Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number ☐☐☐☐☐ Candidate Number ☐☐☐☐

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

Friday 16 June 2023

Afternoon (Time: 1 hour 30 minutes)

Paper reference **1GA0/03**

Geography A

PAPER 3: Geographical Investigations: Fieldwork and UK Challenges

You must have:
Resource Booklet (enclosed), calculator

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A answer **either** Question 1 **or** Question 2.
- In Section B answer **either** Question 3 **or** Question 4.
- In Section C answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

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.*
- 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 ▶

Pearson

SECTION A

Geographical Investigations – Physical Environments

Answer EITHER Question 1 OR Question 2 in this section.

Write your answers in the spaces provided.

Question 1: Investigating Physical Environments (River Landscapes)

If you answer Question 1, put a cross in the box ☒ .

1 You have studied a river landscape as part of your geographical investigation.

Name of your fieldwork location

....

(a) Explain **one** advantage of a sampling strategy you used in your geographical investigation.

(2)

Named sampling strategy

....

....

....

....

....

(b) Explain **one** risk you considered before carrying out the data collection at your chosen location.

(2)

Named risk

....

....

....

....

....

(c) Explain **one** way your investigation helped you understand how river processes affect people.

(2)

....

....

....

....

(d) Explain **two** ways you tried to make sure that your data collection methods were accurate.

(4)

1 ....

....

....

....

2 ....

....

....

....

(e) Study Figures 1a and 1b in the Resource Booklet.

A group of students investigating a river expected both width and depth to increase downstream.

After analysing Figures 1a and 1b, the students concluded that changes in width were more in line with their expectations.

Assess the extent to which you agree with this conclusion.

(8)

(Total for Question 1 = 18 marks)

Do not answer Question 2 if you have answered Question 1.

Question 2: Investigating Physical Environments (Coastal Landscapes).

If you answer Question 2, put a cross in the box ☒ .

2 You have studied a coastal landscape as part of your geographical investigation.

Name of your fieldwork location

(a) Explain **one** advantage of a sampling strategy you used in your geographical investigation. **(2)**

Named sampling strategy

(b) Explain **one** risk you considered before carrying out the data collection at your chosen location. **(2)**

Named risk

(c) Explain **one** way your investigation helped you understand how coastal processes affect people.

(2)

....

....

....

....

(d) Explain **two** ways you tried to make sure that your data collection methods were accurate.

(4)

1 ....

....

....

....

2 ....

....

....

....

(e) Study Figures 2a and 2b in the Resource Booklet.

A group of students investigating a coastline expected:

- sediment size to decrease along the beach from west to east
- gradient (slope angle) of the beach to decrease from the cliff to the water's edge

After analysing Figures 2a and 2b, the students concluded that changes in gradient were more in line with their expectations.

Assess the extent to which you agree with this conclusion.

(8)

(Total for Question 2 = 18 marks)

TOTAL FOR SECTION A = 18 MARKS

SECTION B

Geographical Investigations – Human Landscapes

Answer EITHER Question 3 OR Question 4 in this section.

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

Write your answers in the spaces provided.

Question 3: Investigating Human Landscapes (Central/Inner Urban Area)

If you answer Question 3, put a cross in the box ☒ .

3 A group of students collected data to investigate change in a central/inner urban area.

Study Figure 3a in the Resource Booklet.

(a) (i) Identify the **two** most likely land uses in Figure 3a.

(2)

- ☒ **A** commercial (shops)
- ☒ **B** industrial
- ☒ **C** transport
- ☒ **D** open space
- ☒ **E** residential (housing)

(ii) Describe **one** way the students could have presented their land use data.

(2)

....

....

....

....

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

Explain **one** limitation of using this fieldwork method.

(2)

....

....

....

....

(c) The students used random sampling to select the sites for an environmental quality survey (EQS).

Explain **one** limitation of using random sampling to collect this data.

(2)

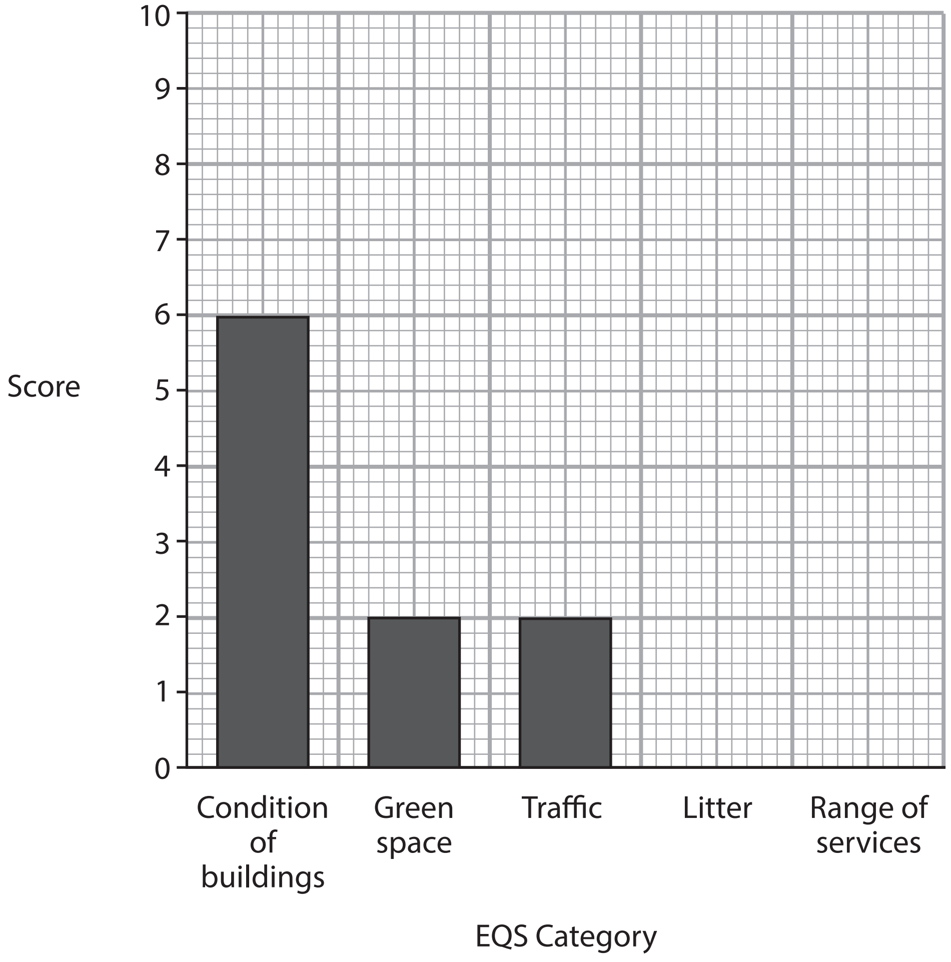
....

....

....

....

(d) Study Figure 3c below. It shows a bar chart created by the students to show the mean results of their EQS.



Key
0 = poor
10 = excellent

Figure 3c

Plot the data in the table below by completing Figure 3c.

(2)

EQS Category	**Score**
Litter	6
Range of services	3

(e) You have studied a central/inner urban area(s) as part of your geographical investigation.

Evaluate the success of the methods used to collect your fieldwork (primary) and secondary sources of data.

You must refer to your chosen urban fieldwork location in your answer.

(8)

Name of your urban fieldwork location

(Total for Question 3 = 18 marks)

Do not answer Question 4 if you have answered Question 3.

Question 4: Investigating Human Landscapes (Rural Settlements)

If you answer Question 4, put a cross in the box ☒ .

4 A group of students collected data to investigate change in a rural settlement.

Study Figure 4a in the Resource Booklet.

(a) (i) Identify the **two** categories of vehicles with the highest total in Figure 4a.

(2)

☒ **A** cars

☒ **B** coaches/buses

☒ **C** lorries

☒ **D** motorbikes

☒ **E** vans

(ii) Describe **one** other way the students could have presented their traffic data.

(2)

....

....

....

....

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

Explain **one** limitation of using this fieldwork method.

(2)

....

....

....

....

(c) The students used random sampling to select people to complete a questionnaire about the environment.

Explain **one** limitation of using random sampling to collect this data.

(2)

....

....

....

....

(d) Study Figure 4c below. It shows a bar chart created by the students to show the mean results of their questionnaire.

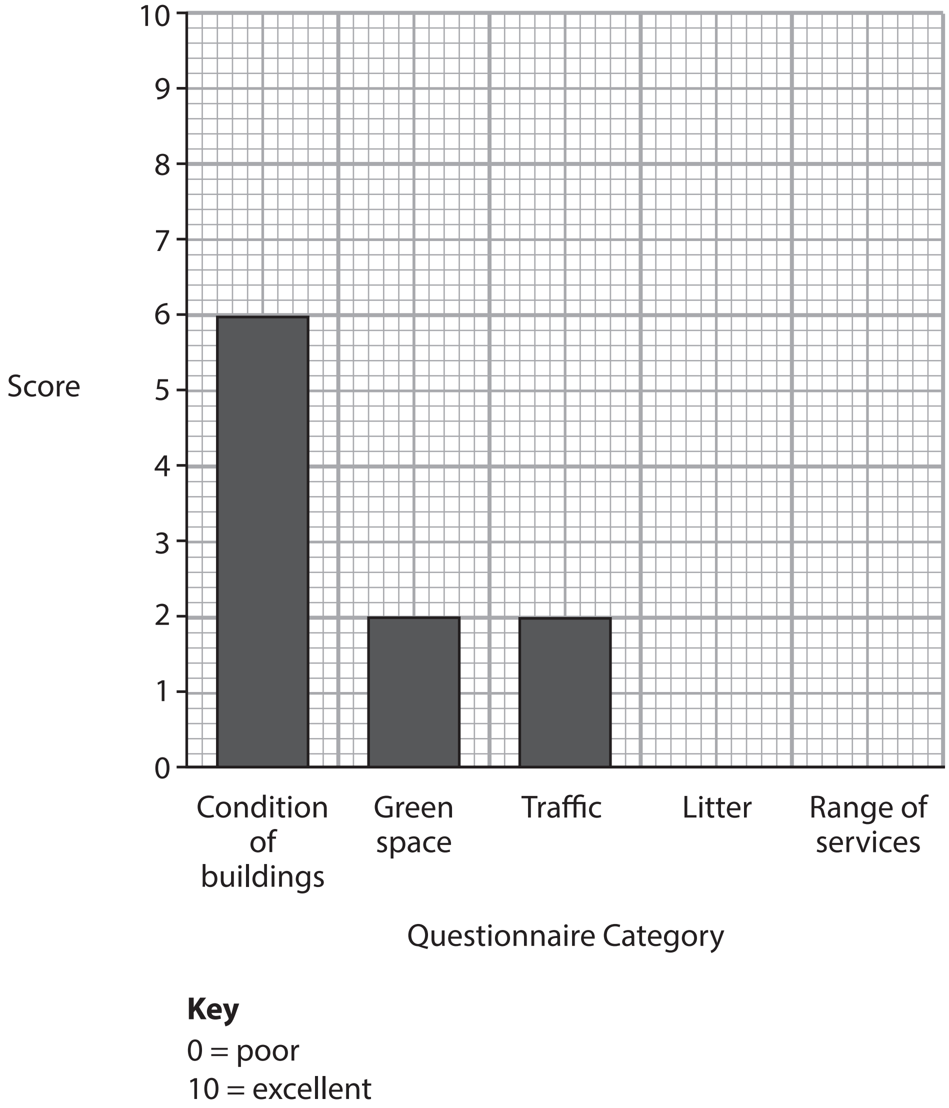


Figure 4c

Plot the data given in the table below by completing Figure 4c.

(2)

Questionnaire Category	**Score**
Litter	6
Range of services	3

(e) You have studied a rural settlement(s) as part of your geographical investigation.

Evaluate the success of the methods used to collect your fieldwork (primary) and secondary sources of data.

You must refer to your chosen rural fieldwork location in your answer.

(8)

Name of your rural fieldwork location

(Total for Question 4 = 18 marks)

TOTAL FOR SECTION B = 18 MARKS

SECTION C

UK Challenges

Answer ALL questions. Write your answers in the spaces provided.

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

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

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

Identify the number of migrants born outside the European Union in 2017.

(1)

☒ **A** 5.0 million

☒ **B** 5.2 million

☒ **C** 5.6 million

☒ **D** 5.8 million

(b) (i) Define the term net migration.

(1)

....

....

(ii) State **one** way net migration statistics can be unreliable.

(1)

....

....

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

Describe the overall trend in net migration to the UK between 1994 and 2019.

Use data in your answer.

(2)

(ii) Suggest **two** reasons for the trend in net migration to the UK between 1994 and 2019.

(4)

Reason 1

Reason 2

(d) Explain **one** way that migration could affect the UK's population structure.

(3)

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

(e) Use information from the Resource Booklet (Figures 5c to 5g) as well as knowledge and understanding from the rest of your geography course.

> ‘Greater resource consumption rather than population growth, is the greatest threat to UK ecosystems, such as woodlands.’

Discuss this view.

(12)

(Spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 5 = 28 marks)

TOTAL FOR SECTION C = 28 MARKS
TOTAL FOR PAPER = 64 MARKS

BLANK PAGE

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

BLANK PAGE

BLANK PAGE

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

Friday 16 June 2023

Afternoon (Time: 1 hour 30 minutes)

Paper reference **1GA0/03**

Geography A

PAPER 3: Geographical Investigations: Fieldwork and UK Challenges

Resource Booklet

Do not return this Booklet with the question paper.

Turn over ▶

P72568A

N:1/1/1/1/1/1/1/1

Pearson

BLANK PAGE

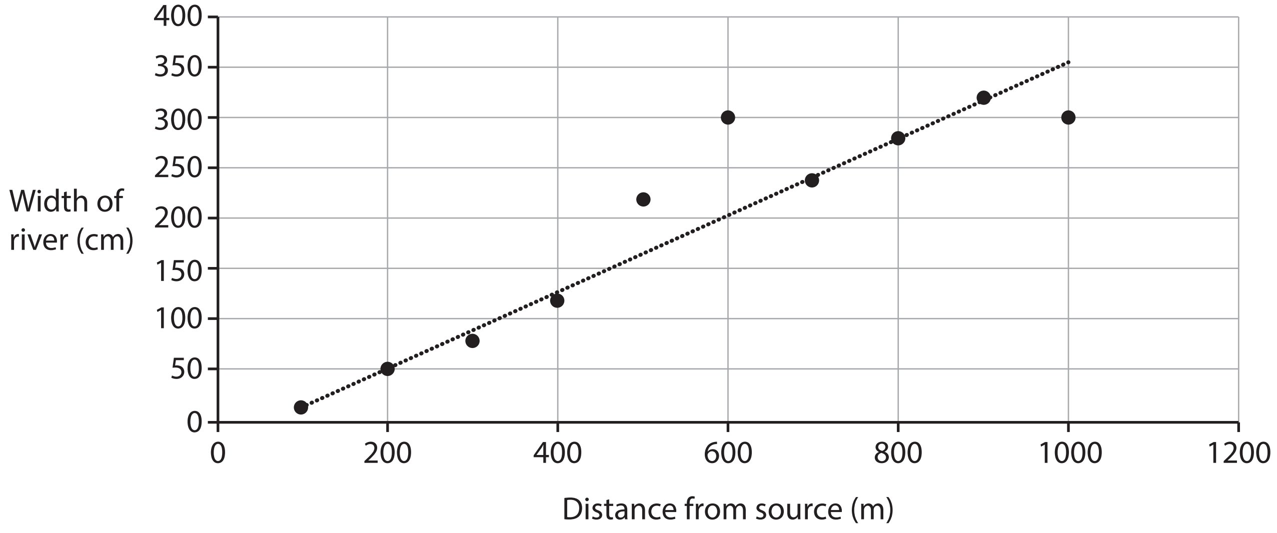


Figure 1a

River width data collected by the students

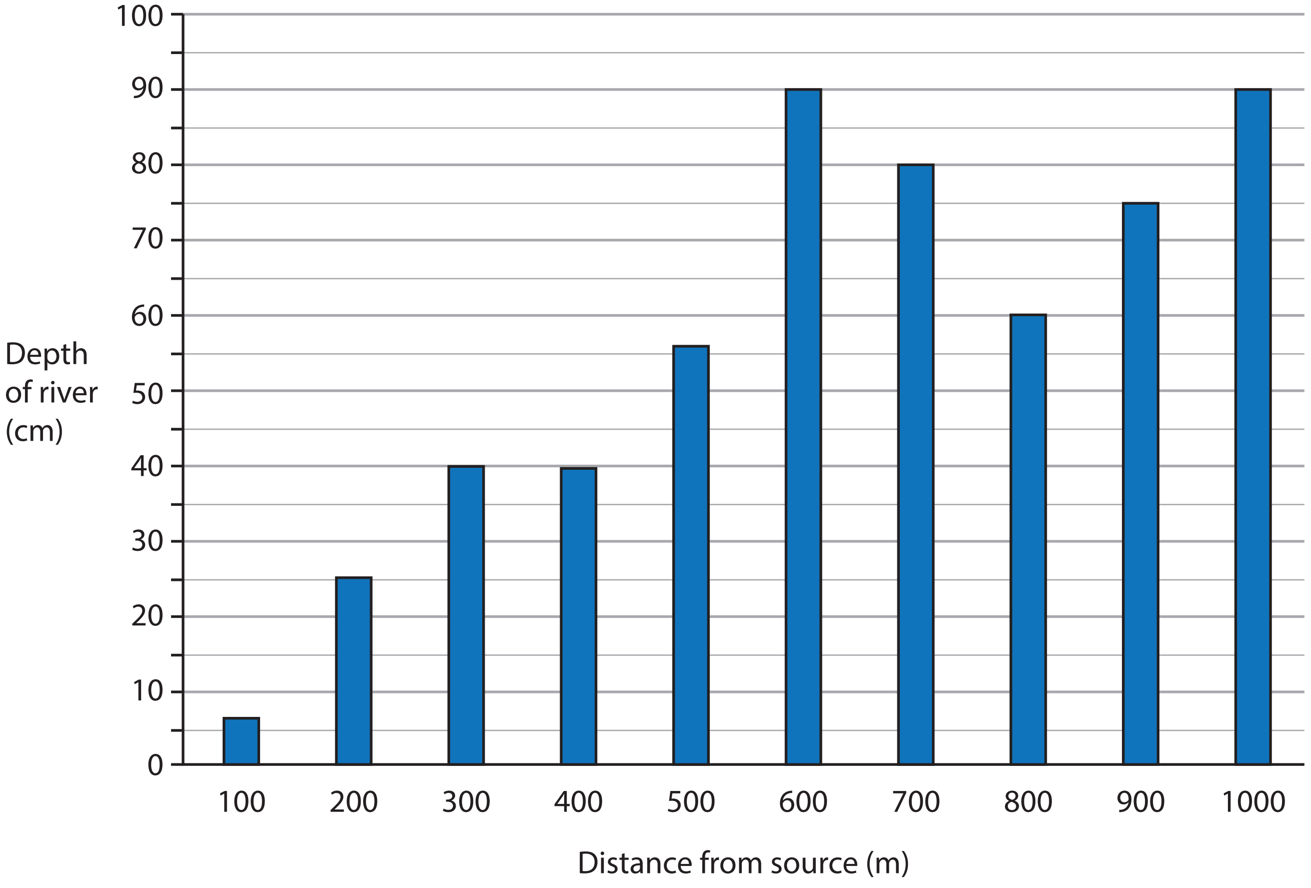


Figure 1b

River depth data collected by the students

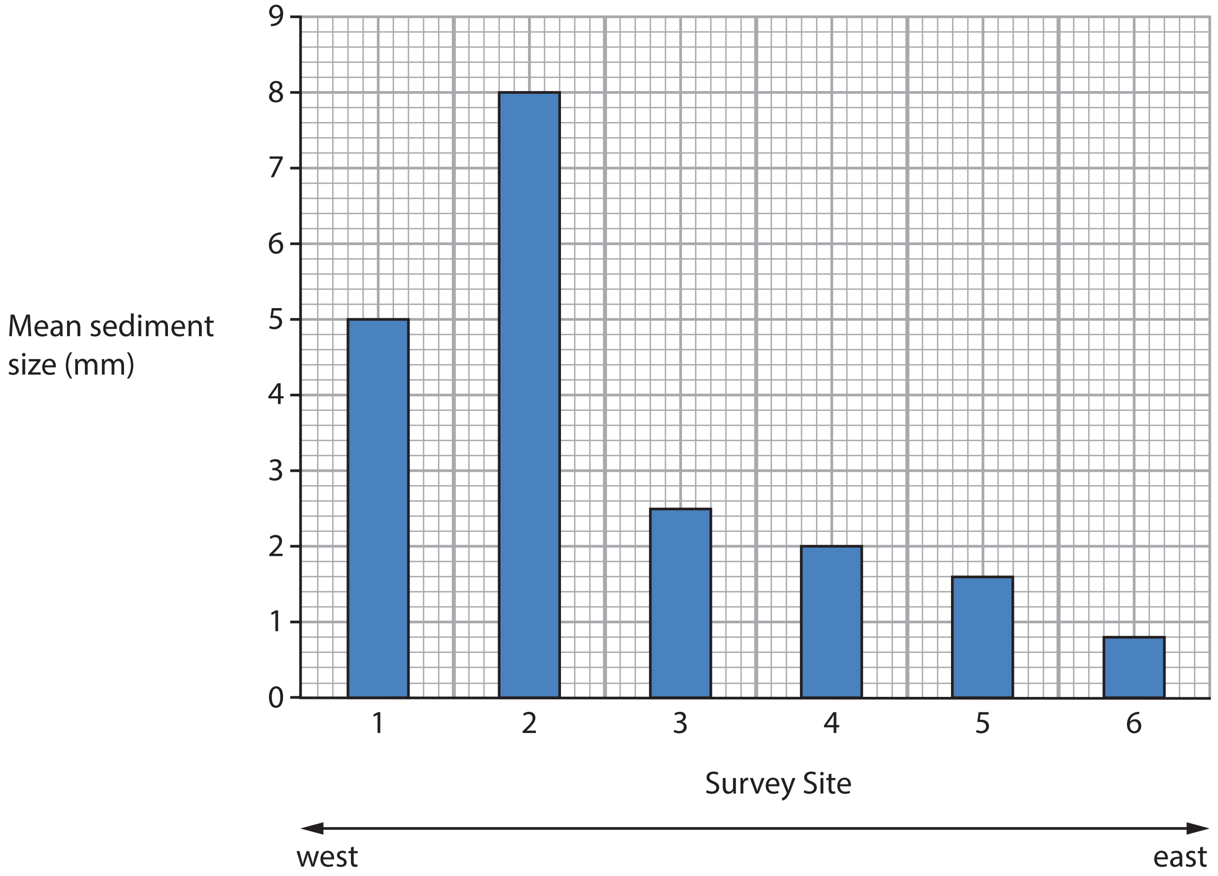


Figure 2a

Bar chart showing the mean sediment size at six survey sites from west to east, along the coastline

The students collected the beach gradient at each change of slope starting from the water's edge moving up to the cliff.

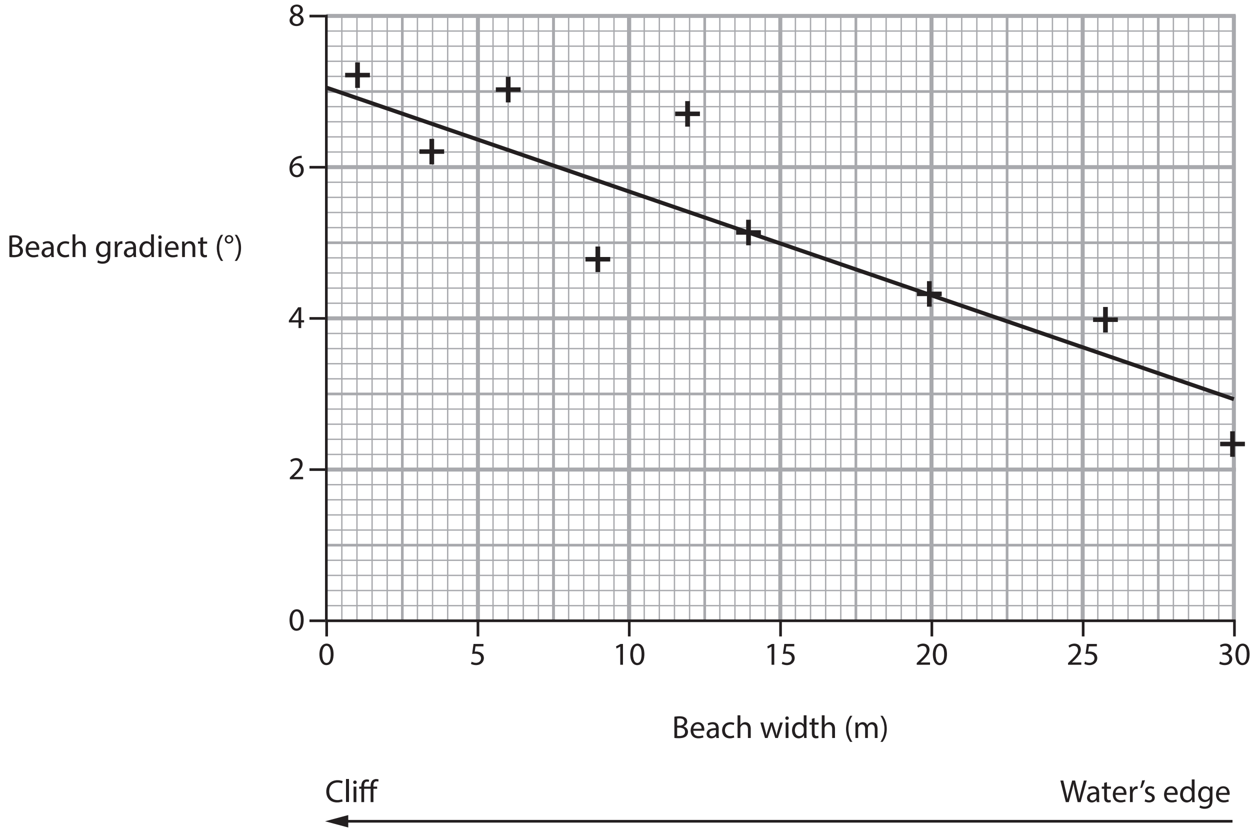


Figure 2b

Scatter graph showing the beach gradient at one survey site

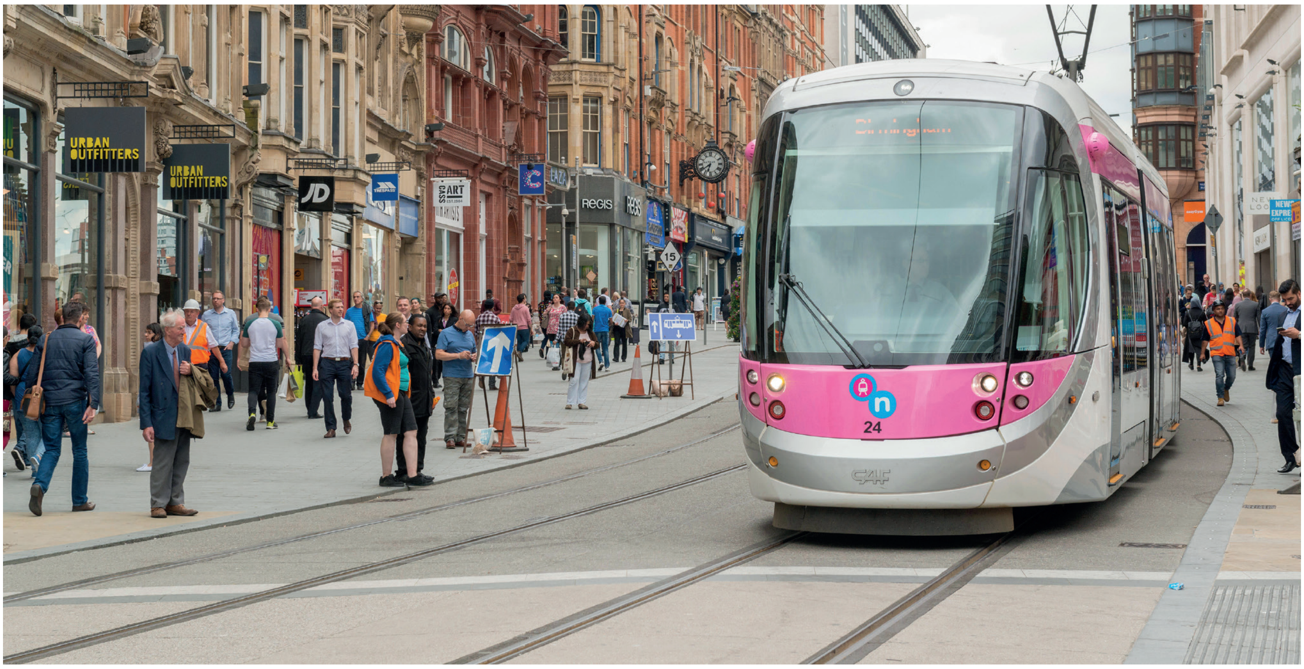


Figure 3a

A photograph of a central / inner urban area

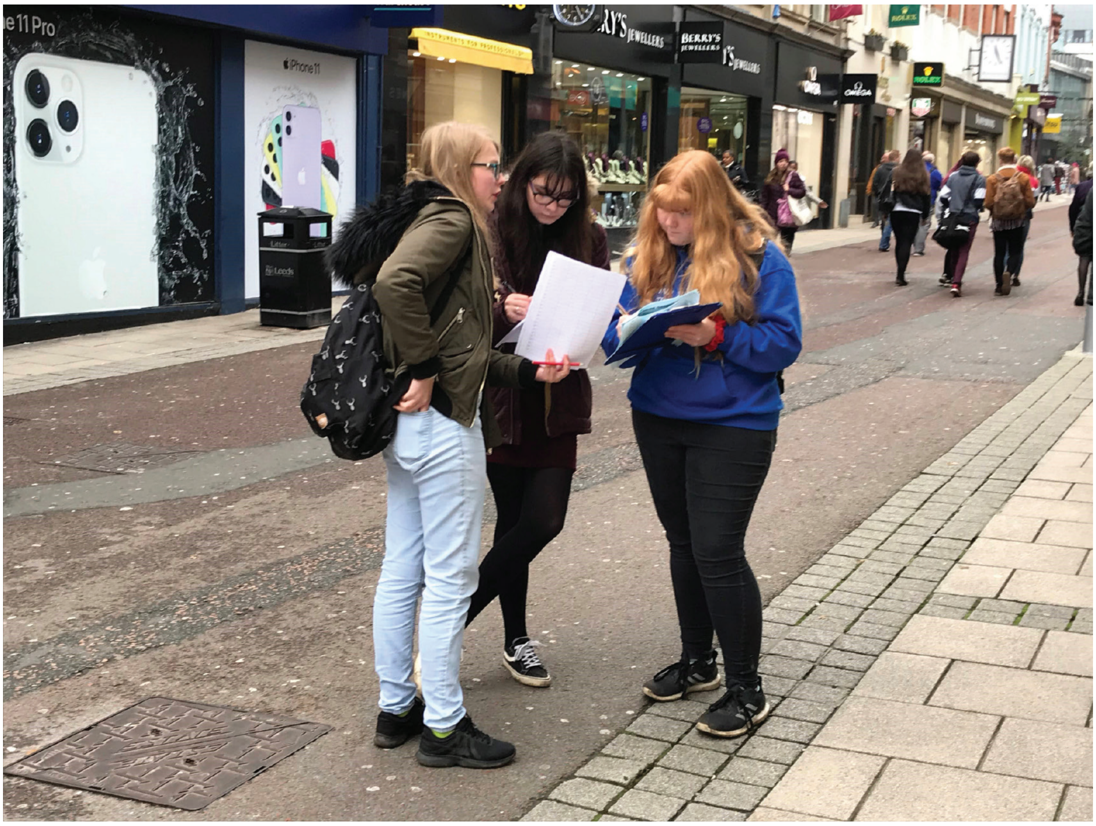


Figure 3b

A photograph of students conducting a land use survey

Vehicle	Tally	Total
Lorries	𝍸 III	8
Coaches/Buses	II	2
Vans	𝍸	5
Minibuses		0
Agricultural vehicles	II	2
Cars	𝍸 𝍸 IIII	14
Motorbikes	I	1

Figure 4a

A traffic survey in a rural settlement

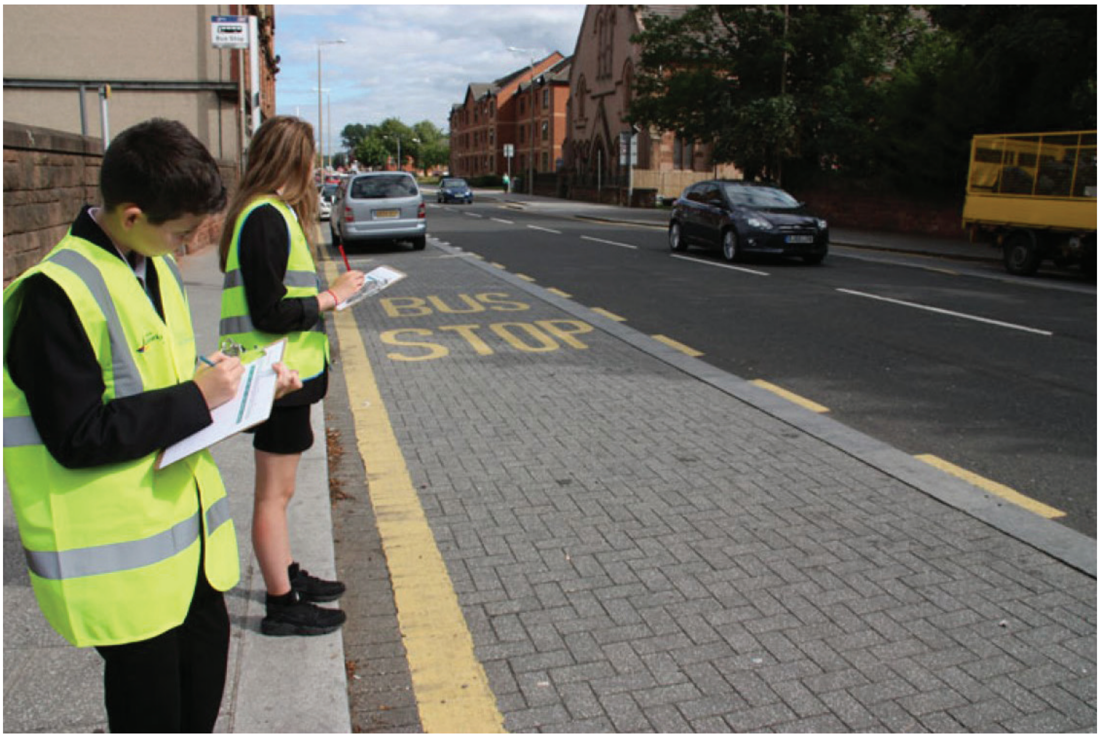


Figure 4b

A photograph of students conducting a traffic count

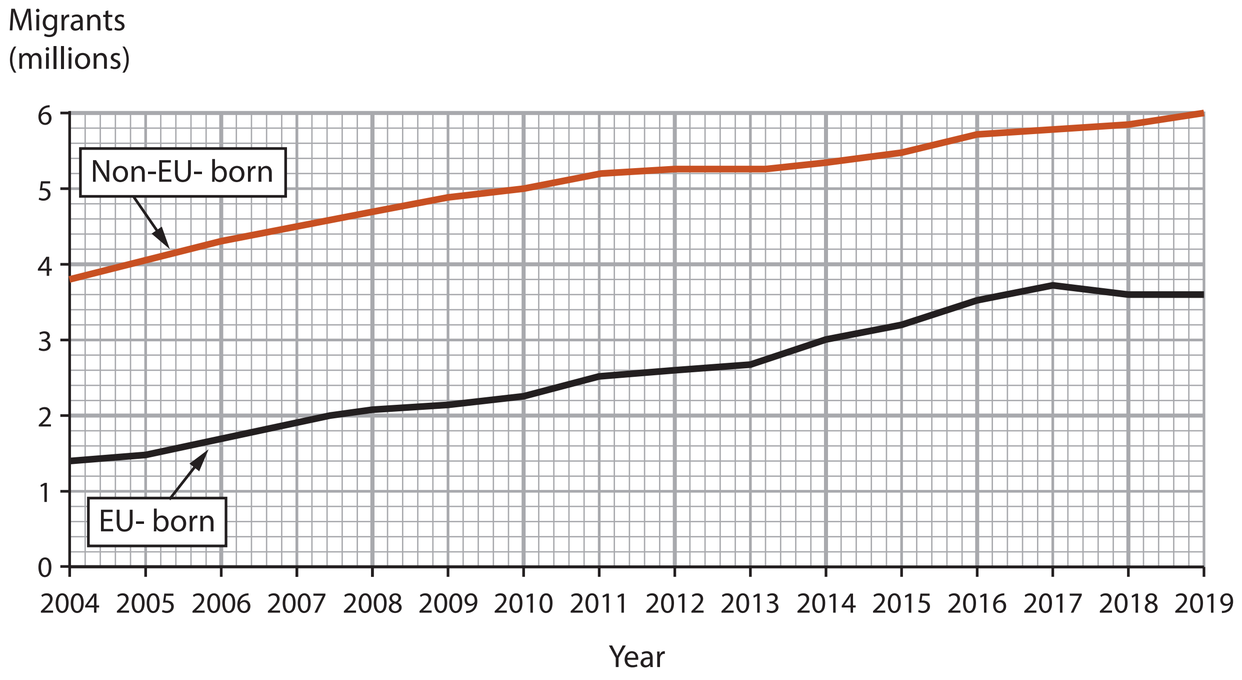


Figure 5a

Number of migrants living in the UK, 2004–2019

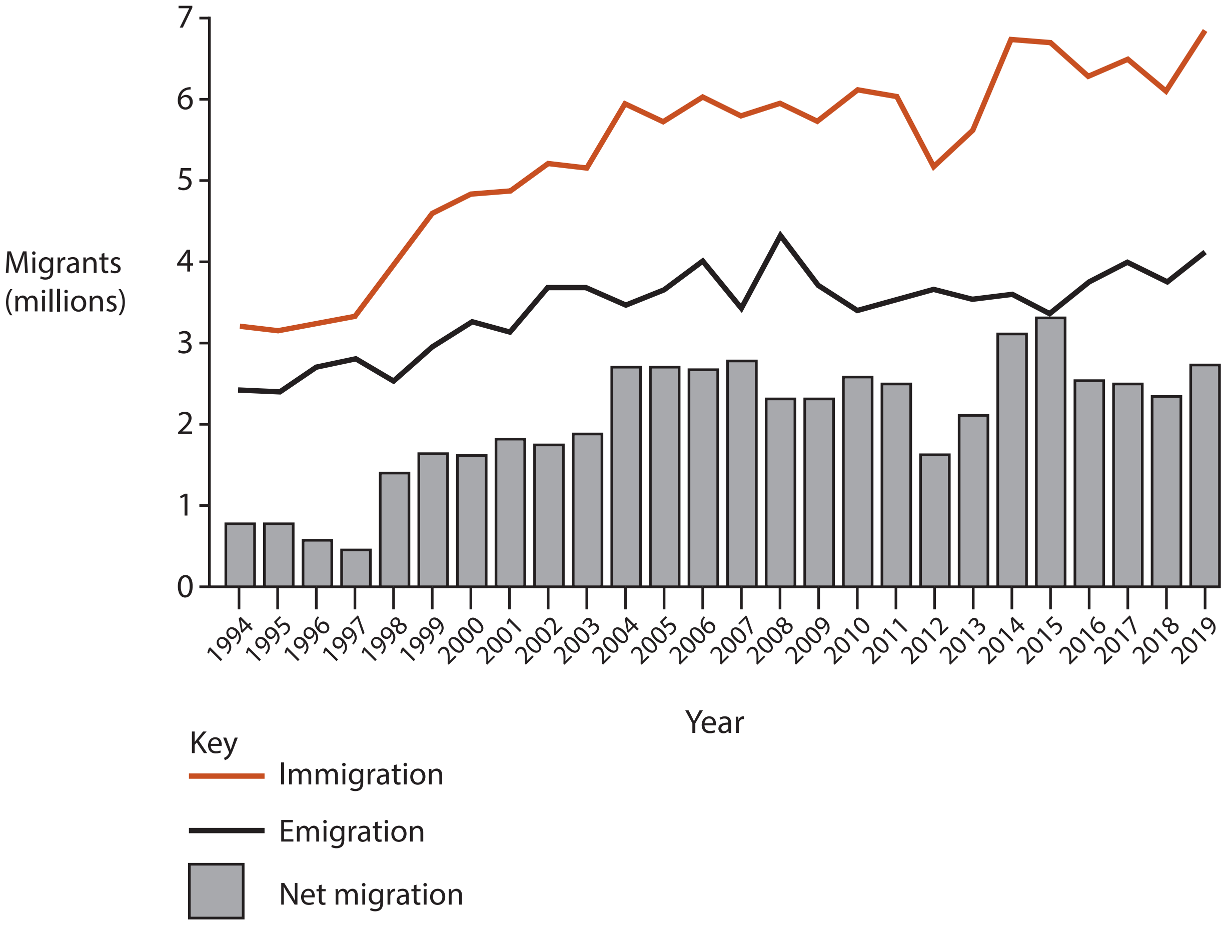
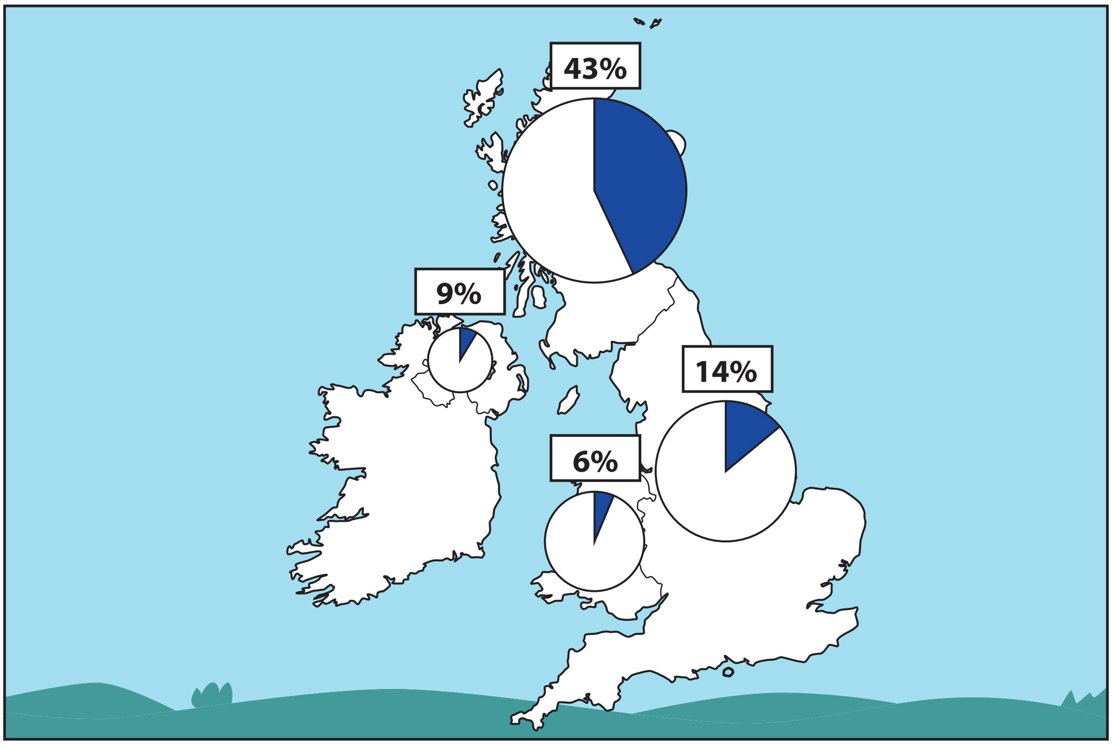


Figure 5b

Long-term migration in the UK, 1994–2019



Key

🟦 Progress towards the target since the project was started

Figure 5c

New woodland created as part of a project to increase the number of trees by 2050

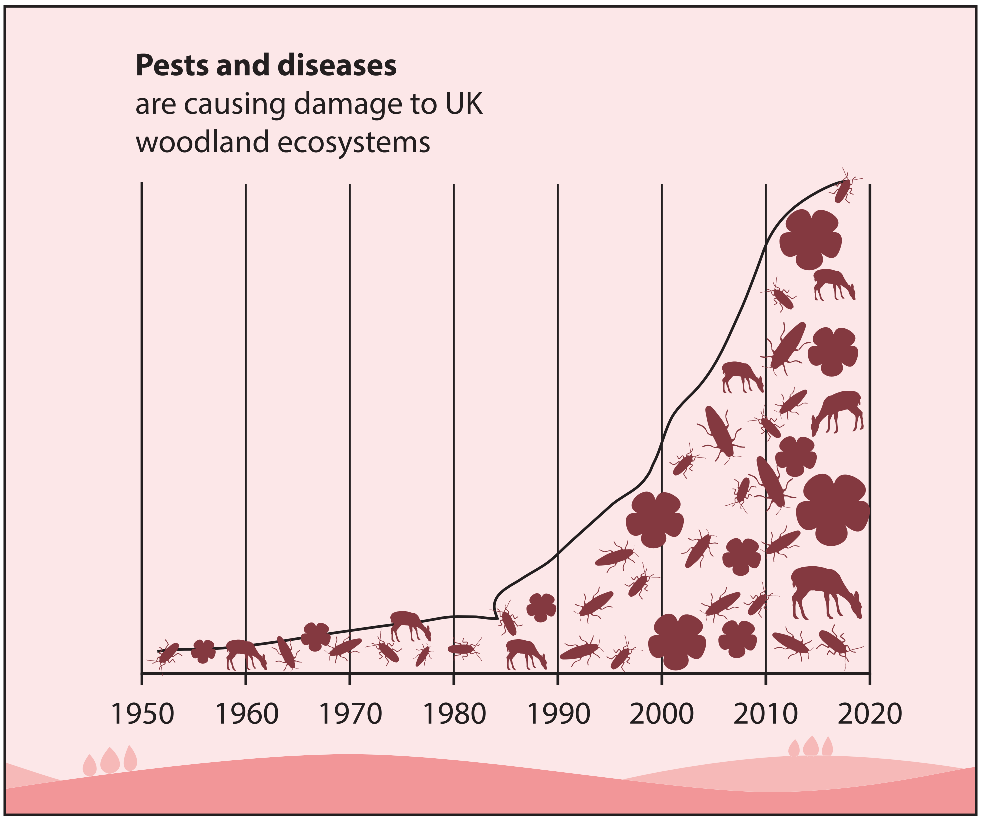
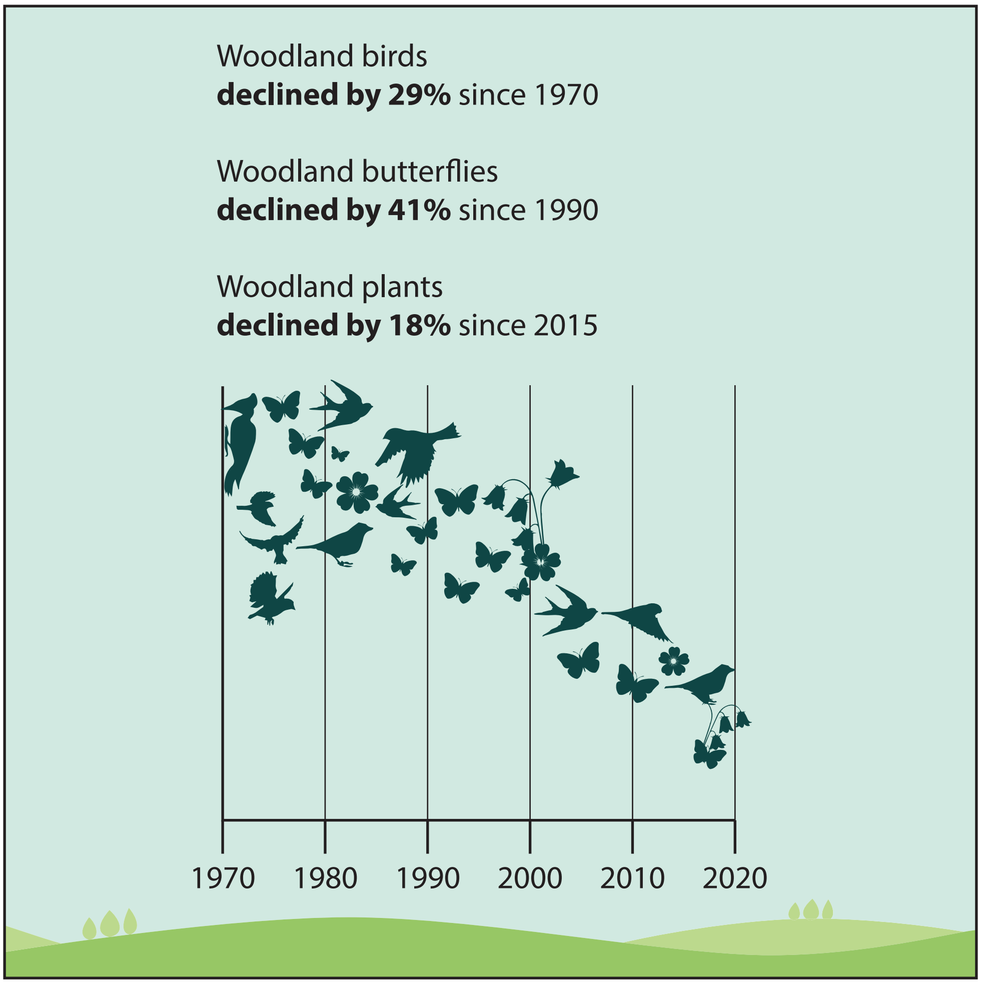


Figure 5d

Pests and diseases affecting UK woodlands, 1950–2020



Woodland birds
declined by 29% since 1970

Woodland butterflies
declined by 41% since 1990

Woodland plants
declined by 18% since 2015

Figure 5e

UK woodland wildlife species, 1970–2020

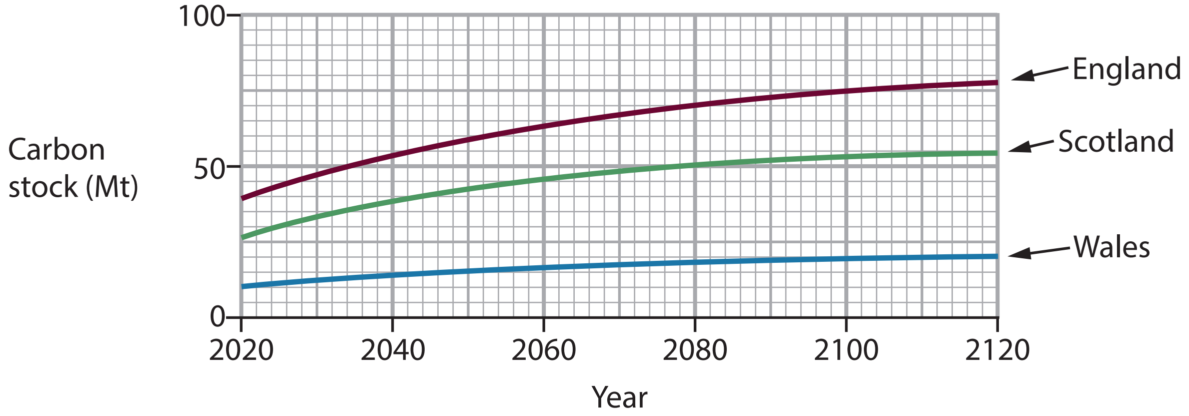
Threat type	Ancient woodlands threatened
Housing	178
Roads	144
Agriculture	143
Electricity/Gas/Water/ Telecommunications	140
Railways	108

By the mid-20th century, the majority of ancient woodlands had been cleared to make way for human development.

Over 1,225 ancient woods across the UK are under threat from development while during the last 21 years at least 981 have been permanently lost or damaged.

Figure 5f

Threats to UK woodlands from human development



Woods and trees remove carbon dioxide from the atmosphere and store it for the long term. New woodlands are therefore one way we could reduce the effects of climate change. Over the next 100 years, carbon stocks in woodlands in England, Scotland and Wales are set to double.

Figure 5g

Predicted carbon stock, 2020–2120

BLANK PAGE

BLANK PAGE

Acknowledgements

Pearson Education Ltd. gratefully acknowledges all the following sources used in the preparation of this paper:

Figure 3a © Craig Holmes Premium/Alamy Stock Photo

Figure 3b © Andy Childe

Figure 5a https://migrationobservatory.ox.ac.uk/resources/briefings/eu-migration-to-and-from-the-uk/

Figure 5b https://migrationobservatory.ox.ac.uk/resources/briefings/long-term-international-migration-flows-to-and-from-the-uk/?source=post_page

Figure 5c The UK Woodland Trust report – State of the UK's Wood and Trees 2021