Surname	Other na	ames
Pearson Edexcel Level 1/Level 2 GCSE (9–1)	Centre Number	Candidate Number
Geogra Paper 3: Geogra	PNY A ophical Investigation	nns•
Fieldwork and U	•	,,,,,
	The control of the co	Paper Reference 1GA0/03

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 labeled with an asterisk (*) are questions where the quality of your written communication will be assessed
 - you should take particular care on these questions with your spelling, punctuation and grammar as well as the clarity of expression.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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

Turn over ▶

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SECTION A

Geographical Investigations – fieldwork

Answer only one question from Question 1: Investigating physical environments (rivers) and Question 2: Investigating physical environments (coasts).

Some questions must be answered with a cross in a box \boxtimes . If you change your mind about an

		answer, put a line through the box 🔀 and then mark your new answer with a cr	oss⊠.
	Ch	osen question number: Question 1 🛛 Question 2 🔝	
		Question 1: Investigating physical environments (rivers)	
	1	A group of students was collecting data along the length of a river as part of an investigation into changes in a river channel.	
		(a) The students had planned to use a flow meter to measure the velocity of the river, but one of their chosen sites was too shallow.	
		State one way they could adapt their technique.	(4)
			(1)
		(b) Give one piece of equipment, other than a flow meter, they would need to use to investigate river discharge.	
			(1)
ı			• • • • • • • • • • • • • • • • • • • •

Explain 6	ne r	eason why the students chose a stratified sampling a	approach.
Explain	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	cuson why the students chose a stratmed sumpling t	(3)
(i) Stud	y Fig	ure 1b in the Resource Booklet.	
		ure 1b in the Resource Booklet. the following are the correct units used for cross-sec	tional area in
	h of	the following are the correct units used for cross-sec	
Whic	h of e 1b	the following are the correct units used for cross-sec	tional area in
Whic	h of e 1b	the following are the correct units used for cross-sec	
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Whice Figure	th of re 1b A B	the following are the correct units used for cross-sec . $\label{eq:m2} m^2$	
Whice Figure	th of re 1b A B C	the following are the correct units used for cross-sec . $\label{eq:m2} m^2$ m^3	
Whice Figure	ch of re 1b A B C D	the following are the correct units used for cross-sec. m² m³ cm² mm²	
Whice Figure	ch of re 1b A B C D	the following are the correct units used for cross-sec m ² m ³ cm ²	
Whice Figure	ch of re 1b A B C D	the following are the correct units used for cross-sec. m² m³ cm² mm²	(1)
Whice Figure	ch of re 1b A B C D	the following are the correct units used for cross-sec. m² m³ cm² mm²	(1)
Whice Figure	ch of re 1b A B C D	the following are the correct units used for cross-sec. m² m³ cm² mm² the mean and median depth of the river.	(2)
Whice Figure	ch of re 1b A B C D	the following are the correct units used for cross-sec. m² m³ cm² mm²	(2)

(iii) Using Figure 1b, explain one reason why a student might choose to use the results from the median, rather than the mean.	(2)
You have studied a river as part of your own fieldwork.	
(e) Evaluate the reliability of your conclusions.	(8)

	••
(Total for Question 1 = 18 marks)	
(10 tall 10) Question 1 10 marse,	_

		Question 2: Investigating physical environments (coasts).	
2	(a)	A group of students were collecting data along the length of a coast as part of an investigation into coastal processes.	
		The students had planned to use a tape measure to measure the width of the beach, but the weather was very windy.	
		State one way they could adapt their technique.	(1)
	(b)	Give one piece of equipment, other than a tape measure, they would need to use to investigate beach gradient.	(1)
	(c)	Study Figure 2a in the Resource Booklet. It shows a sketch of sites used to collect coastal data.	
		Explain one reason why the students chose a stratified sampling approach.	(3)

(d) (i	i)	Study	/ Fig	ure 2b in the Resource Booklet.	
		Whic	h of	the following are the correct units used for beach gradient in	
		Figur	e 2b		(1)
		X	Α	m	
		×	В	0	
		×	c	cm²	
		×	D	m^3	
(i	ii)	Calcu	ılate	the mean and median gradient of the beach.	(2)
				Mean gradient =	m
<i>(</i> :	:::\	م منام ا	. Fia	Median gradient =	m
(1				ure 2b, explain one reason why a student might choose to use the om the median, rather than the mean.	(2)
					(2)

Evaluate the reliability of your conclus	
	(8)
	(Total for Question 2 = 18 marks)
	TOTAL FOR SECTION A = 18 MARKS
	IOIAL FOR SECTION A = 10 MARKS

SECTION B

Geographical Investigations – Human Environments

Answer only one question from Question 3: Investigating human landscapes (central/inner urban area)

and Question 4: Investigating human landscapes (rural settlements).

Indicate which question you are answering by marking a cross in the box ⋈. If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Ch	nosen question number: Question 3 🔲 Question 4 🖂	
	Question 3: Changes in the central urban area/CBD	
3	You have carried out fieldwork when investigating urban environments.	
	Name of your urban fieldwork location	
	(a) Explain one way in which the secondary data you collected supported your urban geographical investigation.	
	Name secondary data collection method	
	(3)	

the land use of the inner/central urban area.	(3)
c) Explain one disadvantage of the sampling strategy you used when investiga	ating
views of people on quality of the urban environment.	
Name of sampling strategy	
Name of sampling strategy	(4)
	(-7)
	(-1)
	(4)
	(4)
	(4)
	(4)

(d) Figure 3 shows the results from a student's survey investigating shop types with distance from the CBD in Shrewsbury, a market town in Shropshire.

The aim of the student's investigation was to consider changes in land use in a central urban area/CBD.

The student surveyed land use along six roads out from the CBD and had seven categories of land use, to find out their variation within the town.

My Findings

- Retail was the dominant land-use category along the transect.
- Industry was found out of town at sites5 and 6 only.
- There was more open space as we moved away from the CBD.
- As you move away from Shrewsbury's CBD, the types of land use change but, overall, land use remains varied along the transect.

Study Figure 3 in the Resource Booklet. Evaluate the student's method and findings. (8)

(Total for Question 3 = 18 marks)

Question 4: Changes in rural settlements

4	Υοι	u have carried out fieldwork when investigating rural environments.	
	Naı	me of your rural fieldwork location	
	(a)	Explain one way in which the secondary data you collected supported your rural geographical investigation.	
		Name secondary data collection method	(3)
	(b)	Explain one way the physical features of the rural area you studied influenced the	
		flows of people visiting.	(3)

Name of sampling strategy	 (4)
	(4)

(d) Figure 4 shows the results from a student's research into types of transport used throughout one day in Keswick, a rural market town in the Lake District.

The aim of the student's investigation was to investigate a popular tourist spot in the North West of England.

The student surveyed vehicle types at six points near the town centre and had seven categories of vehicle, to find out their variation at different times of the day.

My Findings

- CCars are the dominant transportation type throughout the day.
- · Local buses run an inconsistent service.
- Motorbikes are the smallest proportion of traffic for each time period.
- Tourist coaches represent the highest proportion of traffic between the hours of 12 pm to 2 pm and 2 pm to 4pm.

Study Figure 4 in the resource booklet	
Evaluate the student's method and findings.	(8)

(Total for Question 4 = 18 marks)
· · · · · · · · · · · · · · · · · · ·
TOTAL FOR SECTION B = 18 MARKS

SECTION C

UK Challenges

Answer ALL questions in this section.

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

	Spelling	g, pun	ctua	tion, grammar and specialist terminology will be assessed in Que	stion 5(e).
5	Study Figure 5a in the Resource Booklet.				
	(a) (i)	Identify the country that has a greater proportion of urban ecosystems than woodland ecosystems.			(1)
		×	В	England Northern Ireland Wales	
		X		Scotland	
	(ii)			reasons for differences in enclosed farming proportion between and Scotland.	(2)
1					
2					
	(b) (i)	-	_	ure 5b in the Resource Booklet. The population of London in 2011 nillion.	
				the projected population size of London, in 2021, assuming the rate tion increase remains constant.	(1)

(ii)) Give	two	reasons why an area may have a low rate of population change.	(2)
(c) (i)	Study	y Fig	ure 5d in the Resource Booklet. Identify the modal class for net	
	migra	atior	n between 1995 and 2013.	(1)
	X	Α	0-100 thousand	
	X		100-200 thousand	
	X	c	200-300 thousand	
	X	D	300-400 thousand	
(ii)) Calcu	ılate	the range for net migration between 1995 and 2013.	(1)

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	(iii) Explain two reasons why net migration figures are often disputed.	(4)
1		
2		
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In this question, 4 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

and your use of specialist terminology.							
*(d)) Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course of study to support your answer.						
	Discuss the view that UK population growth and net migration will create						
	pressures on the UK's ecosystems.	(16)					