



2016 specification
first exams in 2016

Practice Exam Papers

Component 2: UK Geographical Issues



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Teacher's Introduction

This resource provides four practice exam papers, with full mark schemes, for the **GCSE Edexcel B (1GB0) Component 2: UK Geographical Issues** examination. Each paper is divided into three sections – A, B and C – to mirror the style of the Edexcel B exam. Students should answer **all** questions in sections A and B, and **one** question only from each of sections C1 and C2.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

A range of questions is included across the four papers to assess students evenly across the topics of UK physical and human evolving landscapes along with the four fieldwork questions. The papers are written to ensure they reflect the exam board command words and structures in order to emulate the final exam experience.

The mark scheme offers guidance on the application of marks, as well as indicative content which allows both teachers and students to see the kinds of answer which would be credited, and also, importantly, how to gain 3 or 4 marks by showing developed points. Each section includes an essay-based question which seeks to challenge students to assess and evaluate geographical issues and processes, and is accompanied by assessment objective guidance for accurate marking.

The exam papers use a range of sources to stimulate answers, including graphs, maps, tables and photos, which reflect the kinds of source used by the examination board, as well as data manipulation questions, some of which require working to be shown to ensure students have confidence with answering questions which require calculation.

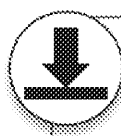
Should you wish to reduce photocopying during earlier revision sessions, non-write-on versions of each exam are provided in the appendix.

The resource will enable students to gain greater experience of answering questions in preparation for the **Paper 2** exam. The resource contains a full mark scheme for each question, which will enable teachers to set and mark the work with confidence or students to carry out self-assessment and revision.

The papers have been written by an experienced Geography teacher and head of department who has many years' experience marking for exam boards and applying mark schemes.

On the following page there is an additional answer sheet for students to use where extra space is required. Where the number of lines has been reduced to save photocopying, a reminder to the student is included, prompting the use of the additional answer sheet. It is recommended to photocopy a number of these in preparation for any mock exam.

February 2021



Look out for the icon to the left which indicates where PDF versions of pages containing colour graphs are provided on the ZigZag Education Support Files system. This can be accessed via zzed.uk/productsupport

Additional answer sheet

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ZigZag Practice Exam

Supporting GCSE Edexcel

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Component 2: UK Geographical Issues

Paper A

Name

Time allowed

1 hour 30 minutes

Instructions

Answer **all** of the questions in sections A and B and **one** question only from each of sections C1 and C2. Use the space provided.

Mark your answer(s) to any multiple choice questions by placing an **X** in the correct box.

Information

The total number of marks available for this paper is **94**. The number of marks available for each question is shown in brackets.

Marks are available in Question 7 for using good English, using correct specialist terms and organising your answer clearly. You **must** answer this question in continuous prose.

Use of an electronic calculator is permitted.

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Section A: The UK's Evolving Physical

Answer ALL questions. Write your answers in the

1. (a) Identify **one** metamorphic rock.

- ☐ A Granite
☐ B Sandstone
☐ C Marble
☐ D Chalk

(b) (i) State **one** characteristic of igneous rocks.

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Study **Figure 1**, which shows the distribution of rock types in the UK. Igneous rocks are shown in red.

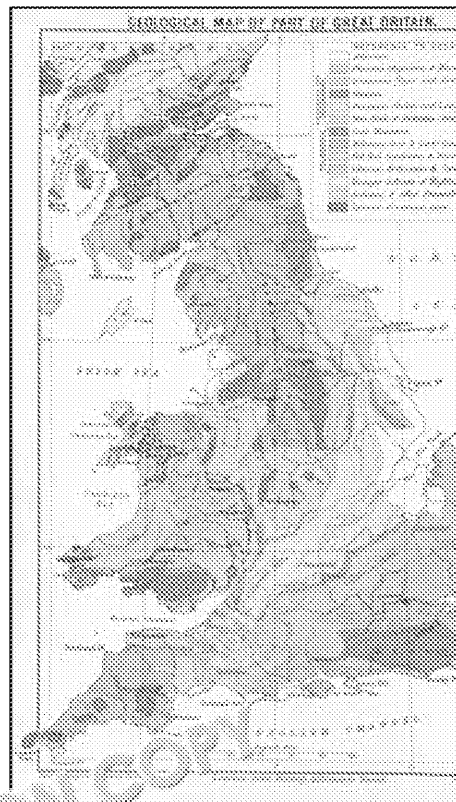


Figure 1 – Geology of the UK



Using **Figure 1**, describe the distribution of igneous rocks in the UK.

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(Total 4 marks)

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2. (a) Which of the following is **not** a process of erosion?

- ☐ A Corrasion
- ☐ B Solution
- ☐ C Attrition
- ☐ D Freeze-thaw

(b) Suggest **two** ways in which the coast is weathered.

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(c) Study **Figure 2**, which shows cliffs at Land's End in Cornwall.

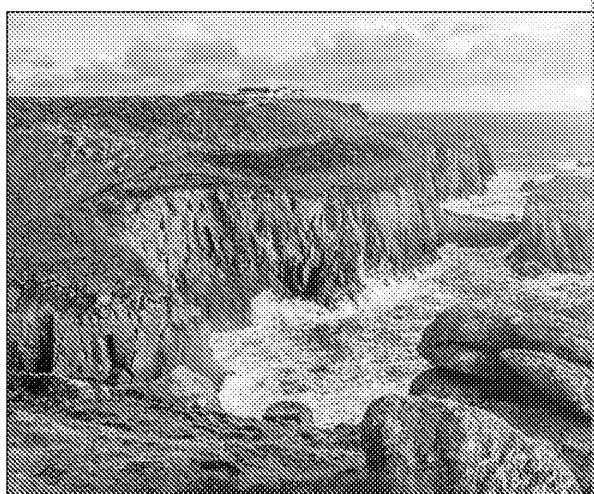


Figure 2 Land's End

Explain the causes of cliff recession/retreat.

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River Processes and Pressures

3. (a) Analyse the data in **Figure 3**, which shows velocity at different sites on the River Severn.

Site	Distance downstream (km)	Velocity (m/s)
1	1.2	0.1
2	20	0.2
3	30	0.3
4	35	0.4
5	45	0.5
6	60	0.6

Figure 3 – River velocity in the River Severn



Calculate how much quicker the river velocity is at site 6 than at site 1.

Answer:

- (ii) Using **Figure 3**, describe the changes to river velocity between sites 1 and 6 on the River Severn.

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- (iii) Explain why river velocity increases downstream.

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- (b) Name one method of hard engineering and explain how it can be used to control river flooding.



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(Total 10 marks)


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June 2019
Rainfall Amount
% of 1961-2018

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Figure 4b – Chan
compared to the

Assess the extent to which humans are the cause of incre

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Section B: The UK's Evolving Human

Answer ALL questions. Write your answers in the
Spelling, punctuation, grammar and the use of specialis
assessed in Question 7.

5. (a) Which one of the following pairs of sectors make up the UK

- ☐ A Primary and tertiary
- ☐ B Primary and secondary
- ☐ C Secondary and tertiary
- ☐ D Tertiary and quaternary

(b) Study Figure 5, which shows the UK's coal production.

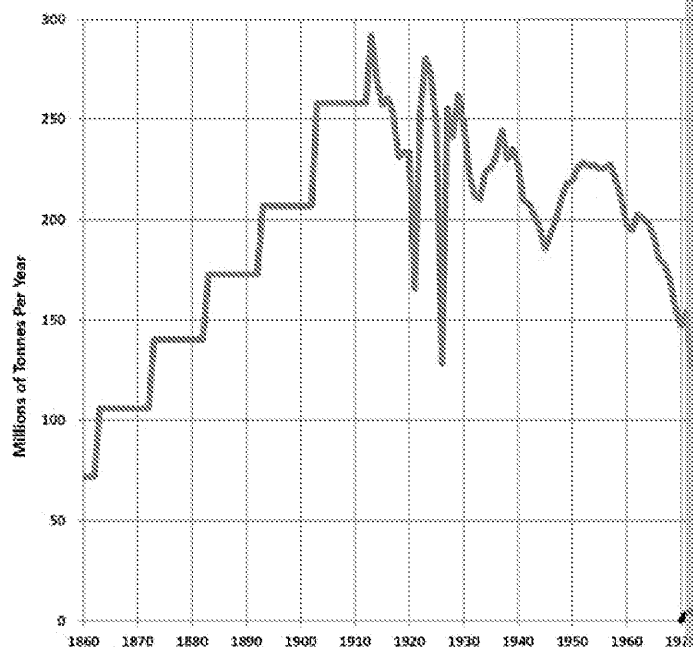


Figure 5 – Annual UK coal production (red) and

(i) Identify peak coal production in millions of tonnes per

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(ii) Using Figure 5, describe the relationship between UK coal

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- (iii) Explain **one** way in which decisions made by government led to a change in coal production and imports.

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Dynamic UK Cities

6. (a) State **one** reason why the site for the city of London led to its growth.

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- (b) (i) Which of the following describes the central business district (CBD)?

- ☐ A The area of a town or city where there are large areas of open space.
- ☐ B The area in the rural–urban fringe where there are large areas of open space.
- ☐ C The area where there are shops and offices with a high concentration of people.
- ☐ D The area of a town or city where there are large areas of open space.

- (ii) Explain **one** reason why businesses choose to locate in the central business district (CBD).

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- (c) Study **Figure 6**, which shows white British ethnicity of London boroughs and average incomes.

London borough	White British ethnicity
Newham	30%
Lambeth	39%
Richmond-upon-Thames	82%
Kingston-upon-Thames	63%

Figure 6 – Ethnicity and average incomes in selected London boroughs

- (i) Calculate the mean income from the four London boroughs.
Show your working.

Answer: £

- (ii) Describe the relationship between ethnicity and income.

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- (iii) Explain why non-white communities may earn less than white communities.

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In this question, up to 4 marks will be awarded for your spelling, punctuation, grammar and your use of specialist terminology.



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Section C1: Geographical Investigations: Physical

Answer Question 8 OR Question 9, not both

Write your answers in the spaces provided

Investigating Coastal Change and Coastal Management

8. (a) Study Figure 8, which shows the secondary data collected

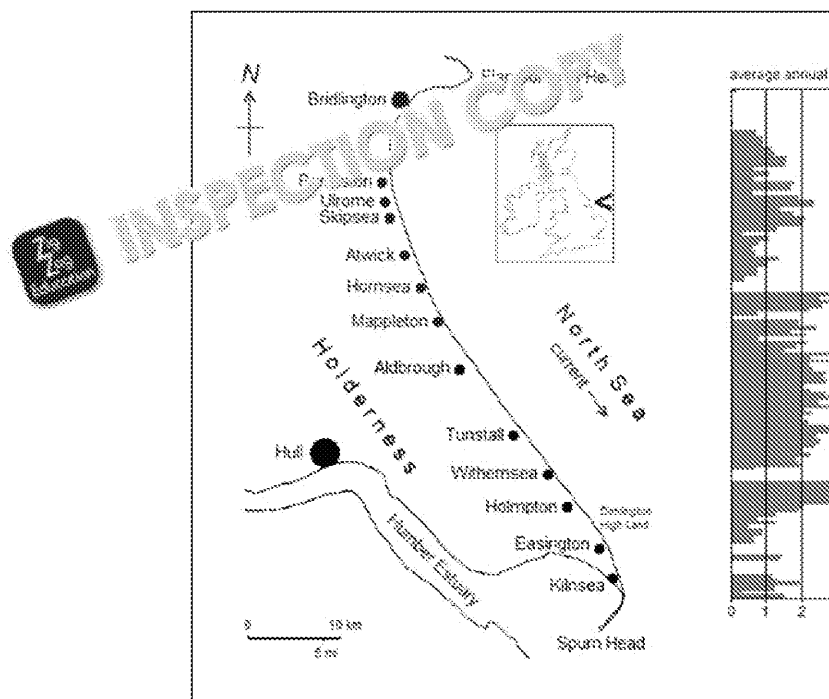


Figure 8 – Coastal erosion rates along the Holderness coast

(i) State an enquiry question which the students may have

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(ii) Describe the pattern of coastal erosion shown using the data

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(iii) Suggest the reasons why the coastal erosion rates vary.

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(iv) Describe **one** method of primary data collection that shows the variations shown.

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(b) Use your findings from your own fieldwork investigating c

Name your coastal environment fieldwork location: ..

Assess the extent to which your choices on sampling led collection of data.

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Investigating River Processes and P

9. (a) Study **Figure 9**, which shows the secondary data collected

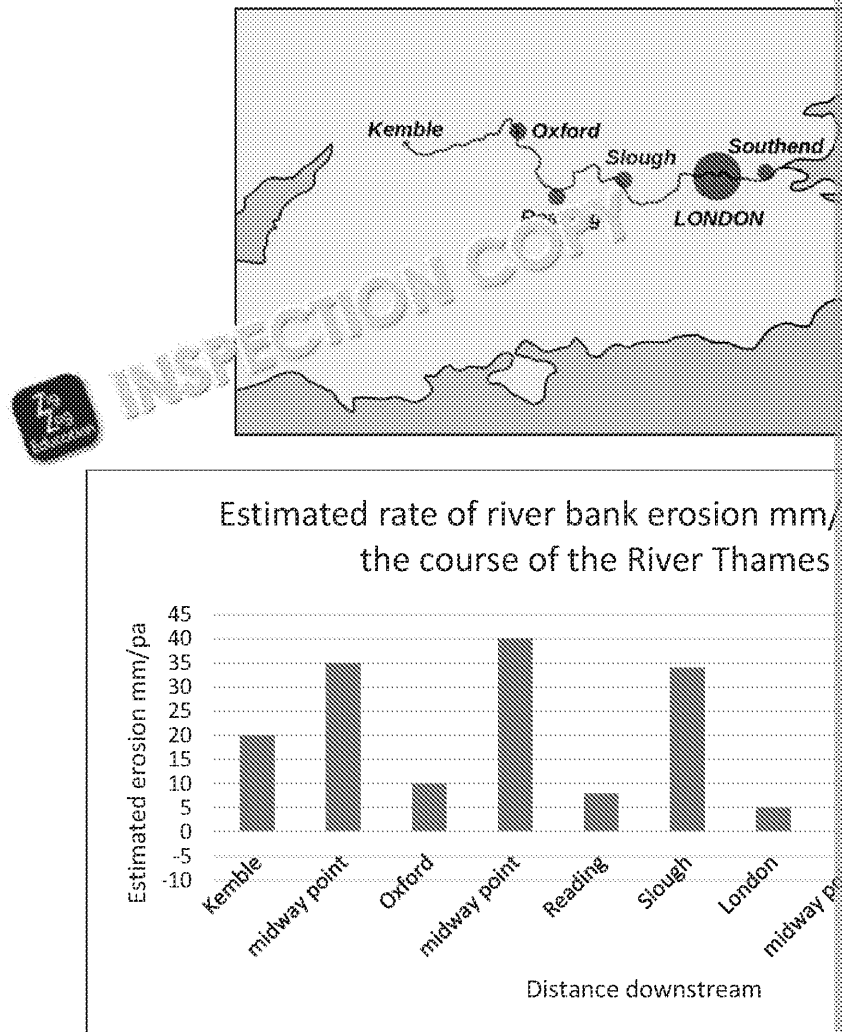


Figure 9 – River bank erosion rates along the

- (i) State an enquiry question which the students may have

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- (ii) Describe the pattern of river erosion shown using Figure 9

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(iii) Suggest the reasons why the river erosion rates varied.

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(iv) Describe **one** method of primary data collection that shows the variations shown.

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(b) Use your findings from your own fieldwork investigating rivers.

Name your river environment fieldwork location:

Assess the extent to which your choices on sampling led to the collection of data.

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Section C2: Geographical Investigations: Human Issues

Answer Question 10 OR Question 11, not both

Write your answers in the spaces provided

Investigating Dynamic Urban Areas

10. Use your fieldwork from an urban area on quality of life.

Name your urban area:

(a) (i) Describe the characteristics of your chosen urban area



(ii) State the model or theory you used to plan your enquiry

(iii) Describe **one** method used to assess variations in quality of life

(iv) Explain the causes for variations in quality of life in your urban area



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- (b) Study **Figure 10a**, which shows the city wards of Manchester (the wards were chosen by the students) and **Figure 10b**, which shows the sources used as part of their investigation in Manchester, to identify variations in the quality of life across the city.

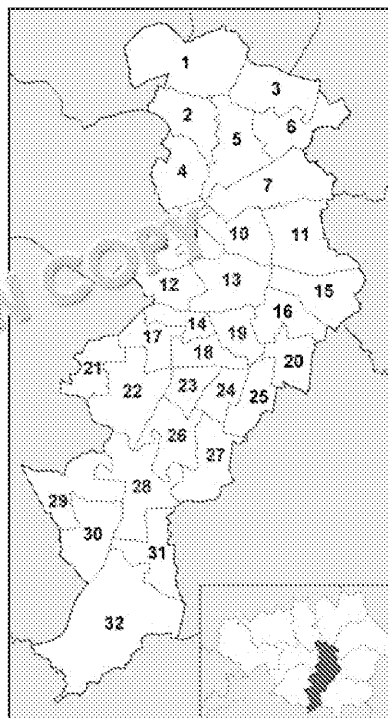


Figure 10a – The wards of Manchester City

1. Wikipedia website on Manchester
2. The government website on Manchester city
3. The Office for National Statistics – data from the 2001 Census
 - Average income for city wards 30–32
 - Deprivation affecting older people in wards 27–31
 - Educational achievement in wards 27–31
4. The *Manchester Herald* newspaper article on crime in the city
5. The project completed by students at the same school

Figure 10b – Websites and secondary sources used in an investigation

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Evaluate the accuracy and reliability of the secondary data

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Investigating Changing Rural Areas

11. Use your fieldwork from a rural area on quality of life.

Name your rural area:

(a) (i) Describe the characteristics of your chosen rural area

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(ii) State the model or theory you used to plan your enquiry

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(iii) Describe **one** method used to assess variations in quality of life

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(iv) Explain the causes for variations in quality of life in your rural area

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- (b) Study **Figure 11a**, which shows seven rural wards north of Preston in the map below chosen by the students, and **Figure 11b** the secondary sources used as part of their investigation in to assessing reasons for variations in the quality of life in rural areas.

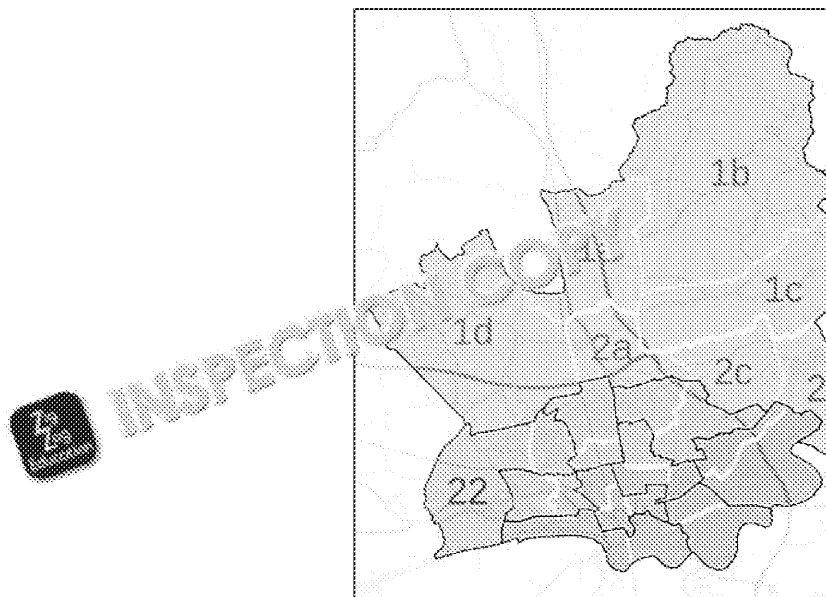


Figure 11a – The wards of the rural area north of Preston

1. Wikipedia website on rural districts of Preston
2. The government website on rural districts of Preston
3. The Office for National Statistics – data from the 2011 Census
 - Average income in wards 1d, 2a and 2b
 - Deprivation affecting older people in wards 1d, 2a and 2b
 - Educational achievement in wards 1d, 2a, 2b and 2c
4. The *Preston Rural Gazette* article on crime January 2012
5. The project conducted by students at the same school

Figure 11b – Websites and secondary sources used by the students to assess the rural area north of Preston

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Evaluate the accuracy and reliability of the secondary data

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Paper B

Section A: The UK's Evolving Physical

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Question	Answer
1 (a) (i)	B only
1 (a) (ii)	A only
1 (b)	<p><i>'Explain' must include processes in detail; no marks for just identify processes, credit best answer</i></p> <p>Chemical weathering means rock will be dissolved (1) by slightly acidic rain reacting with calcium carbonate (1) to form calcium bicarbonate which is then carried away (1)</p> <p>Biological weathering is action of plants/vegetation (1) on top of cliff cracks / joints / bedding planes (1) by widening the rock by widening eventually cracking rock and eventually as plant roots grow bigger</p> <p>Physical/mechanical weathering due to freeze-thaw in winter / at night in crevices / joints / bedding planes expands by 9–10% (1) widening cracks / joints / bedding planes (1)</p> <p><i>Accept any other appropriate response</i></p>
2 (a)	<p><i>'Describe two differences' requires identification of differences with credit mirrored answers; question requires students to study but not to other differences</i></p> <p>Destructive waves have higher crest/wave height (1) as energy pushed onto beach becomes shallower (1)</p> <p>Constructive waves have lower wave height (1) with lower energy (1)</p> <p>Destructive waves have stronger backwash (1) which leads to the narrowing of the beach (1)</p> <p>Constructive waves have stronger swash (1) which leads to a gentle beach in summer (1)</p> <p>Destructive waves have higher frequency (1) as wave lengths are shorter appear closer together (1)</p> <p><i>Vice versa of points above but do not credit same point reversed as question asks for differences</i></p>
2 (b)	<p><i>Question is about rock structure so reference to strata/joints/faults are required, not just resistant or not, and landform named</i></p> <p>Concordant coasts/rocks run parallel/adjacent to coasts (1); leads to waves attack joints in rock</p> <p>Discordant coasts/rocks running at right angles (1) lead to formation of coves / shaped bays (1) as hard rocks remain as headlands (1) due to resistance weaker rocks erode more quickly (1)</p> <p>Igneous rocks have joints but no bedding planes (1) so lead to steep cliffs / formation (1)</p> <p>Sedimentary rocks being less resistant and having more weaknesses / bedding planes and joints (1) may lead to the formation of stacks/arches/strips as they are broken down more quickly (1)</p>
2 (c)	<p><i>'Describe' requires identification of human activity such as coastal management / economic activity</i></p> <p>e.g. coastal defence engineering, use of the coast for tourism/recreation / industrial uses (1) followed by how this affects the coast through risk of increased population pressure (1) increased pollution (1) increased impact on wildlife and habitats, such as salt marsh, feeding birds / nesting as puffins</p> <p><i>Accept any other appropriate response</i></p>
3 (a)	<p>Traction (1); saltation (1); solution (1); suspension (1)</p> <p><i>Do not credit bedload as this is store not process</i></p>
3 (b)	B only

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Question	Answer
3 (c) (i)	<p><i>Description requires use of adjectives, facts and figures</i></p> <p>Any two of the following but must refer to two separate impacts for development; impact could be social, economic or environmental</p> <p>Offices flooded / people prevented from working / earning a living /</p> <p>Transport issues as roads are flooded, only traffic light tops can be get supplies (1)</p> <p>Access to social/civic services as centre if flooded affecting commu</p> <p>Floodwater carries environmental/health risks with bacteria / lack of ac</p>
3 (c) (ii)	<p><i>'Explain' requires use of connectives from first point, such as 'because' / 'therefore'; more than one way required for full marks</i></p> <p>Increased temperatures increase evaporation rates; therefore, more rain (1) this will lead to towns and cities becoming flooded as the drains have enough capacity (1) and concrete services lead to over</p> <p>Increased frequency of storms / low-pressure systems such as Storm the ground becomes saturated for longer increasing overland flow (1)</p> <p>Greater depressions / low-pressure systems lead to increased uplift and condensation (1) larger volumes of water in the atmospheric store</p> <p>torrential downpours (1)</p>
4	<p>Assess the extent to which former glaciation of the UK has shaped the landscapes forming in the north and south of the country. AO2 (4 marks) / AO3 (4 marks)</p> <p><i>Question requires students to assess role of glaciation versus geology and precipitation and human activity</i></p> <p>AO2</p> <ul style="list-style-type: none"> • Description of extent of glaciation during last advance, 10,000 years ago • Affecting regions to the north such as Scotland, Northern England and Northern Ireland • Geology north and west of Tees–Exe line tends to be more igneous and harder • Climate in north and west is wetter and colder so increased rainfall and physical and mechanical weathering whereas south and east geology more sedimentary and biological • Processes of erosion by rivers leading to V-shaped valleys rather than truncated spurs / abrasion leading to U-shaped valleys • Physical landscapes altered by human activity – farming, deforestation, managing rivers and coasts <p>AO3</p> <ul style="list-style-type: none"> • 'Assess' requires evaluation of role of glaciation in creating landscapes, balanced with other factors such as climate, geology, human activity • Understanding that glaciation led to deep erosional landforms/valleys in the north and west, especially Scotland and Wales. Wide, flat valley floors, streams running through them, protected from harsh climates, suitable for arable hill-farming on sloping landscapes • However, geology means that areas to the north, with mountain ranges like the Highlands, Grampians, Cambrian Mountains / Snowdonia also have wetter/colder climate leading to more mechanical/physical weathering and east • Landscapes in south and east less affected, more result of fluvial erosion and deposition leading to V-shaped valley and wide floodplains, alluvial towards river mouths • Geology tends to be sedimentary south and east of Tees–Exe line, with bands of differing resistance, e.g. chalk and clay, which lead to different vale topography • Fluvial floodplains providing flat land for building/urbanisation and water supply for people and crops leading to urban landscapes extensively, such as London • Human management of rivers and coasts may be assessed as well as beaches at the coast and reducing cliff collapse or increasing the distinctive landscapes at local level including maintenance of rivers <p><i>Levelled mark scheme given overleaf</i></p>

Level	Mark	Description
	0	Nothing creditworthy
Level 1	1–3	<ul style="list-style-type: none"> Some stand-alone points made which show some knowledge of geographical ideas and how places change (AO1) The student tries to show understanding of the question with limited success, and the answer tends to be one-sided, and there is no conclusion and a limited use of data to back up the answer (AO3)
Level 2	4–6	<ul style="list-style-type: none"> A range of points made which show knowledge of geographical ideas and how places change (AO1) The student shows understanding of the question with some success, and the answer is balanced to some extent, and a conclusion with some use of data to back up the answer (AO3)
Level 3	7–8	<ul style="list-style-type: none"> A good range of points made which are explained, and show good knowledge and understanding of geographical ideas and how places change (AO1) The student shows good understanding of the question, the answer is balanced, with a two-sided answer, and there is a good conclusion using data to back up the answer (AO3)



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Section B: The UK's Evolving Human

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Question	Answer
5 (a) (i)	C only
5 (a) (ii)	<p>'Define' requires definition and/or exemplification; no marks for explanation if regions become core</p> <p>Urban core region relates to areas of high population density / towns which have high economic output / GDP / large number of job opportunities / business activity (1)</p> <p>Must include economic element</p>
5 (b) (i)	<p>'Compare' requires connectives such as 'whereas', 'however', '(al)though', 'in contrast', 'comparative/superlative adjectives</p> <p>The largest ethnicity / the majority of the population by total number/people to support (1) larger than British black or Asian groups, with data to support group being black British with data to support (1) the smallest groups, Bangladeshi and British Chinese with equal percentage / similar numbers / others have the second highest percentage/number overall / after white</p>
5 (b) (ii)	<p>One mark must be developed for second mark which is likely to relate to areas of economic or social higher quality of life / standard of living</p>
6 (a) (i)	<p>Question requires situation factor not linked to site, e.g. flat land</p> <p>Market centre for surrounding settlements (1) proximity to coast via trade (1) time zone location internationally open to Far East, Europe east coast for trading (1)</p>
6 (a) (ii)	<p>Question requires two ways with identification and development; do not develop points for both parts</p> <p>London connected to wider world through transport links such as air tourism / business travel easy and good capacity through Heathrow, Stansted / Luton (1)</p> <p>As global financial capital linked through stock exchanges / financial services meaning data and telecommunications links are strong with other alpha cities Tokyo, Hong Kong (1)</p> <p>Cultural links through empire building / commonwealth and post-war from Indian subcontinent and Caribbean (1) means there are diaspora linguistic/cultural/religious identities linking London with many other places / festivals such as Notting Hill carnival (1)</p> <p>Accept any other global response</p>
6 (b) (i)	<p>'Describe' requires use of evidence from the photo – maximum 1 mark to use adjectives such as most/least/central, facts such as types of buildings, such as estimated area sizes in km squared</p> <p>The central area appears to have a large number of tall buildings, with buildings and cathedral/religious buildings located in the CBD (1)</p> <p>Surrounding the CBD are areas of playing fields for the universities and sports grounds</p> <p>Furthest away at the edges of the city are residential areas of land use</p> <p>Accept any two appropriate responses</p>
6 (b) (ii)	<p>'One explanation' requires development of an explanation, understanding of why spaces in city centres such as car parks, maximum 1 mark for list of factors</p> <p>Government policies to create parks and gardens with limited planning development to ensure high quality of life / access to green spaces especially in the CBD (1)</p> <p>Green wedges / belt policies introduced to (1) prevent urban sprawl / to reduce highly congested and polluted (1)</p> <p>University playing fields as sports teams play cricket/rugby (1) as part of higher education (1), ensures high quality of life to attract high-calibre students/graduates to live, work and study in Cambridge (1)</p> <p>Accept any other appropriate response</p>
6 (c) (i)	<p>'Define' requires description of term</p> <p>Where an area of a city becomes inhabited by large numbers of university education students renting accommodation (1)</p> <p>Accept any other appropriate response</p>

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Question	Answer
6 (c) (ii)	<p><i>'Explain one way' requires effect of studentification and explanation of how it has changed economy, society or environment of localised area of a</i></p> <p>Large private rental potential in private housing/flats which dominates provision (1) may lead to rising house prices for locals as more council housing becomes less well maintained as for student provision rather than for family housing (1)</p> <p>Where an area may develop services specifically aimed at students, these may dominate such as bars / change the character of area due to student presence (1) may increase job/employment opportunities in that area (1)</p> <p><i>Accept any other appropriate response</i></p>
7	<p>Evaluate the extent to which the green belt has shown improvement for rural and urban dwellers. AO2 (4 marks) / AO3 (4 marks)</p> <p><i>Question asks candidates to consider impact of green belt policy on rural and urban dwellers; candidates must refer to at least one aspect of IMD likely to be affected by green belt policy in terms of house prices / housing stock and/or environmental quality in terms of green spaces available</i></p> <p>AO2</p> <ul style="list-style-type: none"> Green belt policy introduced by UK government in act to prevent following post-war expansion of cities IMD includes indicators which are social, such as education, crime statistics, economic, such as average incomes, and environmental, such as quality of air and availability of green spaces Urban dwellers in London, Birmingham, Leeds, Manchester etc. live in areas with higher IMD in suburbs than inner-city areas or edge-of-town housing Rural dwellers include this in small villages in rural-urban fringe locations such as Essex and inaccessible areas such as Cornwall Rural dwellers may be wealthy who have moved out in second home or for retirement or young who were born there or workers in rural areas such as tourism, fishing or agriculture <p>AO3</p> <ul style="list-style-type: none"> Green belts have undoubtedly stopped/reduced planning permission for housing/development or require higher standards, improving air / green space around many urban areas as shown on the map. However, some areas may have disappeared, such as cities in north-east, and London Beneficial for urban and rural dwellers to have buffer zone around urban areas where farming/tourism may be maintained to benefit economy and incomes, socially as health, leisure and recreation opportunities and environmentally There may be unintended negative consequences for leapfrog development where secure plots just outside the green belt allow urban sprawl to move into more rural locations Property prices in urban areas may be forced up putting pressure on private housing market as new estates cannot be built within green belt areas where most jobs persist Development further out may lead to more traffic congestion on roads, increasing congestion and pollution in rural villages as drive-through runs for urban commuters affecting quality of life and house prices as well as quality of air House prices in rural villages may be pushed up as more people move there than intended so impacting the young who may choose to move out of the area or breakdown in communities <p><i>Accept any other responses which link group of people to IMD factors e.g. crime/income levels</i></p> <p><i>Levelled mark scheme given overleaf</i></p>

Level	Mark	Description
	0	Nothing creditworthy
Level 1	1–3	<ul style="list-style-type: none"> Some stand-alone points made which show some geographical ideas and how places change (AO2) The student tries to show understanding of the question with limited success, and the answer tends to be made, and there is no conclusion and a limited use of data to back up the answer (AO3)
Level 2	4–6	<ul style="list-style-type: none"> A range of points made which show knowledge and understanding of geographical ideas and how places change (AO2) The student shows understanding of the question with some success, and the answer is balanced to some extent and a conclusion with some use of data to back up the answer (AO3)
Level 3	7–8	<ul style="list-style-type: none"> A good range of points made which are explained and show good knowledge and understanding of geographical ideas and how places change (AO2) The student shows good understanding of the question, the answer is balanced, with a two-sided answer with a good conclusion using data to back up the answer (AO3)

Marks for spelling, punctuation and grammar

Marks	Description
0	<ul style="list-style-type: none"> Below the minimum standard Nothing creditworthy No answer, or answer not relevant to question and errors seen
1	<ul style="list-style-type: none"> Basic Some creditworthy work with some errors but not enough to reach level 2 A limited number of geographical key terms used
2–3	<ul style="list-style-type: none"> Good Creditworthy work with good spelling and good use of grammar, meaning well A variety of geographical key terms used
4	<ul style="list-style-type: none"> Excellent Creditworthy work which has excellent spelling, punctuation and grammar Excellent use of a wide variety of geographical key terms throughout the answer

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Question	Answer
8 (c)	<p>Assess the extent to which the selection of equipment led to the and reliable data.</p> <p>AO2 (4 marks) / AO3 (4 marks)</p> <p><i>Question requires students to name/identify equipment which was successful by type or equipment accuracy; also may refer to use of data collection GIS/technology, e.g. field sketch/photos; other factors other than selection sampling method or size or type of data which is more subjective/qualitative</i></p> <p>AO2</p> <ul style="list-style-type: none"> • Definition of accuracy relating to scale used (mm or cm) and reliability • Knowledge of equipment type, such as ranging poles, quadrats, devices; measuring devices such as ruler, callipers, stopwatch, • Equipment may include pencil and paper recording in traditional method versus GIS, online survey / data recording on iPads/phones and • Equipment may include classification scales such as Power's index • Question asks the student to may refer to human error misreading or collection or sampling method/size being more important with regard • Use of ranging poles / ranging poles and/or number of times used / to data from enquiry as evidence to reach conclusion <p>AO3</p> <ul style="list-style-type: none"> • Some equipment is more accurate by design, such as callipers long axes more accurately than by eye with a ruler; although transparent accurate than opaque rulers for same reason • Accuracy of reading qualitative or more subjective scales which eye may be lower in than measurements which are quantitative accurate sphericity measurement but beyond requirement of collection reliability/accuracy of use of Power's index by group decision / to improve reliability of results • Use of ranging poles with 50 cm delineation in red/white ensure profile/gradient more accurately and variety of clinometers, some with former being more accurate including use of laser pen light • Flotation devices may also be acknowledged with, for example, affected by wind not just water velocity/direction versus biodegradable lose capacity and, therefore, be transported more rapidly/slowly • Assessment of paper and pencil techniques such as field sketch photographs which capture scale and details for later analysis vs requires closer analysis on site and capture of wind data • Assessment of GIS methods which may be more accurate and hand recording, but need provide battery life and Internet access in physical landscapes, affecting reliability • Use of sampling method and/or size may be considered of more equipment as better sampling / more sampling will improve reliability equipment with experience • Synthesis of quantitative and qualitative data and/or primary and considered to be of more importance than just equipment choice <p><i>Accept any other appropriate response</i></p>

Level	Mark	Description
	0	Nothing creditworthy
Level 1	1–3	<ul style="list-style-type: none"> • Some creditworthy points made which show some knowledge of geographical ideas and how places change (AO2) • The student tries to show understanding of the question success, and the answer tends to be one-sided, with unlinked conclusion and a limited use of data to back up the answer
Level 2	4–6	<ul style="list-style-type: none"> • A range of points made which show knowledge and understanding of how places change (AO2) • The student shows understanding of the question and/or answer and the answer is balanced to some extent, with some link with some use of data to back up the answer (AO3)
Level 3	7–8	<ul style="list-style-type: none"> • A good range of points made which are explained in two knowledge and understanding of geographical ideas and • The student shows good understanding of the question answer is balanced, with a two-sided answer with linked conclusion using data to back up the answer (AO3)

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Question	Answer
9 (a) (i)	Outside of bend / far side of photo / beneath the boat
9 (a) (ii)	<p><i>'Describe' requires use of adjectives, facts such as landforms and max. 1, no credit for human characteristics such as housing, bridge</i></p> <p>The river stretch shows a meander (1) with steep river cliff at 90° erosion from scree / loose / unconsolidated rock at base (1); on inside is a slip-off slope / river beach / point bar (1) where fine silt/alluvium deposited into a slope with 20–30 degree angle (1) river brown water</p> <p><i>Accept any other appropriate response (1)</i></p>
9 (a) (iii)	<p><i>Drawing skill requires the following three elements to be present: only identification of features which may be human and/or physical; describe or explain in detail</i></p> <p>Identifiable shape drawn (1) Label of identifiable feature (e.g. meander/housing/bridge) (1) Title/labelled (1)</p>
9 (b)	<p><i>'Explain' requires use of 'because', 'therefore', 'this means', 'that is why' to develop answer</i></p> <p>River erodes and moves material from outside of bend where the velocity (1) means river has most erosive power/energy to erode and deposit on inside of bend as this is where water moves slower so suspension is dropped forming a slip-off slope / river beach / point bar</p> <p><i>Accept any other appropriate response</i></p>

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Question	Answer
9 (c)	<p>Assess the extent to which the selection of equipment led to the accurate and reliable data. AO2 (4 marks) / AO3 (4 marks)</p> <p><i>Question requires students to name/identify equipment which was successful in terms of accuracy of each type of equipment or may refer to data collection by hand using traditional methods, e.g. field sketch / photos; other factors other than selection of equipment, e.g. sampling method or size or type of data which is more subjective/qualitative</i></p> <p>AO2</p> <ul style="list-style-type: none"> • Definition of accuracy relating to scale used (mm or cm) and reliability of equipment • Knowledge of equipment type such as ranging poles, quadrats, clinometers; measuring devices such as ruler, callipers, stopwatch, etc. • Equipment may include pencil and paper recording in traditional methods versus GIS, online survey / data recording on iPads/phones and GPS • Equipment may include classification scales such as Power's index of urbanisation • Question asks the student to assess the accuracy of data collection and may refer to human error misreading or misrecording • Use of ranging poles / ranging poles and/or number of times used / type of data from enquiry as evidence to reach conclusion <p>AO3</p> <ul style="list-style-type: none"> • Some equipment is more accurate by design, such as callipers, which measure long axes more accurately than by eye with a ruler; although transparent rulers are more accurate than opaque rulers for same reason • Accuracy of reading qualitative or more subjective scales which require judgement by eye may be lower in accuracy than measurements which are quantitative • For accurate sphericity measurement but beyond requirement of increasing reliability/accuracy of use of Powers' Index by group of assessors would improve reliability of results • Use of ranging poles with 50 cm delineation in red/white ensure measurement of gradient more accurately and variety of clinometers, some digital, some analogue, former being more accurate including use of laser pen lights for measurement • Flotation devices may also be acknowledged with, for example, measurement of water velocity/direction versus biodegradable capacity and, therefore, being transported more rapidly/slowly • Assessment of paper and pencil techniques such as field sketching and photographs which capture scale and details for later analysis versus digital recording which require closer analysis on site and capture of wind data • Assessment of GIS methods which may be more accurate and more reliable than hand recording provide battery life and Internet access which may be affected in some landscapes affects reliability • Use of sampling method and or size may be considered of more importance than equipment as better sampling/more sampling will improve reliability of results with experience • Synthesis of quantitative and qualitative data and/or primary and secondary data considered to be of more importance than just equipment choice <p><i>Accept any other appropriate response</i></p>

Level	Mark	Description
	0	Nothing creditworthy
Level 1	1-3	<ul style="list-style-type: none"> • Some statements made which show some knowledge of geographical ideas and how places change (AO2) • The student tries to show understanding of the question and the answer tends to be one-sided, with unlinked conclusion and a limited use of data to back up the answer (AO3)
Level 2	4-6	<ul style="list-style-type: none"> • A range of points made which show knowledge and understanding of the question and/or how places change (AO2) • The student shows understanding of the question and/or the answer is balanced to some extent, with some linked conclusion and some use of data to back up the answer (AO3)
Level 3	7-8	<ul style="list-style-type: none"> • A good range of points made which are explained in two or more linked sentences showing knowledge and understanding of geographical ideas and how places change (AO2) • The student shows good understanding of the question and the answer is balanced, with a two-sided answer with linked conclusion using data to back up the answer (AO3)

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Section C2: Geographical Investigations: Human

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Question	Answer
10 (a) (i)	<p>Description requires identification of method, such as bar chart, of variables on axes, line of best fit, categories used for quantitative marks awarded for technique that could be used for qualitative perception but limit to max. 2 marks; no marks for purely qualitative field sketch or photo.</p> <p>Bar chart (1) was used to show type of traffic, e.g. car, bike, bus frequency/number of vehicles shown on the y-axis (1) and type of discrete categories / data along the x-axis (1)</p> <p>Scattergraph (1) used to show changes in perceived crime rates in the urban area (1) with percentage shown on a scale of 1–10 on the y-axis (1) and the changes in space/distance shown on the independent line of best fit used to show correlation/trend (1)</p>
10 (a) (ii)	<p>Description requires quoting of results/data, limit to 2 marks with reference to relevant enquiry; description should also include places/locations and/or trends/anomalies; no requirement to explain; likely use of words such as 'while'/'however' but no need to directly compare in same variation noted, e.g. higher/better/improved</p> <p>Quality of life improved towards the suburbs (1) as the environmental educational achievement improved (1) with the lowest scores/achievement in the city where scores were, with data to support (1) compared with the highest scores were, with data to support (1)</p> <p>Accept any other appropriate response</p>
10 (a) (iii)	<p>'Explain' requires justification which may be linked directly to part (ii) connectives such as 'because', 'therefore' and this means to develop; not double credit same development for both parts; maximum 2 marks</p> <p>Quality of life is higher in the suburbs because there is less pollution / roads / less traffic congestion than in the city centre (1)</p> <p>Higher incomes (1) mean people can afford a better diet / better housing (1)</p> <p>Government investment in regeneration (1) has improved the quality of the built environment (1)</p> <p>Accept any other appropriate response</p>



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Question	Answer
10 (b)	<p>Assess the strengths and weaknesses of this methodology in producing reliable results. AO2 (4 marks) / AO3 (4 marks)</p> <p><i>Question requires critical evaluation which refers to both strengths and weaknesses relating them to the accuracy and/or reliability of results; credit solutions that exemplify strengths and weaknesses but not on their own</i></p> <p>AO2</p> <ul style="list-style-type: none"> Definitions of accuracy/reliability, first being precision of data collection related to sample size/timing and bias / subjective nature in collection Strengths and weaknesses may relate to sampling method, size of data and/or equipment used, e.g. pencil drawing rather than photograph Three sites in stratified sample in three different locations gives good range but limited number of sites may leave out important areas being chosen Frequency and timing, once in winter Bias from weather conditions Qualitative data is more subjective, quantitative data more objective and more reliable <p>AO3</p> <ul style="list-style-type: none"> Data has mix of quantitative/qualitative, social and environmental indicators which makes it balanced to some extent, although no economic indicators shown obliquely through condition of buildings/roads possibly Traffic count is quantitative so may be more objective and clear but only on one side of road (though not specified which), only cars to ensure accuracy Traffic count on one side of the road may be flawed, especially if only in one direction in 9am sample along with lunchtime and school run so may affect accuracy and reliability of the data compared with count on both sides of road No time limit set for traffic count, e.g. 5 mins / 10 mins for consistency Pollution is broad term and unclear whether noise, gas or particulates are measured, all of which vary with differing vehicles/cars Pollution linked to number of cars is crude measure – as other vehicles like bikes, also polluting; number of buses important in terms of pollution and use and also whether road has bus routes on it or not; electric vehicles have considerably lower pollution levels Time of year/day / weather conditions and frequency of collection in winter / December more private car use than bicycles Questionnaire more qualitative/subjective in nature but does require care to ensure perception of crime not distorted by one age group Sample size small, only nine, and frequency/timing of visit may not be representative of who is available for questioning Field sketches are qualitative in nature so more subjective and less reliable than drawing/labelling, no quantitative measure; descriptive language used to standardise what is being looked for which would improve accuracy and improve reliability <p><i>Accept any other appropriate response</i></p>

Level	Mark	Description
	0	Nothing credited
Level 1	1-3	<ul style="list-style-type: none"> Some points made which show some knowledge of geographical ideas and how places change (AO2) The student tries to show understanding of the question but the answer is limited success, and the answer tends to be one-sided with no conclusion and a limited use of data to back up the answer (AO3)
Level 2	4-6	<ul style="list-style-type: none"> A range of points made which show knowledge and understanding of the question and how places change (AO2) The student shows understanding of the question and the answer is balanced to some extent, with some use of data to back up the answer (AO3)
Level 3	7-8	<ul style="list-style-type: none"> A good range of points made which are explained in good knowledge and understanding of geographical ideas and how places change (AO2) The student shows good understanding of the question and the answer is balanced, with a two-sided answer with a conclusion using data to back up the answer (AO3)

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Question	Answer
11 (a) (i)	<p>Description requires identification of method such as bar chart for variables on axes, line of best fit, categories used for quantitative marks awarded for technique that could be used for qualitative, perception, but limit to max. 2 marks; no marks for purely qualitative field sketch or photo.</p> <p>Bar chart (1) was used to show type of traffic, e.g. car, bike, bus frequency/number of vehicles shown on the y-axis (1) and type of discrete categories/data along the x-axis (1)</p> <p>Scattergraph (1) used to show changes to perceived crime rates in the urban area (1) with perception shown on a scale of 1–10 on y-axis (1) and the changes over space/distance shown on the x-axis with line of best fit used to show correlation/trend (1)</p>
11 (a) (ii)	<p>Description requires duration of results/data; limit to 2 marks with from student evidence; description should also include places/locations and/or trends; no requirement to explain; likely use of superlatives, 'however' but no need to directly compare in same way as question noted, e.g. higher/better/improved</p> <p>Deprivation improved towards / away from urban areas (1) as the scores / educational achievement improved (1) with the lowest score named location where scores were, with data to support (1) compared to location where scores were, with data to support (1)</p> <p>Accept any other appropriate response</p>
11 (a) (iii)	<p>'Explain' requires justification which may be linked directly to part (ii) connectives such as 'because', 'therefore', 'and this means' to do not double credit same development for both parts; maximum 2 marks</p> <p>Deprivation is higher in named location because there is less pollution / less traffic congestion from commuters / motorway / airport / business</p> <p>Higher incomes (1) mean people can afford a better diet / better housing</p> <p>Government investment in regeneration (1) has improved the economic situation for residents (1)</p> <p>Accept any other appropriate response</p>



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Question	Answer
11 (b)	<p>Assess the strengths and weaknesses of this methodology in producing reliable results. AO2 (4 marks) / AO3 (4 marks)</p> <p><i>Question requires critical evaluation which refers to both strengths and weaknesses relating them to the accuracy and/or reliability of results; credit solution for exemplify strengths and weaknesses but not on their own</i></p> <p>AO2</p> <ul style="list-style-type: none"> Definitions of accuracy/reliability, first being precision of data collection related to sample size/timing and bias / subjective nature in collection Strengths and weaknesses may relate to sampling method, size of data and/or equipment used, e.g. pencil drawing rather than photograph Three sites in stratified sample in three different ring locations gives good but limited number of sites may lead to bias in being chosen Frequency and timing, once in winter Bias from weather conditions Qualitative data is more subjective, quantitative data more objective and reliability <p>AO3</p> <p>Data has mix of quantitative/qualitative, social and environmental indicators which make it balanced to some extent, although no economic indicators shown obliquely through condition of buildings/roads possibly</p> <ul style="list-style-type: none"> Traffic count is quantitative so may be more objective and clear but only on one side of road (though not specified which), only cars to ensure accuracy Traffic count on one side of the road may be flawed, especially in morning direction in 9am sample along with lunchtime and school run so may affect accuracy and reliability of the data compared with count on both sides of road No time limit set for traffic count, e.g. 5 mins / 10 mins for consistency Pollution is broad term and unclear whether noise, gas or particulates are measured, all of which vary with differing vehicles/cars Pollution linked to number of cars is crude measure – as other vehicles like bikes, also polluting; number of buses important in terms of public transport use and also whether road has bus routes on it or not; electric vehicles have considerably lower pollution levels Time of year/day / weather conditions and frequency of collection in winter in December more private car use than bicycles Questionnaire more qualitative/subjective in nature but does represent general perception of crime not distorted by one age group Sample size small, only nine, and frequency/timing of visit may not represent who is available for questioning Field sketches are qualitative in nature so more subjective and descriptive in drawing/labelling, no quantitative measure, descriptive language used for what is being looked for which would improve accuracy, use of photographs to improve reliability <p><i>Accept any other appropriate response</i></p>

Level	Mark	Description
	0	Nothing credit worthy
Level 1	1	<ul style="list-style-type: none"> Some stand-alone points made which show some knowledge of geographical ideas and how places change (AO2) The student tries to show understanding of the question but has limited success, and the answer tends to be one-sided with no conclusion and a limited use of data to back up the answer (AO3)
Level 2	4–6	<ul style="list-style-type: none"> A range of points made which show knowledge and understanding of the question and how places change (AO2) The student shows understanding of the question and the answer is balanced to some extent, with some use of data to back up the answer (AO3)
Level 3	7–8	<ul style="list-style-type: none"> A good range of points made which are explained in detail showing good knowledge and understanding of geographical ideas and how places change (AO2) The student shows good understanding of the question and the answer is balanced, with a two-sided answer with limited conclusion using data to back up the answer (AO3)

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.