Write your name here

Surname		Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

Candidate Number

Geography A
Paper 3: Geographical Investigations: Fieldwork and UK Challenges

Specimen papers for first teaching
September 2016
Time: 1 hour 30 minutes

Paper Reference

1GA0/03

You must have:
Resource Booklet, calculator.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A answer **one** from questions 1 and 2.
  In Section B answer **one** from questions 3 and 4.
  In Section C answer **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need*.
- You must **show all your working out with your answer clearly identified** at the **end of your solution**.

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question*.
- Questions labelled with an **asterisk** (*****) are ones where the quality of your written communication will be assessed
  – *you should take particular care on these questions with your spelling, punctuation, grammar and use of specialist terminology, as well as the clarity of expression.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

S 5 2 1 4 7 A 0 1 2 0

PEARSON

SECTION A

Geographical Investigations – Physical Environments

**Answer either Question 1: Investigating physical environments (rivers)
or Question 2: Investigating physical environments (coasts).**

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Chosen question number: **Question 1** ☒   **Question 2** ☒

Question 1: Investigating physical environments (rivers)

1   You have studied a river as part of your own fieldwork.

(a) Explain **one** advantage of the sampling strategy you used when investigating river discharge.

(2)

Named sampling strategy ....

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(b) Explain **one** way in which the flood risk map (secondary data) supported your understanding of your river investigation.

(3)

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(c) Explain **one** reason for a data presentation technique, such as a graph or diagram, used to present your river data.

(2)

Type of data presentation technique ....

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(d) Explain **one** factor that may have affected the reliability of your results.

(3)

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S 5 2 1 4 7 A 0 3 2 0

Study Figures 1a and 1b in the Resource Booklet.

(e) For **either** Figure 1a **or** Figure 1b, assess the different enquiry questions about river environments that you might investigate.

(8)

Chosen Figure ....

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(Total for Question 1 = 18 marks)

S 5 2 1 4 7 A 0 4 2 0

Question 2: Investigating physical environments (coasts)

2 You have studied a coast as part of your own fieldwork.

(a) Explain **one** advantage of the sampling strategy you used when investigating sediment characteristics.

(2)

Named sampling strategy ....

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(b) Explain **one** way in which the geology map (secondary data) supported your understanding of your coastal investigation.

(3)

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(c) Explain **one** reason for a data presentation technique, such as a graph or diagram, used to present your coastal data.

(2)

Type of data presentation technique ....

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(d) Explain **one** factor that may have affected the reliability of your results.

(3)

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S 5 2 1 4 7 A 0 6 2 0

Study Figure 2a and 2b in the Resource Booklet.

(e) For **either** Figure 2a **or** Figure 2b, assess the different enquiry questions about coastal environments that you might investigate.

(8)

Chosen Figure ....

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(Total for Question 2 = 18 marks)

TOTAL FOR SECTION A = 18 MARKS

SECTION B

Geographical Investigations – Human Environments

Answer either Question 3: Investigating human landscapes (central/inner urban area) or Question 4: Investigating human landscapes (rural settlements).

Chosen question number: **Question 3** ⊠   **Question 4** ⊠

Question 3: Investigating human landscapes (central/inner urban area)

3   (a) Study Figure 3a in the Resource Booklet.

(i)   State the purpose of this recording sheet.

(1)

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(ii) Explain **one** limitation of the technique shown in Figure 3a.

(3)

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(iii) Describe **one** way this recording sheet could be adapted to improve the results.

(1)

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(b) Study Figure 3b in the Resource Booklet.

(i) Identify the median deprivation score.

(1)

⊠ **A** 5.0

⊠ **B** 16.0

⊠ **C** 20.0

⊠ **D** 24.5

(ii) Calculate interquartile range of the deprivation score.

Show your working.

(2)

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(c) Study Figure 3c in the Resource Booklet.

Explain **one** reason why the deprivation data shown has been plotted as a dispersion diagram.

(2)

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You have studied an urban area as part of your fieldwork.

(d) Evaluate the different techniques used to analyse your fieldwork data.

(8)

(Total for Question 3 = 18 marks)

Question 4: Investigating human landscapes (rural settlements)

4 (a) Study Figure 4a in the Resource Booklet.

(i) State the purpose of this recording sheet.

(1)

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(ii) Explain **one** limitation of the technique shown in Figure 4a.

(3)

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(iii) Describe **one** way the recording sheet could be adapted to improve the results.

(1)

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(b) Study Figure 4b in the Resource Booklet.

(i) Identify the median deprivation score.

(1)

- ☒ **A** 13.0
- ☒ **B** 18.0
- ☒ **C** 21.5
- ☒ **D** 27.5

(ii) Calculate interquartile range of the deprivation score.

Show your working.

(2)

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(c) Study Figure 4c in the Resource Booklet.

Explain **one** reason why the deprivation data shown has been plotted as a dispersion diagram.

(2)

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You have studied a rural area as part of your fieldwork.

(d) Evaluate the different techniques used to analyse your fieldwork data.

(8)

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(Total for Question 4 = 18 marks)

TOTAL FOR SECTION B = 18 MARKS

SECTION C

Geographical Investigations – UK Challenges

Answer ALL questions in this section.

Spelling, punctuation, grammar and specialist terminology will be assessed in Question 5(g).

5 Study Figure 5a in the Resource Booklet.

(a) (i) Identify the mean visitor spend per year (£million) in England's National Parks.

(1)

☒ **A** 366

☒ **B** 403

☒ **C** 541

☒ **D** 835

(ii) Suggest **one** reason for the difference in the number of visitor days per year shown on Figure 5a.

(2)

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(b) Study Figures 5a and 5b in the Resource Booklet.

Calculate the area of the Yorkshire Dales National Park following its extension in August 2016.

(1)

.... km^2

(c) Study Figure 5c in the Resource Booklet.

Identify the mode for the percentage population change between 2001 and 2011.

(1)

☒ **A** −3

☒ **B** 1

☒ **C** 3

☒ **D** 6

(d) Study Figure 5d in the Resource Booklet.

The average house price 10km outside the Lake District National Park is £200 000.

Calculate the average price of a house inside the Lake District National Park.

(1)

£ ....

(e) State **two** negative environmental impacts of tourism in National Parks.

(2)

1 ....

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2 ....

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(f) Explain **two** strategies that have been used to manage the challenges facing National Parks in the UK.

(4)

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

*(g) Use information from the Resource Booklet (Figures 5a – 5d) and knowledge and understanding from the rest of your geography course.

Discuss the view that development within UK National Parks will create pressures on both the local environment and people.

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(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 5 = 28 marks)

TOTAL FOR SECTION C = 28 MARKS

TOTAL FOR PAPER = 64 MARKS

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Geography A

Paper 3: Geographical Investigations: Fieldwork and UK Challenges

Specimen papers for first teaching
September 2016
Resource Booklet

Paper Reference
1GA0/03

Do not return the Resource Booklet with the question paper.

Turn over ▶

PEARSON

Geographic Investigation – Physical Environments
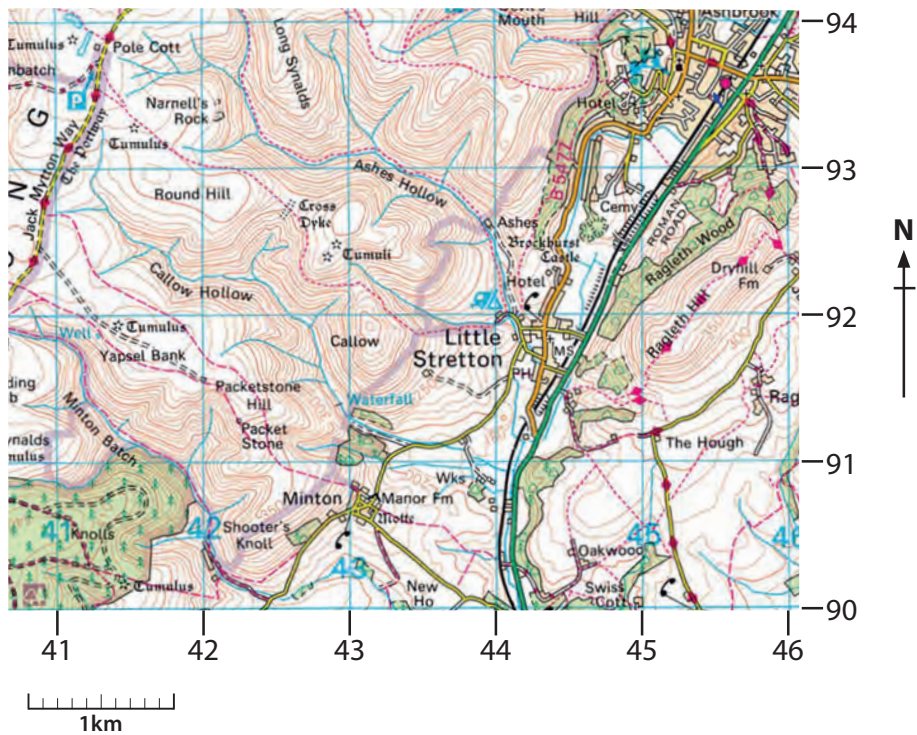
Figure 1a

An oblique aerial photograph and an 1:50000 OS map for a river environment in South Shropshire
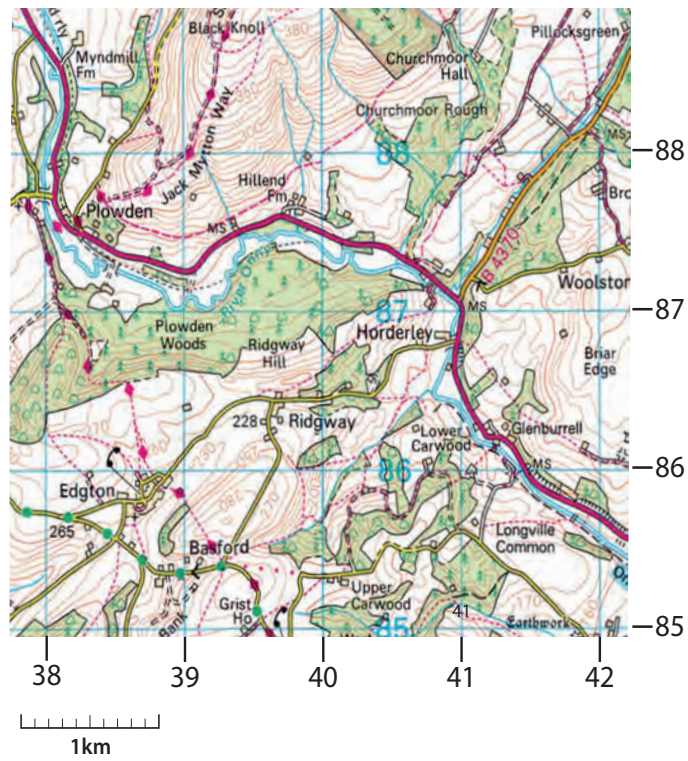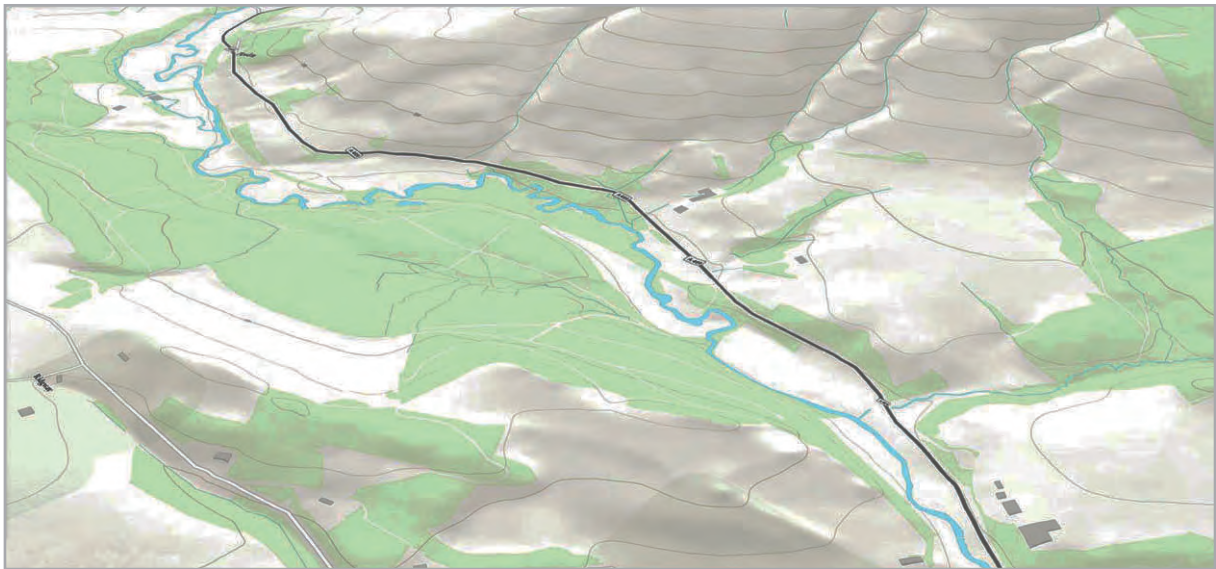
Figure 1b

**A terrain map and a 1:50000 OS map of
a river environment in South Shropshire**
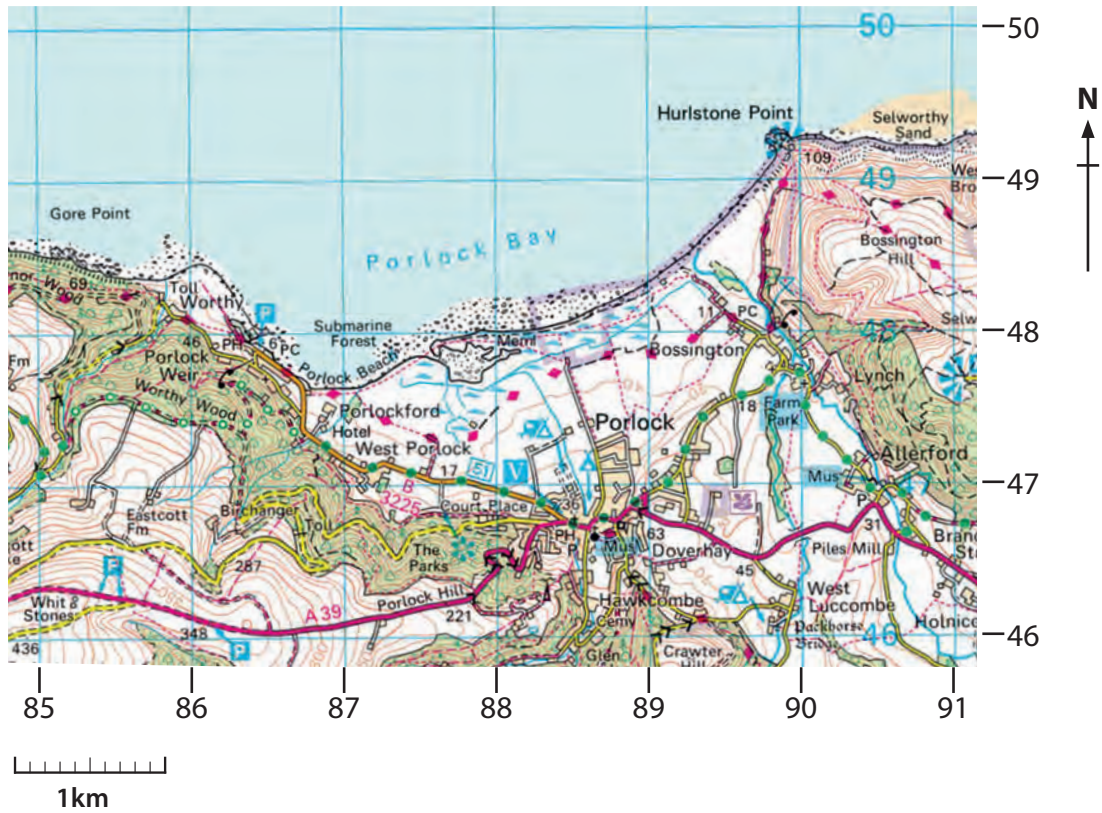
Figure 2a

**An oblique aerial photograph and an 1:50000 OS map for
a coastal environment in North Somerset**

Figure 2b

**A terrain map and a 1:50000 OS map of
a coastal environment in North Somerset**

Geographical Investigations – Human Environments

boring	1	②	3	4	5	stimulating
ugly	①	2	3	4	5	attractive
crowded	1	2	3	④	5	peaceful
threatening	1	②	3	4	5	welcoming
private	1	2	3	④	5	public
cold/wet	1	2	③	4	5	warm/dry
monotonous	1	②	3	4	5	varied
obvious	1	②	3	4	5	mysterious
drab	1	②	3	4	5	colourful
weak	1	2	③	4	5	strong
confining	1	2	③	4	5	spacious
lonely	1	2	3	④	5	sociable
modern	1	②	3	4	5	historic

Figure 3a

An example of a primary data fieldwork recording sheet

Location	Census Area Code	Deprivation Score
1	Norwich 012D	3
2	Norwich 011G	14
3	Norwich 006E	58
4	Norwich 013F	42
5	Norwich 007E	53
6	Norwich 014A	28
7	Norwich 004C	37
8	Norwich 003B	16
9	Norwich 014D	18
10	Norwich 005D	22
11	Norwich 012C	5
12	Norwich 011A	5

Note – higher deprivation scores indicate more deprived areas

Figure 3b

Data on census areas and deprivation scores for selected areas in Norwich, 2015
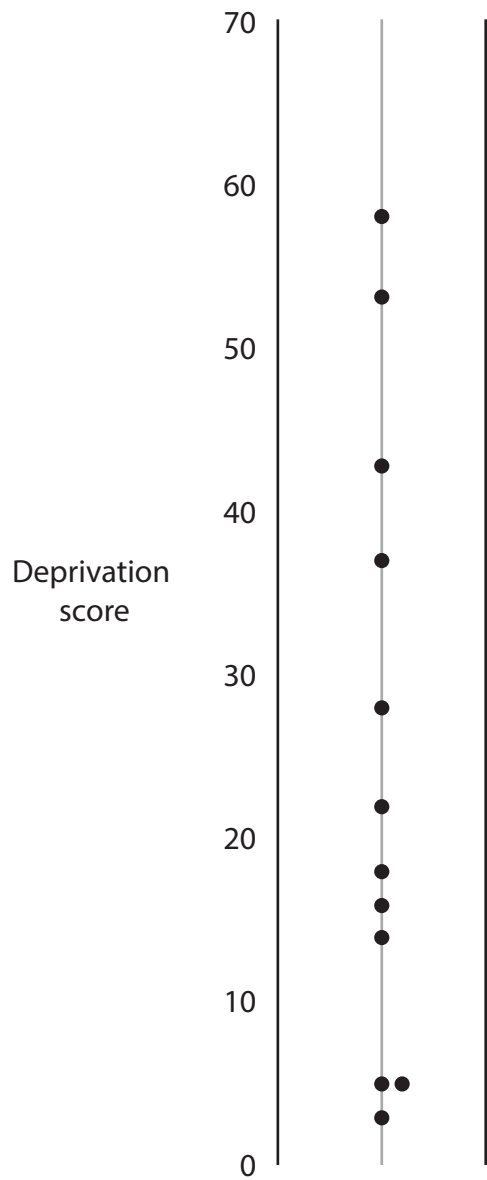
Figure 3c

Dispersion diagram of census areas and deprivation scores for selected urban areas in Norwich, 2015

boring	1	②︎	3	4	5	stimulating
ugly	①︎	2	3	4	5	attractive
crowded	1	2	3	④︎	5	peaceful
threatening	1	②︎	3	4	5	welcoming
private	1	2	3	④︎	5	public
cold/wet	1	2	③︎	4	5	warm/dry
monotonous	1	②︎	3	4	5	varied
obvious	1	②︎	3	4	5	mysterious
drab	1	②︎	3	4	5	colourful
weak	1	2	③︎	4	5	strong
confining	1	2	③︎	4	5	spacious
lonely	1	2	3	④︎	5	sociable
modern	1	②︎	3	4	5	historic

Figure 4a

An example of a primary data fieldwork recording sheet

Location	Census Area Code	Deprivation Score
1	North Norfolk 004B	8
2	North Norfolk 010A	32
3	North Norfolk 003A	42
4	North Norfolk 011E	25
5	North Norfolk 001B	18
6	North Norfolk 009B	29
7	North Norfolk 002B	26
8	North Norfolk 013B	33
9	North Norfolk 010H	17
10	North Norfolk 011B	13
11	North Norfolk 010E	13
12	North Norfolk 001C	9

Note – higher deprivation scores indicate more deprived areas

Figure 4b

Data on census areas and deprivation scores for selected rural areas in North Norfolk, 2015
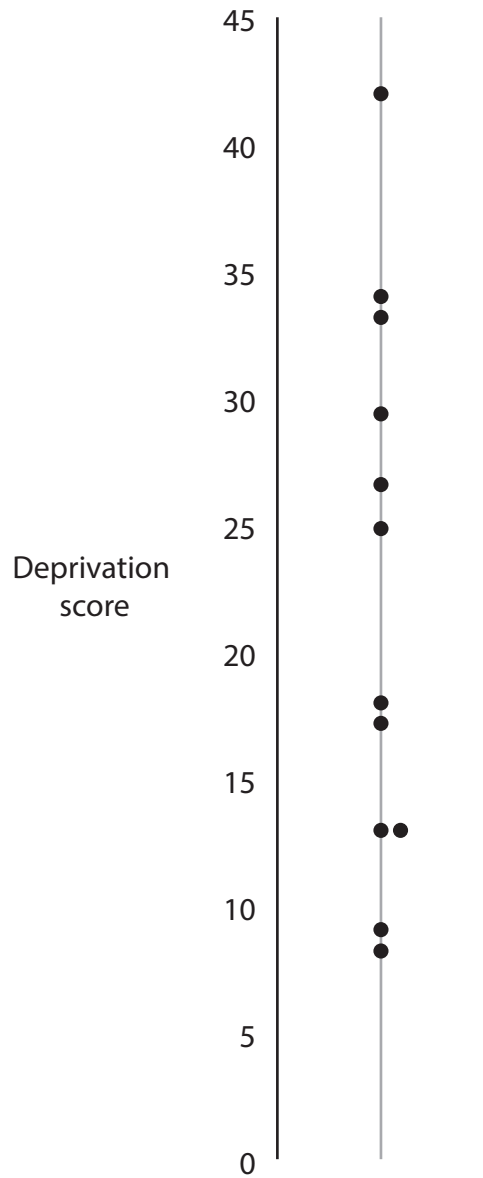
Figure 4c

Dispersion diagram of census areas and deprivation scores for selected rural areas in North Norfolk, 2015

UK landscapes face challenges from a range of pressures from population growth, migration as well as wider issues such as climate change. These problems are often focused in areas where conservation and development can come into conflict, especially in England's National Parks. Difficult decisions must be made as a result of contrasting attitudes and priorities from different stakeholders ranging from individuals to the national government.

National Park	Area (km^2)	Number of visitor days per year (million)	Visitor spend per year (£million)
The Broads	303	16	568
Dartmoor	953	3	111
Exmoor	694	2	81
Lake District	2292	24	1146
New Forest	570	14	123
Northumberland	1048	1.7	190
North York Moors	1434	11	538
Peak District	1437	12	541
South Downs	1624	39	332
Yorkshire Dales	1769	13	400

(Source: http://www.nationalparks.gov.uk/learningabout/whatisanationalpark/factsandfigures)

Figure 5a

Information about the ten National Parks in England, 2014

Yorkshire Dales and Lake District National Parks to be extended

In August 2016, the Yorkshire Dales and Lake District National Parks are to be extended by over 300 km^2.

The move will see the Yorkshire Dales National Park (YDNP) grow by 24% and Lake District National Park (LDNP) by 3%.

It is hoped the extension will boost rural tourism in the areas and add to the £4billion already generated by visitors to these parks.

Some negative impacts of the extension are:

- farmers and landowners views are ignored

- planning restrictions on farmers and landowners converting buildings and land for leisure and tourism

- local residents worried about increased number of visitors to the enlarged National Park.

(Source: BBC News and *The Westmorland Gazette*)

Figure 5b

Newspaper article about future developments in two National Parks
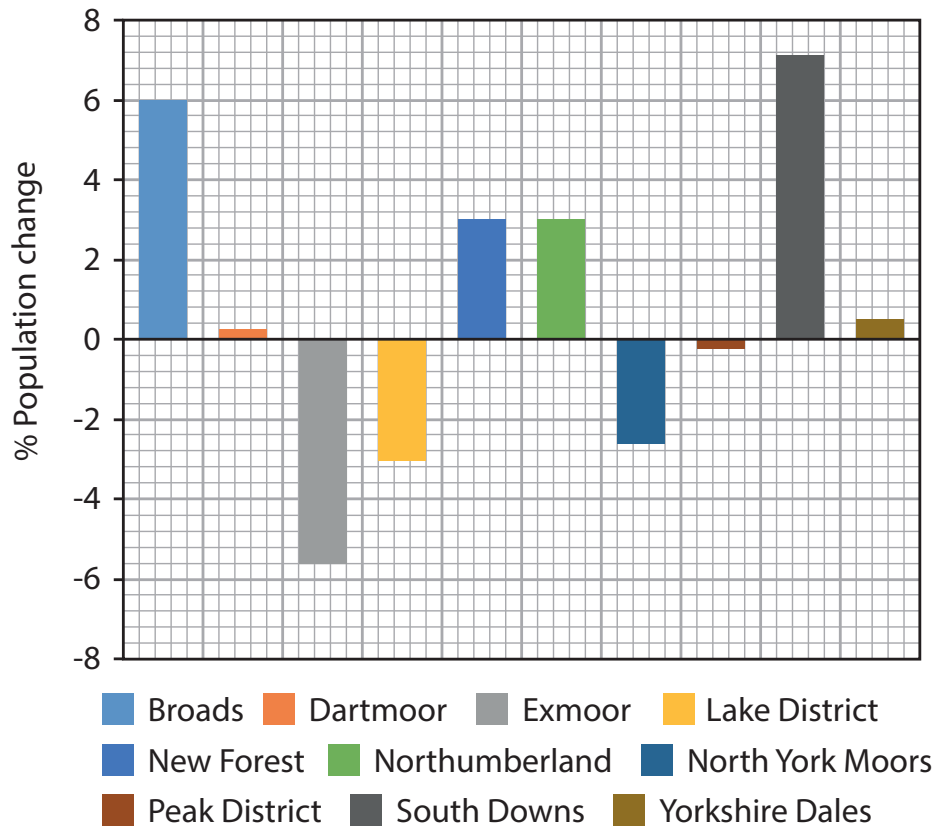
(Source: ONS (2013) Characteristics of National Parks, 2011; Census 2001 and 2011 data)

Figure 5c

Percentage (%) population change in England's National Parks, 2001 to 2011

House inside Lake District
National Park
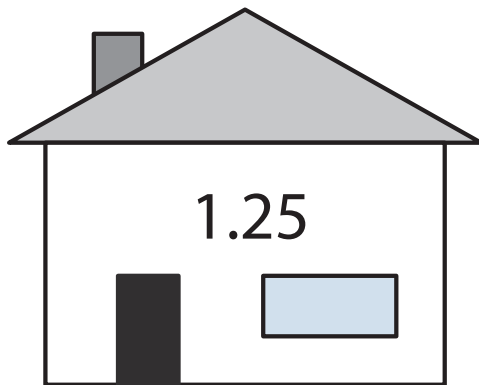
House 10km outside Lake
District National Park

1.25 : 1
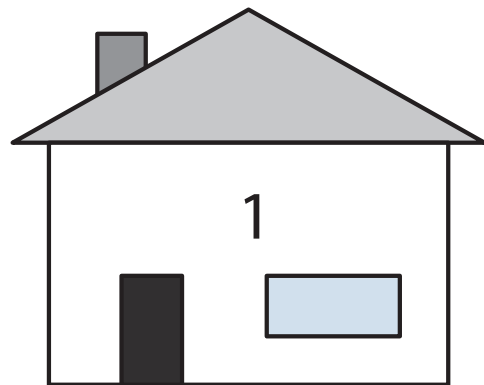
Figure 5d

**Ratio of average house prices inside and
10km outside the Lake District National Park**

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Paper 3 Mark scheme

Question number	Answer	Mark
1(a)	**No credit for naming a sampling strategy.** Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 2 marks: It allowed the collection of reliable data (1) within a manageable data collection framework (1). **Accept any other appropriate response.**	**(2)**

Question number	Answer	Mark
1(b)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 3 marks: It helped to see the flood risk areas in the town (1) and therefore the sites could be identified for fieldwork (1) which allowed an appropriate planning framework to be developed (1). It helped to see the flood risk areas in the town (1) and to target further research on the topic (1) which helped to understand the spatial severity of flood risk in the area (1). **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
1(c)	**Note – no credit for stating type of graph or diagram** Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 2 marks: a scatter graph was used because this showed the direction (1) of the relationship between discharge and distance downstream as well as the strength of the relationship (1). a located proportional bar was used for cross sectional area so that you could see changes along the course of the river (1) and the places/sites where most change happened (1). Reward candidates who give reasons for use of maps/GIS/photos.	

	Accept any other appropriate response.	(2)
Question number	Answer	Mark
1(d)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 3 marks: quality of sampling procedure, i.e. number of sites (1) would have impacted on the results and the fact that there was a lot of variability in river width and depth at any one site (1) would have affected reliability (1). quality of equipment used and potential for errors to be introduced (1) due to poor use of equipment, e.g. holding flow-meter wrong way round in flow (1) which caused inaccurate readings (1). **Accept any other appropriate response.**	**(3)**

Question number	Indicative content
1(e)	**AO3 (4 marks)/AO4 (4 marks)**

AO3
- The maps and photographs provide stimulus for questions (or aims or hypotheses) including temporal and spatial changes in the environment.
- Judgement about the size of the stream and linked H&S ideas, linked to questions (especially lowland).
- A supported judgement is reached about applicability of physical topics in relation to the upland environment.
- A supported judgement is reached about applicability of physical topics in relation to the lowland environment.
- How far the resources provide enough clues as to questions, may want additional data and information, e.g. climate and geology.
- There is evidence of consideration of secondary research in order to develop geographical meaning and content.

AO4
Figure 1a
- Changes in river gradient, e.g. Ashes Hollow (grid ref) Pole cottage to the campsite at Little Stretton.
- Measuring the cross section of Ashes Hollow at different sites downstream.
- Measuring discharge at the source (Pole Cottage) – comparing with lower part of river, e.g. Little Stretton.
- Aerial photograph shows steep valley sides and the limited extent of the narrow river channel.
- Explore different landforms such as interlocking spurs (as shown in the GIS) waterfalls as seen in Callow Hollow.

Figure 1b
- Meanders frequency/sinuosity, e.g. in the area adjacent/north of Plowden Woods.
- Measuring the cross section of River Onny at different sites to check for similarities and differences.
- Measuring discharge of the River Onny – comparing with tributary that runs along the A4370.
- Explore different landforms such as floodplain extent (as shown in the GIS) and the pool-riffle sequence (linked to straight and meandering sections).

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
2(a)	**No credit for naming a sampling strategy.** Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 2 marks: it allowed the collection of reliable data (1) within a manageable data collection framework (1) **Accept any other appropriate response.**	(2)

Question number	Answer	Mark
2(b)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 3 marks: it helped to see the characteristics of the coast (e.g. concordant etc) (1) and therefore the sites could be identified for fieldwork (1) which allowed an appropriate planning framework to be developed (1). it helped to see the variations is coastal geology in the region (1) and to target further research on the topic (1) which helped to understand the spatial variety of landforms in the area (1). **Accept any other appropriate response.**	(3)

Question number	Answer	Mark
2(c)	**Note – no credit for stating type of graph or diagram** Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 2 marks: a scatter graph was used because this showed the direction (1) of the relationship between sediment size and distance along the beach (1) as well as the strength of the relationship (1). a located proportional bar was used for cross sectional area so that you could see changes along beach cross-section (1) and the places/sites where most change happened (1). Reward candidates who give reasons for use of maps/GIS/photos **Accept any other appropriate response.**	(2)

Question number	Answer	Mark
2(d)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 3 marks: quality of sampling procedure, i.e. number of sites (1) would have impacted on the results and the fact that there was lots of variability in sediment size and shape at any one site (1) which caused inaccuracies (1). quality of equipment used and potential for errors to be introduced (1) due to poor use of equipment, e.g. levelling the clinometer inappropriately (1) which caused inaccurate readings (1). **Accept any other appropriate response.**	**(3)**

Question number	Indicative content
2(e)	**AO3 (4 marks)/AO4 (4 marks)**
	AO3 • The maps and photographs provide stimulus for questions (or aims or hypotheses) including temporal and spatial changes in the environment. • Judgement about the size of the waves/tides and linked H&S ideas, linked to questions (especially rocky-shore). • A supported judgement is reached about applicability of physical topics in relation to the pebble-beach environment. • A supported judgement is reached about applicability of physical topics in relation to the rocky-shore environment. • How far the resources provide enough clues as to questions, may want additional data and information, e.g. geology, local tides, shoreline management plans etc. **AO4** **Figure 2a** • Changes in beach sediment, e.g. car park at Porlock Weir (8647) to Hurlstone Point in the east. • Measuring the beach cross section at different point along the ridge, along Porlock beach (accessible). • Measuring discharge at the source from the marsh and channel outlet in 8747. • Aerial photograph shows steep headland that might be used to study contrast with area behind shingle beach. • Explore different landforms such as cliffs and linked mass movements, e.g. near Hurlstone Point. **Figure 2b** • Changes in beach sediment, e.g. car park at station near Watchet town to the holiday park in the east. • Measuring the rocky shore/wave cut platform cross section at different points near Doniford. • Measuring discharge in the Washford River as it enters Watchet harbour (0843). • Aerial photograph shows inlet in the east and another river flowing north that could be investigated. • Explore different landforms such as slopes (west of GIS extract) and flatter east section.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Reject	Mark
3(a) (i)	To find out about: • attitudes about an area (1) • environmental quality of a place/area (1) • people's perception of an area/place (1). **Accept any other appropriate response.**	Stating simply what it is, i.e. environment al quality sheet	**(1)**

Question number	Answer	Mark
3(a) (ii)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 3 marks: it relies on judgements which are subjective (1) and generally not on a pre-calibrated score (1) so it makes comparisons between areas difficult (1). it relies on judgements which are subjective (1) and judgements are not weighted in terms of importance (1) so it's very generalised and may not give good/reliable results (1). it relies on judgements which are subjective (1) and the descriptors can mean different things to different respondents (1) so it increases the chances of unreliability (1). **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
3(a) (iii)	key to descriptors/adjectives (1) increased scale, i.e. 0-10 (1) get rid of 3 as it's a mid-point (1) increase the number of categories of descriptors (1) agree meanings to descriptors before completion (1) **Accept any other appropriate response.**	**(1)**

Question number	Answer	Mark
3(b) (i)	C	**(1)**

Question number	Answer	Mark
3(b) (ii)	Q1 = 9.5, Q3 = 39.5 (1) IQR= 30.0 or 30 (1)	**(2)**

Question number	Answer	Mark
3(c)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 2 marks: the dispersion diagram shows the spread of data (1) so it is easy to see patterns in the data, i.e. clusters or outliers (1). the dispersion diagram shows the spread of data (1) so it is easy to see the range in the data and make comparisons with other sites/areas (1). **Accept any other appropriate response.**	**(2)**

Question number	Indicative content
3(d)	**AO3 (4 marks)/AO4 (4 marks)** **AO3** • Analysis is about trying to make sense of geographical data (primary and secondary) in order to reach conclusions. • Judgement about the type of data, e.g. numerical vs written information and how best to analyse each of those differently. • A supported judgement is reached about applicability of different analysis techniques in relation to their strengths and weaknesses. • A supported judgement is reached about applicability of different analysis techniques in relation to their reliability and minimum thresholds, e.g. how many data points needed to reach a valid inference. • Recognition of issue in design methodology/sampling may be flawed in terms of number of sites (spatial) and time of year (temporal) which leads to problematic or inconclusive analysis. • An evaluation of how far the analysis can be trusted (or repeated) to obtain the same results. **AO4** • There is evidence of using different skills and techniques to identify appropriate analytical tools for primary fieldwork data. • There is evidence of consideration of secondary research in order to develop geographical meaning and context in relation to the process of analysis. • There is evidence of own fieldwork analysis linked to data and information.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Reject	Mark
4(a) (i)	To find out about: • attitudes about an area (1) • environmental quality of a place/area (1) • people's perception of an area/place (1). **Accept any other appropriate response.**	Stating simply what it is, i.e. environmental quality sheet	**(1)**

Question number	Answer	Mark
4(a) (ii)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 3 marks: it relies on judgements which are subjective (1) and generally not on a pre-calibrated score (1) so it makes comparisons between areas difficult (1). it relies on judgements which are subjective (1) and judgements are not-weighed it terms of importance (1) so it's very generalised and may not give good results (1). it relies on judgements which are subjective (1) and the descriptors can mean different things to different respondents (1) so it increases the chances of unreliability. **Accept any other appropriate response.**	**(3)**

Question number	Answer	Mark
4(a) (iii)	key to descriptors/adjectives (1) increased scale, i.e. 0-10 (1) get rid of 3 as it's a mid-point (1) increase the number of categories of descriptors (1) agree meanings to descriptors before completion (1) **Accept any other appropriate response.**	**(1)**

Question number	Answer	Mark
4(b) (i)	C	**(1)**

Question number	Answer	Mark
4(b) (ii)	Q1 = 13, Q3 = 30.5 (1) IQR= 17.5 (1)	(2)

Question number	Answer	Mark
4(c)	Award 1 mark for identification of a reason and a further mark for an explanation of the reason, up to a maximum of 2 marks: the dispersion diagram shows the spread of data (1) so it is easy to see patterns in the data, i.e. clusters or outliers (1). the dispersion diagram shows the spread of data (1) so it is easy to see the range in the data and make comparisons with other sites/areas (1). **Accept any other appropriate response.**	(2)

Question number	Indicative content
4(d)	**AO3 (4 marks)/AO4 (4 marks)** **AO3** • Analysis is about trying to make sense of geographical data (primary and secondary) in order to reach conclusions. • Judgement about the type of data, e.g. numerical vs written information and how best to analyse each of those differently. • A supported judgement is reached about applicability of different analysis techniques in relation to their strengths and weaknesses. • A supported judgement is reached about applicability of different analysis techniques in relation to their reliability and minimum thresholds, e.g. how many data points needed to reach a valid inference. • Recognition of issue in design methodology/sampling may be flawed in terms of number of sites (spatial) and time of year (temporal) which leads to problematic or inconclusive analysis. • An evaluation of how far the analysis can be trusted (or repeated) to obtain the same results. **AO4** • There is evidence of using different skills and techniques to identify appropriate analytical tools for primary fieldwork data. • There is evidence of consideration of secondary research in order to develop geographical meaning and context in relation to the process of analysis. • There is evidence of own fieldwork analysis linked to data and information.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4)

Question number	Answer	Mark
5(a)(i)	B	(1)

Question number	Answer	Mark
5(a)(ii)	Award 1 mark for each of the following up to a maximum of 2 marks: some National Parks are more accessible (by road) than others (1) which means they attract more visitors (1). some National Parks are nearer to larger concentrations of population (1) which means a bigger population could be attracted (1). some National Parks have more attractions than others (1) changing the type/numbers of people who might visit the park (1). **Accept any other appropriate response.**	**(2)**

Question number	Answer	Mark
5(b)	2193.56 (km^2) or 2193 or 2194 (km^2)	**(1)**

Question number	Answer	Mark
5(c)	C	**(1)**

Question number	Answer	Mark
5(d)	£250 000	**(1)**

Question number	Answer	Mark
5(e)	Award 1 mark for each of the following. Footpaths eroded/worn away (1) Destruction of vegetation near footpaths (1 Litter/vandalism by careless tourists (1) View is spoilt (1) Air pollution (1) Traffic congestion (1) **Accept any other appropriate response.**	**(2)**

Question number	Answer	Mark
5(f)	Award 1 mark for a point about strategy and a further mark for explanation of why is significant, up to a maximum of 4 marks (2+2):	
	low-fare buses have been introduced in some places (1) which reduce the amount of tourists' cars/traffic congestion (1).	
	footpaths have been created away from protected areas (1) which prevents/manages additional trampling and degradation (1).	
	provision of discrete car parks and picnic areas (1) to prevent tourists engaging in conflict with local residents (1).	
	new developments such as visitor centres are screened behind trees (1) to maintain the aesthetic value of an area (1).	
	Accept any other appropriate responses.	**(4)**

Question number	Indicative content
5(g)	**AO2**
	- National Parks have to conserve the landscape and wildlife, let people visit and enjoy the area and help support local people. - These different aims can sometimes conflict, and tourism is one of the biggest challenges in National Parks, as tourists have both positive and negative impacts on the landscape and local communities. - The development of (English) National Parks could create pressures on the environment such as damage to the landscape (including litter, footpath erosion, fires, disturbance to livestock, vandalism) and traffic congestion and air pollution. - The development of National Parks could create pressures on the local community such as local goods becoming expensive because tourists will pay more and the shift in service provision with shops stocking products for tourists and not everyday goods needed by locals. - Another pressure could be linked to the affordability of property; demand for holiday and second homes makes housing too expensive for local people. - Pressure on the local community could actually be reduced as the development of the National Parks could bolster tourism in the area and result in a growth in income for the local economy. A growth in tourism could also help to preserve rural services like buses, village shops and post offices.

Question number	Indicative content
	AO3 • The extension of the YDNP and LDNP will amount of land that is protected from new developments; however, these new areas of National Park may experience a rise in demand for more tourist services, such as shops and hotels. • A potential boost in tourism on the fringes of these National Parks will create job opportunities for local people; however; many jobs in the tourist industry are seasonal, low-paid and involve long hours. • The demand for second homes and property that could potentially be converted into holiday lets may rise; this could benefit someone wanting to leave the area as they could get a better price when selling their property. However, rising prices could restrict the opportunities for local first-timers to get on the property ladder. • Tourists mainly come to see the scenery and wildlife, so there is pressure to conserve habitats and wildlife; however, income generated from tourism could be investment in conservation and maintain the quality of the environment. • Some areas of the landscape that are included in the development of these National Parks may be inaccessible or not on the tourists' radar and therefore will not experience a great deal of change in pressure as a result of the extension. This means that the pressure place on the environment and local community will be uneven distributed. • Developments may have indirect impacts on areas still outside National Parks. For example, a rise in tourism in one area may increase levels of noise and air pollution and traffic congestion through places en-route to the National Park; in same way, local businesses outside of the national park may benefit from increased passing trade. • The future trends of tourism growth and further developments to the UK's National Parks are unknown; this may lead to different scenarios in terms of flows of tourism and priorities for conservation. **AO4** • Figure(s) 5a shows that the YDNP and the LDNP are already the two largest National Parks in England and receive some of the largest amounts of visitors a year. The LDNP in particular receives the second highest amount of visitor days per year and these visitors contribute £1146 million to the local economy – higher than any other national park in England. • Figure 5b shows that the extension of the YDNP and LDNP has had a mixed response from stakeholders; for example, the government minster is for the new development as it will increase the amount of land that is protected; however, some members of the local community are against the plan as it may restrict business opportunities – and place existing

Question number	Indicative content
	business under pressure.
	• Figures 5b and 5d together indicate that the impact on the local community – for example the premium held by property inside, or on the fringes, of a national park. This could mean that areas currently several km away from the national park boundary now, will soon experience a change in the value of their property – even if they are not located inside the park itself.
	• Figure 5c shows the uneven pattern of population change in England's National Parks. The LDNP and YDNP have experience contrasting trends between 2001 and 2011, the YDNP having a small rise of 0.5% whilst the LDNP has had a decline of 2.5%. The extension could contribute help perpetuate these trends – perhaps as a result of a growth of holiday home ownership in the LDNP or retirement migration or growth of home-workers in the YDNP.
	• Figure(s) 5e shows two ways that tourism is being managed in the LDNP; it is questionable whether this is wholly sustainable as it may reduce the amount of traffic congestion and air pollution – but may also detract from the aesthetic value of the place. The development of National Parks could trigger an increase in the number of vehicles on the roads.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	- Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) - Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	- Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) - Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) - Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Marks for SPGST		
Performance	**Marks**	**Descriptor**
SPaG 0	0	*No marks awarded:* ● Learners write nothing. ● Learner's response does not relate to the question. ● Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1	*Threshold performance:* ● Learners spell and punctuate with reasonable accuracy. ● Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. ● Learners use a limited range of specialist terms as appropriate.
SPaG 2	2–3	*Intermediate performance:* ● Learners spell and punctuate with considerable accuracy. ● Learners use rules of grammar with general control of meaning overall. ● Learners use a good range of specialist terms as appropriate.
SPaG 3	4	*High performance:* ● Learners spell and punctuate with consistent accuracy. ● Learners use rules of grammar with effective control of meaning overall. ● Learners use a wide range of specialist terms as appropriate.