode the top of the cave, causing the gap to increase in ~~length~~ ~~2nd~~ size. Lastly, comes a smaller stack. Eventually the piece of rock connecting the arch loses all structure and support and collapses. ~~After~~ ~~that~~ Lastly, comes a stump, where the stack finally collapses due to erosion.

# Student responses – Examine

A03

A04

Examine the role of different physical processes in the formation of the coastal landforms shown in Figures 2b and 2c.

You must use evidence from Figures 2b and 2c in your answer.

(8)7 Q02d

The Old Harry Rocks are located at OS 825 to the north-east of Ballard Point as seen in Figure 2c. Figure 2b states the Dorset coastline is discordant so consists of both hard and soft rock. It also states the Old Harry Rocks are formed from chalk which is a sedimentary rock type. They have been affected by mass movement processes such as sliding and slumping. They have also been affected by a range of erosional processes such as hydraulic action and abrasion.

As these rocks are made of chalk, they are more vulnerable to erosion and weathering. The rocks contain faults and joints which widen and deepen over time due to continuous abrasion and hydraulic action. This leads to the formation of an arch as seen in Figure 2b. Biological weathering due to the vegetation seen on top of the rock in Figure 2b weakens the rock even further, causing the arch to collapse which forms a stack as seen in Figure 2b as well.

In conclusion, erosion is the most significant physical process in the formation of the arch and stack seen in Figure 2b as it is the main reason why the faults in the rock get deeper and wider over time.



# Describing distributions – the technique

How to decipher patterns

- General pattern/distribution. Is it even or uneven?
- Does it sub-divide into coherent areas/zones?
- Any anomalies in these subdivisions?





# Describing distributions – the vocabulary

Limited range of words needed

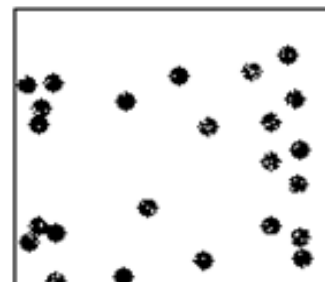
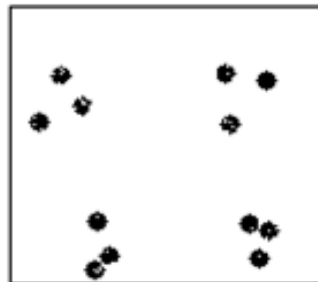
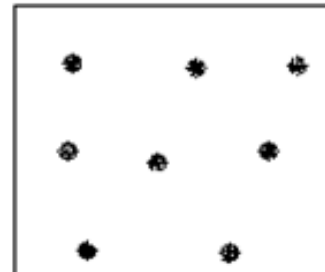
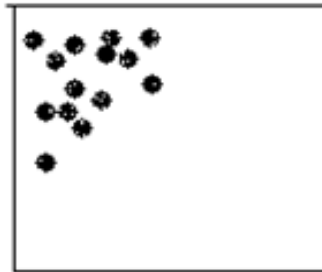
- Even or uneven
- Dispersed or clustered
- High or low density

Encourage the use of

- relative/comparative language
- ... and get them to manipulate data if at all possible.



# Describing distributions – the reality






# Describing trends – the technique

How to decipher trends:

1. Overview: is it consistent or irregular?
2. Does it sub-divide into coherent periods?
3. Any anomalies in these sub-divisions?



# Describing trends – the vocabulary

Once again, a limited range of terms needed:

- Up/down/constant
- Consistent, irregular
- Rate is faster/slower/constant

# Describing trends – the reality



# Change – before and after

- Merthyr Tydfil was once a major centre of UK industry based on the co-location of coal and iron ore.
- There were 1.1 million miners in the UK in 1911 – today there are less than 500.
- Today it is one of the most deprived towns in the UK.
- Therefore, economic changes are important.



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# More multiplier effect

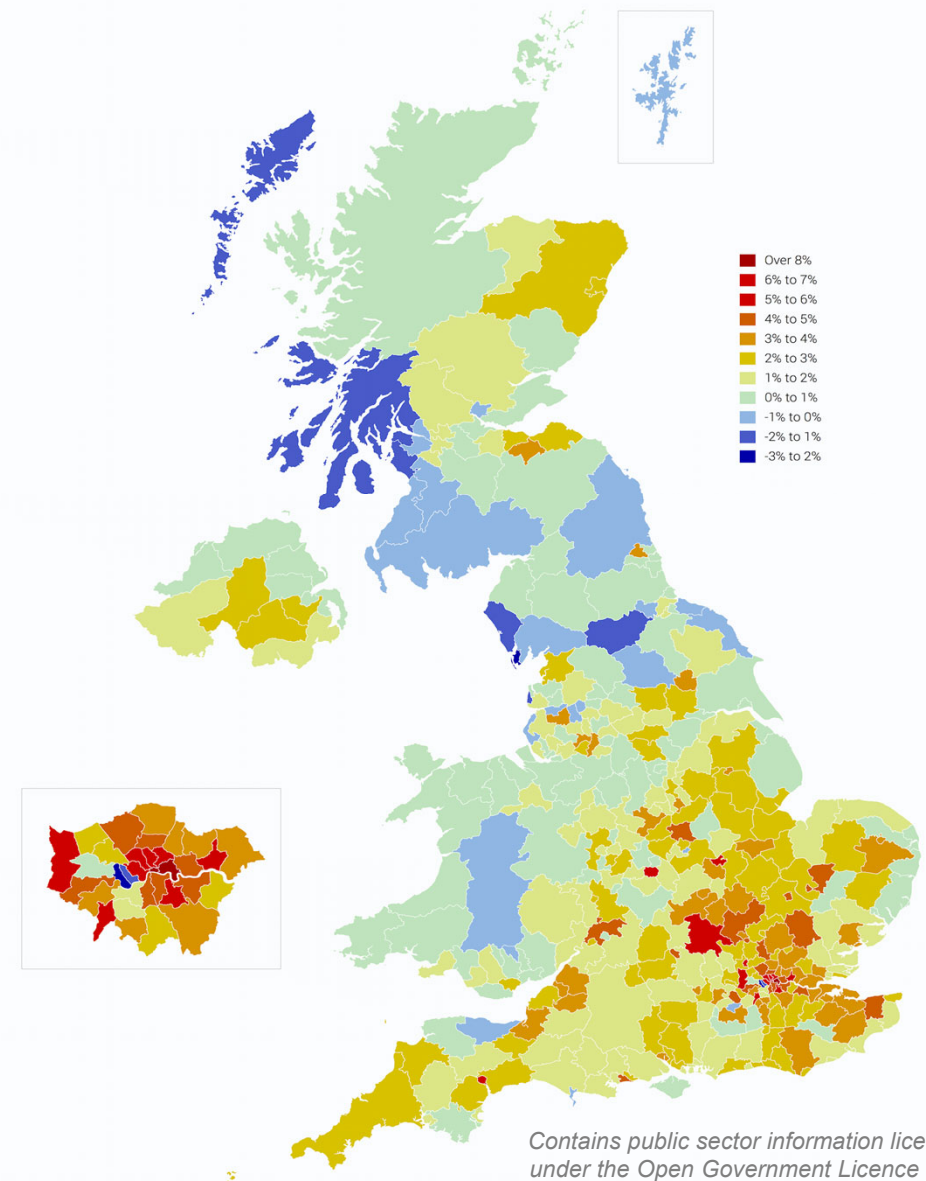
- One thing leads to another.




Flow diagram showing a multiplier effect

## POPULATION CHANGE 2011 TO 2014

COMPARING MID-2014 ONS POPULATION ESTIMATES WITH 2011 CENSUS FIGURES (GB) AND MID-2011 NISRA POPULATION ESTIMATES (NI)





# ‘Assess/Evaluate’ questions without a resource

*Remember!*

- *An 8-mark answer generally comes from 3 well-developed and argued points. Case studies (AO2) form the basis of evidence used in developing an argument (AO3)*

# Student responses – Evaluate

AO2

AO3

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

- (f) Evaluate whether, in a named developing or emerging country, the positive impacts of rapid development outweigh the negative impacts.

3 Q02f  
(8) 2 Q2fSP

Named developing or emerging country

~~more~~ Mexico

Due to the rapid development in ~~Mexico~~ ~~Mexico~~ ~~city~~ Mexico city  
for example ~~more~~ city Mexico city  
there is a rapid increase in population  
growth, which is negative because ~~the~~ it  
puts more stress on the Government and  
can affect the quality of life but it  
~~also~~ also brings in more workers which  
can be positive.

rapid development is also positive  
as it can improve the  
quality of life which is  
good for the residents but it  
can also be affected negatively  
as the quality of life can be  
worsened due to over population.

Another negative impact is that  
the ~~govem~~ Government might be  
spending substantial amounts of  
money which can lead to them running  
out of money and having to borrow  
from other countries which would lead  
to debt.

To conclude the negative impacts  
outweigh the positive impacts  
of rapid development.



# Student responses – Evaluate

A02

A03

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

- (f) Evaluate whether, in a named developing or emerging country, the positive impacts of rapid development outweigh the negative impacts.

8 Q02f  
(8) 4 Q2fSF

Named developing or emerging country

India

The positive impacts of rapid development consist of companies decentralising their business and moving an asset of their company to an emerging country like India, due to the lower taxes and longer working hours. TNC's are attracted to the developing region due to the English speaking population, which means there is foreign direct investment and therefore more jobs are created and therefore more tax is paid to the Government which therefore means that the Government can pay more money on things like education and health. This means the life expectancy increases and the quality of life increases. However, the threat of outsourcing the business is that it is too loose, which means that the company can move at any time if there is another country with lower taxes and more working hours. This is risky as therefore if this does happen people will lose their jobs and crime rates will therefore increase. The rural periphery will also be outcast which is harmful due to the substance farming and low connectivity, which means TNC's are not attracted to the region due to the low literacy rates and more people will leave rural areas and this causes the brain drain and overcrowding of urban areas. However, the presence of TNC's impact development more positively and therefore means that the country progresses. Maharashtra has an average income of 930 pounds per month compared to \$75 in

Bihar, the rural periphery. The literacy rate in Bihar is 35% compared to 99% in Maharashtra. The fertility rate is much higher in Maharashtra. I think that in this case though, the positive do outweigh the negatives.

The negatives of rapid development can consist of poor sanitation and poor housing and the establishment of slum towns. The authorities cannot deal with the growing demand for housing. This means that the place becomes contaminated. Growing population also puts a strain on resources, with the supply being depleted due to the growing demand for it. I believe that this is crucial in the impact of rapid development.

However, the opening of the market in 1990 meant that FDI was available and countries could trade with India. It joined the WTO

and therefore guaranteed a market for goods. Also, there was an increase in the tertiary sector in presence of the TNC's which meant more money could be spent on services which increases the wealth of the service sector.

The growing of factories means that there is an environmental strain because the negative impacts of the secondary sector is that air pollution increases due to the use of fossil fuels, which is very harmful and kills 5 million people in India per year. Also, factory owners do not abide by the working hours rule which puts a strain on the workers and also do not abide by the wages, which decreases quality of life. This is negative for development because quality of life decreases.

In conclusion, I think that the negatives outweigh the positives because the TNC's are not a permanent solution to poverty and therefore the effectiveness is undermined by this temporary solution.

# Student responses – Assess

A02

A03

(d) Assess the reasons why individuals and organisations may have different views about the sustainable use of water resources.

(8) 3 Q05d

The most important reason is

Some people may not like the policies that they have to follow e.g. have to have short gardens and may disagree with this and they might not follow the rules.

~~Another~~ Another important reason

is some organisations may think that the methods are not effective and may want to use other

methods that are more effective and more effective.

The next important reason is some people may not like the different methods as they can be expensive which can lead to a tax increase so the government can have more money which means they will have to pay more tax.

To conclude people have many different views on sustainable water use and some are more important than the others.

(Total for Question 5 – 20 marks)

# Q3g

(g) Many megacities are experiencing rapid population growth.

For a named megacity, assess the social and environmental challenges caused by rapid population growth for people living in this city.

(8) Q03g

Named megacity

Mumbai.

Social

Due to Mumbai's rapid population growth, rent and accommodation prices are increasing. This ~~is a~~ creates a ~~ha~~ large challenge in Mumbai, as many residents are forced to live in the slums. The slums house very low quality of life as it is extremely dirty and unsanitary - this can result in frequent illness and death. An increased population in the slums could result in less resources for the people resulting in ~~crime~~ increase crime, sickness and death. However, living in the slums provides many opportunities of informal employment, providing income to the community. Mumbai's rapid <sup>population</sup> growth also results in increased traffic congestion. This results in ~~be~~ more people developing asthma and other illnesses.

Environmental - Mumbai's rapid population growth results in more green spaces being destroyed for housing/infrastructure. This creates challenges for Mumbai as a lack of green area could severely decrease the air quality of the city. These green areas are also habitats for many species. By destroying these green spaces for housing/infrastructure, habitats are destroyed and many animals are displaced. This also results in a lack of possible farmland causing Mumbai to mostly rely on trade in order to receive certain foods. Resulting in more

money being spent on trade rather than finding ways in preserving green spaces.

The candidate has offered generic challenges of rapid population growth in Mumbai. The response also lacks assessment. 5 marks.

Delivering better performance on  
the fieldwork questions





# Fieldwork questions

- It's essential to teach to the six stages of fieldwork enquiry
- The exam covers at least 2 of the 6 stages of the enquiry process each year.
- This means that all of these stages need to be covered.
- Exam questions focus on students' own fieldwork (**familiar context**) and on the fieldwork of others (**unfamiliar context**) i.e. application.

In the examination in any given year, students will be assessed on **at least two** of the six enquiry stages below, **across both** their investigations:

Stage in the enquiry process	Description
1	Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.
2	Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
3	Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).
4	Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.
5	Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
6	Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

**Parts 1 and 3 are easily overlooked!**



# Fieldwork requirements in the specification

## Investigating river processes and pressures

*Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.*

Fieldwork and research	General focus of fieldwork
<b>1. Formulating enquiry questions</b>	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task.
<b>2. Selecting fieldwork methods</b>	Fieldwork data collection must include at least: <ul style="list-style-type: none"><li>• one quantitative fieldwork method to measure changes in river channel characteristics</li><li>• one qualitative fieldwork method to collect data on factors that might influence flood risk.</li></ul>
<b>3. Secondary data sources</b>	<ul style="list-style-type: none"><li>• A flood risk map e.g. Environmental Agency Flood Risk map</li><li>• One other source chosen by the centre.</li></ul>

So the Principal Examiner will assume that candidates have:

- measured changes in river channel characteristics (or coastal equivalent)
  - used a qualitative method on the 'factors that affect flood risk'
- but can assume nothing else.

# Fieldwork question pain points

- Qualitative and quantitative data caught many candidates out emphasising the need to know the difference between qualitative and quantitative data.
- Describe or explain a method
- Sampling strategies
- Similarly, the difference between primary and secondary data still presents a barrier. This links to a point later that I will make about key terms.
- All of the 8-mark fieldwork questions performed less well. This demonstrates a need to practice both familiar and unfamiliar equally.

## Q9c

(c) Explain **one** way in which the qualitative data that you collected helped your investigation.

(2) 2 Q09

we took photos which we then used to examine the surrounding  
characteristics and refer to in our evaluation.

Accurate qualitative data to 'examine the surrounding characteristics' and refer to in the 'evaluation'. 2 marks.

Question number	Answer	Marks
9 (c)	<p>Award <b>one</b> mark for basic identification of the qualitative method chosen and <b>one</b> mark for a comment on its usefulness.</p> <p>For example:</p> <p>We interviewed a number of local people (1) to discover what they felt about the flood risk in their area (1)</p> <p><b>Do not credit answers that focus on secondary data</b></p> <p><b>Allow any other appropriate response</b></p>	<p><b>(2)</b></p> <p>(1+1)</p>



# Describe / Explain **one** method

- (a) (i) Describe **one** fieldwork method that could have been used by the students to measure sediment size.

(20 Q02ai

Pebble analysis is choosing rocks at different parts of the beach and measuring its length.

- (ii) Explain **one** disadvantage of using this fieldwork method.

(20 Q02aii

Students are prone to pick up bigger rocks which may alter the results.

# Describe / Explain **one** method

- (a) (i) Describe **one** fieldwork method that could have been used by the students to measure sediment size.

✓ (22) Q02ai

By using random sampling along a transect, collect rocks then use either a ruler to measure the length and width of the rock or use a specific device that measures it more precisely for you.

- (ii) Explain **one** disadvantage of using this fieldwork method.

✓ (22) Q02aii

The results can vary due to human error of misreading the measurements on ruler / device used therefore leading to varying results which reduces the accuracy reliability of investigation.

# Describe / Explain **one** method

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✓ (22) Q02aii

The results can vary due to human error of misreading the measurements on ruler / device used therefore leading to varying results which reduces the accuracy reliability of investigation.

# Familiar and unfamiliar 8-mark questions

## Figure 6

Evaluate the strengths and weaknesses of both the enquiry question and the outline plan.

You must use evidence from Figure 6 in your answer.

(8)

- (b) You have carried out your own fieldwork, investigating how and why deprivation varies within rural areas in the UK.

Assess the importance of your own (primary) data and secondary data in reaching your conclusions.

(8)



# General guidance to improve performance on the unfamiliar questions

- Get your timing right – one of the lessons of 2022 is that candidates can do better on this question than most of the other 8-mark questions across the whole specification
- Be clear why you chose **your** location (general area for data collection) and how you chose your sites (the points where you actually took measurements).
- Did you consider how much time you needed to reach your locations and sites and carry out your work?
- Were there any access problems in collecting your data – legal or practical?
- What safety and ethical issues might arise from your attempt to collect primary data?
- Did you use any sampling – was it systematic or stratified and why that choice?
- Be clear what techniques you have used in **your** primary data collection and how they may have been both inaccurate and unreliable – was your equipment good enough to produce accurate measurements?
- How much of your primary data relied on subjective rather than objective data?
- What qualitative data did you collect?
- What were your secondary data sources?

## Common mistakes and tips



# Common mistakes across all papers

## Exam technique reasons:

- Writing style for 'assess' and 'evaluate' command words (8-mark questions).
- 4-mark (2+2) questions without a resource (AO1 and AO2) – breadth of knowledge.
- Developing a chain of reasoning – depth of knowledge.
- Missing out graph completion questions
- Not following the rubric (one decimal place etc, incomplete working) on 'calculate questions'
- Imbalance of AO3 and AO4 content for responses to 'examine/assess' questions
- Rubric issues in terms of completing both optional questions

## Content-related reasons:

- Application of knowledge (AO3) – on 'examine/assess' questions – explaining in depth the processes responsible for what is shown in the resource.
- Recall of geographical vocabulary.
- Superficial or generic K+U of detailed content linked to 8-mark questions without a resource

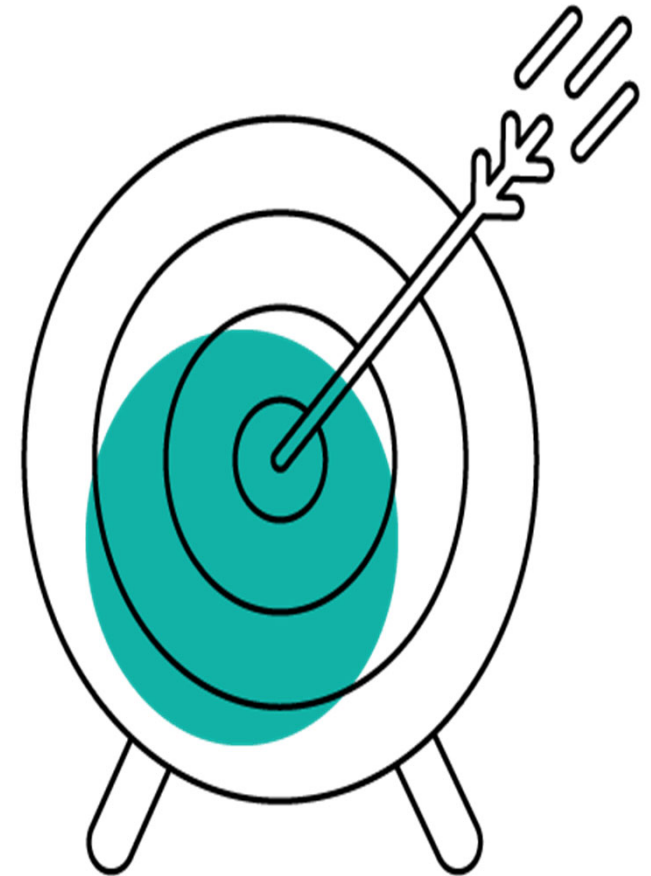
# General tips

1. Climate and atmosphere – the majority of answers show a very limited grasp of the physical processes associated with weather, climate and atmosphere.
  2. A general lack of understanding on how river processes change from the upper course to the lower course.
- The merging of country/people/government – try to move beyond 'it is good for India'. Remember that Assess and Explain dominate this paper (as they do the others)
  - Understand the different types of 8-mark assess questions
  - Understand the different types of 'Explain...' questions
  - Understand the AOs that are being tested
  - Embed them in your teaching and your testing
  - Make your own questions
  - All candidates should get something from the 3 resource- based 'Assess/Examine' questions at least Level 1 for saying something about the resource!



# Summary

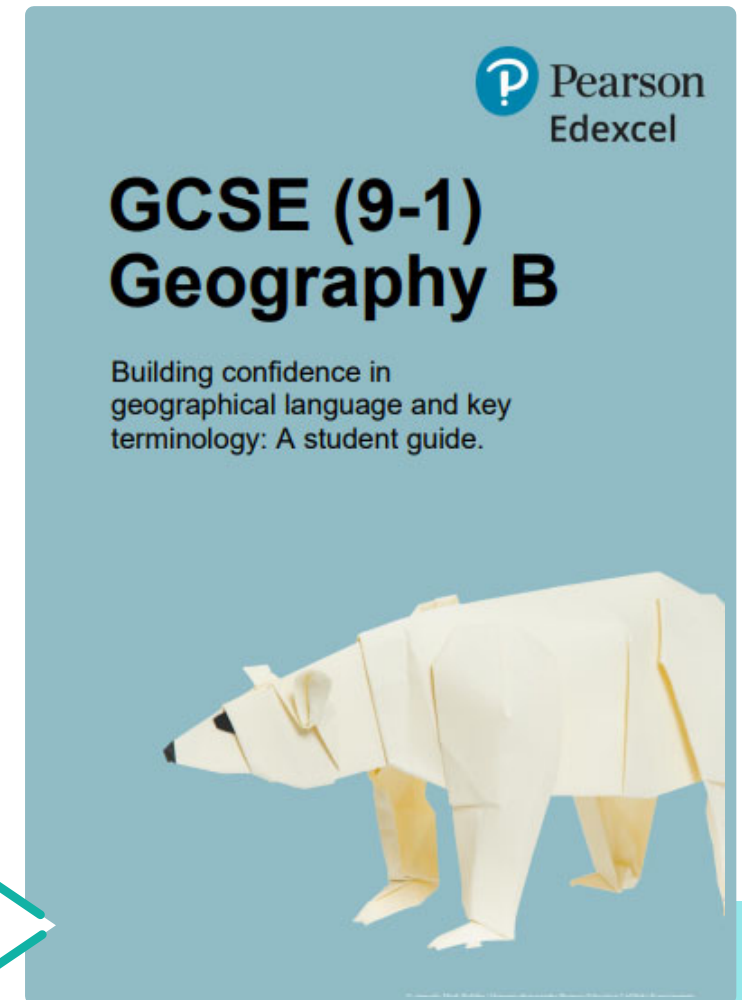
- There are some common strengths across the three exam papers:
  - Candidates are getting better at using the resources provided more effectively in their responses and this is increasing performance on those questions more than those without
- There are some common challenges across the three exam papers:
  - Writing responses to meet the demands of 'assess' and 'evaluate' questions
  - Explain/suggest one 3-mark questions often present a challenge
  - Explain two 4-mark questions without a resource often present a challenge.



## Key terms

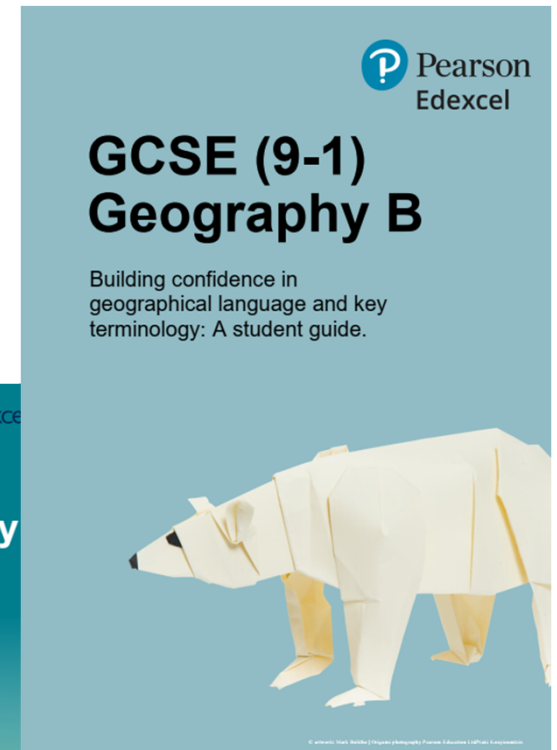
- Intermediate technology
- Landscape vs. landform
- Colonialism and neo-colonialism
- Unconventional fossil fuels
- Quantitative and qualitative
- Primary and secondary

[geog-b-key-terms-and-lang-student-guide.pdf](https://www.pearson.com/9780131903081/geog-b-key-terms-and-lang-student-guide.pdf)  
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## 2. A level hints and tips






In the Explain 6- and 8-mark questions, do students need to bring in other factors from beyond the question wording?

In these 'Explain' questions, students are not expected to do any assessment of the factors that relate to the question, so they aren't required to make any judgements about the role/contribution of factors to the context presented in the question.




In the 'Assess' 12-mark questions, how far can students get in the mark scheme if there is no assessment demonstrated in their response?

Without making any form of judgement and argument about the significance of factors, students would be limited to Level 1 (1-4 marks) in the 12-mark 'Assess' questions.



In the extended response questions e.g. the 20-mark Evaluate questions in Papers 1 and 2, what is the difference between AO1 and AO2?

In the longer essay questions, AO1 marks are awarded to students for demonstrating knowledge and understanding of the taught specification content, its accuracy, and its relevance of the question title. Most of the marks available in these questions in Papers 1 and 2 are for demonstrating AO2. These AO2 marks are awarded for deconstructing the key terms in the question, their interpretation of the question title and their selection evidence/examples to support this, and their judgements/conclusions. P



Can both 'place studies' be within one borough/county?  
What if the place that my school is in doesn't have much for students to study?AO2?

Your local place doesn't have to be where the school is located, it could be somewhere relatively nearby that has more for the students to study. You can choose two places within the same borough or county, for example studying two contrasting wards within the Royal Borough of Kensington and Chelsea.