



Mark Scheme (Results)

January 2026

Pearson Edexcel International Advanced Subsidiary
Level in Geography
Geographical Investigations
WGE02/01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2026

Question Paper Log Number P78919A

Publication Code WGE02_01_2601_MS

All the material in this publication is copyright

© Pearson Education Ltd

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Identify the dominant direction of sediment movement. Answer	Mark
1(a)(i)	AO2 (1 mark) D West to East is correct because there is more sediment built up on the east side of the diagram All other answers are incorrect. A East to West is incorrect because very little sediment is built up to the west. B North to South is incorrect because very little sediment moves in this direction. C South to North is incorrect because very little sediment moves in this direction.	(1)

Question Number	Name the type of coastal management shown. Answer	Mark
1(a)(ii)	AO2 (1 mark) • Groynes (Accept incorrect spelling) • Breakwater Do NOT accept hard engineering, as this is not specific enough. Do not credit sea wall. Credit other valid ideas	(1)

Question Number	Explain one way hard engineering approaches, such as Figure 1, can have a negative impact. Answer	Mark
1(b)	Award 1 mark for explaining a way and a further expansion mark, up to a maximum of 2 marks each: • Groynes trap sediment so less moves along the coast (1) so erosion of beaches is more likely (1). • Beaches get smaller downdrift (1) as sediment is trapped behind the groynes (1). • There will be increased erosion of land further down the coast (1) so farmers will lose land and fences/ householders lose their property (1). • Hard to walk along the beach due to obstructions (1) so dogwalkers/ horse riders/ families/ tourists find the beach less attractive (1). • Damage may be caused to nearby ecosystems (1) in the short-term during construction /long term as the artificial structure interferes with natural processes (1).	(2)

	• Beach looks less attractive/natural (1) which may deter tourism and reduce earnings in businesses nearby (1). Accept the high cost of groynes for 1 mark but note that high cost of the groynes is not a negative impact. Defences are expensive but they provide protection (which is a positive impact). Credit other valid explanations	
--	---	--

Question Number	Examine local and global threats to coastal ecosystems. Indicative content
1(c)	AO1 (6 marks) AO2 (2 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Coastal ecosystems include sand dunes, salt marshes, mangrove swamps and coral reefs. • Local threats include coastal development, pollution, unsustainable fishing practices and resource extraction, alien species. • Further local threats could include rapid urbanisation and tourism development, and land reclamation. • Global threats include rising water temperatures (coral bleaching), rising sea levels and ocean acidification. These have local scale impacts. • Over-exploitation, building (including coastal defences), drainage and dredging as well as contamination from artificial fertilisers are examples of local human threats. • Coral reefs are particularly threatened by rising water temperatures. • Hazards, e.g tsunamis are also a threat to low lying coastlines and built-up areas. • Coastal ecosystem services are at risk from pollution from land-based run-off, oil refining, and marine dumping. • Sustainable coastal management may seek to conserve and restore coastal ecosystems.

	- Coastal engineering seeks to protect coastal development and may mitigate some threats to ecosystems but may also cause long term damage. - Other management such as codes of practice and guidelines for protection may prevent some threats particularly in the short term. AO2 - Local scale threats may be at a smaller scale, and possibly easier to manage. Global scale threats have local impacts. Global threats such as tourism have local scale impacts in specific places. - Global threats, e.g. climate change, plastic pollution and sea level rise may also be significant at a local scale on vulnerable coasts and are very difficult to reduce in the short term and require cooperation between countries. - The scale of threats will vary significantly in time and space, and may worsen due to pressure of population, climate change, more powerful storms, pollution etc. - Strategies to manage coastlines sustainably are seeking to protect coastal ecosystems but progress is localised and easily wiped out. - Assessment could be in terms of scale of threats (local/ global, and how long they would last), and the degree to which these can be managed, also in terms of the extent to which specific ecosystems are threatened. Credit other valid ideas. To reach L3 expect some AO2 assessment, which may be within the answer and not necessarily at the end.	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate. (AO1) - Understanding addresses a narrow range of geographical ideas. (AO1) - Understanding of geographical ideas lacks detail. (AO1) - Applies knowledge and understanding to geographical information/ideas, with limited logical connections/relationships. (AO2)
Level 2	4-6	- Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) - Understanding addresses a range of geographical ideas. (AO1) - Understanding of geographical ideas is not fully detailed and/or developed. (AO1)

		• Applies knowledge and understanding to geographical information/ideas logically to find some relevant connections/relationships. (AO2)
Level 3	7-8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas. (AO1) • Understanding of the geographical ideas is detailed and fully developed. (AO1) • Applies knowledge and understanding to geographical information/ideas logically to find fully relevant connections/relationships. (AO2)

Question Number	Identify one advantage and one disadvantage of relying for water supply. Answer	Mark
2(a)(i)	AO2(2marks) Identify one advantage and one disadvantage of relying on tankers for water supply.	(2)

	Award 1 mark identifying an advantage for those relying on tanker water supply, and one mark for a disadvantage. Advantages: • Clean water (1). • Reduced disease incidence (1). • May be safer/more reliable than using water from river/unregulated wells (1). • Disadvantages: • Women and girls' backs are damaged from carrying heavy water containers (1). • Tanker is not cleaned out properly leading to diarrhoea/other illnesses (1). • High cost of tanker water (1). • Dangerous to wait on the road to collect water (1). • Not enough for everyone (1). • Not reliable due to waiting for tanker arriving/tanker delayed (1). • Tanker causes air pollution (1). Note – must be related to ideas based on the photograph about water from a tanker. Credit other valid ideas.	
--	---	--

Question Number	Explain one impact of poor sanitation provision for urban communities. Answer	Mark
2(a)(ii)	Award 1 mark for explaining an impact of poor sanitation provision and a further expansion mark, up to a maximum of 2 marks: • Risk of disease e.g. cholera, diarrhoea, and others (1) which cause illness or death, particularly of children or elderly people (1). • Untreated sewage enters water supply (1) contaminating it and spreading disease (1). • People cannot work hard as they are weakened by illness (1) so incomes are lower and medicine /clean water cannot be afforded (1)	(2)

	•Children miss school to illness (1) so fail to gain qualifications which might help them earn higher incomes (1). Credit other valid ideas.	
--	---	--

Question Number	Assess the success of attempts to reduce the housing crisis in cities. Indicative content
2(b)	AO1 (6 marks) AO2 (2 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Housing crises are occurring in many of the world's cities due to rural to urban migration, natural population increase and international migration. • Urban housing development attempts at a range of scales (small to very large) have a range of different design briefs in terms of quality and affordability. • Informal housing and service provision can be improved by residents and community action through the process of consolidation over time. • Smaller-scale housing projects and community groups such as Housing Associations or via NGOs like Habitat for Humanity seek to work with residents to improve accommodation for communities and providing affordable housing. • The development of gated communities provides additional housing in both the developed and emerging worlds. • National or local government funded housing may lack funding to complete sufficient housing to meet needs. AO2 • Assessment is likely to consider the extent to which attempts are successful in meeting the crises. • Building new houses fast enough to keep up with growing demand is a challenge the world over. • Some privately-built housing is focused around economic gain so may seek to maximise the number of large houses as opposed to providing affordable housing, as they are privately funded and shareholders want a profitable return. This has limited impact on the housing crisis.

		• However, any new building does release housing or land for others, if renters/purchasers come from within the city. • Government attempts such as the PMAY and RAY schemes in India give subsidies to help provide building plots with water, sanitation and electricity and also subsidised loans to less well-off residents. Some have strict eligibility requirements. All are massively over-subscribed. • Habitat for Humanity model is successful because it uses local ideas to design suitable housing. It includes education and financial management programmes to help clients manage loan repayments, which are used for further building programmes. Credit other valid ideas.
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate. (AO1) • Understanding addresses a narrow range of geographical ideas. (AO1) • Understanding of geographical ideas lacks detail. (AO1) • Applies knowledge and understanding to geographical information/ideas, with limited logical connections/relationships. (AO2)
Level 2	4-6	Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas. (AO1) • Understanding of geographical ideas is not fully detailed and/or developed. (AO1) • Applies knowledge and understanding to geographical information/ideas logically to find some relevant connections/relationships. (AO2)
Level 3	7-8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas. (AO1) • Understanding of the geographical ideas is detailed and fully developed. (AO1) • Applies knowledge and understanding to geographical information/ideas logically to find fully relevant connections/relationships. (AO2)

Question Number	Explain why the location(s) selected was suitable for your fieldwork investigation. Answer	Mark
3(a)	AO3 (3 marks) NB: the aim / question / hypothesis provides a context for the investigation and the subsequent parts that follow – no credit for this. Award 1 mark for explaining why a location was selected and further marks for explanation. These may be linked to another idea as to why it was appropriate, up to a maximum of 3 marks. The context will vary depending on the fieldwork area chosen. • A local coastal area offered a range of different coastal ecosystems (1). This was at a manageable scale (1) and therefore the fieldwork could be repeated to improve reliability (1). • The urban environment had already been researched documenting change (1) so we could compare our results to those of other people (1). The rebranding was concentrated in small areas making it accessible (1). • The sand dune location has a well-established model that could be tested (1) so we could collect data to accept or reject the assumption (1). It was also a relatively safe environment to work in (1). • The urban area was safe for study (1) and we were able to keep potential risks to a minimum (1). • Accessible from school (1). Accept other valid ideas. Allow separate points or points that are linked.	(3)

Question Number	Explain how you used one quantitative primary data collection method as part of your fieldwork investigation. Answer	Mark
-----------------	---	------

3(b)	AO3 (3 marks) Award 1 mark for identifying a valid type of quantitative data and further expansion marks up to a maximum of 3 marks to explain how the data was used in the investigation. • Identifies a valid method (eg traffic count, noise levels) (1). • An environmental quality score (1-6) was used (1) to (1) to allow comparison at different coastal stretches /to compare regenerated and non-regenerated places (1). This helps make a judgement about how successful the regeneration has been (1). • A land use map was used to record height of buildings (1) which allowed us to build a picture of spatial differences within the urban area (1). We could compare city centre with the surrounding parts of the city (1). • Vehicle numbers were counted at regular distances from the city centre (1) which helped us judge where the CBD ended (1). • The length of a stone's long axis was measured (1) to find out about changes in sediment along a beach (1) and to compare to the expected model (1). Do not credit methods that are not qualitative. Do not credit design or details of collection methods. Accept other valid ideas.	(3)
------	--	-----

Question number	Explain how you could have made your data collection methods more reliable. Answer
3(c)	AO3 (6 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance Content depends on students' choice of research question, their methodology and design (which overlap). Answers may include the following ideas:

		• Sampling: the design of sampling framework and ways it could have been made more reliable. For example, the number of sites/people, spacing, sample sizes, sampling methods (systematic versus random versus stratified, allow opportunistic/pragmatic). Explanations should be linked to specific methods of data collection. • Explanation of how sampling was done, e.g. explanation of the random/systematic sampling procedure used, and whether repeat visits were possible. Linked to ways reliability could have been improved. • Explanations about reasons the data collected was unreliable might be discussed, with ideas on how to avoid these issues explained. Possible reasons include inaccessibility of sites / few people about and the lack of ability collect data due to time of day, seasons, or unanticipated hazards such as bad weather. • Training and practice in use of data collection techniques might increase reliability, with details about the equipment available, measurements of distance, selection of those interviewed, operator error. • Planning and research before going out to select a representative samples / location for the visit (e.g. use of maps/google image to select and locate appropriate sample sites). The focus should be on ways reliability could be increased, rather than a description of what was planned or the limitations themselves. Nature of responses will be heavily dependent on the context of the fieldwork and the environment in which it was undertaken. However, examiners should reward for detailed clear and specific data and information which are supported with depth and detail in terms of factual accuracy and realism linked to risk in terms of data collection.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• Limited understanding of the relationships between geographical questions and the background information, geographical context and research question (AO3) • Uses a limited range of fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Limited evidence of an ability to draw conclusions and the evaluation is simplistic, limited to one stage in the route to enquiry. (AO3)

Level 2	3–4	• Some understanding of the relationship between the background information, geographical context and research question (AO3) • Uses some fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Some evidence of an ability to draw conclusions and the evaluation is relevant but restricted to one or two stages in the route to enquiry. (AO3)
Level 3	5–6	• A full understanding of the relationship between the background information, geographical context and research question. (AO3) • Evaluates fieldwork research skills and techniques to obtain information that supports the investigation of the research question. (AO3) • Clear evidence of an ability to draw conclusions and the evaluation is full, across a number of stages in the route to enquiry. (AO3)

Question number	Evaluate how successfully your results and conclusions answered your title or question. Answer
3(d)	AO3 (12 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance Content depends on students' choice of title or question. Evaluation of success in relation to answering the chosen question could include some the following: • The title or question should provide the structure for the whole investigation, with successful fieldwork leading to meaningful and comprehensive results and conclusions. • The design of sampling framework to obtain suitable results could be explained, were the number of sites, spacing, sample sizes, sampling method – linked to specific methods of data collection – and how far these generated accurate / inaccurate results enabling the question to be answered. • An evaluation of the equipment used, operator error; success of recording sheets / tallies, all of which would impact on the results and conclusions.

		• Ethical issues could be considered e.g. appropriateness of questionnaire questions – and how this might have limited data and results and hence the conclusions. • Overall, the data collected has effects upon the accuracy of the results and therefore the validity of conclusions, which determines whether the outcomes can be trusted. • Consideration of the appropriateness of the data analysis of the results, and how this helped generate conclusions to the chosen questions. • The impact on conclusions should be referred to. For example, the ways the data collection yielded unusual / unexpected/anomalous results which affected the reliability/ validity of conclusions; how easy / difficult it was to make overall judgements based on the range of evidence collected. Answers may include a combination of fieldwork and research. Level 3 answers should include evaluation. Answers that focus on explaining the results and conclusions, rather than evaluating the success of their investigation in answering the title/question, are likely to be self-penalising.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Limited understanding of the relationships between geographical questions and the background information, geographical context and research question (AO3) • Uses a limited range of fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Limited interpretation, analysis based on the data / information collected. (AO3) • Limited evidence of an ability to draw conclusions and the evaluation is simplistic, limited to one stage in the route to enquiry. (AO3)
Level 2	5–8	• Some understanding of the relationship between the background information, geographical context and research question (AO3) • Uses some fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) • Interpretation and analysis based on the data / information collected form part of the response (AO3)

		Some evidence of an ability to draw conclusions and the evaluation is relevant, but restricted to one or two stages in the route to enquiry. (AO3)
Level 3	9–12	- A full understanding of the relationship between the background information, geographical context and research question (AO3) - Evaluates fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) - Critically considers the role of interpretation, analysis based on the data / information collected. (AO3) - Clear evidence of an ability to draw conclusions and the evaluation is full, across a number of stages in the route to enquiry. (AO3)

Question Number	Calculate the missing value for the recorded score for Surfers that 'Disagree'. Answer	Mark
4(a)(i)	AO3 (1 mark) Award 1 mark for the correct answer: • 37	(1)

Question Number	Calculate the median value for 'Agree' scores. Answer	Mark
4(a)(ii)	AO3 (2 marks) Award 1 mark for placing numbers into a rank order, identification and addition of 3 rd and 4 th number, divided by 2 number, divided by 2, or written as below. and 1 mark for correct answer up to a maximum of 2 marks. • 2,7,(50,65),67,86 (1) 2 • Correct answer: 57.5 (1) Allow other methods to calculate the median. Allow full marks without the working if the answer is correct.	(2)

Question Number	State two disadvantages of the interview design shown. Answer	Mark
4(a)(iii)	AO3 (2 marks) Award 1 mark for stating each disadvantage up to a maximum of 2 marks: • Not enough categories / no 'Other' category (1) • Categories are not mutually exclusive/ could be overlapping (1)	(2)

	• No clarity over the meaning of the responses 'disagree' and 'strongly disagree' (1) • There is no 'middle' / neutral category (1) • No record of how many people were interviewed in each group (1) • We do not know sample size as in data is in percentages (1). Allow specific comments about weakness/es of the question. Accept other valid ideas linked to the information on Figure 3.	
--	--	--

Question Number	Explain one way the students could present the data shown in Figure 3 to help them analyse their results. Indicative content	Mark
4(a)(iv)	AO3 (3 marks) Award 1 mark for explaining a suitable presentation method for this data, and further expansion marks explaining how this helps them analyse their results, up to a maximum of 3 marks: • Bar chart / pie chart / compound bar chart (1) with details of this e.g. axes labels / colours / labels (1) which can be used to easily compare data sets or identify trends / anomalies (1) • Pie charts (1) which could be located on a GIS or google map (1) which could be used to show where each group of respondents was interviewed (1). Accept other valid ideas linked to the information on Figure 3. Do not credit comments about how easy or quick it is to draw the graphs.	(3)

Question Number	Explain two risks the students should have considered when planning this investigation. Answer	Mark
4(a)(v)	AO3 (4 marks) Award 1 mark for a relevant risk for this investigation and a further expansion mark, up to a maximum of 2 marks each. • Incoming tide could present a trapping issue / drowning (1) whilst interviewing people on the beach (1). • Getting lost (1) because the area is unfamiliar / large (1).	(4)

	• Risk of sunburn / dehydration / cold / wet (1) as outside in exposed surroundings /for a long time (1). • Biting insects (1) which could lead to an infection or diseases risk (1). • Attack or theft of phone/money (1) as students might look vulnerable (1). • Outside range of phone signal /no battery (1) so risk of unavailability of assistance/ can't record results (1). • Interviewees becoming aggressive / being aggressive (1) leading to stress, fear or harm (1) Do not credit points about data collection / issues with people not answering / participating or enough time to collect data: these are not risks. Credit other valid ideas.	
--	---	--

Question Number	Calculate the missing value for Local shop owners that 'Disagree. Answer	Mark
-----------------	---	------

5(a)(i)	AO3 (1 mark) Award 1 mark for the correct answer: • 37	(1)
----------------	--	------------

Question Number	Calculate the median value for 'Agree' scores. Answer	Mark
5(a)(ii)	AO3 (2 marks) Award 1 mark for placing numbers into a rank order, identification and addition of 3rd and 4th number, divided by 2, or written as below. and 1 mark for correct answer up to a maximum of 2 marks. • 2,50,<u>56,65</u>,67,86 (1) 2 • Correct answer: 60.5 (1) Allow other methods to calculate the median. Allow full marks without the working if the answer is correct.	(2)

Question Number	State two disadvantages of the interview design shown. Answer	Mark
5(a)(iii)	AO3 (2 marks) Award 1 mark for stating each disadvantage up to a maximum of 2 marks: • Not enough categories / no 'Other' category (1) • Categories are not mutually exclusive/ could be overlapping (1) • No clarity over the meaning of the responses 'disagree' and 'strongly disagree' (1) • There is no 'middle' / neutral category (1) • No strongly agree category (1) • No record of how many people were interviewed in each group (1) • Weaknesses of the question (specifies what) (1) • Weaknesses of sampling strategy (specifies what) • Other data would be useful about respondents (e.g. age) (1) • No opportunity to explain their answers (1). Award 1 mark for stating each disadvantage up to a maximum of 2 marks:	(2)

	Accept other valid ideas linked to the information on Figure 4. Do not credit comments about tourists not knowing the area.	
--	--	--

Question Number	Explain one way the students could present the data shown in Figure 4 to help them analyse their results. Indicative content	Mark
5(a)(iv)	AO3 (3 marks) Award 1 mark for explaining a suitable presentation method for this data, and further expansion marks explaining how this helps them analyse their results, up to a maximum of 3 marks: • Bar chart / pie chart / compound bar chart (1) with details of this e.g. axes labels / colours / labels (1) which can be used to easily compare data sets or identify trends / anomalies (1) • If the student has data on the number of respondents in each category, then proportional pie- charts could be used (1) which show the relative size of each group, along with segments to break the information down (1) which shows the relative importance of each group of respondents in contributing the overall views (1). • The data is in percentages so can be presented as pie charts, one for each group (1) which could be located on a GIS or google map (1) which could be used to show where each group of respondents was interviewed (1). Accept other valid ideas linked to the information on Figure 4. Do not credit comments about how easy or quick it is to draw the graphs.	(3)

Question Number	Explain two risks the students should have considered when planning this investigation. Answer	Mark
5(a)(v)	AO3 (4 marks) Award 1 mark for a relevant risk for this investigation and a further expansion mark, up to a maximum of 2 marks each. • Getting lost (1) as area is unfamiliar to them / large (1).	(4)

	• Risk of sunburn / dehydration / cold / wet / windy (1) as outside in exposed surroundings / wind tunnel from high rise buildings (1). • Outside range of phone signal /no battery (1) so risk of unavailability of assistance/ can't record results (1). • Attack or theft of phone/money (1) as students might look vulnerable (1). • Biting insects (1) which could lead to an infection or diseases risk (1). • Risk of danger from traffic (1) as roads/pavements could be busy/could get injured (1). • Outside range of phone signal /no battery (1) so risk of unavailability of assistance/ can't record results (1). • Interviewees becoming aggressive / being aggressive (1) leading to stress, fear or harm (1) Do not credit points about data collection / issues with people not answering / participating or enough time to collect data: these are not risks. Credit other valid ideas.	
--	--	--