OCR
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GCSE (9-1)

Examiners' report

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

J384
For first teaching in 2016

J384/02 Summer 2023 series

Contents

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 answers 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 2 series overview

J384/02 'People and Society' is one of three examinations contributing to the GCSE 'Geography for Enquiring Minds'. In 2023 this examination covered all of the human geography component from the specification; Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance. In addition, this examination required candidates to reflect on aspects of the human geography fieldwork task that they are required to complete.

To do well on this paper candidates needed to be able to demonstrate that they have an understanding and appreciation of a range of issues that affect people and places at a range of scales from local to global. Candidates needed to exhibit competent mathematical skills which are transferable into a geography context covering graphicacy, numeracy and the interpretation of statistical evidence.

Centres promoting effective writing skills through scaffolding and writing frames was clearly evident in many candidate's responses; in high scoring responses ideas were thoroughly developed and all aspects of the questions were addressed. Most successful candidates demonstrated an understanding of command words and keywords, particularly in extended writing questions. Their responses competently referred back to the question, including the vocabulary of the question in their response. Understanding core principles of geography exemplified through case studies is intrinsic in the success of candidates on this paper. Those who could write effectively about the importance of specific cities, the impact of global connections on development, the changes in the UK job market and changes in food production scored highly on this paper. Many candidates were competent at constructing an argument in extended writing questions worth 6 or 8 marks and there was evidence of pre-planning writing structures from a significant number of candidates. Many candidates responded well to the human geography fieldwork question, demonstrating that fieldwork practices have been re-established post Covid and that candidates are once more out and about gathering data.

The paper was completed by almost all candidates; very few appeared to have run out of time. The standard of handwriting and the legibility of papers remains a challenge for examiners, but candidate's SPaG was generally good. The paper was both challenging and differentiated, allowing access to achieve for all candidates.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• responded to the keywords and command words in the higher tariff questions • demonstrated good mathematical skills and understanding • developed their case study responses with accurate place specific detail • understood the difference between data collection and data representation • reflected thoroughly on the accuracy of their own fieldwork investigation.	• did not respond to keywords and command words in the questions • did not attempt mathematical or graphical questions • selected incorrect case study locations for the higher tariff questions • demonstrated limited geographical knowledge and understanding • could not recall details of their human geography fieldwork investigation.

Section A

Question 1 (a)

Urban Futures

1   (a)   What is urbanisation?

    A   An increase in the proportion of people living in the countryside

    B   An increase in the proportion of people living in towns and cities

    C   When people migrate to a different country

    D   When there are improvements to transport in countryside areas

Write the correct letter in the box.   **[1]**

> Most candidates answered this multiple choice question correctly. Indeed, all the multiple choice questions on the paper were well answered. The key to success in this question was an understanding of geographical vocabulary.

Question 1 (b) (i)

    (b)   Look at **Fig. 1** in the Resource Booklet, which shows megacities in 2018 and 2030.

        (i)   Suggest **one** effective way of displaying this data.

        ....

        .... **[1]**

> Many candidates who responded 'bar chart' were given marks. A significant number wrote 'line graph' which was not given marks and reflected a lack of understanding regarding appropriate graphical techniques. Common misconceptions were pie charts, scatter graphs and histograms, it appeared that many candidates just thought of a type of graph to put down as a response. A significant number of candidates wrote 'a graph'.

Assessment for learning

Developing cross curricular links with the mathematics and science departments could help to reinforce candidates understanding of graphs and their appropriate use. In Questions 1 (b) (i), 2 (a) (i) and 2 (a) (ii) there were a significant number of candidates who did not demonstrate sound graphical skills and understanding.

Question 1 (b) (ii)

(ii) Calculate the forecast percentage **increase** in population for Shanghai, China.

You **must** show your working.

Answer .... % **[2]**

This was quite well answered with candidates using a variety of methods to calculate the percentage increase. Lower performing candidates demonstrated some understanding of the calculation methodology but confused the use of the 2018 population figure with the forecast population figure.

Assessment for learning

Questions which require students to do calculations are often the least successfully answered questions on the paper. Recruiting the support of the mathematics and science departments to address the numeracy skills outlined in the specification can reinforce the learning of these. Providing maths colleagues with some examples of calculations from previous papers is usually well received as it allows them to deliver their methodology in a different context and reinforces the transferable numeracy skills. It is also important that teachers encourage students to 'have a go' at the calculation questions because, as with their maths exam, there are sometimes marks given for the correct method of working out. All too often students are 'put off' by the maths and miss the question out.

Question 1 (b) (iii)

(iii) Dhaka in Bangladesh is experiencing rapid urban growth and is predicted to be the 4th largest megacity by 2030.

Suggest how rapid urban growth can cause **consequences** in LIDCs such as Bangladesh.

....

....

....

....

....

.... **[3]**

Candidates responded well to this question with many candidates gaining 3 marks. While the majority of consequences described were negative impacts on the city, some candidates chose to write about positive impacts and also impacts on the rural areas from which the migrants originated. Candidates achieving full marks on this question either developed a line of reasoning to make three valid statements or chose to identify three separate consequences – both approaches were given marks. Candidates demonstrated increasing proficiency at linking a chain of events or consequences in well-structured responses.

Question 1 (c)

(c) **CASE STUDY**

A city's location and importance

Name of LIDC or EDC city: ....

Examine the **importance** of an LIDC or EDC city within its region, the country, and the wider world.

....

....

....

....

....

.... **[6]**

Most students were able to name an EDC or LIDC city in the context of this question, others named an EDC or LIDC for example Ethiopia or an AC city for example London, these were incorrect examples. Cities most commonly referred to were Lagos, Istanbul and Mumbai. Lower performing candidates wrote everything they knew about their case study city, disregarding the keywords of the question. The question required candidates to reflect on three aspects of the city's importance: regionally, nationally and globally. Many candidates were able to write about two of the three elements required but few candidates wrote about all three. Most successful candidates structured their writing to reflect the city's importance on an ever increasing scale – regionally then nationally and finally globally. Numerous candidates were able to include accurate place specific detail in their responses; including development statistics and the names of TNCs invested in the city. Other candidates were creative in their use of data, often quoting a percentage or dollar amount which was incorrect. Candidates who incorrectly wrote about an LIDC in response to this question often repeated their commentary in response to Question 2 (c), they were not given double marks.

Assessment for learning
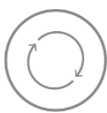
Centres must emphasise the importance of understanding both command words and keywords in the question. Providing candidates with a glossary of commonly used command words as stated in the specification and encouraging a technique of highlighting command words during the examination will assist candidates in achieving higher marks. Keywords such as '**importance**' are often emboldened in the question, specifically to draw the candidate's attention to what is being asked. Best practice in preparing for linear exams suggests interleaving exam practice throughout the teaching of the GCSE, this will reinforce a greater understanding of command words, in the case of Question 1 (c) 'examine the **importance** of'.

Exemplar 1

Lagos has a large amount of economic importance both within Nigeria and Africa as a whole. It provides more job opportunities as well as better quality education than more rural areas, and so generates more income. It is also home to popular film and music industries (e.g. Nollywood) which creates jobs and has a cultural impact that may affect the wider world. These factors encourage many people to move to Lagos, increasing its importance in nearby areas. [6]

In the Exemplar 1 extract, the candidate accurately names place specific detail linked to Lagos and develops the importance of the city providing employment to people in the local region which is supported by better quality education than in rural areas and names an employer 'Nollywood'. The candidate develops the importance of 'Nollywood' as having a cultural impact on a global scale. This candidate's response was marked at Level 3.

Question 2 (a) (i)

Dynamic Development

2   (a)   The graph below shows data comparing life expectancy and literacy rate.
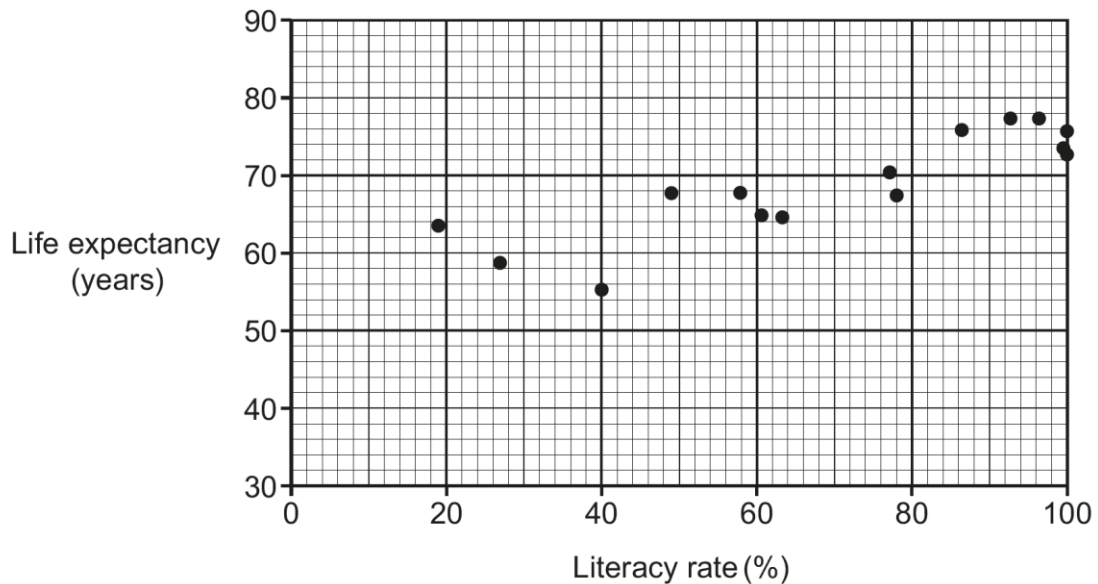
   (i)   The literacy rate in the Czech Republic is 99% and the life expectancy is 79 years.

   Plot this on the graph, **using a cross**.   [1]

This question required the accurate plotting of a point which reflected a literacy rate of 99% and a life expectancy of 79 years. Accurate plotting should have placed **a cross** (although a dot was given marks, as it was consistent with the others plots on the graph), in the small printed graph box adjacent to the 100% or 80 years intersection on the graph paper. Many candidates inaccurately plotted this point, some were close; plotting on either the 98% or 78 years line, others were widely adrift of the required point. Some candidates did not attempt this question. See AfL comment attached to Question 1 (b) (i)

Question 2 (a) (ii)

   (ii)   Add a line of **best fit** to the graph.   [1]

Section 9 of the specification under Geographical skills (9.3) requires candidates to be able to 'draw estimated lines of best fit'. A best fit line should be a straight line on a scatter graph, drawn so that the number of points above the line and below the line is roughly equal, the line should reflect the overall distribution of the points. Many candidates responded accurately to this question. However, others drew the line through the origin which was not accurate and is not a requirement of a best fit line. Some candidates did not extend their line to sufficiently reflect the distribution of all the points.

Question 2 (a) (iii)

(iii) Which statement best describes the pattern shown by the graph?

    A   The countries are getting wealthier

    B   There is a negative correlation

    C   There is a positive correlation

    D   There is no correlation

Write the correct letter in the box.   **[1]**

> Most candidates answered this multiple choice question correctly, demonstrating good graphical understanding.

Question 2 (b)

(b) Explain **one** way that debt might make it difficult for a country to break out of poverty.

....

....

....

.... **[2]**

> Many candidates were given 1 mark on this question for correctly stating that much of the money earnt by LIDCs has to be spent paying back the debt. Far fewer candidates developed their response to explain why this would leave the country in a 'cycle of poverty'. Some candidates accurately stated that money could not then be invested in education, healthcare or infrastructure. Candidates need to be specific about what amenities or services would help the country break out of poverty, it is not sufficient to write 'no money left to spend on development', as this is too generic.

Question 2 (c)*

(c)* CASE STUDY

LIDC development

Name of LIDC you have studied: ....

Discuss the extent to which global connections have **influenced** the LIDC's development.

....

....

....

....

....

.... **[8]**

There were some very successful responses from some candidates who focused on either DRC, Zambia or Ethiopia. Candidates who were given Level 3 detailed both the negative and the positive benefits of global connections through describing well-developed statements about named TNCs or individual countries. Some candidates contextualised their response by starting with the impacts of colonialism as a global connection but developed their response right up to modern day links with TNCs, aid agencies and organisations such as the World Bank. China as a global partner with many African nations featured prominently in many responses, with candidates identifying the positives and negatives which they attributed to these links. Candidates described the development of the country's infrastructure with investments in roads, railways and often dams (although the funding of some dam projects was confused) but also acknowledged where countries or communities may have been exploited by their global connections.

Some candidates selected to write about the Canada Wheat Project (some incorrectly placing it in Ethiopia or Zambia) or Goat aid. While these are global connections and were given marks as such, many candidates simply described in great detail the initiative itself and while much of the subsequent development was localised or indeed did not help the country develop at all in the long term, fewer candidates commented on this. These responses were largely given marks at Levels 1 or 2. Less successful candidates wrote everything they knew about their case study country, disregarding the keywords of the question.

Exemplar 2

.........Zambia was previously colonialised by the British empire, until gaining its independence in 1964. This hindered Zambia's development as they didn't have control over their own goods. However, now Zambia's global connections are helping to improve their development. China has invested into Zambia for its copper (which makes up 70% of Zambia's exports) and also into the Kariba Dam. This provides Zambia with hydro electric power which is both economically and environmentally sustainable.........

In the Exemplar 2 extract from a response, the candidate starts by giving the context of Zambia's colonial background. The candidate names China as a global partner and correctly identifies 'copper' as the main mineral asset of the country. The place specific data quoted by the candidate is accurate and the candidate names locations within Zambia such as the Kariba dam, which provides hydro electric power contributing to sustainable development. This response was marked at Level 3.

Question 3 (a) (i)

UK in the 21st Century

3   (a)   Look at **Fig. 2** in the Resource Booklet, which shows a population density map of the UK.

    (i)   Which statement is correct?

        A   Areas with the highest population density are around cities

        B   The north of the United Kingdom is most densely populated

        C   The population of the United Kingdom is evenly distributed

        D   The south of the United Kingdom is most sparsely populated

        Write the correct letter in the box.   **[1]**

Most candidates answered this multiple choice question correctly. The key to success in this instance was an understanding of both geographical terms and UK geography, demonstrated through the interpretation of a map.

Assessment for learning

Designing multiple choice questions (MCQs) is a definite art rather than just providing the right answer with three random wrong answers. The incorrect options will usually contain an outlier which is easily discounted, a common misconception, which could be chosen if the student did not understand the question or interpret the graphic correctly and another alternative option relevant to the question. In Question 3 (a) (i) the task was all about understanding vocabulary and so the inclusion of a number of similar phrases required accuracy and understanding from the candidates. Teachers who design MCQs as part of their AfL in the classroom find they are a quick and effective tool for assessing learning and prompting recall. Engaging students in the task of writing MCQs is also a fun and engaging revision activity particularly if an element of competition is introduced through peer testing.

Question 3 (a) (ii)

(ii)   Suggest **one** way that the data presentation technique in **Fig. 2** could be improved.

....

.... **[1]**

Almost all candidates were given marks on this question. The most common response was 'to include colour'. Other candidates wrote about the intervals on the key needing to be consistent and some identified that labelling the cities on the map would add clarity. There were many responses on this question that would gain the mark.

Question 3 (b) (i)

(b)   Look at **Fig. 3** in the Resource Booklet, which shows the number of people in each age group over 65 in the 2011 UK census.

(i)   Calculate the total number of people in the UK who are aged over 65.
You **must** show your working.

Answer .... **[2]**

This question required candidates to accurately read five values from the 'y' axis on Fig 3 (a bar chart) and add them together. Candidates were given marks for each reading being 0.1 million people either side of the accurate reading and therefore the overall answer was within a tolerance of 1 million people. Many candidates were able to complete the calculation and ascertain a within tolerance answer. However, when reviewing their figures more closely candidates were often inaccurate on at least one reading. Note the AfL comment attached to Question 1 (b) (ii) in relation to this.

Question 3 (b) (ii)

(ii) Explain the effects on the UK of having an **ageing** population.

....

....

....

....

....

.... **[3]**

Most candidates focused on the negative impacts of the UK of having an ageing population, suggesting they are a drain on resources and they don't have much to contribute to society. Far fewer candidates wrote about the benefits of the grey pound, assisting with childcare and volunteering in the community. Most candidates were given 3 marks.

Assessment for learning
Responses which gain the most marks in these human geography examinations often present a balanced view or argument. Candidates should be encouraged when writing about aspects of this component, whether it be development in LIDCs or, as in this case, the elderly in the UK, to include both positive and negative impacts.

Question 3 (c)

(c) Explain the **economic** impact of changes in the UK job market since 2001.

....

....

....

....

....

.... **[6]**

Very few candidates achieved Level 3 marks on this question. Responses were generic, confused and often reflected a timeframe far beyond that suggested in the question. Many candidates wrote about more or less jobs in primary, secondary, tertiary or quaternary industries, but could not substantiate reasons for these changes. The most frequently seen responses stated there were less jobs in primary and secondary industries and more jobs in tertiary and quaternary industries since 2001.

Many candidates then suggested this resulted in more or less money for people and therefore more or less tax paid to the government resulting in more or less development for the country. These types of responses were marked at Level 1.

Some candidates focused on the impact of immigration on job availability in the early 2000s and subsequent changes in job vacancies following Brexit and Covid. Far fewer candidates wrote about the 2008 recession or the impact of the lockdowns during the pandemic on employment rates and working patterns. A significant number of candidates suggested that many people worked in mining and farming in 2001 but that this was no longer the case.

Those candidates who gained the most marks on this question wrote effectively about ideas such as zero hour contracts, changes in working from home, the broad impact that has had on local economies in city centres and the expansion of technology industries. This was the least successfully answered question on the paper.

Question 4 (a) (i)

Resource Reliance

4   (a)   (i)   What is 'food security'?

     A   When all people, at all times, have access to sufficient, safe and nutritious food

     B   When most people have access to sufficient, safe and nutritious food

     C   When people can decide which types of food they would like to eat

     D   When there is not enough food available

Write the correct letter in the box.   [ ]   **[1]**

This was the least successfully answered multiple choice question. The most commonly selected incorrect response was B.

Question 4 (a) (ii)

(ii) Explain how **one** human factor can influence food security.

....

....

....

.... **[3]**

Most candidates were given 2 marks on this question but did not fully develop their ideas to gain 3 marks. Candidates who answered this question well wrote about human factors such as war or conflict restricting transport networks and damaging agricultural land. Some candidates focused on the issue of waste but were less successful in tying it to the question of food security, as invariably communities where much food is wasted are not likely to have issues with food security and unfortunately one sector of the global community being less wasteful does not translate into more food being available in other areas of the global community. Some candidates developed ideas around overbuying produce on a local scale resulting in less produce available on the supermarket shelves, as was witnessed by many during the pandemic, this was given marks by examiners as a short term issue relating to food security.

Question 4 (b) (i)

(b) Look at **Fig. 4** in the Resource Booklet, which shows information about wasted food and drink in the UK.

(i) Suggest **two** pieces of extra information which could be added to **Fig. 4** to improve it.

1 ....

....

2 ....

....
[2]

Most candidates were given 1 mark. Many candidates did not respond to the keywords in the question 'suggest extra information which could be added'. More successful candidates selected ideas given in the mark scheme such as 'percentages' or 'more specific categories of food or drink'. The most common misconception was that you could add the mass or weight of food/drink to the pie chart, this would not be comparable and therefore would not improve the information shown. Some candidates wrote 'add colour' but this is not an extra piece of information and therefore did not gain marks. Few candidates scored 2 marks on this question.

Question 4 (b) (ii)

(ii) Suggest how information like this could **encourage** people to be ethical consumers.

....

....

.... **[1]**

Most candidates achieved the 1 mark on this question. Examiners gave marks for statements which suggested a change in thinking or a change in behaviour. Very few candidates were not successful on this question.

Question 4 (c)

(c) Discuss how **changes** in food production methods contribute to sustainable food production.

....

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....

....

....

.... **[6]**

Some candidates achieved Level 3 marks on this question, most typically writing well-developed ideas about changes in food production methods such as GM crops and/or hydroponics. Successful candidates were able to link these production methods to the idea of sustainability, either economic or environmental. Some candidates did not respond to the keywords 'food production methods' but rather wrote about food packaging or transportation and associated food miles, these ideas were not given marks. Some candidates wrote about ethical consumerism or dietary choices, again these were not given marks. Fairtrade as a concept is not a food production method but rather an initiative to support farmers financially to gain stable revenue for their produce, this was not given marks.

Some candidates wrote about the impacts of the introduction of machinery into food production, while increased mechanisation may be a change for some LIDC countries, in the context of this question where candidates chose to write about AC food production this was only placed at Level 1. Similarly some candidates referenced battery farming or intensive farming methods as a change in food production, these were not given marks unless the candidate subsequently wrote about free range farming or organic farming as a contrast and therefore a change.

Exemplar 3

One change in food production methods would be the introduction of hydroponics – the growth of plants (tomatoes, peppers etc) without the use of soil. Hydroponics have contributed to food production as it is responsable for 10% of the tomatoes and peppers produced. Additionally, without the need of soil, production is made more sustainable as it can be grown underground in WWII bunkers – saving space.

In the extract shown in Exemplar 3, the candidate focuses on hydroponics as their change in food production method, they accurately describe the method 'without the use of soil', giving examples of produce and accurate data (although this is not a requirement), the candidate then develops their idea by stating why it is sustainable, suggesting it can be grown underground and therefore saving space. This candidate was placed at Level 3

Section B

Question 5 (a) (i)

Human Geography Fieldwork

5   (a)   GCSE Geography students were carrying out fieldwork in their local area to investigate the environmental impacts of a new housing estate that is being built.

(i)   Look at **Fig. 5** in the Resource Booklet, which shows a sketch map of a study site that one of the students drew.

Suggest **two** things that they could add to improve the sketch map.

1 ....

2 ....

[2]

> Very few candidates viewed this as a holistic sketch map and therefore few candidates stated things such as a scale, accurate title or a key. Many candidates suggested adding vague details (which were not necessarily in the sketch map area), such as schools or motorways, these were not given marks. Other candidates suggested nonspecific improvements such as 'colour' or 'labels' which were not given marks. Most commonly given marks were for responses such as 'name the roads on the sketch' or 'draw on the number of houses'.

Question 5 (a) (ii)

(ii)   Which is the most appropriate type of primary data collection to investigate the **environmental** impact of a new housing estate?

A   House price survey

B   Pie chart

C   Stream flow measurement

D   Traffic count

Write the correct letter in the box.   **[1]**

> While some candidates answered this correctly, many others chose alternative answers, there was no common incorrect response.

Misconception	
?	Candidates confuse the terms 'data presentation' and 'data collection'. This could also be seen in Questions 5 (a) (iii), 5 (b) and 5 (c).

Question 5 (a) (iii)

(iii) Explain why your answer in 5aii) would be a suitable method of data collection.

....

....

.... **[2]**

Examiners gave marks to candidates who successfully linked their response to Question 5 (a) (ii), who stated why it would be a suitable method to investigate environmental impact. Some candidates who did not achieve marks on Question 5 (a) (ii), did achieve marks here. For example, candidates choosing Stream Flow Measurement were able to develop the idea of the potential for flooding from a housing development and the impact on the run-off of rainwater. Many candidates who correctly selected response D 'Traffic Count' in 5 (a) (ii), commented on the potential for increased traffic, congestion and air pollution from emissions. However, many candidates still wrote about unqualified pollution.

Question 5 (b)

(b) You have completed human geography fieldwork.

Describe the effectiveness of **one** presentation technique you have used to display your results.

....

....

....

.... **[2]**

Most candidates achieved 1 mark on this question. Irrespective of their chosen data presentation technique they wrote about it being 'easy to understand' or 'clear to see'. Candidates who achieved the second mark typically described the technique allowing you to compare the data collected. A significant number of candidates wrote about data collection methods and received no marks.

Question 5 (c)

(c)* You will have carried out human geography fieldwork as part of your Geography course.

Fieldwork title ....

Evaluate whether your primary data collection was **successful** in allowing you to draw evidenced conclusions.

....

....

....

....

....

.... **[8]**

🖉 Spelling, punctuation and grammar and the use of specialist terminology **[3]**

Candidates who achieved Level 3 were able to describe their data collection methods, criticise the validity of them, suggest alternative or improved methodologies and then comment on the conclusions they drew. To exemplify, candidates described conducting pedestrian counts in named locations for 5 minutes, then they developed their response by criticising the locations chosen, the length of time spent on the data collection and often the time of day/week. Candidates would then develop this further by suggesting alternative approaches and timings and then link the process to the conclusions that they had drawn and whether or not they were actually evidenced conclusions. These candidates also used appropriate geographical vocabulary such as 'random sampling' and 'biased opinions'. However, very few candidates wrote about all parts of this process.

Most candidates wrote at length, describing all the data techniques they had employed during their fieldwork and stated as a consequence their fieldwork was a success, they did not comment on how or why it was successful, this was placed at Level 1. Some candidates wrote critically about one technique they had employed but did not evaluate its success or the validity of the conclusions that they had drawn based on the evidence. Other candidates wrote about their physical geography fieldwork, most being rivers, these were placed at Level 1 if the content was relevant to this question.

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