

GCSE exam-style questions: Answers

Question 1 – 2 marks

Either for photograph A – 2 x 1 marks.

For example:

- Students could slip/fall (1) on cliffs/rocks (1) and hurt themselves.
- Students could encounter difficulties in waves. (1)
- The dark blue colour of the sea shows that it is deep in places (1) and could endanger non-/poor swimmers. (1)
- Risk of sunburn in sunny weather. (1)

Maximum of 1 mark for falling/tripping/injuries.

Or for photograph B – 2 x 1 marks. For example:

- Fast-flowing water (1) could sweep students off their feet. (1)
- Patches of unseen, deeper water (1) can cause students to fall. (1)
- Students could slip/fall/trip (1) down steep valley sides/muddy approaches to the stream/on rocky outcrops/boulders in the stream. (1)
- Risk of sunburn in sunny weather. (1)

Maximum of 1 mark for falling/tripping/injuries.

Question 2 – 3 marks

Either for a 'busy urban street'. For example:

- Crowded pavements (1) could force students onto a busy road. (1)
- Danger of road traffic accidents (1).
- Possibility of no conveniently located pedestrian crossings for students to cross roads safely. (1)
- At risk of anti-social behaviour, e.g. pick-pockets. (1)

Or for the 'edge of a village'. For example:

- Students could walk through a field and make large animals aggressive. (1)
- Students could leave a field gate open (1), so allowing animals to stray on to road. (1)
- Student activity e.g. walking through crops (1) could anger farmer, causing unpleasantness. (1)
- Danger of traffic accidents (1) on narrow/winding rural roads. (1)

Question 3 – 2 marks

Answers are dependent on the enquiry location(s).

1 mark for a description of one relevant risk.

An additional mark can be awarded for one appropriate suggested response to that risk.

Question 4 – 1 mark

Hypothesis

Question 5 – 2 marks

Answers are dependent on the enquiry location(s).

1 mark for each of any two descriptions of different, appropriate location factors.

Question 6 – 3 marks

- a) 1 mark for one appropriate type of map, e.g. OS map/Goad map/GIS map, street plan.
- b) Answers are dependent on the type of chosen map. 1 mark for each of any two different, relevant reasons for that choice of map.

Question 7 – 2 marks

Answers are dependent on the enquiry location.

1 mark for each of any two descriptions of different, relevant models/geographical ideas.

Question 8 – 2 marks

1 mark each for any two correct units, as shown in the last column of this table.

Type of data	Unit
Area of pebble sample quadrat	m ²
Pebble diameter	cm
Gradient slope	°
Height of groyne	m

Question 9 – 4 marks

4 x 1 marks – 1 mark for each tick indicating a correct primary/secondary response, as shown in this table.

Data collection item	Primary	Secondary
A questionnaire that you devised then used during your interviews	✓	
A village's population census data downloaded from the Internet		✓
Changing water depth across a stream measured by another member of your school's group		✓
Postcards bought from a local shop, then annotated by you		✓

Question 10 – 3 marks

3 x 1 marks – 1 mark for each of three references to unwise topics, e.g. age, appearance, gender, income, marital status, personal contact details, political affiliation, religious belief.

Question 11 – 3 marks

3 x 1 marks – Knowing which rock types are in an area helps us to understand:

- how harder and softer rocks have influenced the relief of that area (1), e.g. by forming landscape features such as headlands in coastal areas of hard rock (1)/tors in granite uplands (1)/caves/gorges in carboniferous limestone areas/undulating downland in chalk areas.
- how different rock types have influenced drainage in an area (1), e.g. by the existence of rivers/lakes in impermeable rock areas (1)/springs where porous and impermeable rock layers meet (1).

Question 12 – 4 marks

Level 1 (1–2 marks)

2 x 1 marks for explaining correctly how any two pieces of equipment are used to obtain a single gradient measurement.

Level 2 (3–4 marks)

1 mark for stating that further measurements will be required on uneven slopes plus a second mark for using the phrase 'break of slope'.

Question 13 – 4 marks

- a) 1 mark for identifying a primary data collection method *plus* a second mark for suggesting an appropriate use/method for it, e.g. using a questionnaire (1) to interview people (1).
- b) 1 mark for a simple explanation, e.g. 'To obtain knowledge about the local area' *plus* a second mark for an additional, more sophisticated/reasoned comment, e.g. '... because this would give some up-to-date information' or 'because talking to people can tell you much more than textbooks'.

Question 14 – 5 marks

- a) 1 mark for an appropriate, brief description, e.g. 'We selected every alternative groyne to measure'. An additional mark can be given for additional information, e.g. more detail in the description, or naming the location.
- b) 1 x 2 marks for appropriate suggested reasons for this decision to sample, e.g. 'There were 20 groynes on this stretch of beach – too many to survey properly' (1) / 'It was important that care was taken over recording each groyne's measurement, so we reduced the number of groynes to survey' (1).
- c) 1 mark for a single appropriate disadvantage of that sampling method, e.g. 'The beach was curved, so some groynes might have had very different measurements due to longshore drift'.

Question 15 – 2 marks

1 mark for stating what appropriate 'equipment' could be used instead, e.g. tangerines and a stop watch.

1 mark for describing briefly how the chosen set of equipment could be used to collect that data.

Question 16 – 2 marks

1 mark for each of any two appropriate responses, e.g.

Less bulky and much lighter, so easier to carry.

Device can be put into a pocket, to protect it against adverse weather conditions.

No sheets of recording paper needed – these can get distorted/lost/unreadable in wet weather.

Stored data can be electronically transferred on return to school, to instantly create higher-quality graphs.

Question 17 – 4 marks

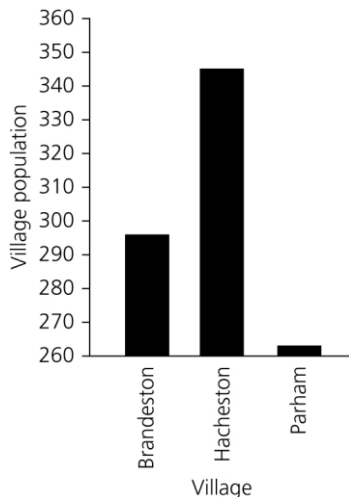
Level 1 (1–2 marks)

1 mark for each of two data collection methods identified as requiring improvement *and* briefly stating *why* improvement is necessary.

Level 2 (3–4 marks)

1 mark where the candidate makes an appropriate suggestion for improving each method referred to in the Level 1 response.

Question 18 – 3 marks

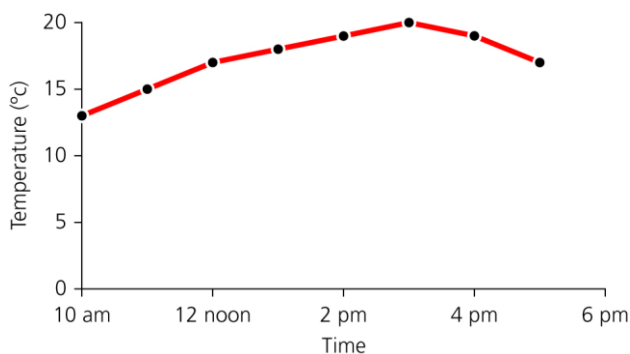


1 mark for the correct height of the added column.

A second mark can be awarded if the column is the same width as the other two columns.

A third mark can be awarded if this extra column is shaded the same way as the other two columns.

Question 19 – 2 marks



1 mark for plotting the additional dot accurately.

A second mark can be awarded if the extra dot is correctly linked to the existing line of dots.

Question 20 – 2 marks

1 mark for each of any two of these correct answers.

- a) Transect
- b) Time line
- c) Bar graph
- d) Divided bar graph/pie graph

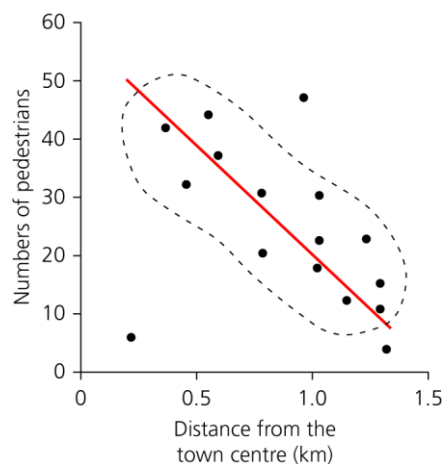
Question 21 – 2 marks

No mark for simply identifying a data presentation technique, e.g. 'A series of pie graphs to show land use on each of the major streets in the CBD of my chosen town'.

1 mark for a basic assessment of that technique's usefulness, e.g. 'These made it clear which were the most important types of land use within the CBD as a whole'.

A second mark for a more detailed 'evaluation' of its usefulness, e.g. 'Comparing these pie graphs made it clear how land use changed across the whole of my survey area'.

Question 22 – 4 marks



- a) 1 mark for adding a *straight* best-fit line, with an extra mark for locating this within the dash-line area on the graph.
- b) 2 marks for making a comparative statement, e.g. 'The greater the distance from the town centre, the fewer pedestrians there are on the streets'.

Question 23 – 3 marks

1 mark for each of these three correct responses:

- a) Mean: 63.72/(rounded up to) 64
- b) Mode: 63
- c) Median: 63

Question 24 – 2 marks

1 mark for identifying an appropriate reason, e.g. '...is an outlier/anomaly'.

1 extra mark for providing an explanation for this reason, e.g. '...is an outlier/anomaly, so *using the median rather than the mean allows it to be ignored when analysing a data set*'.

Question 25 – 6 marks

- a) 76 – 1 mark; 2 extra marks for appropriate working methods, even if the final answer is incorrect.
- b) 38 – 1 mark; 2 extra marks for appropriate workings methods - even if the final answer is incorrect.

Question 26 – 4 marks

4 x 1 marks – 1 mark for each different result/conclusion which is an appropriate response to one of the enquiry's aims/hypotheses/research questions.

Question 27 – 8 marks

Level 1 (1–3 marks)

The candidate attempts to apply understanding to deconstructing his/her results/data and its sources/reliability.

The candidate's understanding of, and the connections made between, the two types of data is flawed.

The candidate provides an unbalanced/incomplete dialogue and provides only limited responses.

The candidate's opinions/reflections/judgements are supported by very limited evidence.

Few aspects of data collection/sourcing/findings are used to support the answer.

Little reference is made to the geographical skills used to obtain this data.

Some reference is made to generic fieldwork sources.

Limited relevant geographical terminology is used in the answer.

Level 2 (4–6 marks)

The candidate has used geographical understanding to deconstruct his/her results/data and its sources/reliability.

There is evidence of connections being made between the two aspects of his/her data.

The response/argument may be imbalanced, but both types of data are referred to appropriately.

Some judgement(s) of the relative importance of the two types of data is(are) supported by evidence.

Some aspects of the data collection/sourcing/findings are used to support the answer.

Some relevant reference is made to the geographical skills used to gather both types of information.

Reference is also made to the specific data collected.

Relevant geographical terminology is used occasionally.

Level 3 (7–8 marks)

The candidate has applied sound geographical understanding to deconstruct his/her results/data and its sources/reliability.

The answer clearly demonstrates connections between the two aspects of the collected data.

The answer is balanced and is well argued, highlighting both flaws and strengths of both the qualitative and quantitative types of data, as well as how they support/complement each other.

Judgements are well supported by specific, relevant evidence.

All aspects of the data collection and selection processes are used to support the answer.

The candidate communicates/makes clear reference to specific enquiry data.

He/she uses appropriate geographical terminology throughout.