

Edexcel B GCSE Geography Paper 2

Exam Questions + Commentary

- Edexcel B
GCSE Paper 2
Revision Pack

- Past Paper
Exam
Questions &
Commentary

- Fieldwork
included.

**Edexcel GCSE
Geography B**

**Paper 2 - UK Geographical
Issues - Fieldwork - Work
Booklet**

Figure 2

12) Suggest an enquiry question or hypothesis that the students might have proposed for their investigation.

How ~~are~~ effective is coastal management in protecting the coastline from erosion?

13)

14) Suggest two problems that the students' choice of locations may have caused.

15) Explain how the use of Ordnance Survey (OS) maps might have helped the students choose their two beach locations and the three sites on each of those beaches to carry out the profiles.

This answer uses the material at the top of the page and presents it as a legitimate question, a marks.

Always use the resource.

The first part of this response is unclear although there is a basic idea of 'trouble to drive there', which could be developed to make the point clear and garner a second mark for the point. The second part of this response is explicit about the rocks and the subsequent risks involved, 2 marks.

The most serious things emphasised by using vague terms such as 'hazardous' or 'troublesome' - why might it be 'hazardous'?

There is obviously some familiarity with OS maps and several points are made, although some of these especially clearly. The answer is rather spelt by the persistent references to 'sites' when, certainly in some cases, 'spots' probably intended to say 'spots'. As with many candidates, the distinction between site and location is not made clear in this.

Edexcel C2013 Question Paper

Nicholas Addison, Lesley Burgess

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the authors' names.

Edexcel C2013 Question Paper:

Learning to Teach Art and Design in the Secondary School Nicholas Addison, Lesley Burgess, 2024-12-03 Learning to Teach Art and Design in the Secondary School is the key text for all those preparing to become art and design teachers in secondary school. It explores a range of approaches to teaching and learning and provides a conceptual and practical framework for understanding the diverse nature of art and design in the secondary school curriculum. Written by experts in the field, it aims to inform and inspire, challenge orthodoxies and encourage a freshness of vision. It provides support and guidance for learning and teaching in art and design, suggesting strategies to motivate and engage pupils in making, discussing and evaluating visual and material culture. This fourth edition has been comprehensively updated and restructured in light of the latest theory, research and policy in the field and includes new chapters exploring diversity, identity and inclusion, attitudes to making and teaching as an artistic practice. Essential topics include: Ways of learning in art and design; Teaching as an artistic practice; Planning for teaching and learning; Diversity and inclusion; Sustainable design; Assessment and examinations; Critical studies; Professional development in the gallery. Supporting each chapter are suggestions for further reading and tasks designed to encourage you to reflect critically on your practice. Learning to Teach Art and Design in the Secondary School addresses issues for all student teachers and mentors on initial teacher education courses in Art and Design. It is also of relevance and value to teachers in schools with designated responsibility for supervision.

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