Pearson
Edexcel

Examiners' Report
June 2023

GCSE Geography A 1GA0 03

ResultsPlus

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

ResultsPlus

Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2023

Publications Code 1GA0_03_2306_ER

Introduction

This was the fifth series of the Pearson Edexcel GCSE (9-1) Geography A specification. This Examiner's Report is intended to provide an insight into performance on Paper 3 – Geographical Investigation: Fieldwork and UK Challenges – in particular, analysing the majority of questions in terms of what went well and where common mistakes and underperformance were evident.

The structure of the paper for this summer series returned to its normal structure and is outlined below.

This paper consists of three sections. Of the 64 marks, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology. The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions. The command words which are used in this paper are defined on page 43 of the specification. Each of the questions is mapped to one or more of the Assessment Objectives (AOs).

In **Section A:** Physical Environments, candidates are required to answer either Q1 (River Environments) or Q2 (Coastal Environments), dependent on their chosen fieldwork investigation. This section is awarded a total of 18 marks.

In **Section B:** Human Environments, candidates are required to answer either Q3 (Urban Environments) or Q4 (Rural Environments), dependent on their chosen fieldwork investigation. This section is awarded a total of 18 marks.

In **Section C:** UK Challenges, candidates are required to answer all questions, with 4 marks available for spelling, punctuation and grammar on Q5(f), giving a total mark tariff of 28 for this section.

Overall, candidates found the extended fieldwork questions challenging in particular, where they were expected to demonstrate they could make sound judgements (AO3) based on either their own fieldwork experience or fieldwork in an unfamiliar context. This is a recurring pattern from previous series with 'fieldwork colour' not always evident in the responses seen across the cohort of candidates who completed the paper. Alongside this, candidates understanding of the different components of the fieldwork enquiry process was not always evident for this summer series with some candidates confusing one stage of the enquiry process with another which led to responses not always answering the question that had been set.

Question 1 (a)

In this question, candidates were asked to explain one advantage of a sampling strategy they had used in their fieldwork investigation. In a larger proportion of responses seen by examiners, candidates misinterpreted the question, talking about their data collection method such as measuring velocity of the river rather than the advantage of a sampling strategy linked to a method. For the candidates who did talk about a sampling strategy, this was often random, systemic, or stratified. When candidates did score full marks, there was a clear development of why the chosen sampling strategy was an advantage. As in previous series, the WHY part of candidates' responses in this 2-mark tariff question was often missing.

1 You have studied a river landscape as part of your geographical investigation.

Name of your fieldwork location

River Tillingbourne Abinger hangar.

(a) Explain **one** advantage of a sampling strategy you used in your geographical investigation.

(2)

Named sampling strategy

Stratified

~~Wher~~ It was difficult to get reg-lar and accurate depths across the river, due to the uneven bedload ~~cost~~ making it easy for the mete stick to slip into a different part of the river.

ResultsPlus
Examiner Comments

This response scored 0 marks. The candidate has misread the question and written about a limitation of collecting river depth data and not about the advantage of a sampling strategy.

ResultsPlus
Examiner Tip

When candidates are reading questions, it might be helpful for them to use a highlighter to focus on the key words asked.

Question 1 (b)

This question required candidates to explain a risk they considered before carrying out their data collection. This question was answered well by most candidates who were able to name a risk 'tripping over a rock' and then develop this to say either why this might be a risk or, in other examples seen by examiners, how this risk might be reduced.

(b) Explain **one** risk you considered before carrying out the data collection at your chosen location.

(2)

Named risk

Rapids part of river.

One part of the river was very fast. For precaution; we made sure we had suitable clothing (wellies) on when we went in the river ~~to~~ to reduce risk of injury.

ResultsPlus
Examiner Comments

This response scored 2 marks. The candidate has indicated a risk relating to the flow of the water and explained how this risk was reduced.

ResultsPlus
Examiner Tip

In this 2-mark 'explain' question, remind candidates to develop their point by thinking about the WHAT and the WHY. In this question, WHAT is a risk you considered and WHY was it a risk or HOW was it reduced?

(b) Explain **one** risk you considered before carrying out the data collection at your chosen location.

(2)

Named risk

Sharp rocks in ~~the~~ the river.

I wore rubber soled ~~boots~~ boots into the river to prevent injury from sharp rocks.

ResultsPlus
Examiner Comments

This response scored 2 marks. The candidate has provided an example of a suitable risk 'sharp rocks in the river' and developed this to say HOW this risk was reduced by wearing 'rubber soled boots to prevent injury.'

Question 1 (c)

In this 2-mark 'explain' question, candidates were asked to explain one way their investigation helped understand how river processes affect people. Most candidates were able to indicate a river process such as 'flooding' or 'erosion', but were often unable to develop this to say HOW these processes affect people. All too often the responses seen by examiners were generic. The best responses gave a clear explanation of how the processes affect people. For future series, it is recommended that candidates have a clear understanding of the role river processes can have on the lives of people living nearby.

(c) Explain **one** way your investigation helped you understand how river processes affect people.

(2)

Investigation helped to understand that one erosion processes like deposition, increase the risk of flood which cause agri crop failure for people.

ResultsPlus
Examiner Comments

This response achieved 2 marks. The candidate has suggested a process that happens in river landscapes and developed this to explain how the processes affect people – 'crop failure'.

Question 1 (d)

In this question, candidates were required to explain two ways they attempted to improve the accuracy of their data collection methods. Most candidates were able to suggest two points on improving the accuracy of their methods such as 'repetition' or 'the same person recording a particular measurement' but didn't develop the two points to explain why this would have potentially improved the accuracy of their results. Some candidates used the word 'accuracy' from the question to develop their point which was repetition rather than a sufficient development of their initial idea. Candidates who did score full marks developed their point to outline why this approach contributed towards improving the accuracy of the method.

(d) Explain **two** ways you tried to make sure that your data collection methods were accurate.

(4)

1 ~~We done it more than one time to make sure it was accurate.~~

When we ~~throo~~ threw the apple we make sure it got thrown when we started the stopwatch.

2 Held the measuring tape tightly to make it more accurate

ResultsPlus
Examiner Comments

This response scored 2 marks. The candidate has provided two points, but neither of these have been developed to say WHY this helped to improve the accuracy of the data collection methods.

Question 1 (e)

In this extended 8-mark question, candidates were required to assess the extent to which they agreed with the conclusion that changes in width were more in line with the expectations based on Figures 1a and 1b.

While the mark scheme identifies the indicative content for this question, this is not an exhaustive list and candidates were awarded marks for relevant understanding, interpretation and skills which were not listed. Ultimately, when deciding on the final mark, examiners used the level descriptors to allocate a 'best fit' level to the response and then decided where, within the level, the response fell. The level descriptors are the same for all 'evaluate' questions, and across all the papers in both GCSE Geography specifications. It is therefore important that centres and candidates become familiar with them and how they are applied in the context of the paper and specific question that is being asked. In the case of these questions, the assessment objectives (AOs) which were being examined were AO3 (4 marks) and AO4 (4 marks).

To demonstrate evidence for AO4, candidates needed to extract data from Figure 1a and 1b as part of their assessment of the conclusion. Most candidates were able to successfully extract data from the Figures and demonstrated a good understanding of how to analyse data to highlight the anomalies in the river width and depth. However, candidates found it more challenging to reach the higher marks in Level 3 due to a lack of AO3 on the reasons for the anomalies in the data and why this might affect the extent to which the conclusion can be agreed with.

(e) Study Figures 1a and 1b in the Resource Booklet.

A group of students investigating a river expected both width and depth to increase downstream.

After analysing Figures 1a and 1b, the students concluded that changes in width were more in line with their expectations.

Assess the extent to which you agree with this conclusion.

(8)

~~I~~ I think that the students were correct with the width of the river increased downstream, as the graph shows that as the distance from the source increased, the width of the river also increased. However, there are a couple of anomalies for example when the distance is around 500m. ~~I think that the~~ But overall, I agree that the width does increase, as ~~river~~ the river has a greater discharge from the ~~source to~~ upper course to the lower course, so there is greater lateral erosion as the river also gains velocity, and as the river erodes more, the width increases. ~~However I disagree~~ I also agree with the statement about depth increasing, as even though on the graph, the depth increases more gradually and there are a couple of irregularities for example the depth was high at 90cm when the distance was 600m, and then it decreased

before going back to 90cm again. As the river's cross sectional area increases from ~~the upper course to the lower cource~~ & the distance from the source, **(Total for Question 1 = 18 marks)**
this means that more discharge flows in the river and therefore the river vertically erodes more which increases the depth.

ResultsPlus
Examiner Comments

This response achieved Level 2 – 4 marks.

The candidate provides some evidence for AO4 by extracting data from the Figure(s), but this is inconsistent. The extraction of data is then supported by some judgements, but this is imbalanced.

(e) Study Figures 1a and 1b in the Resource Booklet.

A group of students investigating a river expected both width and depth to increase downstream.

After analysing Figures 1a and 1b, the students concluded that changes in width were more in line with their expectations.

weighver Assess the extent to which you agree with this conclusion.

(8)

In both cases, we can clearly see that both river width and depth have increased over the course of the river

In figure 1a, we can see that river width has clearly increased over the course of the river, from about 15cm at 100m from the source, to around 300cm at 1000m from the source. This change is to be expected, as vertical erosion dominates in the upper course, leading to a very narrow channel, and a V-shaped valley. On the other hand, lateral erosion dominates in the lower course of a typical river, leading to a much wider channel, and a greater river width. That being said, there is some fluctuation in their data, e.g. a 300cm width at 600m from the source. However, this variation is to be expected, and overall, the change in river width was in line with their expectation

In figure 1b, we can see an overall increase in river depth downstream, from about 6cm at 100m from the source, to 90cm at 1000m from the source. Once again, this is to be expected, as tributaries add water to the river downstream, leading to a higher river discharge, so the water has more energy for erosion, and erodes a deeper channel, causing a greater river depth. However, once again, there is some variation, e.g. a depth of 90cm at 600m from the source. Overall, these results are in line with the student's original expectations

On the whole, I disagree with the [redacted] students' conclusion. In both cases, there is an overall increase in river width and depth, with some variation, so I don't think either set of results better lines up with their expectations

ResultsPlus
Examiner Comments

This response scored Level 3 – 7 marks.

The candidate provides a balanced response considering the evidence presented in both Figure 1a and 1b, extracting and analysing the data presented for AO4. This is then supported by several developed points that support the judgements made. The candidate would have benefitted from more depth to the judgements made with some degree of repetition in the two paragraphs evident.

Question 2 (a)

In this question, candidates were asked to explain one advantage of a sampling strategy they had used in their fieldwork investigation. Similar to Q1(a), candidates misinterpreted the question, talking about their data collection method such as measuring longshore drift rather than the advantage of a sampling strategy linked to a method. For the candidates who did talk about a sampling strategy, this was often random, systemic, or stratified. When candidates did score full marks, there was a clear development of why the chosen sampling strategy was an advantage. As in previous series, the WHY part of candidates' responses in this 2-mark tariff question was often missing.

2 You have studied a coastal landscape as part of your geographical investigation.

Name of your fieldwork location

Fleetwood

(a) Explain **one** advantage of a sampling strategy you used in your geographical investigation.

(2)

Named sampling strategy

random sampling

We placed quadrats randomly on the beach which allowed us to eliminate human bias and gain a more accurate representation of the pebble size distribution along the coast.

ResultsPlus
Examiner Comments

This response scored 2 marks. The candidate has linked the use of random sampling for the collection of the sediment through the use of a quadrant and developed this by explaining how this helped to 'eliminate human bias' and increase the chance of a more 'representative representation' of the sediment along the coast.

Question 2 (b)

This question required candidates to explain a risk they considered before carrying out their data collection. This question was answered well by most candidates who were able to name a risk and then develop this to say either why this might be a risk or, in other examples seen by examiners, how this risk might be reduced. A popular answer was, 'we knew the danger of working on the beach due to drowning when the tide came in, so we would only undertake fieldwork at low tide'.

(b) Explain **one** risk you considered before carrying out the data collection at your chosen location.

(2)

Named risk ~~cliffs~~ rock falling from cliff

We stayed away from the underneath of the cliffs to ensure there was no risk of rock falling and hitting someone.

ResultsPlus
Examiner Comments

This response scored 2 marks. The candidate has indicated a potential risk they considered 'rock falls' and developed this to say what they did to reduce the risk.

Question 2 (c)

In this 2-mark 'explain' question, candidates were asked to explain one way their investigation helped understand how coastal processes affect people. Most candidates were able to indicate a coastal process such as 'flooding' or 'erosion' but, as with Q1(c), were often unable to develop this to say HOW these processes affect people. The best responses gave a clear explanation of how the processes affect people. For example, *'Coastal processes such as erosion have attacked the cliffs at Calshot. This has caused the cliff to retreat and people to move away or sell their homes.'*

Question 2 (d)

In this question, candidates were required to explain two ways they attempted to improve the accuracy of their data collection methods. Most candidates were able to suggest two points on improving the accuracy of their methods such as 'repetition' or 'the same person recording a particular measurement', but didn't develop the two points to explain why this would have potentially improved the accuracy of their results. Some candidates used the word 'accuracy' from the question to develop their point which was repetition rather than a sufficient development of their initial idea. Candidates who did score full marks developed their point to outline why this approach contributed towards improving the accuracy of the method. Common mistakes were that many candidates repeated the same point. For example, they would say, "repeat measurement" and then rephrase it for the second point.

(d) Explain **two** ways you tried to make sure that your data collection methods were accurate.

(4)

1 We tried to make our beach profiles more accurate by measuring angles with a dumpy level instead of a clinometer. As dumpy levels have crosshairs you can use to it is much easier to accurately point them at a certain target to measure gradient

2 We tried to make our sediment analysis more accurate by using a large 25 square quadrat to reduce parallax error. This reduction in parallax error makes our readings more accurate as their are less variables effecting them.

ResultsPlus
Examiner Comments

This response score 4 marks.

The candidate has provided two ways they attempted to increase the accuracy of their fieldwork methods – using a dumpy level instead of a clinometer and using a large 25 square quadrat. The two points are then developed to say WHY this contributed to improving the accuracy of the methodology without repeating the use of the word 'accurate' from the question.

Question 2 (e)

In this extended 8-mark question, candidates were required to assess the extent to which they agreed with the conclusion that changes in width were more in line with the expectations based on Figures 2a and 2b.

While the mark scheme identifies the indicative content for this question, this is not an exhaustive list and candidates were awarded marks for relevant understanding, interpretation and skills which were not listed. Ultimately, when deciding on the final mark, examiners used the level descriptors to allocate a 'best fit' level to the response and then decided where, within the level, the response fell. The level descriptors are the same for all 'evaluate' questions, and across all the papers in both GCSE Geography specifications. It is therefore important that centres and candidates become familiar with them and how they are applied in the context of the paper and specific question that is being asked. In the case of these questions, the assessment objectives (AOs) which were being examined were AO3 (4 marks) and AO4 (4 marks).

To demonstrate evidence for AO4, candidates needed to extract data from Figure 2a and 2b as part of their assessment of the conclusion. Most candidates were able to successfully extract data from the Figures and demonstrated a good understanding of how to analyse data to highlight the anomalies in the beach gradient and sediment size. However, candidates found it more challenging to reach the higher marks in Level 3 due to a lack of AO3 on the reasons for the anomalies in the data and why this might affect the extent to which the conclusion can be agreed with.

(e) Study Figures 2a and 2b in the Resource Booklet.

A group of students investigating a coastline expected:

- sediment size to decrease along the beach from west to east
- gradient (slope angle) of the beach to decrease from the cliff to the water's edge

After analysing Figures 2a and 2b, the students concluded that changes in gradient were more in line with their expectations.

Assess the extent to which you agree with this conclusion.

(8)

While on average from west to east on figure 2a the sediment does decrease, at survey site 2 the mean sediment size was 8 mm whereas in survey site 1 the sediment size was 5mm. This indicates that from 1 to 2 (west to east) the sediment size drastically increased meaning the students prediction was inaccurate.

The students second prediction that the gradient of the beach would decrease from the cliff to the waters edge ~~that~~ may not be accurate as they collected much more data from higher up the beach. From 0-15 metres from the cliff the students collected 6 different ~~measure~~ measurements of the beach gradient but from 15-30 meters they only collected 3 different measurements. TO fix this they should have used stratified sampling.

overall on average the students predictions were mosty true but ~~not as accurate~~

the data that they collected was not th very reliable in figure 2b and in figure 2a the sediment size gets bigger before it gets smaller.

ResultsPlus
Examiner Comments

This response achieved Level 2 – 4 marks.

The candidate provides some evidence for AO4 by extracting data from the Figure(s), but this is inconsistent. The extraction of data is then supported by some judgements, but this is imbalanced.

Question 3 (a)(i)

This unfamiliar fieldwork question required candidates to correctly identify the two most likely land uses illustrated in Figure 3a. This question was answered well by candidates with most able to identify the two most likely land uses of commercial and transport.

Question 3 (a)(ii)

In this 'describe' for 2-marks question, candidates were asked to provide one way the students could have presented their land use data. Most candidates were able to describe a suitable data presentation method such as a compound bar chart and develop this to say how this would be presented. However, some candidates didn't achieve full marks because they misinterpreted the expectations of the question set by talking about the advantages of using the presentation technique.

Question 3 (b)

For this 2-mark 'explain' question, candidates were required to use the evidence presented in Figure 3b to provide one limitation of conducting a land use survey. When candidates explained the limitation of a land use survey, most were able to provide a clear point and develop this. Often examiners noted that candidates referred to the difficulties in identifying land use when buildings had multiple uses. In some cases, candidates appeared to misread the evidence presented in Figure 3b and instead provided a limitation of conducting a questionnaire. For future series, centres would benefit from reminding candidates to carefully read the title of each Figure that is presented to them in the paper.

Question 3 (c)

In this question, candidates were asked to provide one limitation of using random sampling to select the survey sites for an environmental quality survey (EQS). A common response was linked to the potential of site clustering which could lead to an unrepresentative sample. However, a large proportion of candidates found this question challenging to refer to the fieldwork method from Figure 3b.

Question 3 (d)

This 2-mark graph question required candidates to plot the two missing bars which, on the whole, most candidates were able to do so correctly to achieve full marks. As per previous series, there was evidence of some candidates missing out the question completely and not plotting the bars.

Question 3 (e)

In this second of the 8-mark extended questions for this examination, candidates were asked to evaluate the success of the primary method and secondary sources of data used to collect their urban fieldwork data. It was important that candidates talked about at least one primary method and one secondary data source to provide a balanced response.

A large proportion of candidates achieved marks in the Level 2 band of the levels-based criteria with responses providing an overview of several fieldwork methods and secondary sources of data. However, for the primary data, this was often a narrative of what candidates did when collecting their data rather than an evaluation of its positives and negatives. Alongside this, many candidates lacked evidence relating to their own fieldwork study for AO4 marks because the responses were generic, relating to collecting primary data for an urban study. Examiners also noted that the secondary sources of data were evaluated with greater success, with a large proportion of candidates referring to the use of Census data or historical photographs and commenting on the reliability of sources which were often out of date.

Candidates who scored the highest marks provided a clear evaluation of at least one primary and one secondary source of data with clear references to their fieldwork study for AO4 and a conclusion to summarise the success of their chosen methods.

Question 4 (a)(i)

This unfamiliar fieldwork question required candidates to correctly identify the two most likely land uses illustrated in Figure 4a. This question was answered well by candidates, with most able to identify the two categories of vehicles with the highest total being cars and lorries.

Question 4 (a)(ii)

In this 'describe' for 2-marks question, candidates were asked to provide one way the students could have presented their traffic data. Most candidates were able to describe a suitable data presentation method, such as a compound bar chart, and develop this to say how this would be presented. However, some candidates didn't achieve full marks because they misinterpreted the expectations of the question set by talking about the advantages of using the presentation technique or describing an alternative data collection method, indicating to examiners that the candidates didn't interpret the question correctly.

Question 4 (b)

For this 2-mark 'explain' question, candidates were required to use the evidence presented in Figure 4b to provide one limitation of conducting a traffic count. For example, failure to count correctly due to high traffic volume, obscured view leading to incorrect counting, or difficulty in categorising the vehicle type correctly. When candidates explained the limitation of a traffic count, most were able to provide a clear point and develop this. Examiners noted that when candidates didn't achieve marks it was often because they referred to the limitations of the location of study rather than the limitation of conducting a traffic count.

Question 4 (c)

In this question, candidates were asked to provide one limitation of using random sampling to select the survey sites for a questionnaire. A common response was linked to the potential of unconscious bias when selecting the people to answer the survey. When candidates didn't achieve marks, this was often the result of answering about the fieldwork method rather than the limitation of using random sampling to select respondents.

Question 4 (d)

This 2-mark graph question required candidates to plot the two missing bars, which overall, most candidates were able to do correctly to achieve full marks. As per previous series, there was evidence of some candidates missing out the question completely and not plotting the bars.

Question 4 (e)

In this second of the 8-mark extended questions for this examination, candidates were asked to evaluate the success of the primary method and secondary sources of data used to collect their rural fieldwork data. It was important that candidates talked about at least one primary method and one secondary data source to provide a balanced response.

A large proportion of candidates achieved marks in the Level 2 band of the levels-based criteria, with responses providing an overview of several fieldwork methods and secondary sources of data. However, for the primary data this was often a narrative of what candidates did when collecting their data rather than an evaluation of its positives and negatives. Alongside this, many candidates lacked evidence relating to their own fieldwork study for AO4 marks because the responses were generic relating to collecting primary data for a rural study. Examiners also noted that the secondary sources of data were evaluated with greater success with a large proportion of candidates referring to the use of Census data or historical photographs and commenting on the reliability of sources which were often out of date.

Candidates who scored the highest marks provided a clear evaluation of at least one primary and one secondary source of data with clear references to their fieldwork study for AO4 and a conclusion to summarise the success of their chosen methods.

(e) You have studied a rural settlement(s) as part of your geographical investigation.

Evaluate the success of the methods used to collect your fieldwork (primary) and secondary sources of data.

You must refer to your chosen rural fieldwork location in your answer.

(8)

Name of your rural fieldwork location

Bethus-y-coed

using primary and secondary sources of data allows you to have a range of different results. for our primary data we used a questionnaire to gather data, this allowed us to get the people living theirs opinion so we could compare it to our secondary data.

On the other hand for our secondary data we used old year 11's results from previously going there, this allowed us to compare the changes in the town from then and now, this allowed our results to be more accurate.

ResultsPlus
Examiner Comments

This response achieved Level 1 – 2 marks.

The candidate has provided several generic points about their rural fieldwork methods demonstrating evidence for an unbalanced and incomplete response. There is minimal evidence for AO4 to link to the candidates own fieldwork experience other than we know that they conducted their fieldwork at Betws-y-coed.

ResultsPlus
Examiner Tip

For the 8-mark familiar fieldwork questions, candidates must provide evidence in their response to demonstrate they are referring to their own fieldwork experience to achieve AO4 marks.

Question 5 (b)(i)

For this 1-mark 'define' question, candidates were asked to define the term net migration. Many candidates failed to score the mark for this question due to a misinterpretation of the term net migration. Candidates often didn't refer to the idea that net migration is the 'difference' between in migration (immigrants) and out migration (emigrants).

Question 5 (b)(ii)

For this 1-mark question, candidates were required to state one way net migration statistics can be unreliable. Most candidates who entered a response for this question generally scored the mark.

Question 5 (c)(i)

In this question, candidates were required to use the evidence from the Figure to describe the overall trend illustrated in net migration to the UK between 1994 and 2019. Most candidates were able to identify the overall trend and support this with evidence from the resource. When candidates didn't achieve marks for this question, it was often because they didn't focus on the 'overall trend' as indicated by the question and instead described the entire graph – e.g., it went down, then up, stayed the same, fell, increased, and then fell again.

Question 5 (c)(ii)

Overall, this 4-mark 'explain' question was answered well by candidates, with many able to offer two distinct reasons why net migration has increased and develop the reasons to say why this has caused the change in net migration. Candidates who scored full 4 marks were able to fully explain two reasons for the increase in net migration, with a large proportion of candidates referring to war/conflict and job opportunities.

(ii) Suggest **two** reasons for the trend in net migration to the UK between 1994 and 2019.

(4)

Reason 1

One reason of the increase ~~of~~ in net migration ~~in 2~~ between 1994 and 2019 may be because of better education in the UK. Many people move to the UK to go to uni or secondary school ~~for~~ better learning in order to get a good job.

Reason 2

Another reason may be because the UK does not have any wars going on. People from places like Sudan and Syria may migrate to the UK with their families to escape war torn countries and try and lead a better life

ResultsPlus
Examiner Comments

This response achieved full marks.

The candidate has suggested two reasons for the trend in net migration and developed both reasons to say why.

Question 5 (d)

For this 3-mark 'explain' question, candidates were asked to say how migration could affect the UK's population structure. This question appeared challenging for candidates, which appeared to be the result of their understanding of the term population structure. Some candidates commented on growth of population and the problems this causes rather than how migration could affect the population structure. For the candidates who did score 2-3 marks, there was a clear understanding of the term, with developed points on how migration might change the proportion of age groups – mainly working age and birth rate – which were then linked to the shape of the pyramid.

Question 5 (e)

In this 12-mark extended writing question, candidates were asked to discuss the view that greater resource consumption rather than population growth is the greatest threat to UK ecosystems such as woodlands.

As in the previous series, most candidates were able to extract information from the Figure(s) to demonstrate evidence for AO4 and discuss what this information demonstrated in relation to implications of how either resource consumption or population growth could pose a threat to UK ecosystems. In a large proportion of responses seen by examiners, candidates presented these discussions in two separate parts, one half using the resources to refer to the influence of resource consumption and the second half population growth. However, candidates struggled to achieve the higher marks by drawing on the evidence of their own knowledge and understanding from the rest of their geography course. It should be noted that this is the final question for their GCSE course and requires candidates to demonstrate their wider understanding in their argument.

The candidates who scored the higher marks acknowledged that both population growth and resource use are strongly interconnected. Some of the best responses identified pests and diseases as an additional threat, utilising their own knowledge to link the rise in pests to climate change or intensive farming practices. The strongest responses used only a selection of the resources available (5d, e, and f), but made multiple extractions from these sources.

This question also had 4 marks allocated for the assessment of spelling, punctuation, grammar and use of specialist terminology. Most candidates achieved either 2 or 3 marks. Candidates were not awarded any of these marks if they did not answer the question or if their response did not achieve any marks for the main content being assessed. The use of paragraphs was one element which contributed to this mark and should be encouraged as it helps to structure candidates' responses.

Paper Summary

Paper Summary

Based on their performance on this paper, centres are offered the following advice:

- When defining key terms, ensure candidates are familiar with definitions.
- It is important that candidates use knowledge and understanding from conducting their own fieldwork investigations to answer the familiar fieldwork questions through providing evidence from their investigation. Candidate responses should give a clear indication that they are referring to their fieldwork.
- Ensure that candidates are familiar with the command words used in this specification. For example, the difference between what is expected for 'examine', ‘evaluate’ and ‘assess’. For the familiar extended writing responses, candidates are required to include knowledge from their own fieldwork investigations. The material which they have learnt should be used to support their explanation and argument.
- In questions where they are asked to develop a single reason, it is important to ensure that the appropriate number of links in the explanatory chain are developed. The number of marks should be used as a guide to this. For example, where the question is asking for one reason for 3-marks, there should be two explanatory chains to achieve the higher marks. This could be achieved through extension phrases like, ‘this means that…’, ‘this results in…’, this leads to…’, consequently,’.
- Ensure candidates are familiar and have experienced the different stages of the enquiry process in both an unfamiliar and familiar context. Specimen and previous summer exams provide ideal resources for candidates to use fieldwork evidence. In particular, the use of sampling strategies to conduct a fieldwork method considering the reasons for its use as well as the advantages and limitations of using them.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.