

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

INTERNATIONAL GCSE GEOGRAPHY

Paper 3 Geographical and Fieldwork Skills

Friday 10 November 2023 07:00 GMT Time allowed: 1 hour 15 minutes

Materials

For this paper you must have:

- a ruler with millimetre measurements
- a calculator, which you are expected to use where appropriate.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided.
Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- All working must be shown.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 60.
- The marks for questions are shown in brackets.
- You may use a bilingual dictionary for this exam.
- You may **not** use an English dictionary.

For Examiner's Use	
Section	Mark
A	
B	
C	
TOTAL	



Section A

Geographical skills

Answer **all** questions in the spaces provided.

For the multiple-choice questions, shade the circle next to the correct answer.

CORRECT METHOD 

WRONG METHODS    

If you want to change your answer you must cross out your original answer as shown. 

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. 

0 1 . 1 Which of the following is an example of qualitative data from a primary source?

Shade **one** circle only.

[1 mark]

- A** Census data giving population numbers for an area 
- B** Field sketch drawn at the site of a fieldwork enquiry 
- C** Pedestrian counts during a fieldwork enquiry 
- D** Width measurements of a river channel taken during a fieldwork enquiry 

0 1 . 2 Which of the following is **not** an example of analysing fieldwork data?

Shade **one** circle only.

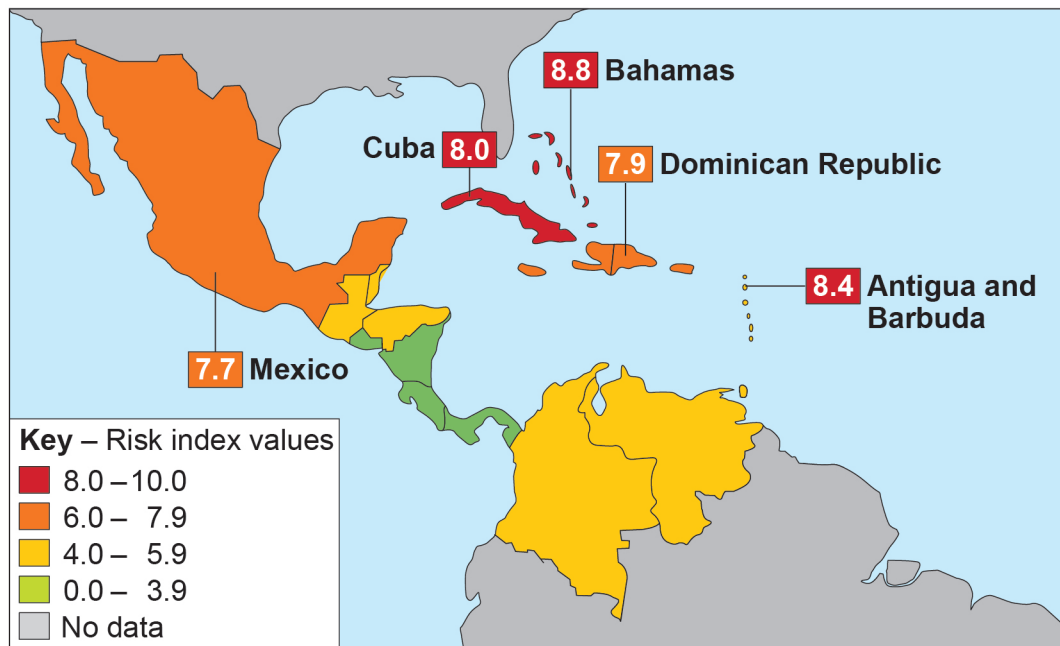
[1 mark]

- A** Identifying anomalies in data such as outliers in a relationship between channel width and discharge 
- B** Making links between different sets of data such as traffic counts and environmental quality surveys 
- C** Producing a pie chart to show the different proportions of land use in an area that has been surveyed 
- D** Using quantitative techniques to compare the difference in the spread of two sets of data 



Study **Figure 1**, a map showing the risk from tropical storms (hurricanes) in Latin America and the Caribbean (2022).

Figure 1



The higher the index value, the greater the risk of a tropical storm (hurricane).

- 0 2 . 1** Calculate the **range** of risk index values for the named countries shown in **Figure 1**. [1 mark]

Range = _____

- 0 2 . 2** Calculate the **mean** of risk index values for the named countries shown in **Figure 1**. [1 mark]

Mean = _____

- 0 2 . 3** Outline **one** primary effect of a tropical storm. [2 marks]

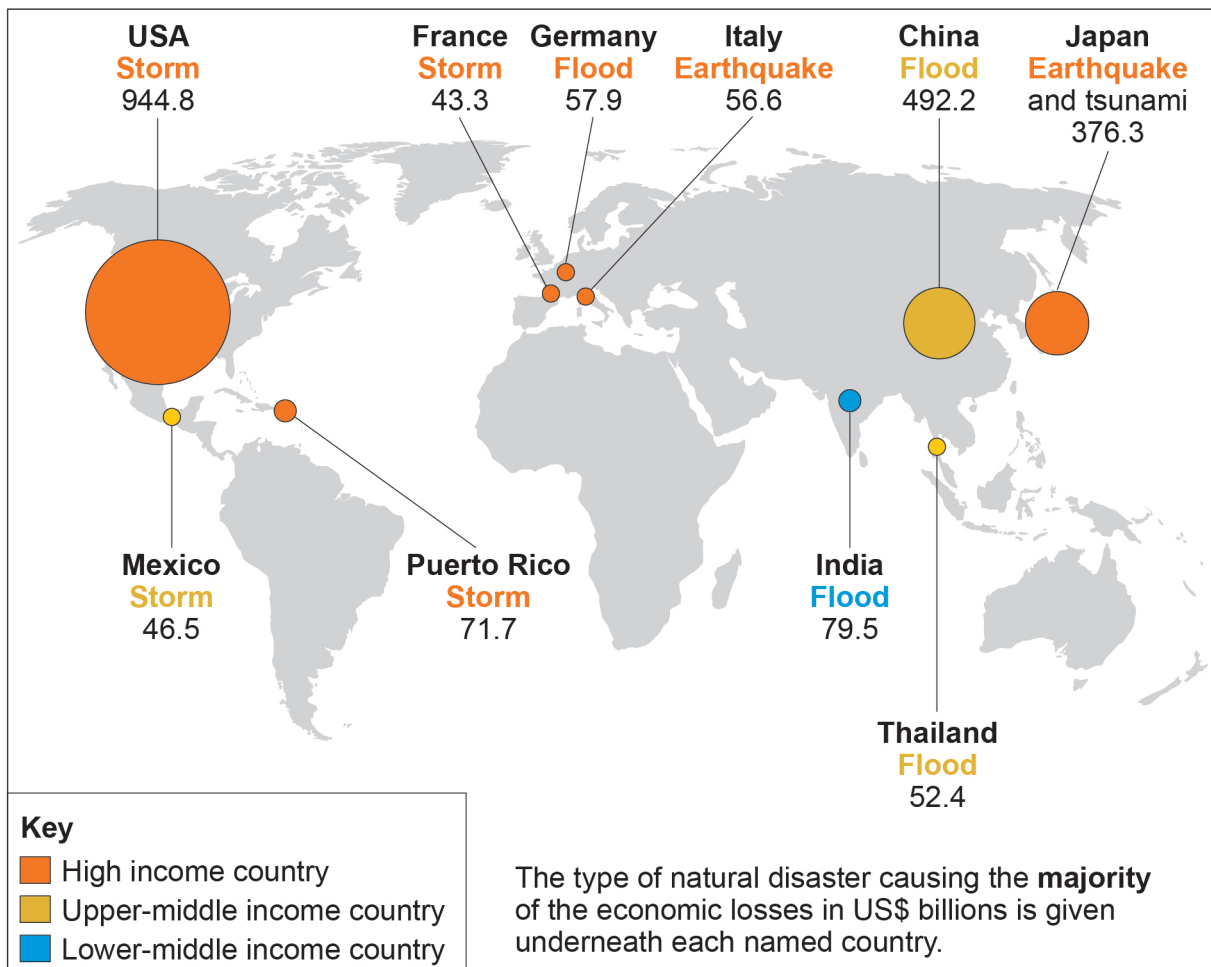
Question 2 continues on the next page

Turn over ►



Study **Figure 2**, a map showing the top 10 countries in terms of economic losses from natural disasters from 1998–2017 (US\$ billions).

Figure 2



0 2 . 4

Calculate the total economic losses for the upper-middle income countries shown in **Figure 2**.

[1 mark]

Total = _____ US\$ billions

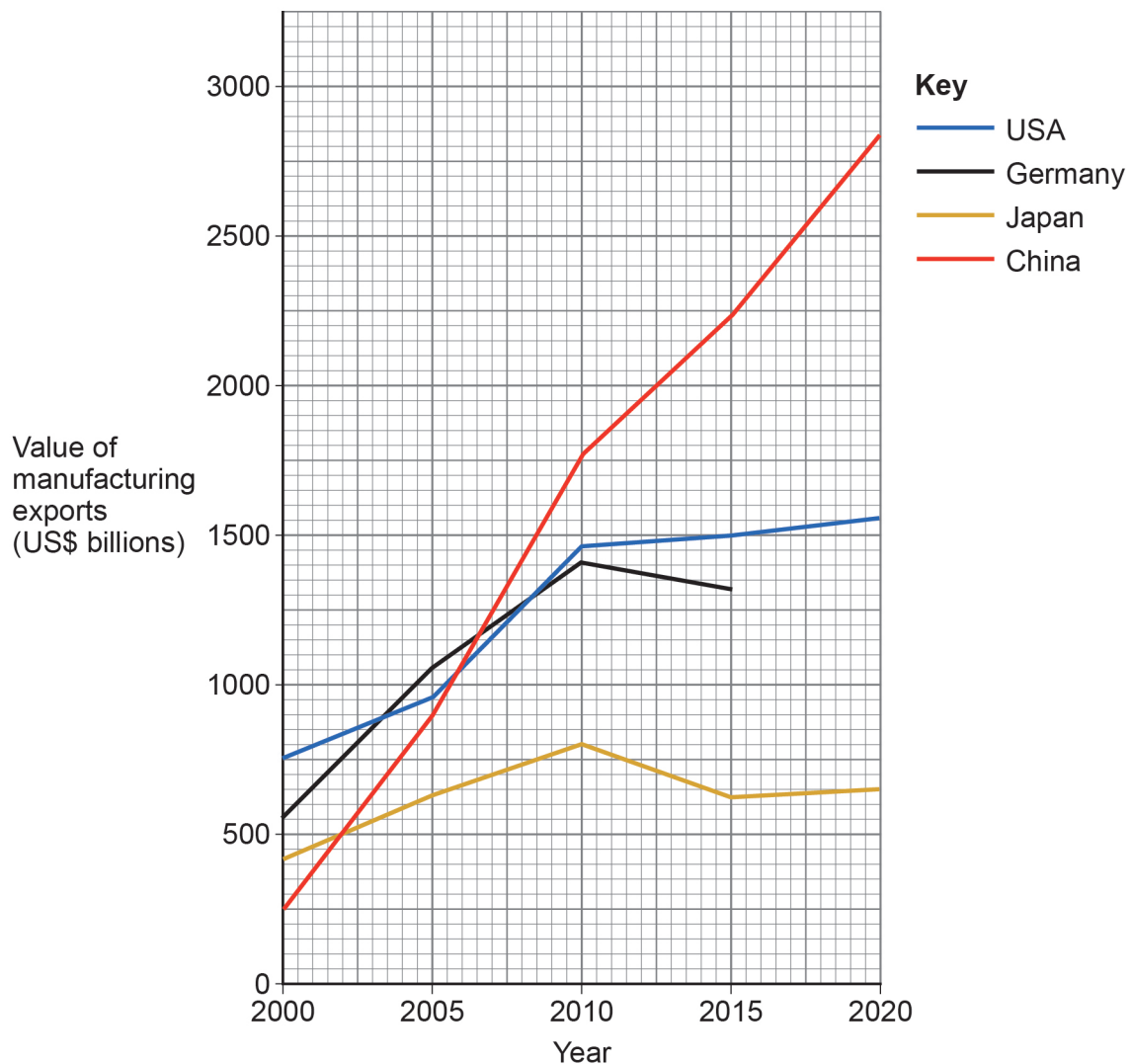


0 2 . 5Describe the pattern of economic losses shown in **Figure 2**.**[4 marks]**

Turn over for the next question**Turn over ►**

Study **Figure 3**, a graph showing the value of exports of manufactured goods from the world's four largest manufacturing exporters (in US\$ billions) between 2000 and 2020.

Figure 3



0 3 . 1

Complete **Figure 3** by plotting the value of manufacturing exports for Germany from the data shown below.

[1 mark]

Value of manufacturing exports (US\$ billions) in 2020	
Germany	1450



0 3 . 2

Compare the change in value of manufacturing exports between China and Japan from 2000 to 2020 as shown in **Figure 3**.

[2 marks]

Table 1 gives additional economic information (2018) for the four countries shown in **Figure 3**.

Table 1

	Manufacturing as a percentage of national income	Share of global manufacturing (%)	GNI per head (US\$)
China	40%	28%	15 067
Germany	28%	6%	55 201
Japan	27%	7%	43 402
USA	19%	17%	62 640

0 3 . 3

Suggest reasons for the different trends in manufacturing exports of the countries shown in **Figure 3**.

Use the information in **Table 1** to support your answer.

[4 marks]

Turn over ►



0	3	.	4
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Identify **two** ways that manufacturing can stimulate economic development.

[2 marks]

1 _____

2 _____

20



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Section B

Fieldwork skills (unfamiliar contexts)

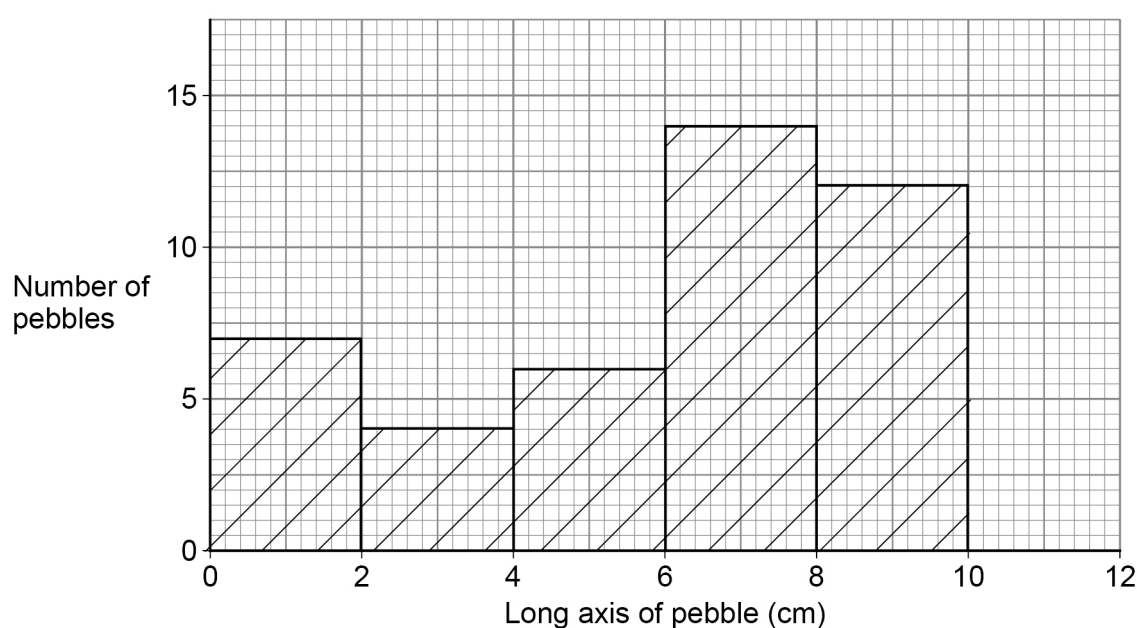
Answer **all** questions in the spaces provided.

A group of students investigated the process of longshore drift on a beach.

As part of their investigation the students selected **50 pebbles** of varying sizes and marked them with waterproof paint.

Study **Figure 4**, a histogram showing the size distribution (measured by long axis in cm) of the sample of 50 pebbles taken from the beach.

Figure 4



0 4 . 1 Complete **Figure 4** by plotting the information below.

Number of pebbles with a long axis between 10 cm and 12 cm	7
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[1 mark]

0 4 . 2 Identify the modal class for the data shown in **Figure 4**.

[1 mark]



0	4	.	3
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Calculate the percentage of pebbles with a long axis between 2 cm and 8 cm.

[1 mark]

_____ %

Question 4 continues on the next page

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The students spread the marked pebbles out in a line on the beach. They returned after 90 minutes and recorded the distance the pebbles had moved.

The students' hypotheses were:

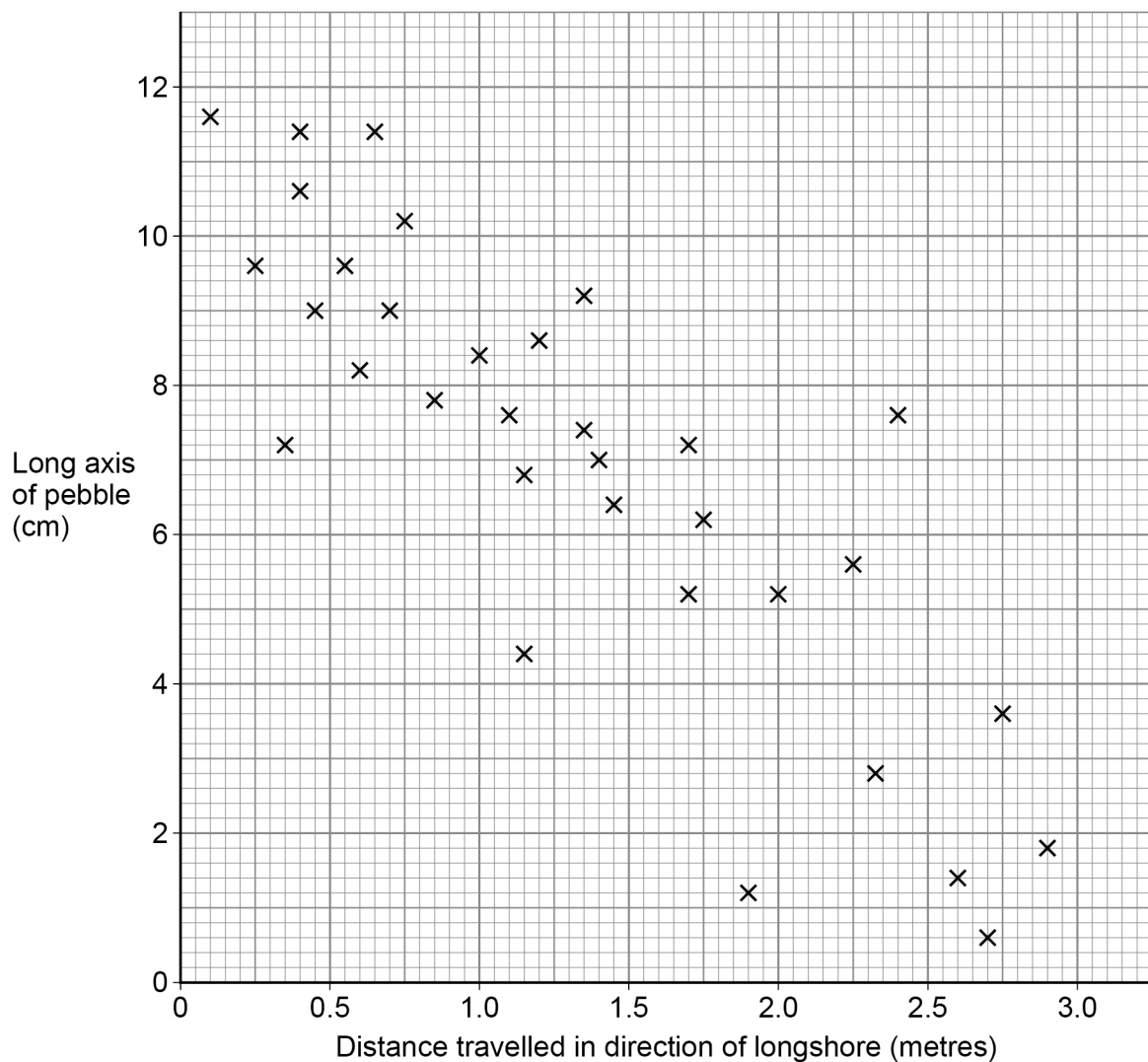
- pebbles would move varying distances along the beach in the direction of longshore drift
- smaller pebbles would move furthest.

Of the 50 marked pebbles:

- 37 pebbles were found
- 33 pebbles moved in the direction of longshore drift; 4 moved in the opposite direction.

Figure 5 is a scattergraph showing the 33 pebbles that moved in the direction of longshore drift by distance and size of pebble.

Figure 5



0 4 . 4Draw a line of best fit on the scattergraph in **Figure 5**.**[1 mark]****0 4 . 5**Suggest **two** other pieces of data that the students could collect to improve their understanding of longshore drift.**[2 marks]**

1 _____

2 _____

0 4 . 6

To what extent do the results of the students' data collection support their hypotheses?

[4 marks]

Turn over for the next question**Turn over ►**

A group of students investigated the impacts of a luxury beach and golf resort on people living in the nearby town of Selem in Tanzania (a lower income country).

The students asked 40 local people to assess the impact that the resort had on their lives.

0 5 . 1

Outline **one** sampling method the students could use to make sure they surveyed a representative sample of the local population.

[2 marks]

Figure 6 shows the survey used to ask local people how they felt the resort had affected different aspects of their lives.

Figure 6

Question: How much has the resort affected different aspects of your life?										
Negative effects					Aspect of life	Positive effects				
−5	−4	−3	−2	−1		+1	+2	+3	+4	+5
					Income					
					Work opportunities					
					Food supply/diet					
					Water supply (including irrigation)					
					Natural environment					

0 5 . 2

Suggest **one** other aspect of local peoples' lives that could have been included in the survey shown in **Figure 6**.

[1 mark]



0	5	.	3
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Outline **one** disadvantage of using the survey method shown in **Figure 6** to collect data.

[2 marks]

Question 5 continues on the next page

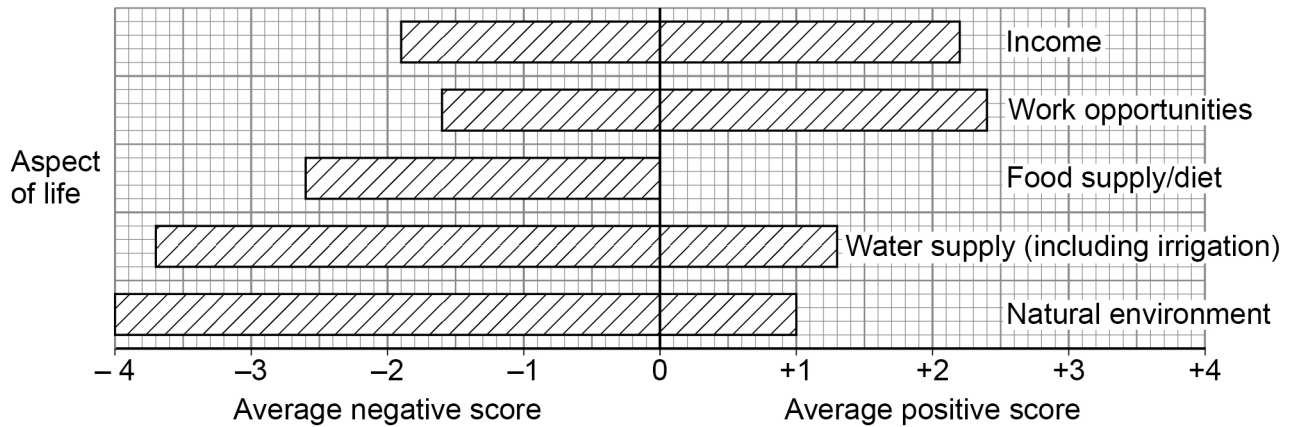
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Study **Figure 7**, a chart showing the results of the survey.

The chart shows the average positive score and the average negative score for each aspect of life.

Figure 7



0 5 . 4

Complete **Figure 7** by drawing the bar for the average **positive** score for food supply from the information below.

Average positive score for food supply/diet

+2.1

[1 mark]



The students also collected secondary data about the resort and the local economy.

This data is summarised in **Figure 8** below.

Figure 8

- The resort receives around 16 000 visitors annually.
- The resort places large demands on local water supplies.
- 65% of the staff are from local towns and villages. Most of the management team are from overseas.
- Around 50% of the food is sourced locally.
- The resort is 'self-contained' so tourist movement into nearby settlements is limited.
- The local population are mainly subsistence farmers or fishermen. A smaller number work as guides or drivers.
- International tourism is an important and successful sector of the economy in Tanzania, contributing to the country's income.

0 5 . 5

Suggest what conclusions the students can draw from their investigation into the impact of the resort on the lives of local people.

Use the information from **Figure 7** and **Figure 8** to support your answer.

[4 marks]

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Section C**Individual fieldwork enquiry**

Answer **all** questions in the spaces provided.

State the title of your geography fieldwork enquiry below.

Fieldwork enquiry title:

Answer the following questions related to your geography fieldwork enquiry.

0 6 . 1

Suggest why your question or hypothesis was suitable for the topic you investigated.

[2 marks]

0 6 . 2

Outline **one** advantage of the location chosen for your enquiry.

[2 marks]



06.3

Explain why the data you collected was appropriate for your enquiry.

[4 marks]

06.4

Discuss the strengths and weaknesses of the data collection method(s) used in your enquiry.

[6 marks]

Question 6 continues on the next page**Turn over ►**

[6 marks]

[illegible]

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[illegible]

[illegible]