





0 1 . 3

Suggest **one** reason why energy consumption in the UK has changed between 1970–2015.

[2 marks]

---

---

---

---

0 1 . 4

Suggest **two** reasons for the increasing dependence on energy imports.

[2 marks]

**Reason 1:**

---

---

**Reason 2:**

---

---

**Turn over for the next question**







---

---

---

---

---

**End of Section A**  
**Turn over for Section B**

## Section B Fieldwork

Answer **all** questions.

Study **Figure 4**, which shows the results of a survey carried out with visitors in Windermere, in the Lake District. One hundred people were interviewed.

**Figure 4**

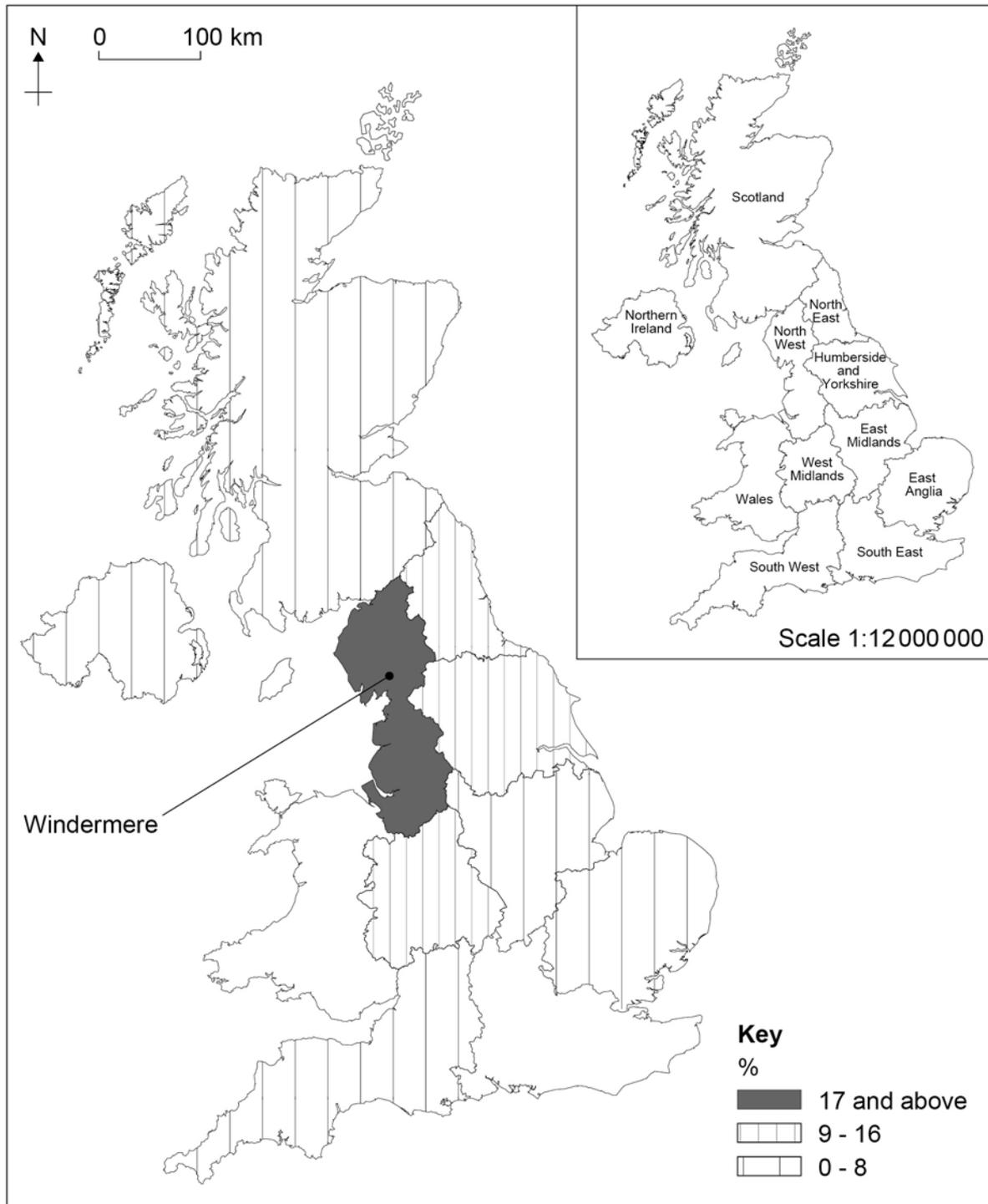
<b>Where have you come from?</b>	
North West	19%
North East	13%
Humberside and Yorkshire	12%
West Midlands	12%
East Midlands	8%
East Anglia	3%
South East	18%
South West	6%
Wales	2%
Scotland	6%
Northern Ireland	1%

<b>Why are you visiting Windermere?</b>	
Scenery	46%
Visiting a specific place	12%
Good place to stay	10%
Outdoor activities	10%
Peace and quiet	8%
Visiting friends and relatives	4%
Other	10%

**0 4** . **1** Complete the map below to show the origin of visitors to Windermere from:

South East 18%  
Wales 2%

**[2 marks]**



**Question 4 continues on the next page**

**0 4** . **2** Suggest **one** reason why each of the following questions might be useful for an enquiry about visitors to Windermere.

**[2 marks]**

**Where have you come from?**

---

---

**Why are you visiting Windermere?**

---

---

- 0 4 . 3** Study **Figure 5**, two sets of data collected by students who were carrying out a geographical enquiry about traffic problems in a town centre.

**Figure 5**

Car ownership in the town		How people travelled to the town centre (sample of 100 people)	
Date	Number of Cars		
1950	3127	Car	62
1960	4240	Walk	17
1970	4912	Bus	15
1980	5727	Motorcycle	3
1990	6520	Cycle	3
2000	7983		
2010	8920		

The following four methods were considered for presenting the data shown in **Figure 5**.

- A** Pie chart
- B** Line graph
- C** Proportional symbol map
- D** Flow line map

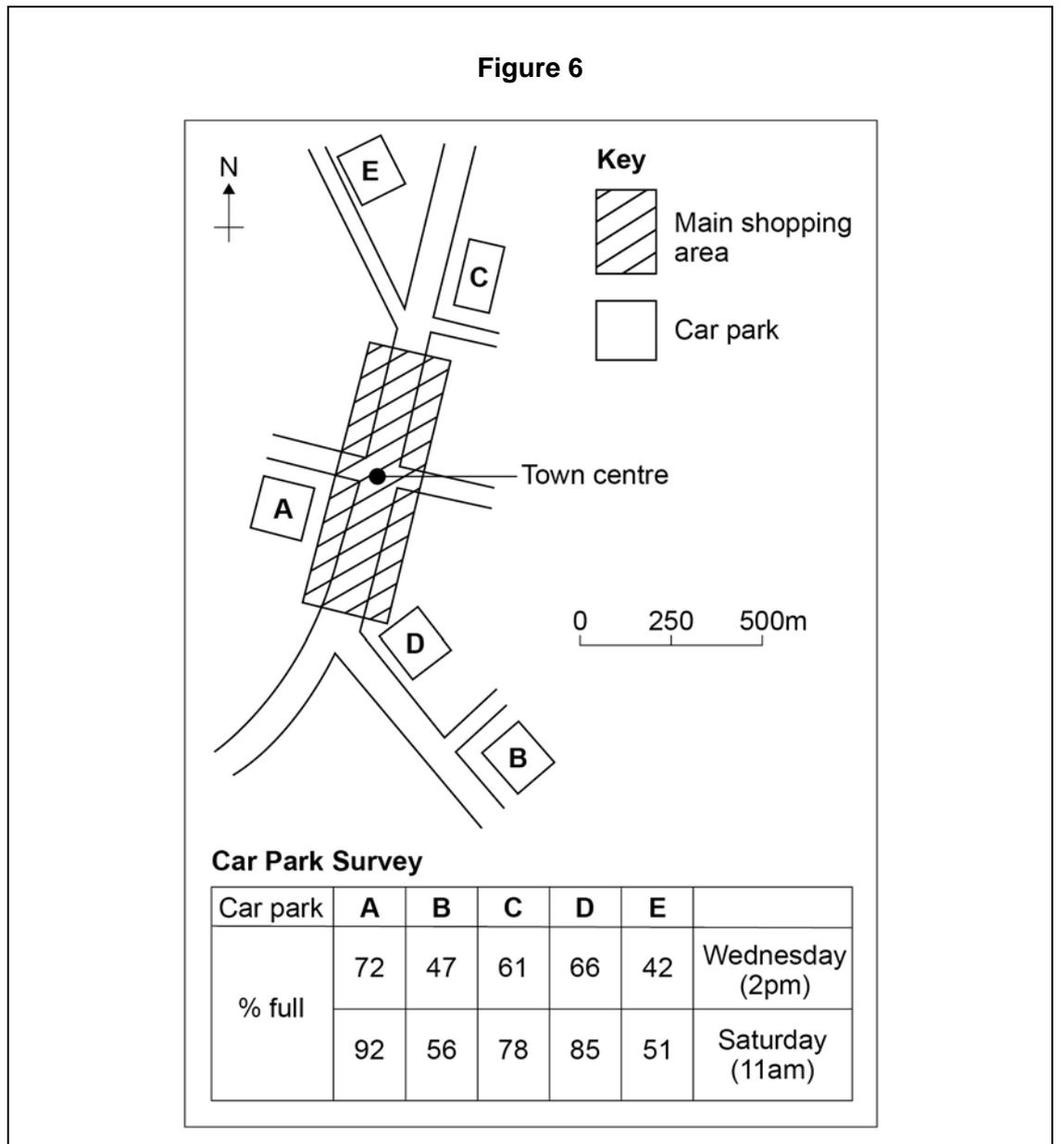
Which method (**A**, **B**, **C** or **D**) would be most suitable for presenting each set of data?

**[2 marks]**

Data shown in Figure 5	Presentation method
Car ownership in the town	
How people travelled to the town centre	

**Question 4 continues on the next page**

**0 4 . 4** Study **Figure 6** which shows the results of a Car Park Survey.



Suggest reasons for the differences shown in the Car Park Survey between Wednesday and Saturday.

**[4 marks]**

---

---

---

---

---

---

---

---

---

**Question 4 continues on the next page**

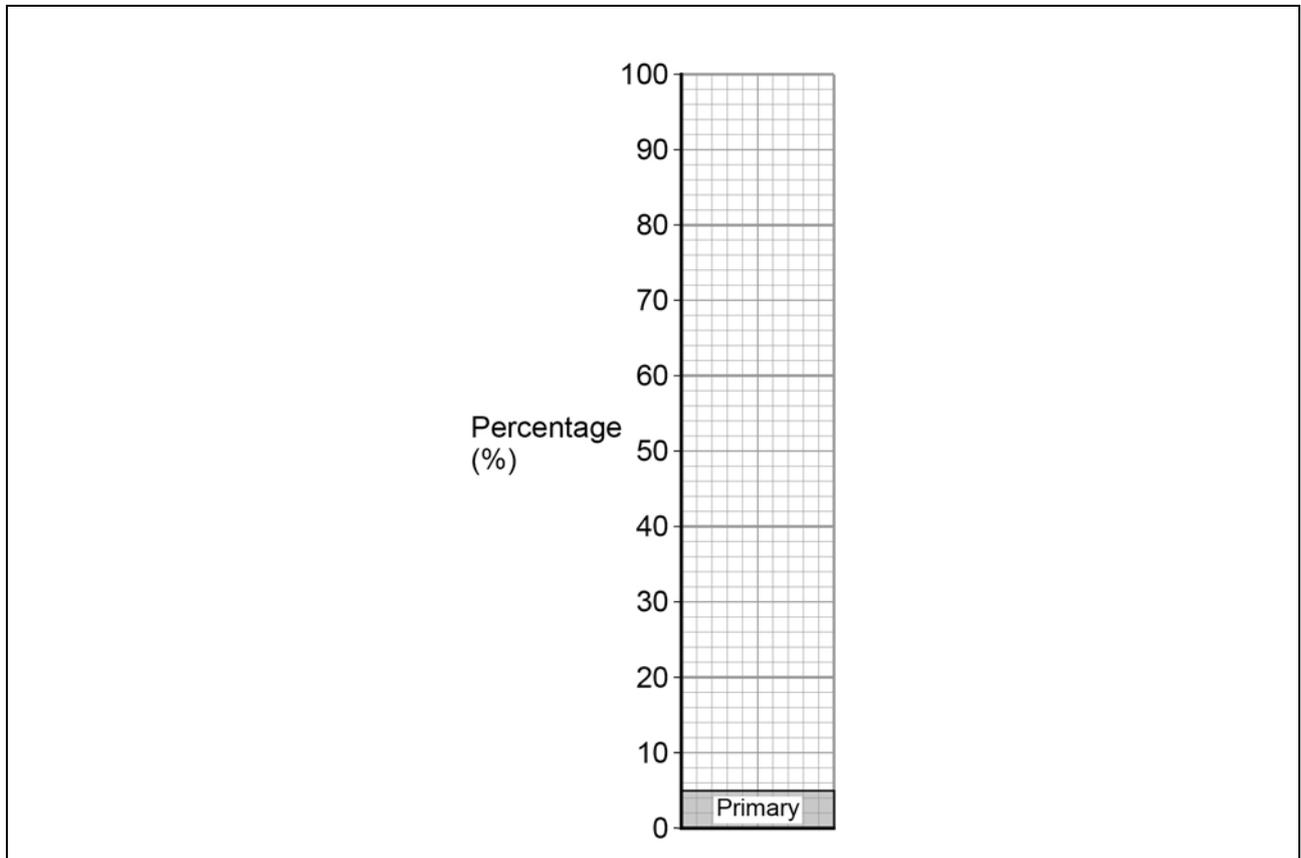
Study **Figure 7**, data collected by means of a questionnaire about the employment structure of a town.

**Figure 7**

Primary (%)	5
Secondary (%)	25
Tertiary (%)	70

**0 4 . 5** Complete the divided bar graph below by plotting the data shown in **Figure 7**.

[1 mark]

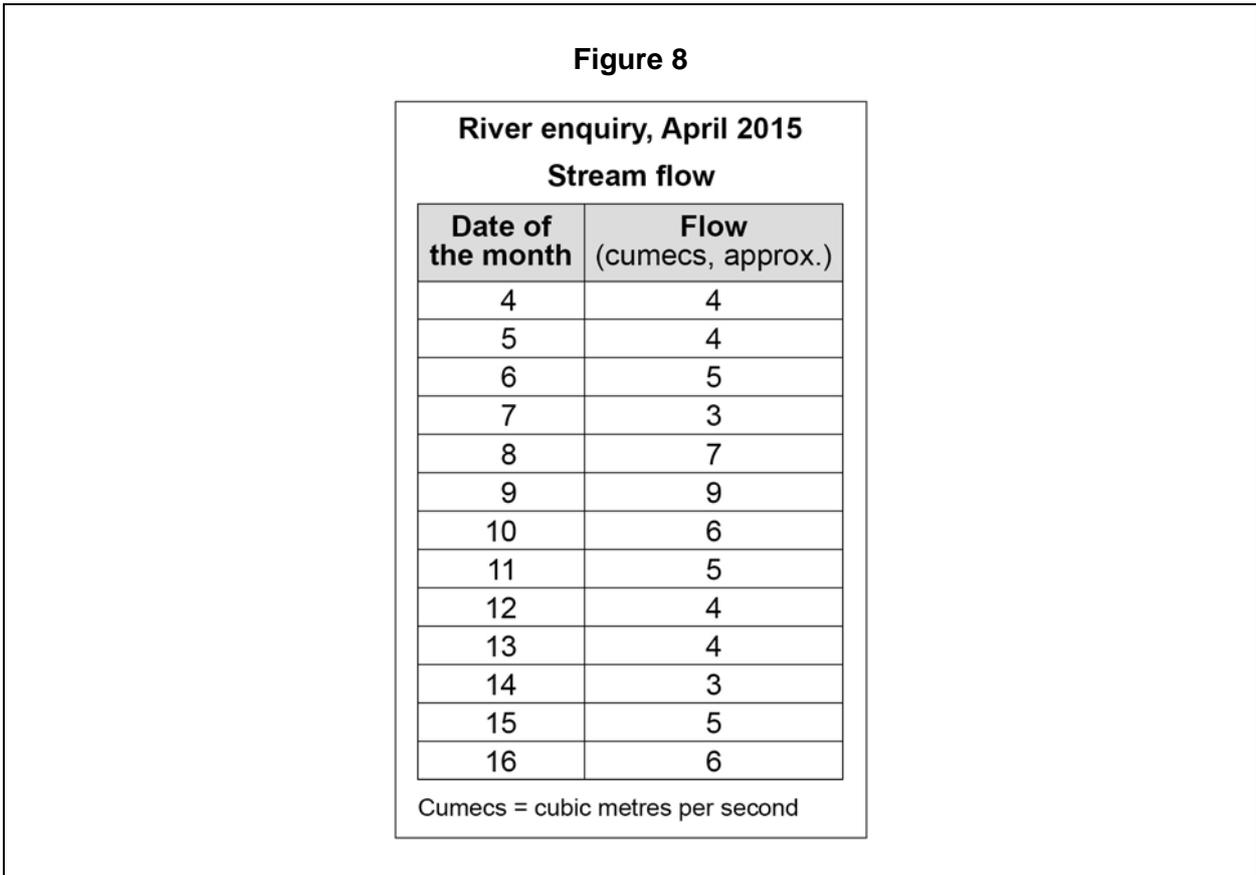


**0 4 . 6** Suggest **one** other method that could be used to present the employment structure data.

[1 mark]

---

Study **Figure 8**, data collected for a river enquiry.



**0 4 . 7** Complete the following table by using the stream flow data in **Figure 8**. **[2 marks]**

<b>Stream flow</b>	Mean	5.0
	Median	
	Mode	

**0 4 . 8** Suggest **two** pieces of advice that should be given to students in order to reduce potential risks when carrying out a physical geography enquiry. **[2 marks]**

**1:** \_\_\_\_\_

\_\_\_\_\_

**2:** \_\_\_\_\_

\_\_\_\_\_

**0 5** . **1** State the title of your fieldwork enquiry in which **human** geography data were collected.

**Title of fieldwork enquiry:**

---

---

Explain why it was a suitable topic for a geographical enquiry.

**[2 marks]**

---

---

---

---

**0 5** . **2** Justify **one** primary data collection method used in your **human** geography enquiry.

**[3 marks]**

---

---

---

---

---

---





---

---

---

**END OF QUESTIONS**

**There are no questions printed on this page**

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

Acknowledgement of copyright holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Copyright © 2016 AQA and its licensors. All rights reserved.

---

# GCSE GEOGRAPHY

## Resources for Paper 3 Geographical Applications

---

To be issued to students 12 weeks before the date of the exam.

### Specimen

This booklet contains three resources as follows:

- Figure 1 – Energy in the United Kingdom: pages 2–3
- Figure 2 – New surface coal mine planned for Druridge Bay: pages 4–5
- Figure 3 – Views about the development of Druridge Bay: pages 6–8

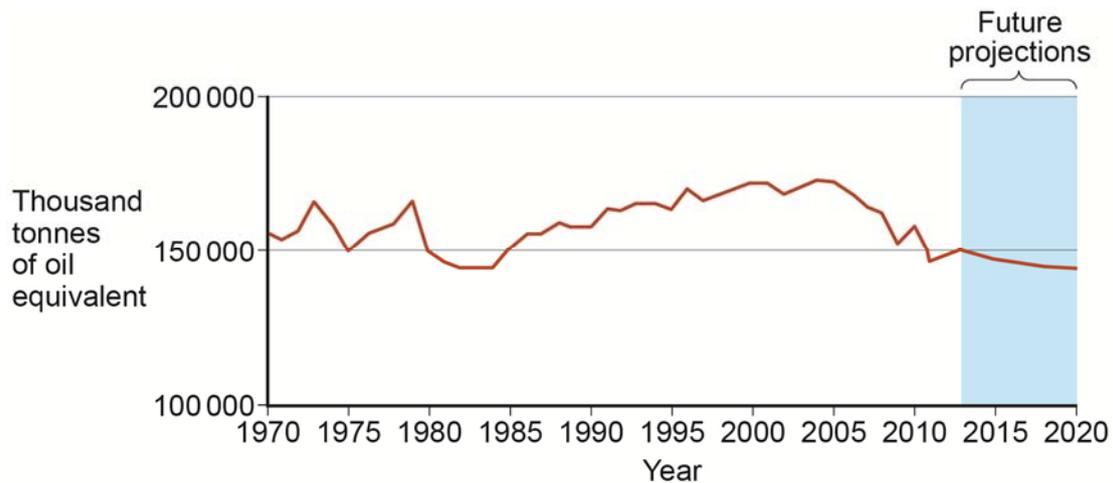
Figure 1

## Energy in the United Kingdom

### Energy consumption in the United Kingdom

The energy we use is fundamental to just about everything we do. Without it there would be no heating or lighting in our homes, no transportation or communication systems and very little industry. Over the last 40 years the total energy consumption in the United Kingdom has fluctuated between approximately 140 000 and 170 000 tonnes of oil equivalent a year.

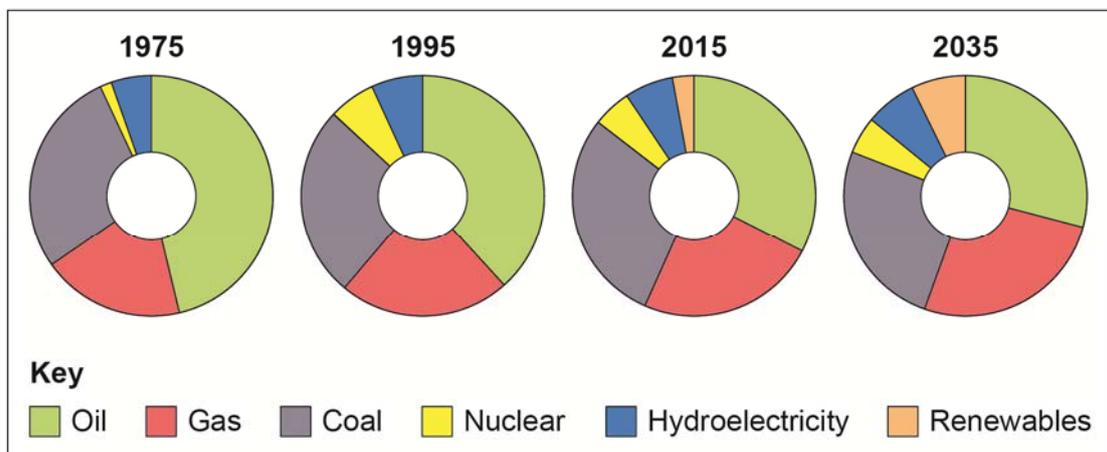
### Total energy consumption (1970–2020)



### The changing energy mix in the United Kingdom

The energy mix is the range of energy sources used. The resources available to a country and decision about which sources to use will determine a country's energy mix. In the United Kingdom fossil fuels have always been an important part of the energy mix because they are used in transport as well as in power stations to generate electricity.

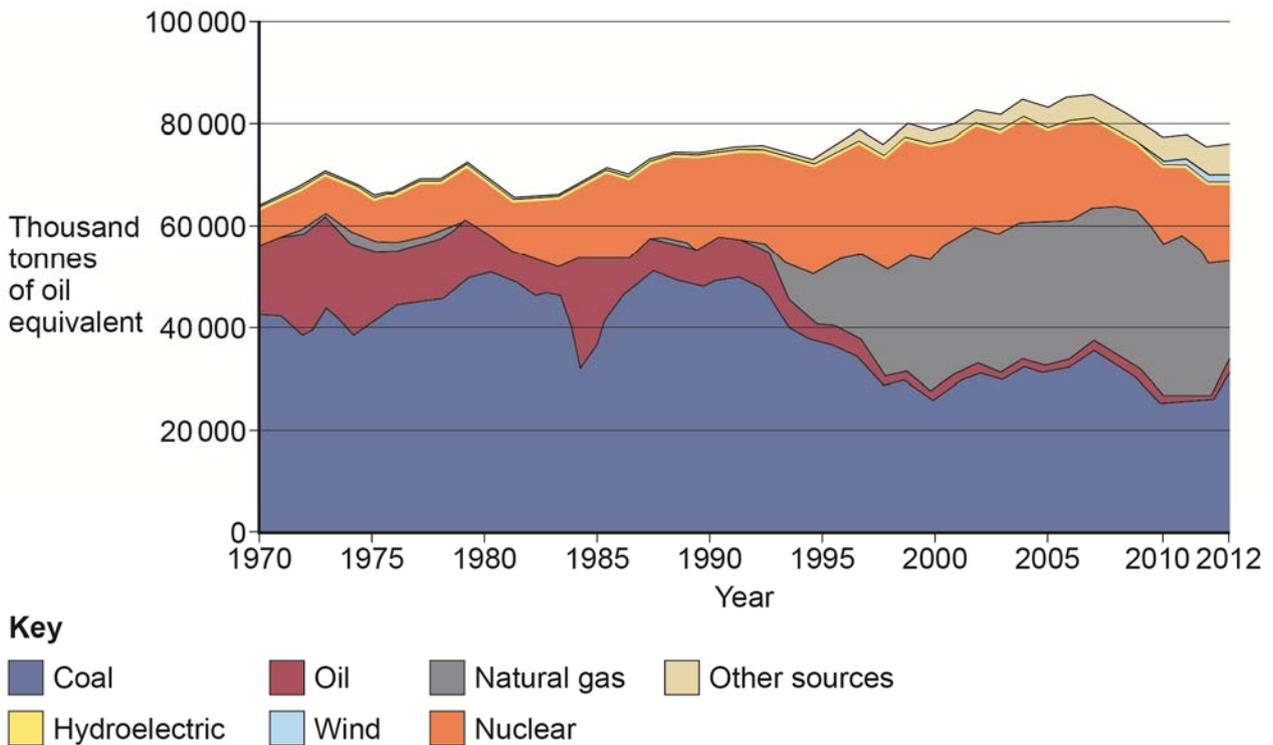
### United Kingdom energy mix



### The electricity energy mix in the United Kingdom

In 1970 coal accounted for about two-thirds of all electricity generation. By 2012 this figure had fallen to under a half. The fall in the use of coal was partly the result of a massive increase in the use of gas (the so-called 'dash for gas') in the 1990s when gas from the North Sea was cheaper than coal. Recent years have seen a gradual increase in the use of renewables. Renewable energy is seen as more environmentally sustainable and efficient – converting fossil fuels into electricity wastes approximately 50% of the energy stored in primary fuel. It is expected that coal-fired power stations fitted with carbon capture and storage will start producing electricity by 2020, but the increasing development of renewables will see them producing 40% of the UK electricity needs by 2030.

Sources of electricity (1970–2012)



### UK energy statistics 2013 (Department of Energy and Climate Change)

- In 2013 coal accounted for 36.3% of electricity generation
- Renewable electricity generation increased to a record 15% of all electricity needs
- Production of all fossil fuels was lower than in 2012
- Energy consumption in the domestic and service sectors increased, while there were falls in the transport and industry sections
- Imports of energy resources reached a record high, with net import dependency reaching 47%

### Net energy import dependency

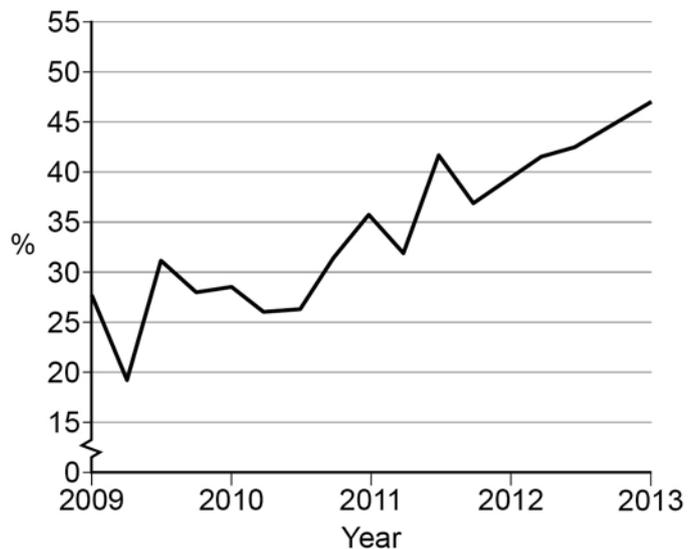
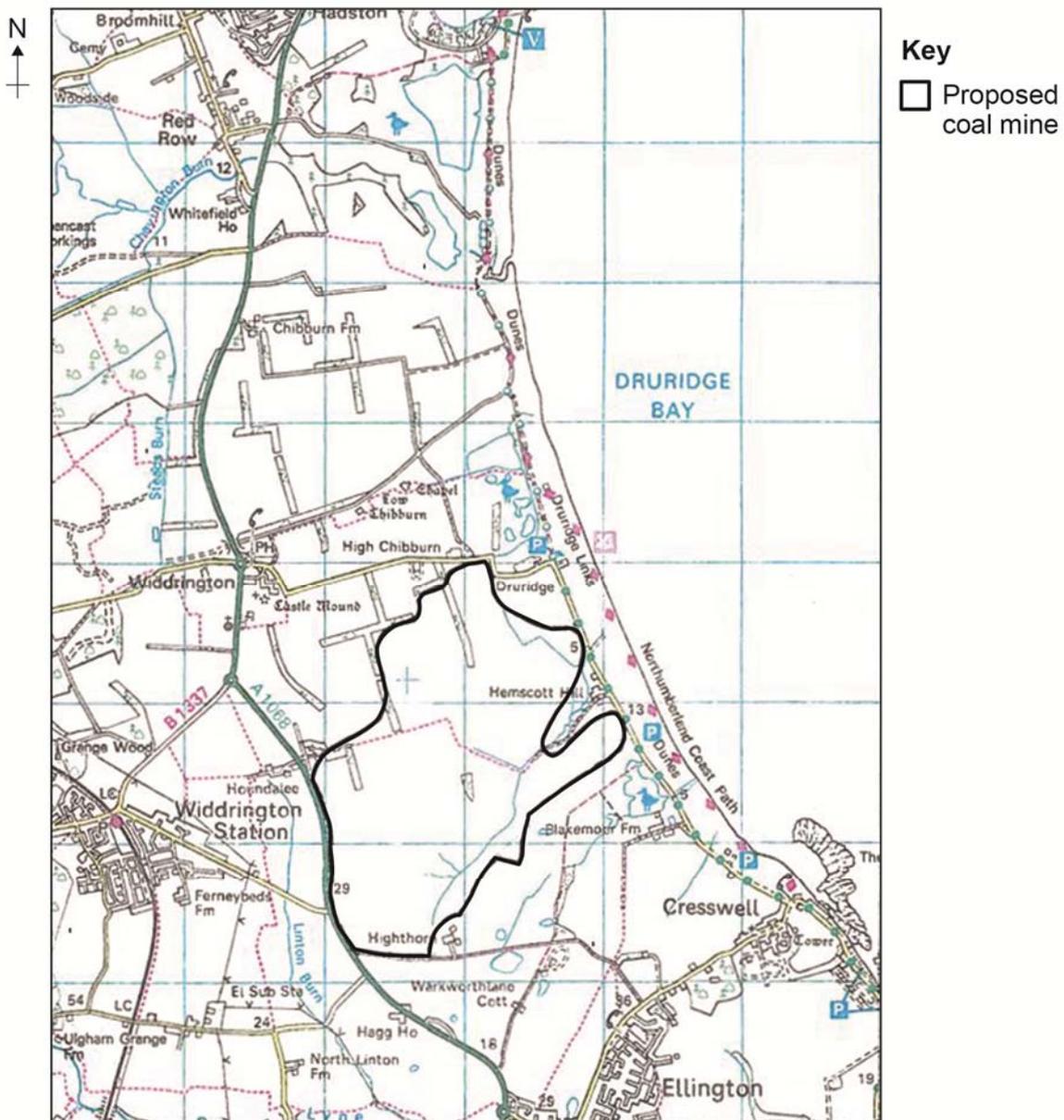


Figure 2

### New surface coal mine planned for Druridge Bay

Plans for an opencast coal mine near a Northumberland beauty spot that would create or sustain more than 100 jobs have been announced. The initial proposal covered an area to the east of the A1068 from Chibburn Farm in the north to Highthorn in the south. The most recent proposal has been scaled down to the area highlighted on the Ordnance Survey extract.

It is estimated that the proposed mine will extract around 7 million tonnes of coal over a 12-year period. The development will include an area of extraction and a storage facility. Supporters of the plan say that “at present, about 70% of the coal used to generate electricity in the UK is imported and reliance on imported coal makes the UK vulnerable to supply and price variations. Coal is a vital part of the UK energy mix and is an energy source that can be stored safely and used flexibly in order to increase electricity supply at critical times of the year”. The proposed area for development lies within the Northumberland coastal plain and is a largely flat area with wide sweeping sandy beaches, which are increasingly popular for recreation and tourism.



Scale 1:50 000

## Druridge Bay



### Massive opencast mine planned near Druridge Bay

Proposals have been unveiled by Banks Mining for a massive new opencast coal mine near Druridge Bay in Northumberland.

Tourism and wildlife organisations are being consulted over plans for a massive new opencast mine close to one of the region's leading coastal beauty spots. The site, known as Highthorn, lies between the villages of Ellington and Widdrington. Banks Mining says the development will create or sustain more than 150 jobs over the next decade and beyond, and make a big contribution to the economy of the area. It would be the biggest surface mining operation in Northumberland since the 14 million tonne Stobsworth site was worked by UK Coal in the 1990s.

Banks Mining is working closely with Northumberland Tourism and the Northumberland Wildlife Trust to discuss a range of tourism and nature conservation benefits from the restoration phase of the project.

The company also plans to consult widely with local residents in an area that has been affected by opencast mining for decades.

The Highthorn site is said to be one of the biggest and best remaining coal resources in England.

The development manager from Northumberland Tourism said "We are not actively supporting this opencast scheme but if planning permission is given, we would hope there will be significant tourism benefits from it".

The chair of Widdrington Parish Council, added: "When the Steadsburn site was approved a few years ago, we were told there would be no more opencast mining in this parish. I'm not really sure how people will take this one, because at 10 years it is a lengthy scheme. Druridge Bay is becoming increasingly popular for tourism. While this site would be quite well back from the beach, I'm not sure how much effect the noise will have on visitors and locals".

The company's communications manager said "We know this area extremely well and, with its proximity to the popular beach and wildlife attractions at Druridge Bay, we understand that the Highthorn proposal is a unique and sensitive location. Our planned investment has the potential to offer so much to both local people and visitors to the area".

Figure 3

## Views about the development of Druridge Bay

### Highthorn surface mine – Druridge Bay

The Highthorn surface mine project has the potential to attract new investment to the area. Banks Mining has said that the development will create new jobs and deliver substantial investment into local businesses, the supply chain and the tourism economy'. Banks Mining is proposing to set up the 'Discover Druridge' project which will aim to boost tourism in the area and create new wildlife habitats.

Some of the benefits of the mining development are:

#### Wildlife and open spaces

- Over 100 hectares of new wetlands and wet grassland habitats will be created in and around Druridge Bay
- 7.9 km of footpaths, bridleways and cycle paths will be created
- Building of wildlife hides

#### Employment and training

The development will:

- create 50 new jobs
- sustain a further 50 jobs
- fund new and improved community facilities
- support local people with training, skills and apprenticeships.



Recently restored mining area

#### The local community

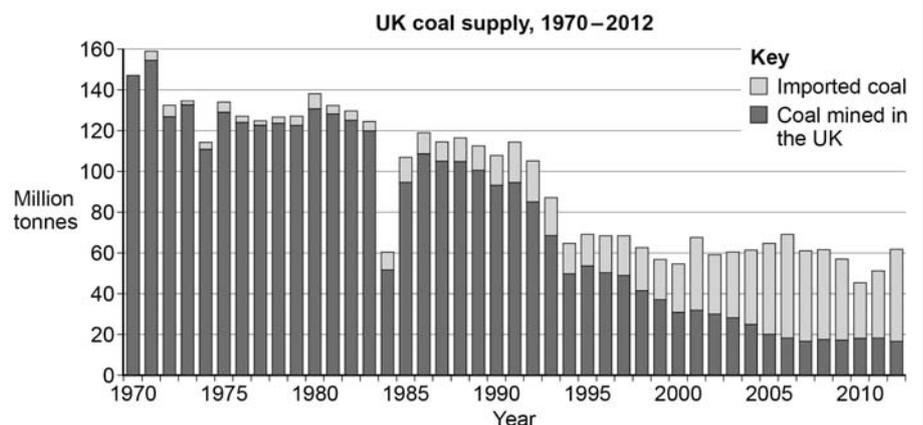
The development will create:

- a £450 000 Highthorn Community fund from a 15p per tonne contribution
- a £225 000 Skills Fund providing help with funding for protective clothing, transport to work or helping small businesses to take on apprentices
- footpaths, bridleways and cycle paths to encourage healthy lifestyles.

A spokesperson for the Parish Council said "The Discover Druridge initiative would help to give the local community what it needs and bring in more visitors. This is an area with a strong industrial history and the proposed site is well back from the beach and hidden by the undulating coastline so visitors will not be put off. Also, when the mining is completed the landscape will be fully restored".

### Coal authority backs Highthorn mine development

The Coal Authority, which is sponsored by The Department of Energy and Climate Change, has stated that it supports the way in which the mining company is looking to exploit the coal in 'socially and environmentally' acceptable ways and that coal mining in the UK is critical for the supply of coal for electricity generation, making the point that relying on imported coal is a risk to energy security.



## Druridge Bay – Picturesque part of Northumberland countryside at risk if mining proposals approved

A picturesque stretch of the Northumberland coast would be blighted if proposals to dig England's largest opencast coal mine are approved, locals have warned. The plans would see up to 7 million tonnes of coal excavated by 2023 on a site next to Druridge Bay, about 30 miles north of Newcastle.

Many locals are furious about the proposal, which comes less than two decades after they fought off attempts to build a nuclear power station in the same bay.



An opencast coal mine

Residents say the mine and associated HGV traffic would create huge levels of dust and noise pollution, as well as spoiling the area's unique views and damaging the tourism industry.

"I'm strongly opposed to coal anyway for environmental reasons – but if they are going to mine for coal, this is absolutely the wrong place" said the owner of a local café, nestling behind the sand dunes on Druridge Bay, about 800 metres from the proposed mine. She claims that around half of her customers said they would stop visiting the area if the coal mine goes ahead. A local crafter who makes mirror frames with driftwood from the beach, is also strongly opposed. "It's such a beautiful area. If it goes ahead I know it will affect the landscape for the rest of my life" she said.

The site is close to Cresswell Pond, designated as a protected Site of Special Scientific Interest (SSSI) and the National Trust owns a portion of the bay.

The area around the proposed mine is also home to five endangered bird species, including the Yellowhammer and the Lapwing. "An opencast coal mine at Druridge Bay would desecrate the local landscape, be a tragedy for the region's tourism and a disaster for the climate. Northumberland Council must reject this proposal" said a Friends of the Earth campaigner.

### Save Druridge Bay

A spokesman for Save Druridge Bay said “people here know from bitter experience that far from creating jobs, open casting destroys wealth and livelihoods”.

“The mine will be a gross intrusion in an unspoiled landscape that will threaten the Druridge hinterland with noise, dust and light pollution. The project will have an impact on all other economic activity in the area, especially the growing tourism industry and the economic development of surrounding villages and towns.”

The group claims the mine also poses a threat to the thousands of birds, animals and plants that thrive in the unique landscape at Druridge. It says that green energy and renewables are preferable to the coal Banks Mining proposes to mine and that coal is one of the biggest sources of UK carbon emissions.

### Walk Northumbria

The following extract is from ‘Walk Northumbria’.

During operations, the rights of way would have to be diverted but would be reinstated with (possible) additional links. The footpath running west from the dunes to the ruined chapel at Low Chibburn would be retained at all times. Bird sanctuaries would be untouched and would be enhanced once coal extraction was complete. Field boundaries would be returned to their original shape. Woodland would also be reinstated with native species in more natural plantings. Access to Druridge Bay would remain open.

The downside has to be the disruption, noise and dirt for the residents of Widdrington and the fact that the mining, if it goes ahead, is not due to be completed until 2026. The restoration work will not be finished until 2032.

### Nature concern Northumberland

Our experts are not convinced by Environmental Impact Assessment (EIA) assurances that this proposed development will be free of any negative environmental impacts. We believe that the wetland areas particularly Cresswell Pond SSI are vulnerable as the mine workings are likely to result in the lowering of the water table and possible contamination of the water supply.

The proposed development may also disturb existing bird breeding sites particularly those of the extremely vulnerable Marsh Harrier, which is a recent coloniser of the wetland areas. The impact of any possible waste and discharge from this proposed development is particularly worrying as the whole coastal area is being considered for Marine Conservation Zone status.

This area is growing in popularity as a nature tourism destination with large numbers of people enjoying the wildlife and countryside. The proposed development might affect this growth as well as having an impact on residents and the local economy.

Acknowledgement of copyright-holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Figure 1: © BBC news online  
© Department of Energy and Climate Change  
Contains public sector information licensed under the Open Government Licence v3.0  
© Carbon Brief

Figure 2: Reproduced by permission of Ordnance Survey on behalf of HMSO. © Crown copyright  
Content provided with permission from ncjMedia Ltd, part of Trinity Mirror plc  
© Carbon Brief  
© The Independent  
© Lesley Garland Picture Library/Alamy Stock Photo

Figure 3: © The Banks Group

Copyright © 2016 AQA and its licensors. All rights reserved.

**GCSE**  
**GEOGRAPHY**

**PAPER 3 GEOGRAPHICAL APPLICATIONS**

---

**Mark scheme**

Additional Specimen

---

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation, each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor.

The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 2 with a small amount of Level 3 material it would be placed in Level 2 but be awarded a mark near the top of the level because of the Level 3 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

### Assessment of spelling, punctuation and grammar (SPaG)

Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated questions. In each of these questions, 3 marks are allocated for SPaG as follows:

- **High performance** – 3 marks
- **Intermediate performance** – 2 marks
- **Threshold performance** – 1 mark

Q	Part	Marking guidance	Total marks
---	------	------------------	-------------

**Section A Issue evaluation**

01	1	<p>1 mark – any indication of a fluctuating pattern.</p> <p>2<sup>nd</sup> mark – identification of any period of increase or decline or use of data.</p> <p>AO4 = 2 marks</p>	2
----	---	--	---

01	2	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3 (Detailed)</td> <td>5–6</td> <td> <p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way in evaluating the likely change to the future energy mix in the UK.</p> <p>AO3 Makes full analysis of the resource, using evidence to support the response.</p> </td> </tr> <tr> <td>2 (Clear)</td> <td>3–4</td> <td> <p>AO2 Shows some geographical understanding of why the total energy mix in the UK is likely to change.</p> <p>AO4 Communicates findings with clarity.</p> </td> </tr> <tr> <td>1 (Basic)</td> <td>1–2</td> <td> <p>AO2 Shows limited geographical understanding of why the total energy mix in the UK is likely to change.</p> <p>AO4 Selects information and uses it to make some link to judgement.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </tbody> </table>			Level	Marks	Description	3 (Detailed)	5–6	<p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way in evaluating the likely change to the future energy mix in the UK.</p> <p>AO3 Makes full analysis of the resource, using evidence to support the response.</p>	2 (Clear)	3–4	<p>AO2 Shows some geographical understanding of why the total energy mix in the UK is likely to change.</p> <p>AO4 Communicates findings with clarity.</p>	1 (Basic)	1–2	<p>AO2 Shows limited geographical understanding of why the total energy mix in the UK is likely to change.</p> <p>AO4 Selects information and uses it to make some link to judgement.</p>		0	No relevant content.	6
		Level	Marks	Description																
		3 (Detailed)	5–6	<p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way in evaluating the likely change to the future energy mix in the UK.</p> <p>AO3 Makes full analysis of the resource, using evidence to support the response.</p>																
		2 (Clear)	3–4	<p>AO2 Shows some geographical understanding of why the total energy mix in the UK is likely to change.</p> <p>AO4 Communicates findings with clarity.</p>																
		1 (Basic)	1–2	<p>AO2 Shows limited geographical understanding of why the total energy mix in the UK is likely to change.</p> <p>AO4 Selects information and uses it to make some link to judgement.</p>																
	0	No relevant content.																		

		<p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• More efficient use of energy (in homes/business/transport).</li> <li>• Energy saving appliances.</li> <li>• Conservation measures.</li> <li>• Less energy use in vehicles.</li> <li>• Electric vehicles.</li> <li>• Increasing use of public transport.</li> <li>• More expensive energy.</li> <li>• Less manufacturing industry.</li> </ul> <p>AO2 = 2 marks, AO3 = 2 marks, AO4 = 2 marks</p>	
01	3	<p>1 mark for identified point 2<sup>nd</sup>. mark for some extension of the point or some appropriate development.</p> <p>Students can refer to the general increase in consumption from 1970 - 2005 or the recent decline in energy consumption.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Increases in personal wealth.</li> <li>• Increase in use of technology.</li> <li>• Increase number of cars.</li> <li>• Decline in manufacturing.</li> <li>• Improvements in energy efficiency.</li> <li>• Insulation and energy conservation.</li> <li>• Economic slow down.</li> </ul> <p>AO3 = 2 marks</p>	2
01	4	<p>Any two reasonable points (2 x 1 marks)</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Increasing demand for electricity.</li> <li>• Fossil fuel resources running out.</li> <li>• Lack of government investment.</li> <li>• Relative cost.</li> </ul> <p>AO2 = 2 marks</p>	2
02	1	<p>4 sq km</p> <p>AO4 = 1 mark</p>	1

02	2	6
<b>Level</b>	<b>Marks</b>	<b>Description</b>
3 (Detailed)	5–6	<p>AO3 Demonstrates detailed application of knowledge and understanding in a reasoned way to make judgements about the physical environment providing opportunities for economic activities.</p> <p>AO3 Makes full analysis of the resource, using evidence to support the response.</p>
2 (Clear)	3–4	<p>AO3 Demonstrates clear application of knowledge and understanding in analysing the geographical information to determine the opportunities for economic activities.</p> <p>AO4 Makes some use of Figure 2 in investigating the question</p>
1 (Basic)	1–2	<p>AO3 Demonstrates limited application of knowledge and understanding in analysing geographical information to determine the opportunities for economic activities.</p> <p>AO4 Limited use of Figure 2 in investigating the question</p>
	0	No relevant content.
<p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Some understanding that the physical environment is a resource in terms of economic activities.</li> <li>• Responses should show some understanding or implied understanding of the potential of the physical environment to provide economic activities using examples from the resource to support this understanding.</li> <li>• A number of economic activities are identified in the resource which can be used to express an understanding of the key idea.</li> <li>• A relative judgement in relation to the range of activities provided.</li> <li>• At the higher levels there is a clear expectation of some degree of judgement.</li> </ul> <p>AO3 = 4 marks, AO4 = 2 marks</p>		

03	1				6
		Level	Marks	Description	
		3 (Detailed)	5–6	AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to make an evaluative judgement about why the development identified on Figure 3 might be considered an example of an 'economic/environmental conflict'.  AO3 Makes full analysis of the resource, using evidence to support the response.	
		2 (Clear)	3–4	AO2 Shows some geographical understanding of why the development identified on Figure 3 is an example of an 'economic/environmental conflict'.  AO4 Makes some use of Figure 3 in investigating the question.	
		1 (Basic)	1–2	AO2 Shows limited geographical understanding of why the development identified on Figure 3 is an example of an 'economic/environmental conflict'.  AO4 Limited use of Figure 3 in investigating the question.	
	0	No relevant content.			

	<p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Understanding of the economic benefits of the proposed development. This can include primary and secondary (multiplier) employment, skill based training opportunities, development of infrastructure, investment in community facilities, demographic stability or the attraction of population which would further stimulate the economy.</li> <li>• Understanding of the environmental pressures that the proposed development might create. This can include disturbance to wildlife, damage to habitats, potential issues relating to groundwater, air, water, visual and noise pollution and potential issues of waste management. In addition there are secondary environmental impacts such as increasing traffic and the need for a significant area of storage.</li> <li>• Students may also identify negative economic factors (recreation and tourism industry) and positive environmental gains (the development of additional protected environments).</li> <li>• Students are expected to go beyond simply describing impacts and problems and consider how these generate conflicts where specific differing opinions are considered.</li> </ul> <p>AO2 = 2 marks, AO3 = 2 marks, AO4 = 2 marks</p>	
--	---	--

03	2	<table border="1"> <thead> <tr> <th data-bbox="335 1108 510 1142">Level</th> <th data-bbox="510 1108 630 1142">Marks</th> <th data-bbox="630 1108 1300 1142">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="335 1142 510 1556">3 (Detailed)</td> <td data-bbox="510 1142 630 1556">7–9</td> <td data-bbox="630 1142 1300 1556"> <p>AO3 Demonstrates thorough application of knowledge and understanding in a reasoned way to make an evaluation as to whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a wide range of supporting evidence, making detailed links between different areas of the course of study.</p> <p>AO4 Communicates findings with clarity.</p> </td> </tr> <tr> <td data-bbox="335 1556 510 1971">2 (Clear)</td> <td data-bbox="510 1556 630 1971">4–6</td> <td data-bbox="630 1556 1300 1971"> <p>AO3 Demonstrates some application of knowledge and understanding to make an evaluation as to whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a reasonable range of supporting evidence, making clear links between different areas of the course of study.</p> <p>AO4 Selects appropriate information to support judgement.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3 (Detailed)	7–9	<p>AO3 Demonstrates thorough application of knowledge and understanding in a reasoned way to make an evaluation as to whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a wide range of supporting evidence, making detailed links between different areas of the course of study.</p> <p>AO4 Communicates findings with clarity.</p>	2 (Clear)	4–6	<p>AO3 Demonstrates some application of knowledge and understanding to make an evaluation as to whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a reasonable range of supporting evidence, making clear links between different areas of the course of study.</p> <p>AO4 Selects appropriate information to support judgement.</p>	9
Level	Marks	Description										
3 (Detailed)	7–9	<p>AO3 Demonstrates thorough application of knowledge and understanding in a reasoned way to make an evaluation as to whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a wide range of supporting evidence, making detailed links between different areas of the course of study.</p> <p>AO4 Communicates findings with clarity.</p>										
2 (Clear)	4–6	<p>AO3 Demonstrates some application of knowledge and understanding to make an evaluation as to whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a reasonable range of supporting evidence, making clear links between different areas of the course of study.</p> <p>AO4 Selects appropriate information to support judgement.</p>										

<p>1 (Basic)</p>	<p>1–3</p>	<p>AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about whether the project identified in the resources should go ahead.</p> <p>AO3 Applies knowledge and understanding to make a decision based on a limited range of supporting evidence, making basic links between different areas of the course of study.</p> <p>AO4 Selects information and uses it to make some links to judgement.</p>
	<p>0</p>	<p>No relevant content.</p>

Indicative content

- Students should make a decision and use the full range of resources and their own knowledge to justify their decision.
- The approach taken can be detailed analysis which supports the decision or a consideration of the advantages and disadvantages with a resulting decision. In either case there is an expectation that at the higher levels students will offer some degree of balance.
- There may be a consideration of the ‘national good’ (increasing energy security) in relation to the ‘local bad’ (impact on local people).
- There are a wide range of ideas and opinions throughout the resources which can be used to support the chosen decision.
- Students may use a decision making technique in order to assess the impact of the proposed development. Examples of this might include, Cost-Benefit Analysis, Environmental Impact Assessment, SWOT analysis.

AO3 = 6 marks, AO4 = 3 marks

**Section B      Fieldwork**

04	1	<p>1 mark for each part shaded in correctly. ( 2 x 1 marks)</p> <p>AO4 = 2 marks</p>	2
04	2	<p>Any reasonable point for each statement. (2 x 1 marks)</p> <p>'Where did you come from?'</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Indication of sphere of influence.</li> <li>• Indication of local use.</li> <li>• Indication of the type of environment people are from (largely urban).</li> <li>• Accept that it might give an indication of length of stay or mode of travel.</li> </ul> <p>'Why are you visiting Windermere?'</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Range of reasons which might include family links, specific activities, attractiveness of the physical landscape.</li> <li>• Indication of the pressures on the area.</li> <li>• Indication of the facilities that might be/are required.</li> <li>• Indication of seasonality.</li> </ul> <p>AO3 = 2 marks</p>	1
04	3	<p>Car ownership in the town – <b>B</b> (line graph)</p> <p>How people travelled to the town centre – <b>A</b> (pie graph) (2 x 1 marks)</p> <p>AO3 = 2 marks</p>	2

04	4	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2 (Clear)</td> <td>3–4</td> <td>AO3 Demonstrates some application of knowledge and understanding in analysing geographical information and giving clear explanation for the differences between the figures shown in Figure 6 for Wednesday and Saturday.  AO4 Makes good use of Figure 6 (use of data) in investigating the question.</td> </tr> <tr> <td>1 (Basic)</td> <td>1–2</td> <td>AO3 Demonstrates limited application of knowledge and understanding in analysing geographical information and giving a basic explanation for the differences between the figures shown in Figure 6 for Wednesday and Saturday.  AO4 Limited use of Figure 6 in investigating the question.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant content.</td> </tr> </tbody> </table>			Level	Marks	Description	2 (Clear)	3–4	AO3 Demonstrates some application of knowledge and understanding in analysing geographical information and giving clear explanation for the differences between the figures shown in Figure 6 for Wednesday and Saturday.  AO4 Makes good use of Figure 6 (use of data) in investigating the question.	1 (Basic)	1–2	AO3 Demonstrates limited application of knowledge and understanding in analysing geographical information and giving a basic explanation for the differences between the figures shown in Figure 6 for Wednesday and Saturday.  AO4 Limited use of Figure 6 in investigating the question.		0	No relevant content.	4
		Level	Marks	Description													
		2 (Clear)	3–4	AO3 Demonstrates some application of knowledge and understanding in analysing geographical information and giving clear explanation for the differences between the figures shown in Figure 6 for Wednesday and Saturday.  AO4 Makes good use of Figure 6 (use of data) in investigating the question.													
		1 (Basic)	1–2	AO3 Demonstrates limited application of knowledge and understanding in analysing geographical information and giving a basic explanation for the differences between the figures shown in Figure 6 for Wednesday and Saturday.  AO4 Limited use of Figure 6 in investigating the question.													
	0	No relevant content.															
<p><u>Indicative content</u></p> <p>Accept any valid point</p> <ul style="list-style-type: none"> <li>• Answer must relate to both Wednesday and Saturday.</li> <li>• General relationship between number and day of the week.</li> <li>• Time of day.</li> <li>• Day of the week linked to type of activity work/shopping.</li> <li>• Weekend event in town – football.</li> <li>• For Level 2 expect some use of data (% full and distance from town centre/main shopping area).</li> </ul> <p>AO3 = 2 marks, AO4 = 2 marks</p>																	
04	5	1 mark for correct answer (two lines need to be drawn one at 30% and the other at 100% and both sections need to be labelled)	1														
AO4 = 1 mark																	
04	6	Any reasonable suggestion. Possibilities might include; pie graph, triangular graph, bar graph.	1														
AO3 = 1 mark																	
04	7	Median – 5      Mode – 4      (2 x 1 marks)	2														
AO4 = 2 marks																	

04	8	<p>Any two reasonable suggestions. (2 x 1 marks)</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Be aware of weather (rainfall).</li> <li>• Be aware of river levels and flow.</li> <li>• Have appropriate clothing/footwear.</li> <li>• Be aware of unstable riverbanks.</li> <li>• Use ropes to make sure people are secure.</li> <li>• Have a first aid kit in case of accidents.</li> <li>• Have mobile communications in case of an emergency.</li> </ul> <p>AO3 = 2 marks</p>	2
05	1	<p>Two identified reasons or one developed reason. (1 x 2 marks <b>or</b> 2 x 1 marks)</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Clearly geographical.</li> <li>• Low/manageable risk.</li> <li>• Appropriate scale.</li> <li>• Data available.</li> <li>• Manageable in terms of time.</li> </ul> <p>AO3 = 2 marks</p>	4
05	2	<p>Candidates need to identify the primary data collection method. Marks will be allocated according to the level of justification. One method with detailed justification = 3 marks. Some justification in relation to aims of investigation = 2 marks. Statement(s) with an element or implied element of justification = 1 mark.</p> <p>AO4 = 3 marks</p>	3

05	3	6															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 15%;">Marks</th> <th style="width: 70%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 (Detailed)</td> <td style="text-align: center;">5–6</td> <td> <p>AO3 Demonstrates detailed application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to evaluate the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> </td> </tr> <tr> <td style="text-align: center;">2 (Clear)</td> <td style="text-align: center;">3–4</td> <td> <p>AO3 Demonstrates clear application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates some application of knowledge and understanding to evaluate the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> </td> </tr> <tr> <td style="text-align: center;">1 (Basic)</td> <td style="text-align: center;">1–2</td> <td> <p>AO3 Demonstrates limited application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant content.</td> </tr> </tbody> </table>			Level	Marks	Description	3 (Detailed)	5–6	<p>AO3 Demonstrates detailed application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to evaluate the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p>	2 (Clear)	3–4	<p>AO3 Demonstrates clear application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates some application of knowledge and understanding to evaluate the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p>	1 (Basic)	1–2	<p>AO3 Demonstrates limited application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p>		0	No relevant content.
Level	Marks	Description															
3 (Detailed)	5–6	<p>AO3 Demonstrates detailed application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to evaluate the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p>															
2 (Clear)	3–4	<p>AO3 Demonstrates clear application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates some application of knowledge and understanding to evaluate the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p>															
1 (Basic)	1–2	<p>AO3 Demonstrates limited application of knowledge and understanding to consider the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p> <p>AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about the extent to which the data collected was useful in satisfying the original aims of the enquiry.</p>															
	0	No relevant content.															
<p><u>Indicative content</u></p> <p>The levels will reflect the extent to which the strength of the link between the original aims of the enquiry and the data collection programme are expressed.</p> <p>Level 3 – Detailed links between the aims of the enquiry and the data expressed with evaluative observations.</p> <p>Level 2 – Some links between the aims of the enquiry and the data expressed with elements of evaluative comment.</p> <p>Level 1 – Limited links between the aims of the enquiry and the data expressed with simple evaluative observations.</p> <p>AO3 = 6 marks</p>																	

05	4	9															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 15%;">Marks</th> <th style="width: 70%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 (Detailed)</td> <td style="text-align: center;">7–9</td> <td> <p>AO3 With specific reference to the methods, results and conclusions provides a detailed evaluation as to how the geographical enquiry can be improved.</p> <p>AO3 Provides a detailed evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Provides an informed decision as to how the geographical enquiry could be improved.</p> </td> </tr> <tr> <td style="text-align: center;">2 (Clear)</td> <td style="text-align: center;">4–6</td> <td> <p>AO3 With specific reference to the methods and results provides a clear evaluation as to how the geographical enquiry can be improved.</p> <p>AO3. Provides a clear evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Makes a decision as to how the geographical enquiry could be improved.</p> </td> </tr> <tr> <td style="text-align: center;">1 (Basic)</td> <td style="text-align: center;">1–3</td> <td> <p>AO3 With specific reference to the methods provides a basic evaluation as to how the geographical enquiry can be improved</p> <p>AO3 Provides a basic evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Any decision as to how the geographical enquiry could be improved will be weak and generic.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant content.</td> </tr> </tbody> </table>			Level	Marks	Description	3 (Detailed)	7–9	<p>AO3 With specific reference to the methods, results and conclusions provides a detailed evaluation as to how the geographical enquiry can be improved.</p> <p>AO3 Provides a detailed evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Provides an informed decision as to how the geographical enquiry could be improved.</p>	2 (Clear)	4–6	<p>AO3 With specific reference to the methods and results provides a clear evaluation as to how the geographical enquiry can be improved.</p> <p>AO3. Provides a clear evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Makes a decision as to how the geographical enquiry could be improved.</p>	1 (Basic)	1–3	<p>AO3 With specific reference to the methods provides a basic evaluation as to how the geographical enquiry can be improved</p> <p>AO3 Provides a basic evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Any decision as to how the geographical enquiry could be improved will be weak and generic.</p>		0	No relevant content.
Level	Marks	Description															
3 (Detailed)	7–9	<p>AO3 With specific reference to the methods, results and conclusions provides a detailed evaluation as to how the geographical enquiry can be improved.</p> <p>AO3 Provides a detailed evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Provides an informed decision as to how the geographical enquiry could be improved.</p>															
2 (Clear)	4–6	<p>AO3 With specific reference to the methods and results provides a clear evaluation as to how the geographical enquiry can be improved.</p> <p>AO3. Provides a clear evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Makes a decision as to how the geographical enquiry could be improved.</p>															
1 (Basic)	1–3	<p>AO3 With specific reference to the methods provides a basic evaluation as to how the geographical enquiry can be improved</p> <p>AO3 Provides a basic evaluation as to how the geographical enquiry could be improved.</p> <p>AO3 Any decision as to how the geographical enquiry could be improved will be weak and generic.</p>															
	0	No relevant content.															
<p><u>Indicative content</u></p> <p>The levels will reflect the extent to which students link improvements in their geographical enquiry with an evaluation of their methods, results and conclusions</p> <p>Level 3 – Makes a decision as to how the geographical enquiry could be improved based on an evaluation of all three elements.</p> <p>Level 2 – Makes a decision as to how the geographical enquiry could be improved based on an evaluation of two elements.</p> <p>Level 1 – Makes a simple decision based on an evaluation of at least one element.</p> <p>AO3 = 9 marks</p>																	

---

[aqa.org.uk](http://aqa.org.uk)

Copyright © 2016 AQA and its licensors. All rights reserved.  
AQA Education (AQA) is a registered charity (registered charity number 1073334) and a company limited by guarantee registered in England and Wales (company number 3644723). Registered address: AQA, Devas Street, Manchester M15 6EX

11 October 2016