

**AS LEVEL**

**Examiners' report**

# **GEOGRAPHY**

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**H081**

For first teaching in 2016

**H081/01 Summer 2023 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 1 series overview

This paper examines the optional Landscape Systems topic, Changing Space; Making Places, geographical and fieldwork skills. To do well in this, candidates needed to bring in their place-specific examples to support the theory they had learned. Candidates who did well generally used figures and resources throughout their responses, whereas those who did not struggled to access the top levels.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• referred to the sources and used data when answering questions</li> <li>• included detailed place-specific information</li> <li>• wrote clearly, in paragraphs, linking back to the question</li> <li>• gave judgements which were supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• wrote generally about ideas without evidence, either in the form of case study detail or from figures provided</li> <li>• wrote in long paragraphs which lost meaning and direction</li> <li>• had little place-specific detail to support their arguments.</li> </ul>

## Section A overview

Landscape Systems allows candidates to study one of coastal, glaciated or drylands landscapes. For the second year in a row there were no candidates attempting dryland landscapes, and coastal landscapes was the more popular option. The demand of the questions and the skills they assess are designed to be equal across all three options, so this report covers the skills and assessment objectives in general, touching on the content where necessary.

### Option A overview

Most candidates chose to answer the coastal landscapes questions, and many rely on a grounding of GCSE learning before embarking on this. While this means there is some good subject knowledge, there can be a danger of candidates answering questions as if it were a GCSE exam and without the depth required for an AS exam.

### Question 1 (a) (i)

1 (a) Study **Fig. 1** which shows the location of ocean currents in the Atlantic Ocean.

(i) Using evidence from **Fig. 1**, describe the pattern of ocean currents. [3]

Candidates had to use evidence from the figure and describe the pattern. Given there is reference to both warm and cold currents on the diagram, both needed to be mentioned to access full marks. They also needed to make sure that use of data was in their response, so place names or areas would suffice.

### Question 1 (a) (ii)

(ii) Suggest **one** way that ocean currents can influence coastal landscape systems. [4]

This question was not assessing climate change over time, and many candidates were confused between warm ocean currents and the ocean getting warmer because of climate change. The best responses were ones which talked about how energy was transferred and the impact of this on the landscape.

### Assessment for learning



In any question where candidates are asked to suggest one idea, in whatever context, there is a requirement that they only talk about one. If a candidate suggested two or more ways in which ocean currents can influence coastal landscape systems, only the first would have been marked.

## Question 1 (b)

**(b)** Explain the formation of bays.

**[8]**

There are a range of landforms that students need to understand the formation of, as listed in the specification. In this case, to access Level 3, thorough and well-developed ideas are required. The best responses were able to explain the changes over time and the sequence of stages to form a bay. While not necessary, these responses often included place-specific detail and/or a diagram.

## Question 1 (c)\*

**(c)\*** 'The most significant influences on coastal landforms have occurred during periods of warming climate.' To what extent do you agree? **[14]**

The essay question required the candidates to make a judgement on a statement. In this case, candidates are asked to what extent they agree that periods of warming climate are the most significant influence on coastal landforms. To access the top level, candidates needed to break the question down into several parts. The first is to examine the influence on coastal landforms that will take place during the warming climate, going on to look at what might happen in a cooling climate. Having established these details, candidates can then move on to make a judgement.

For this question the candidates must clearly state the extent to which they agree that coastal landforms are more influenced during warming climates. This must be based on the evidence and argument provided in the question to support a sustained judgement. It is important to note that there is no single correct response and there are a range of ways to get full marks. It is only with this judgement that they can access Level 3, if it is secure and based on the evidence provided.

## Option B overview

Glaciated landscapes is less popular than the Option A as students tend not to have studied Glaciation before. While there is not the same depth of simple knowledge that might have been accrued during KS3, the level of technical detail is good, allowing for, for example, a good understanding of the formation of corries.

### Question 2 (a) (i)

**2 (a)** Study **Fig. 2** which shows the location of valley glaciers and ice sheets around the Atlantic Ocean.

**(i)** Using evidence from **Fig. 2**, describe the distribution of valley glaciers and ice sheets. **[3]**

Candidates had to use evidence from the figure and describe a pattern. Given that both valley glaciers and ice sheets are on the diagram, both needed to be mentioned to access full marks. They also need to make sure that use of data was in their response, so place names or areas would suffice.

### Question 2 (a) (ii)

**(ii)** Suggest **one** way that latitude has influenced the distribution of valley glaciers and ice sheets shown in **Fig. 2**. **[4]**

While many candidates were able to give detail about the influence latitude has on the distribution of valley glaciers, there was a minority who were unclear about the definition of latitude and the impact it can have. As a result, they were unable to access marks. This highlights the importance of being confident with key terms and definitions in the specification.

### Assessment for learning



In any question where candidates are asked to suggest one idea, in whatever context, there is a requirement that they only talk about one. If a candidate suggested two or more ways in which ocean currents can influence coastal landscape systems, only the first would have been marked.

### Question 2 (b)

**(b)** Explain the formation of corries. **[8]**

There are a range of landforms that students need to understand the formation of, as listed in the specification. In this case, to access Level 3, thorough and well-developed ideas are required. The best responses were able to explain the changes over time and the sequence of stages to form a corrie. While not necessary, these responses often included place-specific detail and/or a diagram.

**Question 2 (c)\***

**(c)\*** 'The most significant influences on glacial landforms have occurred during post-glacial periods.' To what extent do you agree? **[14]**

The essay question required the candidates to make a judgement on a statement. In this case, candidates are asked to what extent they agree that post-glacial periods have the most significant influence on glacial landforms. To access the top level, candidates needed to break the question down into several parts. The first is to examine the influence on glacial landforms that will take place during post-glacial periods, before going on to look at what might happen in a glacial period. Having established these details, candidates can then move on to make a judgement.

For this question the candidates must clearly state the extent to which they agree that glaciated landforms are more influenced during post-glacial periods warming climates. This must be based on the evidence and argument provided in the question to support a sustained judgement. It is important to note that there is no single correct response and there are a range of ways to get full marks. It is only with this judgement that they can access Level 3, if it is secure and based on the evidence provided.



## Section B overview

For Changing Spaces, Making Places there were a wide range of responses seen. Candidates must apply some abstract concepts of space and place to their specific case study examples, of which Birmingham and London were commonly seen this year. In the specification there are several elements to this topic, such as range of characteristics in shaping place identity, and it is important that candidates have covered them all, to be able to compare and evaluate them, as per the demands of the question.

### Question 4 (a)

4 (a) Explain **two** government strategies used to attract inward investment for placemaking. [4]

Candidates needed to explain two government strategies, so there is a mark for strategy and a mark for the explanation of the link between the strategy and placemaking. Candidates who achieved full marks tended to choose very different strategies, which helped to make sure they were not repeating their explanation, as it cannot be double credited.

#### Exemplar 1

4	a	<p><del>The Birmingham</del> <del>The Birmingham Heartlands</del> <del>cooperation</del>  <del>In Tentera</del>, In Liverpool, the conservative government set up the Merseyside Development corporation which was established in order to <del>redevelop</del> redevelop and rebrand the Merseyside docks in the 1980s, this included making the docks safer and a way to bring tourism to the area. In the 1980s the dock Liverpool Tate <del>Museum</del> <del>was seen to the</del> <del>the</del> built and opened on the docks which brought tourists to the area.</p> <p>Government <del>sets</del> Schemes in Birmingham included the <del>Birmingham</del> flagship development of the <del>new</del> National Indoor Arena which has now held many sporting events including the 2022 commonwealth games.</p>
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In this response, the candidate has used the Merseyside Development Corporation as an example of the government setting up a group and, through the redevelopment of the docklands, brought tourists to the area. The first part scores two marks. The second part is about flagship development, but as there is no development between the indoor arena and placemaking, it does not achieve the second development mark. Therefore, the response is awarded 3 marks in total.

## Question 4 (b) (i)

(b) Study **Fig. 4A** which shows the Grahame Park Estate in Hendon, north London.

(i) Using evidence from **Fig. 4A**, identify **one** characteristic of the built environment. [1]

Candidates had a wide range of characteristics to choose from here, but they must make sure it is something that is from the built environment and not something that could also be found in a rural environment.

## Question 4 (b) (ii)

(ii) With reference to **Fig. 4A**, suggest **two** possible reasons why efforts to rebrand this estate might be contested by some groups of people. [4]

This question was well answered and candidates in general were able to identify why some groups of people would contest the rebranding. Many responses focused on residents not being able to afford rent or shopkeepers being squeezed out of the markets by larger shops.

#### Assessment for learning: presentation matters



When writing a response for a question like this, candidates are asked to provide a few points, it is always recommended that candidates start a new paragraph and leave a line between their points. This allows them to see more easily that they have given two points, and therefore answered the question. It is harder for candidates, in the time pressure of an exam, to check this if they are writing in a single paragraph.

## Question 4 (c)

(c) Study **Fig. 4B**, which shows school enrolment and HDI for selected countries, 2018.

Using evidence from **Fig. 4B**, suggest how variation in access to education might influence social and economic inequality. [6]

The prompt for this question was to study the figure, the best responses used data from the figure throughout their answer. Where a question requires interaction with a resource, there are some marks given over to AO3, which is assessing geographical skills. As the question is asking about variance, it is important that candidates cover a range of AC/EDC/LIDC.

## Exemplar 2

	c)	<p>Fig 4.8 shows, that there is a correlation between HDI and access to education. For example, Australia has a HDI of 0.938, and 93% of secondary females in education. This may suggest that ACs like Australia have more capital to spend on important services such as schooling, and invest in private tutoring so that students can receive the best education. Oppositely, Mali in Africa has a HDI of 0.427, and only 27% of secondary females in school. This not only shows a lack of education in the country, but specifically for females who are around 6% less enrolled than men. This may be because Mali have very little income to spend on services such as education as they are an LDCs, but also because children are forced to work rather than be in education, in order to provide for their family and earn money, for <del>important things</del> requirements such as food, shelter, water and clothing. Similarly in Pakistan, it has a significantly higher HDI than Mali at 0.56, but only 62% of primary females are enrolled compared to 73% of males. This shows that females have reduced access to education, causing gender inequality within this country.</p>
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This candidate has achieved full marks for the response because they have been able to suggest several reasons why access to education does influence social and economic inequality. Throughout the response, they have used appropriate data from the figure and this supports their argument. The final section, where they compare Pakistan with Mali, is effective as it includes data and explanation, whilst being concise.

**Question 4 (d)\*****(d)\* To what extent is place identity shaped by socio-economic characteristics?****[14]**

This question requires candidates to be able to explain how place identity is shaped. The prompt in the question refers to socio-economic characteristics and therefore this should be tackled first, with explanation as to how these characteristics shape the identity of a place. In order to make a judgement, for the 'to what extent' part of the question, they also need to look at some of the other characteristics which might include demographics, cultural and political characteristics. Effective responses are ones which include accurate place-specific detail.

## Section C overview

This section required candidates to be familiar with fieldwork skills. From the range of responses given, some candidates were able to write with ease and confidence, whereas others seemed more cautious about their suggestions. There is no doubt that engaging in fieldwork in any form is of benefit, and where candidates are involved in the process of planning it, they will be better able to understand sampling, among other aspects.

### Question 5 (a) (i)

5 (a) Study **Fig. 5**, a satellite image of part of Blackpool where a geographical investigation is to be undertaken.

(i) Using evidence from **Fig. 5**, state and justify an appropriate hypothesis or geographical question for investigation in the area shown. **[4]**

Candidates were required to base their response on information from the figure which shows a satellite image of part of Blackpool. There is one mark available for the suggested investigation question and it must be followed by justification. Given that this question is assessing AO3, there must be evidence from the figure to support the response.

### Question 5 (a) (ii)

(ii) Outline **one** presentation technique that would be appropriate to represent data collected for the investigation in (a)(i). **[2]**

It is important that candidates read through the exam paper to identify where there may be links between questions such as this (5ai).

### Question 5 (b)

(b) Explain how consideration of socio-political implications might be important when conducting an investigation in human geography. **[6]**

This question was challenging as candidates focused on politics in general, which became about which political party the respondents would vote for, rather than the nuances of local politics, where people might have different opinions about a local issue.

## Question 5 (c)

- (c) With reference to a fieldwork investigation you have carried out, assess the effectiveness of the sampling framework you used. [12]

When students have conducted a thorough investigation as part of their learning in centres, they are better able to respond to these questions as they have a greater understanding of the application of skills and knowledge.

Candidates scored highly on this question when they discussed their sampling techniques, the reason for choosing them and how effective they were. Less successful candidates tended to focus on the methodology of how they collected data. For example, they might talk about doing a survey of shoppers and how they asked questions, rather than the sampling element where they only asked every fifth person who walked through the door.

## Exemplar 3

	c) Sampling I investigated the social inequality differences between Goleston-on-sea and Bradwell, in Norfolk.
	The sampling techniques I used to select houses was
	the simple random sample, as this avoided bias and
	increased the reliability of my data. I did this by
	numbering all of the houses and getting a random number
	generator online to select them, <del>and</del> ignoring duplicates.
	However, a disadvantage of using this method is that it
	may cause clustering, which would make the sample unreliable
	and not a fair representation of the population. Also, I
	picked 10 houses on the street so that I could work out
	the mean of the data to make it more accurate, and use
	it later in my data analysis using the t-test. This

showed a significant result of 5.48 which was greater than the critical value, giving our test a confidence level of 95%. Also, I used systematic sampling during the litter count by counting the litter on the street every 5 steps. This method was good because it avoided clustering and it was easy to implement. However, a disadvantage of this is that we only counted the litter on one street, so it gives a false representation of the whole area which may have had more or less litter, skewing the data and making it less accurate. A way to improve this method would be to take samples of ~~the~~ ~~at~~ all the streets so that it was more representative of the area. Also, counting litter at just one point in the day was inaccurate as during busier times like midday there would have been more litter. Also, we assessed the area in April, whereas if we had done it every season there would have been a significant difference in the summer months compared to the winter months as more tourists would have visited the beach. Overall I think the sampling framework could have been improved by taking more samples throughout the year to see a difference in the seasonal changes of the built environment.

This response scored full marks because it comprehensively evaluates the effectiveness of the sampling methods used. These are detailed as simple, random and systematic sampling. In each case, the method has been described, the advantages and disadvantages have been assessed and the overall effectiveness has been discussed. The length of response is noteworthy, in that candidates do not need to write pages of work if the responses are focused.

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