



## **Notice of changes**

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For summer 2021, we reduced the length of our 8035/3 Paper 3: Geographical applications paper. This paper only featured the Issue Evaluation in Section A and questions relating to unfamiliar fieldwork in Section B. Students did not need to answer questions relating to their own fieldwork experience (Question 5 was removed from 8035/3 Paper 3: Geographical applications).

From summer 2024, the total examination time has changed. If you intend to use this with students allow them 1 hour 30 minutes.



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**Surname** \_\_\_\_\_

**Other Names** \_\_\_\_\_

**Centre Number** \_\_\_\_\_

**Candidate Number** \_\_\_\_\_

**Candidate Signature** \_\_\_\_\_

**I declare this is my own work.**

**GCSE  
GEOGRAPHY**

**8035/3**

**Paper 3    Geographical Applications**

**Time allowed: 1 hour**

**At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.**

**[Turn over]**



J U N 2 1 8 0 3 5 3 0 1

**For this paper you must have:**

- **the Pre-release resources booklet (enclosed)**
- **a pencil**
- **a rubber**
- **a ruler.**

**You may use a calculator.**

## **INSTRUCTIONS**

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



## INFORMATION

- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 56.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Question 01.3 and 03.2.

**DO NOT TURN OVER UNTIL TOLD  
TO DO SO**



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

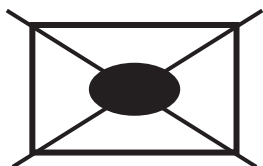
**CORRECT METHOD**



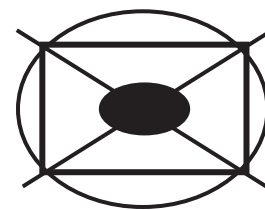
**WRONG METHODS**



**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.**



**SECTION A Issue evaluation**

**Answer ALL questions in this section.**

**Study FIGURE 1 in the resources booklet, ‘The changing pattern of energy production and use in the UK’.**

**01 . 1**

**In which year did nuclear power and coal provide the same proportion of the UK’s electrical energy mix?**

**Shade ONE circle only. [1 mark]**

☐

**A 2010**

☐

**B 2013**

☐

**C 2015**

☐

**D 2016**

**[Turn over]**



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**Give TWO reasons for the growth of energy use in transport. [2 marks]**

1

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2

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|   |   |   |   |
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| 0 | 1 | . | 3 |
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**Suggest why energy consumption in the UK might decrease in the future.  
[6 marks] [+ 3 SPaG marks]**

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| 0 | 1 | . | 4 |
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**‘The use of renewable energy will help to manage climate change.’**

**Discuss this statement. [6 marks]**

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**[Turn over]**



10

[illegible]

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[Turn over]



**Study FIGURE 2 in the resources booklet, ‘Energy futures – the development of renewable energy sources’.**

**0 2 . 1**

**What was the increase in the UK energy capacity for renewables in gigawatts (GW) between 2010 and 2018?**

**Shade ONE circle only. [1 mark]**

☐

**A 26**

☐

**B 30**

☐

**C 34**

☐

**D 38**



|   |   |   |   |
|---|---|---|---|
| 0 | 2 | . | 2 |
|---|---|---|---|

**Suggest ONE reason why offshore locations might be more suitable than onshore locations for wind turbines.**  
**[1 mark]**

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**[Turn over]**



|   |   |   |   |
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|---|---|---|---|

**‘All types of renewable energy generation can create environmental challenges.’**

**To what extent do you agree with this statement? [6 marks]**

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[illegible]

**[Turn over]**





**Study FIGURE 3 in the resources booklet, ‘Views about the proposed Isle of Lewis wind farm development’.**

**03 . 1**

**Give TWO differences in the age distribution on the Outer Hebrides between 2016 and 2041 (predicted).  
[2 marks]**

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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**[Turn over]**



|   |   |   |   |
|---|---|---|---|
| 0 | 3 | . | 2 |
|---|---|---|---|

**‘Large scale wind energy projects are a suitable option for the Isle of Lewis.’**

**Do you agree with this statement?**

☐

**Yes**

☐

**No**

**TICK (✓) the box to show your choice.**

**Use evidence from the resources booklet and your own understanding to explain your answer. [9 marks] [+3 SPaG marks]**

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**[Turn over]**



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## SECTION B Fieldwork

**Answer ALL questions in this section.**

**A group of students wanted to investigate if the quality of footpaths varied in a National Park. Students asked 50 people their opinions on the quality of three footpaths (A, B and C).**

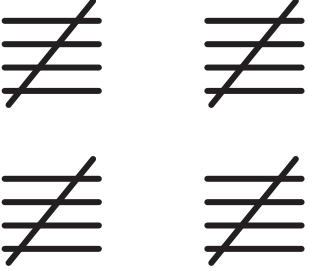
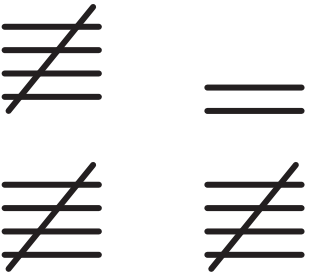
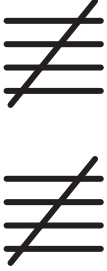
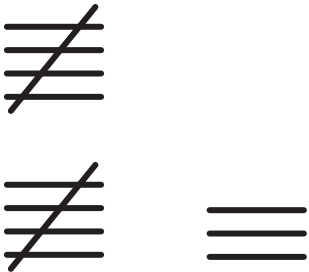
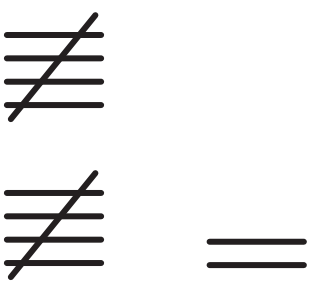
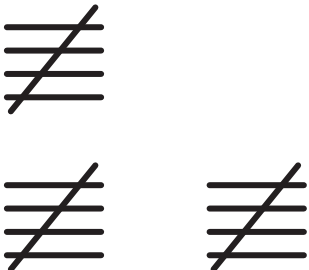
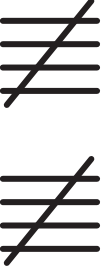
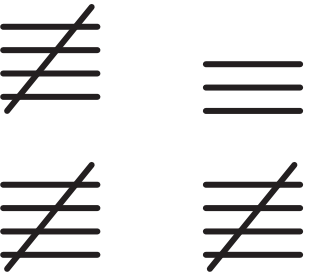
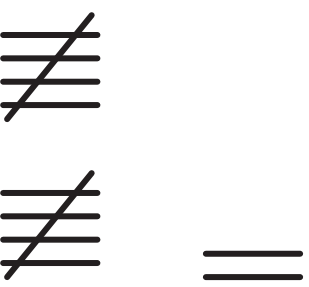
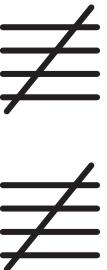
**Study FIGURE 4, on page 23, a table showing the results of their survey.**

**0 4 . 1**

**Complete the graph, (FIGURE 5 on page 24) to show the quality of footpath data for Footpath C. [1 mark]**



FIGURE 4

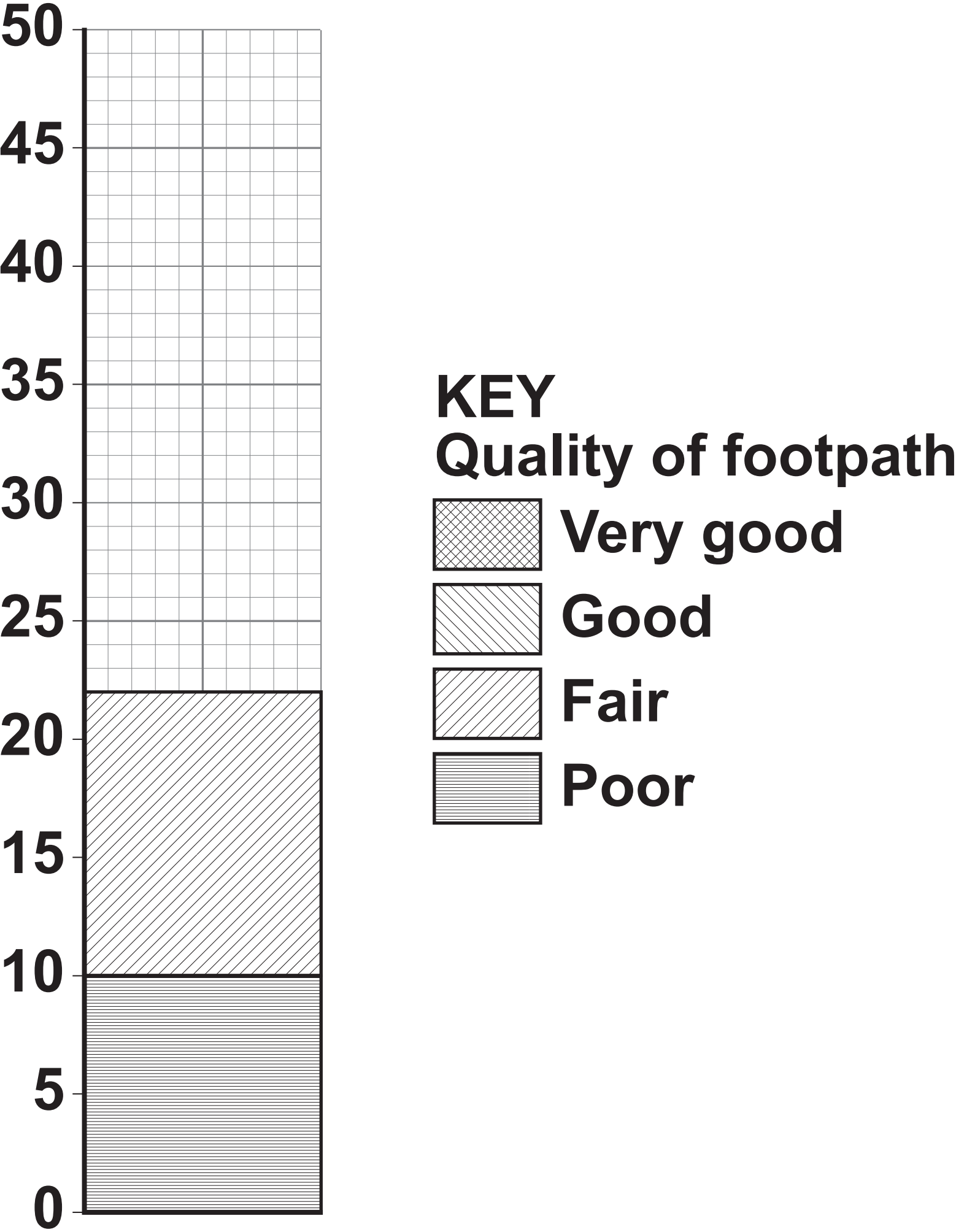
| QUALITY OF FOOTPATH |                                                                                       |                                                                                       |                                                                                      |                                                                                     |  |
|---------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|
|                     | Very good                                                                             | Good                                                                                  | Fair                                                                                 | Poor                                                                                |  |
| Footpath A          |    |    |    |    |  |
| Footpath B          |  |   |   |   |  |
| Footpath C          |  |  |  |  |  |

[Turn over]

**FIGURE 5**

**FOOTPATH C**

**Number of visitors**



|   |   |   |   |
|---|---|---|---|
| 0 | 4 | . | 2 |
|---|---|---|---|

**What percentage of visitors thought the quality of FOOTPATH C was very good?**  
[1 mark]

\_\_\_\_\_ %

|   |   |   |   |
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**Outline the conclusions that the students could make from the data (FIGURE 4).**  
[2 marks]

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**[Turn over]**



|   |   |   |   |
|---|---|---|---|
| 0 | 4 | . | 4 |
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**Suggest another appropriate method the students could use to present the footpath quality data. [1 mark]**

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**[Turn over]**



A student wanted to investigate how far people travelled to an out-of-town shopping centre and how long they stayed there. The student visited the shopping centre and used a questionnaire to collect data from 20 people.

FIGURE 6 shows the questionnaire used by the student.

FIGURE 6

| VISITOR QUESTIONNAIRE |                                       |
|-----------------------|---------------------------------------|
| 1                     | How old are you?                      |
| 2                     | Where do you live?                    |
| 3                     | When did you last visit?              |
| 4                     | What method of transport did you use? |

|   |   |   |   |
|---|---|---|---|
| 0 | 4 | . | 5 |
|---|---|---|---|

**Suggest TWO ways the questionnaire shown in FIGURE 6 could be improved to make it more useful. [2 marks]**

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

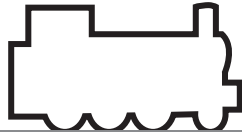
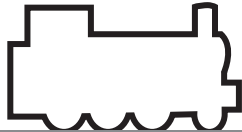
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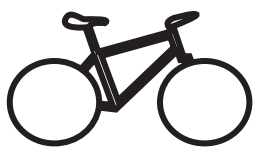
**FIGURE 7** is a pictogram showing the results for Question 4 in the questionnaire (**FIGURE 6**).

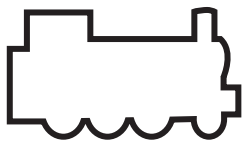
**FIGURE 7**

Type of transport

|                |                                                                                     |                                                                                     |                                                                                       |  |  |
|----------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|--|
| <b>Bicycle</b> |   |   |                                                                                       |  |  |
| <b>Train</b>   |  |  |  |  |  |
| <b>Bus</b>     |                                                                                     |                                                                                     |                                                                                       |  |  |
| <b>Car</b>     |                                                                                     |                                                                                     |                                                                                       |  |  |

**KEY**

 **Bicycle**

 **Train**

 **Bus**

 **Car**

**One symbol represents 10%**

04 . 6

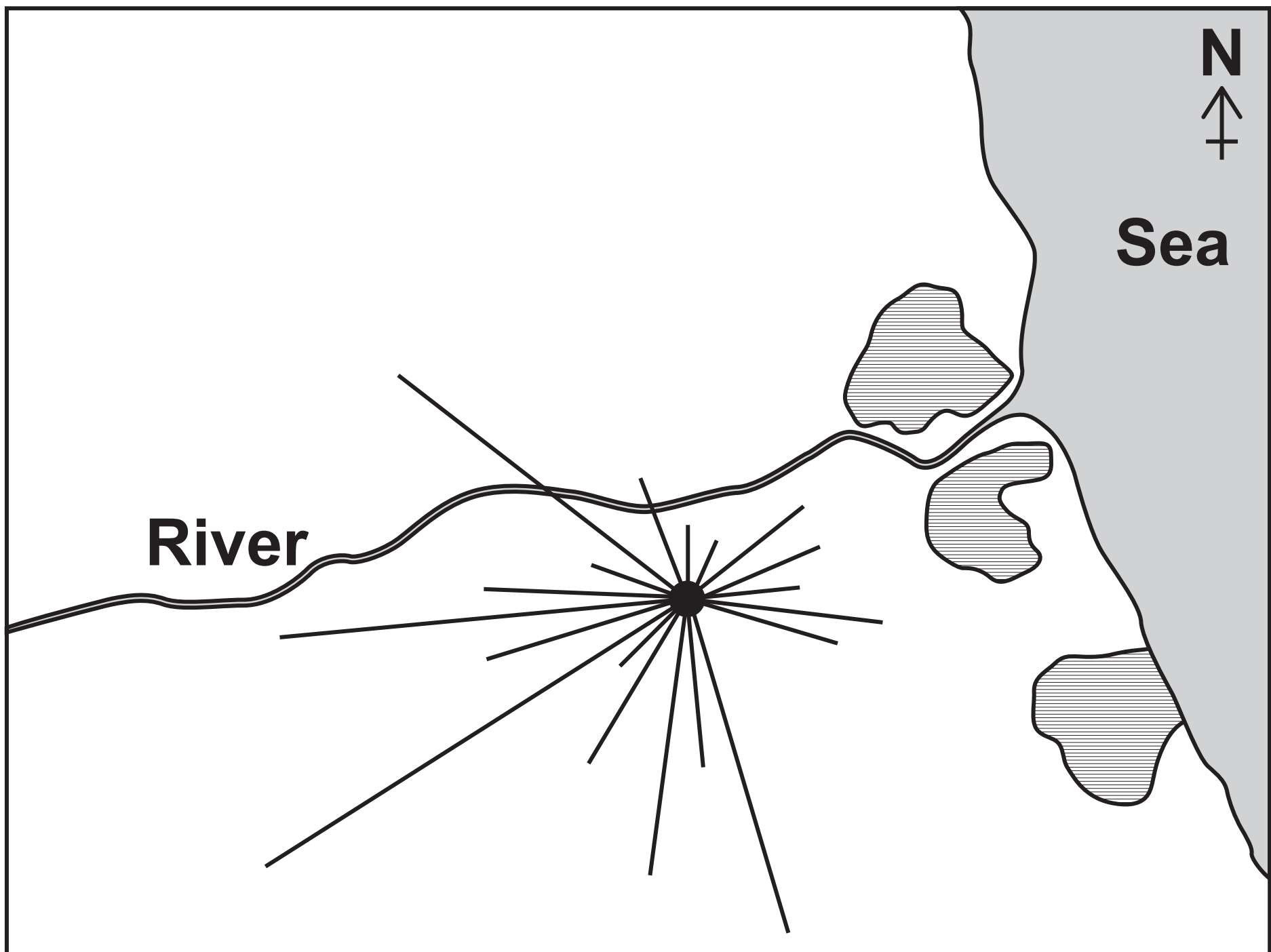
Complete FIGURE 7 by adding the following information. [1 mark]

| TYPE OF TRANSPORT | PERCENTAGE OF SHOPPERS |
|-------------------|------------------------|
| Bus               | 20%                    |
| Car               | 40%                    |

[Turn over]

The student used the data they collected to draw a desire line map (FIGURE 8) to show where people came from when visiting the out-of-town shopping centre.

**FIGURE 8**



**KEY**

▨ City/large town

● Out-of-town shopping centre

— Each line represents one person

0 5 10 15 km



04 . 7

Complete the desire line map (FIGURE 8) on page 32, by adding the following information about a shopper. [1 mark]

|                          |            |
|--------------------------|------------|
| DIRECTION TRAVELLED FROM | South east |
| DISTANCE TRAVELLED       | 15 km      |

04 . 8

Suggest reasons for the pattern shown on FIGURE 8. [2 marks]

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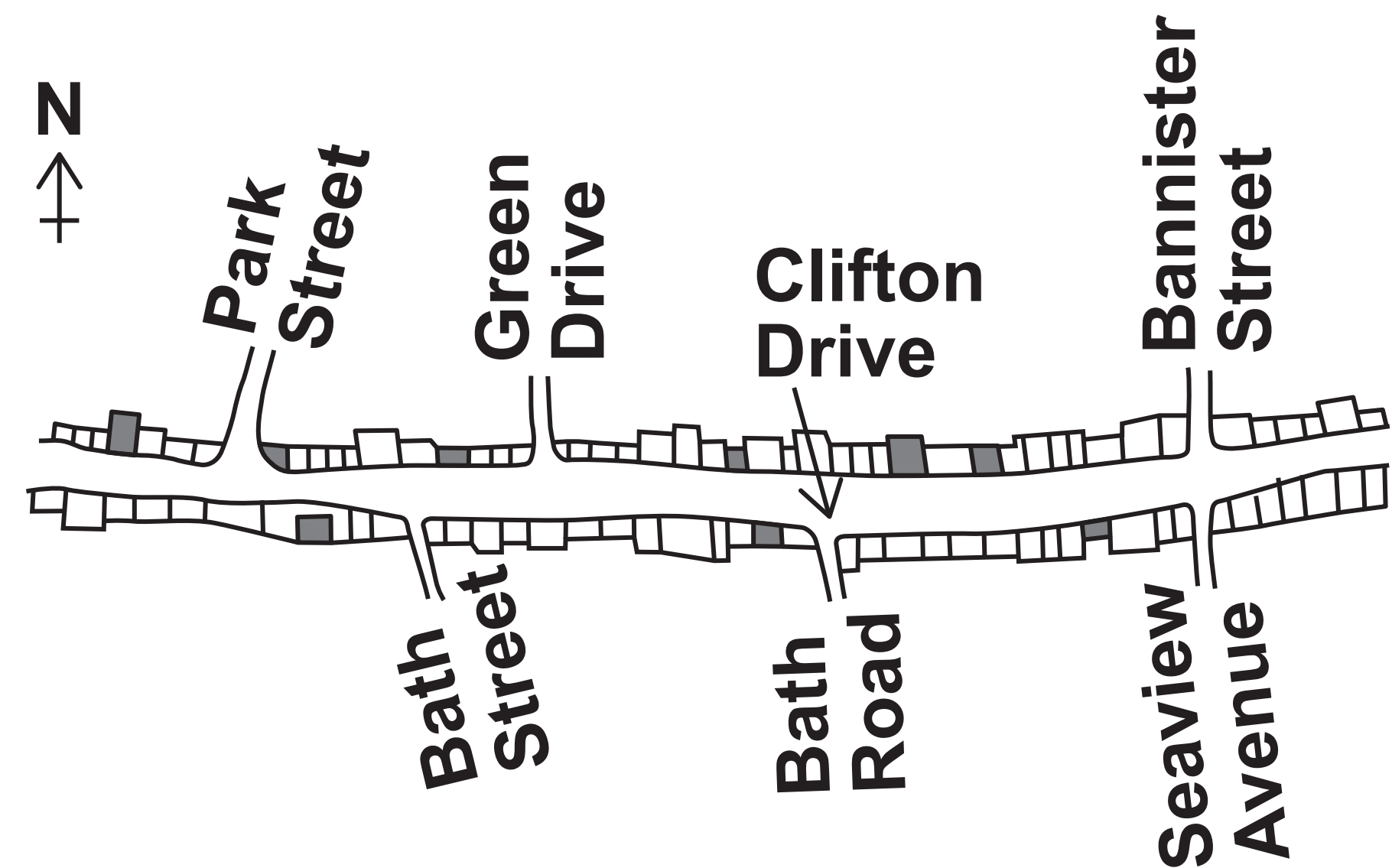
[Turn over]



A group of students wanted to carry out an investigation into the decline of the high street. They counted the number of charity shops in three town centres (A, B and C).

FIGURE 9 shows the results of the survey in Town centre A.

FIGURE 9



### KEY

■ Charity shop

Total number of shops: 92

0 50 m



04 . 9

Complete the table below (FIGURE 10) for town centre A. [1 mark]

FIGURE 10

| Town centre             | A  | B   | C   |
|-------------------------|----|-----|-----|
| Number of charity shops |    | 19  | 18  |
| Total number of shops   | 92 | 114 | 142 |

[Turn over]

04 . 10

Using FIGURE 10, compare the proportion of charity shops between the three town centres. [4 marks]

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END OF QUESTIONS



**Additional page, if required. Write the question numbers in the left-hand margin.**

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**Additional page, if required. Write the question numbers in the left-hand margin.**

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| For Examiner's Use |      |
|--------------------|------|
| Question           | Mark |
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| 2                  |      |
| 3                  |      |
| 4                  |      |
| TOTAL              |      |

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