OCR
Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

GEOGRAPHY A (GEOGRAPHICAL THEMES)

J383
For first teaching in 2016

J383/03 Summer 2022 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.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our website.

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Paper 3 series overview

This paper is the last in the series of three that candidates will have taken and is focused on their geographical and fieldwork skills. Candidates are supplied with a resource booklet in the examination and must use it to complete the questions. They are assessed on their own understanding (AO2) and they are required to apply their knowledge and understanding (AO2) to answer the questions throughout the paper. As this is a geographical skills paper candidates are also assessed on this (AO3) to included maths and statistics in geography.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• provided accurate details from sources • included evaluations in longer questions • gave place specific examples to support their responses • were well-practiced at using OS Maps.	• only answered some of the questions • missed out information such as their working.

Section A overview

This section contains three questions which require in depth use of the figures and maps given in the resource booklets. Candidates need to be clear as to when they are required to use specific information from the resource, or when they should refer to it in more general terms. They should also make sure that instructions are followed, like showing working, giving an answer to the correct number of decimal places or how many answers to give.

The shorter questions are complemented by longer, Level of Response questions which helped candidates to develop their responses. Candidates should use the space provided in the answer booklet and use this as a guide to how much they should be writing.

Question 1 (a) (i)

1   Study the separate **Ordnance Survey (OS) map** extract of the area to the south of Shrewsbury.

   (a)   (i)   In which direction does the A458 travel if you were driving towards Shrewsbury?

   .... **[1]**

Misconception
?   Where there is a request for a direction, only one of the 8 compass points is required, e.g. North / N or South East / SE. Candidates do not need to give more specific directions such as ENE and should not use other indicators from an OS map such as True or Magnetic North.

Question 1 (a) (ii)

   (ii)   Which building of historic interest is found in grid square 5211?

   A   Boreton Grange
   B   Emstrey
   C   Longner Hall
   D   Raven's Nest

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

This question was answered well.

Question 1 (a) (iii)

(iii) Approximately how far would you travel along the A5 from the roundabout at grid reference 488097 to the roundabout at grid reference 521107?

   A   0.3 km
   B   1.5 km
   C   3.3 km
   D   5.5 km

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

This question was answered well.

Question 1 (b) (i)

(b) Study **Fig. 1** in the separate Resource Booklet, which shows an enlargement of grid square 4708 on the OS map extract.

   (i) Use **Fig. 1** to complete the cross-section below of line YZ.   **[1]**

Question 1 (b) (ii)

   (ii) Mark your line with an **'S'** to show the location of the Shropshire Way on your cross-section.
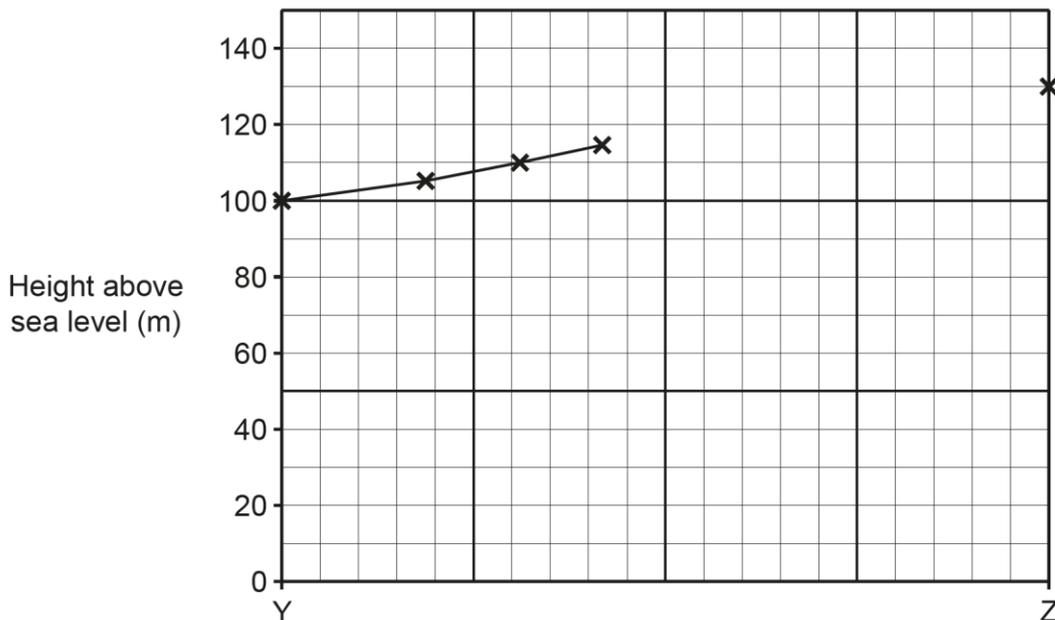
[1]

Many candidates did not attempt this question or only attempted one part of it. Completing a cross section is a challenging skill and one which many seemed unsure about. Some candidates made up points or just joined the first and last dot with a straight line rather than picking up on the change in gradient.

Exemplar 1
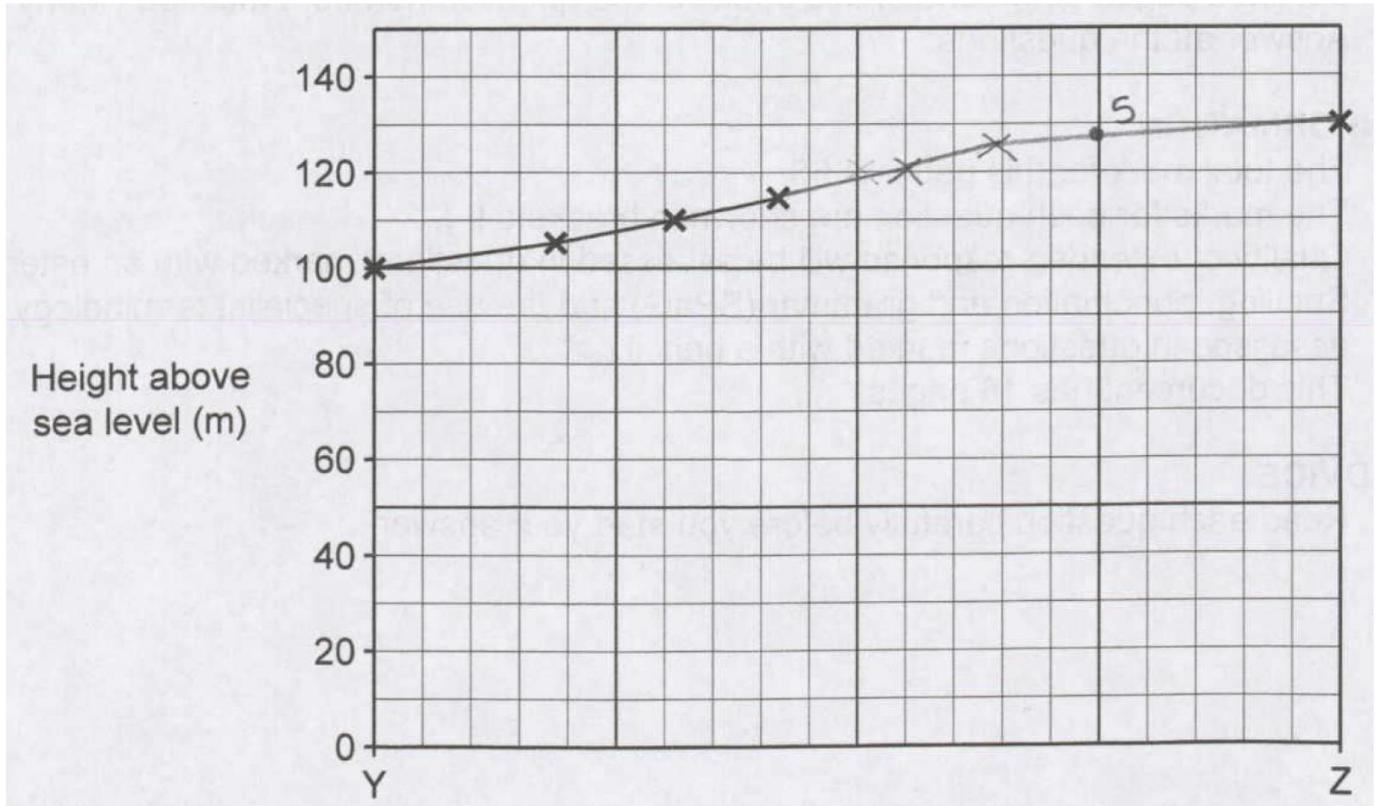
In this response the candidate has answered both parts of the question correctly by transposing the contour lines and joining them up with straight lines between the points. The S has been placed in the centre of the allowable area for credit and shows the perfect response.

Question 1 (c) (i)

(c) Study **Fig. 2** in the separate Resource Booklet, which shows a photograph of a stone quarry near Bayston Hill.

(i) In which direction was the camera pointing when the photograph was taken?

.... [1]

Candidates who answered this question correctly showed excellent geographical skills to determine that it was SW rather than NE. They did this by looking for key features such as the road and the quarry on the map. There were some unusual responses for this question such as downwards, upwards and north-south, and again, candidates should only use one of eight compass points when asked for direction.

Question 1 (c) (ii)

(ii) Using evidence from the **OS map** extract, describe the location of the stone quarry.

....

....

.... **[2]**

To achieve full marks, candidates needed to name specific places or features and give the compass direction from them to the quarry, e.g. South of the A5 and North East of Bayston Hill. Lots of candidates gave the grid reference or located the quarry by giving its general surroundings such as close to woodland or outlining the relief but this information however was not creditworthy. Some were more specific and suggested near Bayston hill or near A5. Again, this was not detailed enough for a mark.

Question 1 (d)

(d) Bayston Hill is an example of counter-urbanisation.

Using the **OS map** extract, explain **two** reasons why counter-urbanisation has taken place in this location.

1 ....

....

....

2 ....

....

....
[4]

The most common reasons given were good transport links and access to schools. More successful responses linked these features to the reasons for counter-urbanisation, e.g. 'to allow people to commute to work' or 'families can send their children there to get an education.' Some candidates misinterpreted the question, this may be because they didn't understand the term counter-urbanisation. Several candidates talked about impacts of counter-urbanisation rather than reasons for counter-urbanisation.

Question 1 (e)

(e) Some environmental guidelines for housing developers in Bayston Hill are shown below:

> - A review of traffic and air quality concerns should be carried out.
> - The river running alongside the development should maintain its current habitats.
> - Trees and hedgerows on the site should be kept in place.
> - Housing development should be limited to areas which ensure there is no increase in flood risk.

Assess how far housing developments have been the main cause of UK environmental change.

You could consider energy, farming and/or water supply in your answer.

....

....

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....

....

.... **[6]**

Most candidates produced Level 2 or 3 responses. However, several candidates did not mention housing developments at all and scored 0. When discussing housing developments, the candidates mostly linked the ideas of destruction of habitats and impacts on biodiversity and food chains. This could have been improved further by adding species names or referring to developments studied and/or in their locality. Several candidates compared housing developments to mechanised farming, with good links to the causes and effects of eutrophication. Some also referred to air pollution from tractors and other machinery leading to global warming or soil compaction. Comments about impacts of energy were the least well explained with general vague comments about renewable and non-renewable energy and their impacts on the greenhouse effect. If candidates picked a specific energy source, e.g. wind energy or fracking and discussed the impacts on the environment the comments would have been more specific and fully developed. Many candidates included a conclusion to draw these ideas together or included judgements implicitly in their response for examples sentence starters such as 'I agree housing developments have the most significant impact on the environment' or 'farming has a significant impact on the environment because', which was essential to attain 6 marks.

Exemplar 2

Housing developments have impacted the cause of UK environmental change, however I don't agree that they have been the main cause.

Housing developments are increasing as the population of the UK grows. Land use is reduced as building settlements takes control. No longer can fields be used for crops or cattle, as the demand for housing is high. Building on these areas causes destruction to the land and kills habitats of the animals. The machinery also releases green house gases which pollutes the enviroment and contributes to Climate change.

Yet housing isn't the main cause as the demand for energy also causes enviromental changes. Wind farms are common in the north and change the landscape [6] significantly.

✱ continued on extra paper

1.e | To install a wind turbine is requires a lot of machinery which releases carbon gases. The land is completly destroyed and the landscap scenery is ruined. Many people complain over the ugliness wind farms cause to the change of the environment.

This candidate has provided a thorough evaluation in the first and last paragraph. There is a well-developed paragraph on the impact of housing in causing environmental change and they discuss energy as an alternative cause of this change. But the second part is less developed, there is enough evaluation and understanding for full marks.

The use of paragraphs and clear layout helps to ensure the structure and that all elements have been met. Candidates should be encouraged to write using paragraphs as they tend to produce better responses.

Question 2 (a) (i)

2   (a)   Study the bar chart below, which shows average monthly rainfall in Shrewsbury, a town in England.
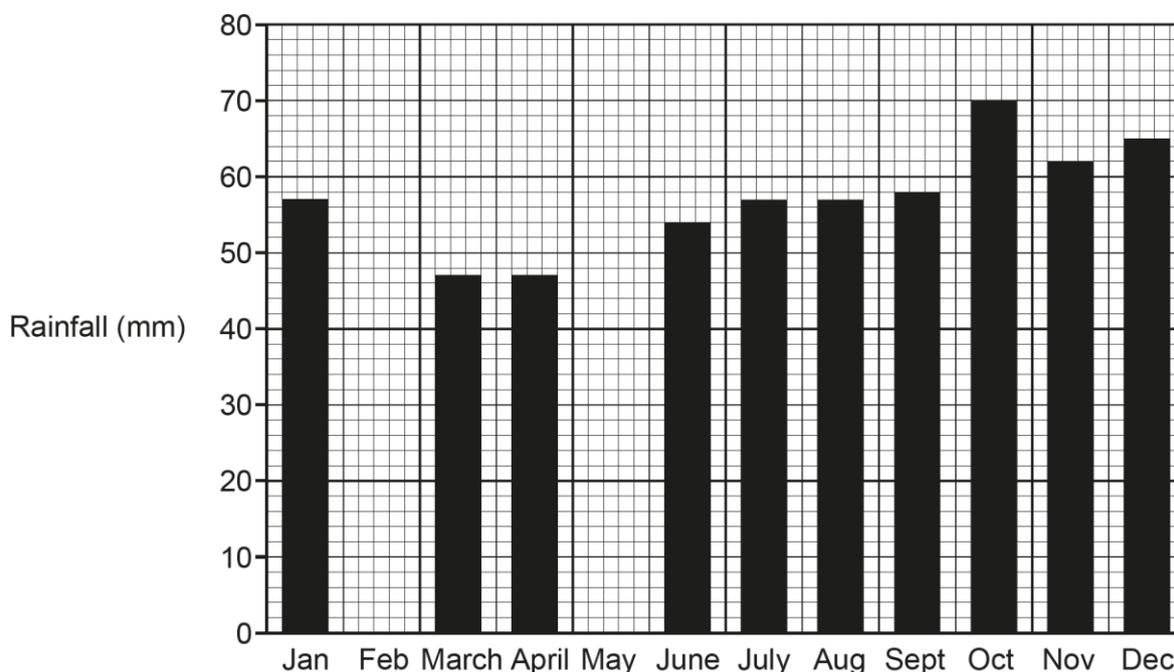
   (i)   Complete the rainfall graph using the information in the table below.

Month	Rainfall (mm)
February	40
May	55

[2]

Most candidates scored full marks, and almost all who attempted this question got at least 1 mark. Almost all candidates got February correct. Those candidates who didn't get May correct did not realise that each small square was equal to 2mm and so the bar here should be in the middle of a small square.

Question 2 (a) (ii)

(ii) State the mode of the rainfall values.

.... **[1]**

Most candidates answered correctly. Incorrect responses included answering with months rather than data. Some responses showed candidates did not understand the concept of mode. Some candidates gave two responses 47 and 57, and so did not gain marks.

Question 2 (a) (iii)

(iii) Calculate the mean of the rainfall values to two decimal places (2dp).

Show your working below.

.... **[2]**

There were a range of responses with most candidates gaining a mark for method even if the answer was incorrect. With any mathematical question, double-checking responses is important. A limited number of candidates made no attempt at this question. Some lost marks by rounding up the final answer to one decimal place. Most candidates had shown their working and so gained at least 1 mark.

Exemplar 3

(iii) Calculate the mean of the rainfall values to two decimal places (2dp).

Show your working below.

$$57 + 40 + 47 + 47 + 55 + 54 + 57 + 57 + 58 + 70$$
$$+ 62 + 65$$
$$= \frac{669}{12} = 55.80$$

.... **[2]**

This candidate has written out the calculation correctly and therefore score was 1 mark. However they have either calculated wrongly or rounded up prematurely so do not get the mark for the final answer. This shows it is important to show your working as they would otherwise not have scored anything.

Question 2 (b)

(b) Describe the pattern of rainfall shown. Use data in your answer.

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....

....

.... **[4]**

This question returned the full range of marks available. Common responses stated that February had lowest rainfall and October highest with figures given. A number of candidates did not include data in their response and so did not gain full marks or gave more vague statements such as colder months having higher rainfall. Some pointed out incorrectly that winter months had higher rainfall.

Question 2 (c) (i)

(c) Study **Fig. 3** in the separate Resource Booklet, which shows the River Severn in Shrewsbury.

(i) Identify **one** feature in **Fig. 3** which suggests Shrewsbury residents will be vulnerable to flood events. Explain your answer.

....

....

.... **[2]**

There were many correct responses stating that houses are built close to the river, or that the river level is already high. Better responses then explained how this would make residents more vulnerable to flooding, for example through the speed at which water may breech the bank, but a substantial number were either too vague or repeated the question stem so gained no development mark.

Assessment for learning
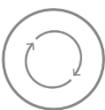
There is a teaching opportunity here for photo interpretation skills, so that candidates are able to be clear about the need to be evidence-based on what can actually be seen in a photograph.

A number of candidates did not gain any marks by stating what was **not** shown in the photo –, e.g. there are no flood defences. That is not creditworthy. Candidates should focus on what **is** in the photograph instead.

Question 2 (c) (ii)

(ii) Suggest why photographs can sometimes show bias.

....

....

....

.... **[2]**

Most scored 1 mark with a wide range of responses given. Common responses included, 'from a certain angle' and, 'can be faked/manipulated'. Many did not access the second mark as there was no elaboration or additional idea for credit.

Question 3 (a)

3 Study **Fig. 4** in the separate Resource Booklet, which shows the population of the world's ten largest urban areas over time.

(a) Identify the urban area forecast to have the greatest population change between 1990 and 2030.

.... **[1]**

This question was answered well.

Question 3 (b)

(b) Which of the following urban areas is forecast to see a population decline between 2018 and 2030?

   A   Delhi
   B   Mexico City
   C   Osaka
   D   Shanghai

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

This question was answered well.

Question 3 (c)

(c) Suggest reasons for the difference in the rate of urban change between Tokyo and Delhi.

....

....

....

....

.... **[3]**

The most successful responses mentioned ageing population for Tokyo and the growing urbanisation of Delhi. Where candidates did well was when they wrote about rural to urban migration and were able to pick up a second mark for giving an example, e.g., work. Where candidates would not get full marks is if they talked about opposites, didn't fully give reasons, or they described what was happening in Figure 4 and did not give reasons for the change.

Question 3 (d) (i)

(d) Study **Fig. 5** in the separate Resource Booklet, which shows information about urban areas worldwide.

(i) Suggest **one** reason for the distribution of megacities shown in **Fig. 5**.

.... **[1]**

This question asks for the reason of the distribution rather than the distribution itself. The candidates who got this question right usually stated that megacities were on the coastline for trade. The candidates who did not gain credit mentioned specific continents they were in or did not talk about the distribution, just described where they were on the figure.

Question 3 (d) (ii)

(ii) Suggest **two** ways the presentation of this information might be improved.

1 ....

....

2 ....

....

[2]

This was generally answered well with most candidates able to access at least 1 mark and many gained 2 marks. Where candidates were getting the marks were for saying different colours needed to be used or shapes, create wider urban agglomerations, or disregard cities under a certain number. Where candidates didn't do so well was when they wrote that names should be added to the map, as this would have made it more congested and harder to read rather than easier.

Question 3 (e)*

(e)* To what extent do you agree that the challenges faced by cities are the same all over the world?

....

....

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....

.... **[8]**

Overall, many candidates were able to gain a Level 2 as they were able to say the differences between life in a rich/poor country. Where responses were the strongest (Level 3) was where examples of cities were given with place specific information in support of the points that they were making.

Most candidates mentioned challenges but not always the usual ones of waste management, housing development or traffic. Candidates were tending to mention weather, war, and Covid but often without naming specific cities. When candidates were mentioning challenges, they would either do well and mention specific cities to get into the Level 2 or Level 3 marks, or they did the opposite and did not mention any specific cities but countries or continents instead.

Exemplar 4

3e) Also in an AC such as the UK, problems such as increasing traffic and overcrowding are becoming ever more common as more people are able to afford cars in major cities like London. The term "rush hour" in the UK refers to the frequent very high amount of traffic at times through the day but the extent is much less compared to Istanbul. To connect the East and West of Istanbul, there are only 3 bridges plus the ~~Bosphoro~~ to accomodate daily traffic of 400,000 cars. Furthermore, the lack of roads also means that traffic is more frequent compared to the situation in AC countries, showing how the problem of traffic (caused by overcrowding illegally (85% of homes) in certain regions of the city) is on a much higher scale compared to London.

This exemplar section illustrates the way in which a well-chosen example using place specific detail can support a more successful response. This candidate has compared Istanbul with London and describe the challenges that the cities face.

Section B overview

This section requires candidates to draw on their knowledge and understanding of fieldwork. For this year only, candidates were not required to undertake their own fieldwork and centres did not have to complete the fieldwork declaration. However, centres were encouraged to engage with fieldwork activities 'in the field' wherever possible. 'In the field' included in the school grounds and local area (to the school or student's homes). Virtual fieldwork could be used to support the enquiry process and development of fieldwork skills.

Question 4 (a)

4   Some Geography students have been conducting human geography fieldwork in the Bristol area.

They were investigating the impact of internet shopping on retail in the city centre and chose to complete a questionnaire of local residents.

Questionnaire of local residents – internet vs city centre shopping					
Question 1 **Do you do more shopping on the internet or in Bristol city centre?**					
0–18 years		18–65 years		65 years +	
Internet	City centre	Internet	City centre	Internet	City centre
82%	18%	74%	26%	48%	52%

Question 2 **Would you be likely to buy these items online or in the city centre? (all age groups)**									
Jewellery		Furniture		Clothing		Food		Gifts	
Internet	City centre	Internet	City centre	Internet	City centre	Internet	City centre	Internet	City centre
45%	55%	64%	36%	33%	67%	25%	75%	60%	40%

(a)   The students divided the data for Question 1 into three age groups.

Suggest **one** way that the age groups might be adapted to improve the data collected.

.... **[1]**

A generally well answered question with most candidates identifying the need for a wider range of age groups or the need to make sure age groups are not overlapping. A few candidates referred to data collection methods not related to age groups. Hardly any candidates noticed that young children are not able to answer the question. From those who didn't pick up any marks, most candidates suggested for the type of questions that could be asked or an alternative method for data collection.

Question 4 (b)

(b) Describe **one** way the data for Question 2 of their questionnaire might be presented.

Suggest why this would be an appropriate choice.

....

....

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....

....

.... **[4]**

Most candidates understood the fact that the data presented in the table was discreet. In most cases, candidates chose a valid presentation method, mostly a bar chart or divided bar chart. As the reason for the selection, candidates most often stated that the technique is easy to interpret. The next most frequently cited method is the pie chart, but a much smaller percentage of candidates chose this. A few candidates chose an inappropriate graph type such as line graphs

OCR support

ⓘ   Knowing what kind of graph to use can be challenging and it is important to spend time in class on graphs, including demonstrations of when is the correct time to use what type of graph. This ArcGIS StoryMap gives examples of a range of graphs that could be used in the specification and their context.

Question 4 (c)

(c) Explain **one** likely challenge for the city of Bristol suggested by the results of their questionnaire.

....

....

....

.... **[2]**

Candidates mostly identified the challenge. Most often, they opted for "a large number of younger people buy online", while a very small number of candidates identified the low percentage of people who buy furniture in the city centre as a challenge. Some of the candidates considered that the challenge is that younger people use the internet too much, which can lead to withdrawal from social contacts, obesity, and depression. A smaller number of candidates explained the challenge but did not realise that it was necessary to state what the challenge is.

Question 5*

5* Some Geography students have been conducting physical geography fieldwork in the North York Moors national park.

Study **Fig. 6** in the separate Resource Booklet, which shows the students' data collection sheet for investigating river features.

Evaluate the effectiveness of the data collection sheet shown in **Fig. 6**.

....

....

....

....

....

.... **[8]**

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

Candidates who scored highly on this question were able to expand beyond the resource and link the worksheet to Bradshaw's model, this made it obvious that they had conducted some form of river investigation at school, as they were able to correctly comment on the usefulness of the different elements within the worksheet and understand the reasons why students were collecting them, e.g. collecting river width and depth to judge whether the river confirms to Bradshaw's model. Many needed further development of the links between data collected and the importance of this for the investigation to push the response up the levels.

Most of the comments about Power Index of Roundness were about the subjectiveness of using this index and how it is likely to create discrepancies. A few candidates did not understand that this question was asking them to comment on the work sheet that was "to be filled in/completed". There were some candidates who said it was ineffective as there was no data.

This question recorded the most 'no response' on the paper. This could be due to time issues, candidates not managing time correctly and not having enough time to complete the question at the end of the question paper, or this could be due to lack of understanding of the question and or lack of experience of rivers fieldwork. Candidates often described what was good about the resource but did not evaluate what was effective. At times candidates evaluated the effectiveness of the execution of the field work tasks but not the effectiveness of the resource.

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