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Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE

In Geography B (1GB0/02)

Paper 02: UK Geographical Issues

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 2 Mark Scheme 1GB0/02

Question	Answer	Marks
1(a)	C – chalk (clearly chalk from the whiteness of the White Horse) All three alternatives are rocks that do NOT have white variants	**(1)**

Question	Answer	Marks
1(b)	A – granite (the only igneous rock of the four options) All three alternatives are not igneous, schist is metamorphic whilst chalk and clay are sedimentary rocks.	**(1)**

Question	Answers	Marks
1(c)	Award one mark for identifying an appropriate climatic difference and a second mark for making the correct explanatory link to altitude. Uplands are wetter than lowlands (1) due to relief rainfall and/or mountains force air to rise and thus cool and create clouds/rainfall (1) Temperatures decline with altitude so colder in the uplands (1) because as air rises it expands and so it cools (1) Rainfall increases with altitude because as air rises it cools (1) which leads to condensation and/or cloud formation and increased rainfall (1) There is more snow in the uplands (1) because of lower temperatures meaning precipitation sometimes falls as snow and not rain (1) **Accept any other appropriate response**	**(2)**

Question	Answer	Marks
2 (a) (i)	Longshore Drift Accept: Long Shore Drift	**(1)**

Question	Answer	Marks
2 (a) (ii)	C – south to north (The accumulation of sand on the southern side of the groynes is evidence of a south north movement) There is lack of evidence for any of the three alternatives	**(1)**

Question	Answer	Marks
2(a)(iii)	The sand/sediment is accumulating on the southern side of the groynes (1) suggesting that as it arrives on the beach it is moving northwards (1) Some of the waves are arriving from the south east (1) which will create swash at that angle and with backwash perpendicular sediment will move northwards (1) **However, do not double penalise** – there is a legitimate case to be made that some sand moves along the groyne west to east (not acceptable for the MCQ because not 'most likely' The sand accumulates against the groyne (1) and is shifted eastwards by wave action (1) **Accept any other appropriate response**	**(2)**

Question	Answer	Marks
2(b)	Award one mark for identifying any appropriate reason and up to three further marks for applying that to the increasing risk: Climate change (1) is causing sea-level rise (1) and increased storminess/more storm surges (1) which will increase rates of erosion on coastlines because of higher seas and/or more energetic wave attack (1) Economic decline (1) so government cutbacks on spending (1) so less money available for sea-defences (1) so areas less well protected (1) Allow answers that explain climate change as follows: Climate change (1) caused by increasing levels of greenhouse gases (1) with human enhanced emissions (1) leads to sea-level rise (1) **Accept any other appropriate response**	**(4)**

Question	Answer	Marks
3 (a)	C - Peak discharge was over 20 times higher than discharge on Day 1 (the explanation is contained in the response) A, B and D are self-evidently untrue by reference to the graph	**(1)**

Question	Answers	Marks
3 (b)	Award one mark for identifying correct reason and a second for extending that idea to apply it to erosional processes. One element of increased discharge is increased velocity and/or energy (1) so either/both hydraulic action and/or abrasion are more effective (1) Increased discharge increases load (1) which in turn increases abrasion (1) **Accept any other appropriate response**	**(2)**

Question	Answer	Marks
3(c)	Award one mark for each reason, and a further one mark for a development of how this impacts on storm hydrographs to a maximum of two marks each. More urbanisation (1) increases rates of run-off (or equivalent idea e.g. reduces infiltration) and/or more water in the river/ higher discharge (1) Changing agricultural practices/ land use (1) such as ploughing land previously left in grass which will increase runoff (1) Deforestation/Afforestation (1) affects interception and infiltration rates so changing run-off and thus lag-times (1) Climate change my increase/decrease storminess (1) which will affect lag-times because of changes in infiltration/run off relationships (1) Human management of rivers e.g. levees (1) maintains more water in the channel (1) Do not credit opposite as in afforestation/ deforestation. **Accept any other appropriate response**	**(4)**

Question	Indicative content
4	**AO3 (4 marks) / AO4 (4 marks)** **AO3 (4 marks)** • The reason for varied rainfall patterns is largely determined by the influence of altitude. • Higher areas are not just wetter but also colder. • The significance of this is historic in that these areas had a lower carrying capacity because of limitations on the Thermal Growing Season. • Soils are also poorer because rates of high rainfall and, in winter especially faster rates of weathering and mass transport which limit their development. • In more challenging areas crops cannot be grown and so pastoral/grazing land-use is an adaptation to those limitations. • Strong relationship despite technology diminishing impact of physical factors so 'lag effect'. • Other factors will have an influence – not least altitude and glaciated landscapes with poor soils. **AO4 (4 marks)** • Scotland's land-use is dominantly farmland. • Much of Scotland is made up of poor quality farmland – appears to be over 50%. • Intermediate quality farmland takes up another 40%. • Very little high-quality farmland. • There is a very close relationship between rainfall and land-use. • Almost all areas with precipitation > 1500 mm are 'poor quality farmland. • But not quite all – areas of north-east Scotland, Shetland (islands) and Outer Hebrides have poor farmland but relatively modest rainfall. • High quality farmland is exclusively in the east which has much lower rainfalls – in some places <600mm. • Settlements appear to be almost exclusively in low rainfall areas and close to high quality farmland areas.

Level	Mark	Descriptor
	0	No rewardable material.
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 that 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. (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) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (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) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Question number	Answer	Marks
5 (a)(i)	C – Just over 10 million (add together last two categories = 10.09) All other answers are self-evidently wrong.	(1)

Question number	Answer	Marks
5(a)(ii)	Allow one mark for correct answer 44.1 - and second mark for correct method. 14.49 + 8.47 =22.96/52.07 x100 (1) = 44.1 % (1)	(2)

Question number	Answer	Marks
5(a) (iii)	Allow one mark for each reason. It is cheaper for employers to employ women e.g. zero-hours contracts (1) Gender equality movements have made it easier for women to get jobs (1) The population has grown (1) Women are having fewer children so more available for work (1) The growth of the tertiary sector e.g. retail, health care, child care which traditionally are dominated by women (1) Availability/affordability of child minders improved therefore liberating women for work (1) More female students now, many of whom seek part-time work (1) **Accept any other appropriate response**	(2)

Question number	Answer	Marks
5 (b)	Award one mark for basic reason, either positive or negative, and a second through an extension which might be an application of that idea or an example of a particular industry/location/company. Reduction in job opportunities (1) because of off-shoring by companies (1) who are seeking lower costs e.g. labour (1) Increase in some sectors e.g. vehicle manufacturing (1) as TNCs move production into the UK e.g. Honda/Nissan (1) Increase in high-end manufacturing (1) as low-end jobs move offshore (1) **Accept any other appropriate response**	**(2)**

Question number	Answer	Marks
6 (a)(i)	C = Kingston upon Thames (score = 64-72) Other three are Lambeth 51-53, Enfield 54-56, Islington 48-50	**(1)**

Question number	Answer	Marks
6(a)(ii)	Allow one mark for any reasonable expression of the following idea. Where child poverty is higher GCSE scores are lower (1)	**(1)**

Question number	Answer	Marks
6 (a)(iii)	Award one mark for identifying a basic reason for variation and a further mark for expansion/application of that idea that clarifies relationship. Some parts of the city badly affected by deindustrialisation (1) so fewer jobs thus low household income (1) Some areas have a lack of available jobs (1) so high unemployment thus low household income (1) Some parts of the city dominated by social/council/municipal housing (1) which is relatively cheaper thus more households in poverty (1) Some parts of the city have large migrant communities (1) who have obstacles in accessing higher paid jobs e.g. poor language skills thus more households in poverty (1) All of these have possible opposites as in Some parts dominated by high cost housing (1) which suggests high income households so low poverty rates (1) **Accept any other appropriate response**	**(2)**

Question number	Answer	Marks
6 (b)	Award one mark for identifying the basic cause of a functional change (allow globalisation as a basic cause) and a further mark for expansion/application of that cause to inner city areas. Specific detail will depend on chosen UK city but expect.. Growth of finance and business services (1) as globalisation has promoted growth of service sector TNCs (e.g. banks) and/or governments have promoted and encouraged inward investment (1) Growth of education/universities (1) as governments have encouraged tertiary education (1) Deindustrialisation as secondary sector has moved/closed (1) because of globalisation and/or changes in infrastructure e.g. containerisation (1) Growth of sports/recreation (1) with government investment aimed at regeneration (1) Building of new residential areas (1) because of growing demand for labour in central city (1) Growth of diverse religious and cultural places (1) as a result of immigration (1) **Accept any other appropriate response**	**(4)**

Question number	Answer	Marks
6(c)	Award one mark for outlining/explaining a basic cause of change in surrounding accessible rural areas and a further mark or marks for expansion/application of that change to illustrate how exactly it changes. Specific detail will depend on chosen UK city but expect.. Urban sprawl into surrounding rural areas (1) has had an economic impact through creation of new jobs/type of employment (1) example or further development of same (1) Demand for housing has increased (1) has had impact on house prices (1) pricing out locals (1) example or further development of same (1) Impact on rural services (1) with changing pattern of demand (1) reflecting changing social/economic status of incomers (1) example or further development of same (1)	**(4)**

	Communities have experienced in-migration of commuters (1) who have different social background/attitudes (1) impacting on local institutions (1) example or further development of same (1)	
	Accept any other appropriate response	

Question	Indicative content
7	**AO3 (4 marks) / AO4 (4 marks)** **AO3 (4 marks)** • Likely to be driven by employment opportunities so growing areas more likely to attract immigrants e.g. London and south-east, but especially London • 'Older' commonwealth migrants significant in northern/midland cities as a result of post-war employment opportunities and active overseas recruitment post-Windrush • Urban areas generally have wider range of jobs so more attractive thus urban centres have most of the migrants • EU migrants attracted by London jobs especially in finance and business services • Jobs in rural areas likely to be seasonal jobs in agriculture • Consequences likely to be real and perceived shortages of services – strain in education, housing and health • However migrants fill important gaps in labour market; especially in Health Service • May have social consequences of increases in racial tensions **AO4 (4 marks)** • The basic pattern is very uneven • London dominates the >15.1% areas • Only 7 areas have less than 2.5% (all) foreign born- 122 have more than 10% - over a third of the total • However, the <5% is nearly 100 areas but many of these are large so map is a little deceptive • Half of England and Wales areas have less than 2.5% EU migrants – • Concentrations of migrants in south coast cities and Oxford/Cambridge • Western areas have relatively few foreign born including Southwest, Wales and Cumbria

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	0	No rewardable material.
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 that 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. (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) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
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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.

Question number	Answer	Marks
8 (a) (i)	Award one mark for focus on at least one element of the table (1) with suggested relationship to another both clear and legitimate (1) Is there a relationship between rock type (1) and the range of gradients found at both locations (1) The coarser the beach material (1) the steeper the gradient (1) Is there a significant difference between the gradients (1) at the two locations (1) **Allow any other appropriate response**	**(2)**

Question number	Answer	Marks
8 (a) (ii)	Award one mark for identifying a legitimate reason for location selection and a further mark for applying it to this context Location driven by need to select different rock types (1) that would offer a viable contrast (1) Locations needed to be accessible (1) for safety reasons (1) Locations needed to be close to school/centre (1) to allow time for data collection (1) Do **not** allow comments about factors which might impact on the timing of the trip rather than its location e.g. weather conditions **Allow any other appropriate response**	**(4)**

Question number	Answer	Marks
8 (a) (iii)	Award marks for any legitimate point which accurately describes any aspect of the data collection. In general, the Boulder Clay beach has steeper gradients (1) range 5° to 7° (1) whereas Sandstone beach has 3° to 5° range (1) Range of values on Boulder Clay beach makes mean much less useful as guide (1) 15° to 2° as opposed to max range of 8° to 2° on Sandstone beach (1) Minimum gradient measures very similar (1) range 2° to 4° (1)	**(4)**

Limit to 3 marks if only one location is described **Allow any other appropriate response**	

Question Number	Indicative content
8 (b)	**AO3 (4 marks) / AO4 (4 marks)** **AO3** - Reference should be made to the results of data collection in terms of specific locations and the relationship with management of coastal communities. - Conclusions reached should be clear with references, not only to the secondary data but also primary data could be considered and how it supports the interpretation of secondary data. Does it reinforce or conflict? - Assessment should include how easy it was to access and use the secondary data, e.g. the correspondence between primary data collection at specific sites whereas much of the secondary data is areal. - Reliability might be considered in terms of the age of the secondary data. - Assessment address the correspondence between secondary data sources and the results of primary data collection - Importance likely to be critical given focus coastal management **AO4** - Might include coastal management plans mostly derived from ICZM plans downloaded from the internet. - Might include maps, present and past to show changes in the coastal environment. - Might include meteorological data to examine trends in storm events. - Might include local plans including local land-use zoning which suggest priorities for coastal protection. - Might include local and national news sources covering historic events which impact on current policies. - Might include use of websites to derive property values (e.g. Zoopla) which will impact on current decision making.

Level	Mark	Descriptor
	0	No rewardable material.
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 that 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	Marks
9 (a)(i)	Award one mark for focus on at least one element of the table (1) with suggested relationship to another both clear and legitimate (1) Is there a relationship between rock type (1) and the range of gradients found at both locations (1) The coarser the bedload (1) the steeper the gradient (1) Is there a significant difference between the gradients (1) at the two sites (1) **Allow any other appropriate response**	**(2)**

Question number	Answer	Marks
9 (a) (ii)	Award one mark for identifying a legitimate reason for location selection and a further mark for applying it to this context Location driven by need to select different rock types (1) that would offer a viable contrast (1) Locations needed to be accessible (1) for safety reasons (1) Locations needed to be close to school/centre (1) to allow time for data collection (1) Do **not** allow comments about factors which might impact on the timing of the trip rather than its location e.g. weather conditions **Allow any other appropriate response**	**(4)**

Question number	Answer	Marks
9 (a) (iii)	Award marks for any legitimate point which accurately describes any aspect of the data collection. In general, the Sandstone river has steeper gradients (1) range 12° to 7° (1) whereas Boulder Clay river has 7° to 3^0 range (1) Range of values on Sandstone river > Boulder Clay (1) 12° to 4° as opposed to range of 7° to 3° on Boulder Clay (1) More consistent decline ingredient on BC than Sandstone(1) data to support (1)	**(4)**

	Limit to 3 marks is a simple list of descriptive that pays no attention to the comparative aspects of the data collection processes **Allow any other appropriate response**	

Question Number	Indicative content
9 (b)	<center>**AO3 (4 marks) / AO4 (4 marks)**</center> **AO3** • Reference should be made to the results of data collection in terms of specific locations and the relationship flood risk for people and property • Conclusions reached should be clear with references, not only to the secondary data but also primary data could be considered and how it supports the interpretation of secondary data. Does it reinforce or conflict? • Assessment should include how easy it was to access and use the secondary data, e.g. the (lack of) correspondence between primary data collection at specific sites whereas much of the secondary data is areal. • Reliability might be considered in terms of the age of the secondary data. • Assessment address the correspondence between secondary data sources and the results of primary data collection • Importance likely to be critical given focus on flood management **AO4** • Might include Environment Agency flood risk maps. • Might include past maps to show changes in the local environment especially building on the flood plain • Might include meteorological data to examine trends in storm events. • Might include local plans including local land-use zoning which suggest priorities for flood protection. • Might include local and national news sources covering historic events which impact on current policies. • Might include use of websites to derive property values (e.g. Zoopla) which will impact on current decision making.

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		relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
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Question number	Answer	Marks
10 (a)	Award one mark for identifying a legitimate reason and a further mark for developing that idea. It was close to our school/centre (1) so we could spend enough time there (1) Area is varied so that we could get a range of results (1) allowing proper contrasts (1) **Allow any other appropriate response**	**(2)**

Question number	Answer	Marks
10 (b)	Award one mark each for following; Sketch map gives clear indication of location e.g. local street names, specific and local places of interest (1) Sketch map has at least one of key/scale/north point (1) Annotations (either on diagram or in text) explain two criterion for selection which may include; distance apart on a transect (1) trying to select particular locations to show contrasts (1) health and safety considerations (1) attempt to stratify data selection (1) **Allow any other appropriate response**	**(4)**

Question number	Answer	Marks
10 (c)	Award one mark for basic point and further mark(s) for the development of that point. Because the sites selected for data collection were unrepresentative (1) so do not reflect the range of variation in chosen location (1) example/reasons for same (1) Because the sample size was not large enough (1) and so results may not be an accurate reflection of 'population' (1) example/reasons for same (1) Because of the range/limited number of sites/wrong day/timings (1) example/reasons for same (1) Because the sampling procedures were unrepresentative (1) and so don't reflect the overall population (1) example/reasons for same (1) Because not all the results were accurate (1) because of data gathering issues (1) example/reasons for same (1) **Allow any other appropriate response**	**(4)**

Question Number	Indicative content
10 (d)	**AO3 (4 marks) / AO4 (4 marks)** **AO3** • Economic and environmental data have improved but social data much more mixed • The evidence is partial based of 40 questionnaires from an unknown total population. • 40 'sampled' are very unlikely to be the same people. • 'Randomly selected residents' may not be representative – it is not known whether they are, for example, an accurate reflection of the age-structure or gender structure of these two locations. • The problems offered may not have included all of the problems that residents would have recorded if they were allowed a free choice. • This is a perception study and, as such, may not accurately reflect the reality of either of these environments. • Secondary data might be available to either reinforce or potentially to qualify conclusions drawn from this primary data study. **AO4** • The results are not totally transparent. • Some measures (housing and jobs) have both improved. • So too litter and pollution • Other data is more mixed – transport better and slight improvement in local services. • Elderly people's situation apparently uncharged but young people's support is perceived as worse as is crime. • So general conclusion would be that the situation has improved on the weight of positive/negative view(s) • Reinforced by the fact that the top 6 categories have all either improved or remained unchanged.

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11 (a)	Award one mark for identifying a legitimate reason and a further mark for developing that idea. It was close to our school/centre (1) so we could spend enough time there (1) Area is varied so that we could get a range of results (1) allowing proper contrasts (1) **Allow any other appropriate response**	**(2)**

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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 that 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)