

OCR Report to Centres

June 2012

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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General Certificate of Secondary Education

Geography B (J385)

OCR REPORT TO CENTRES

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Overview

General Comments

Many centres built on the experience of the previous year when this new assessment was a step into the unknown. Centres have become more confident in applying the new controlled assessment regulations on levels of control. Centres had to produce work on new tasks for the Fieldwork Focus provided by the examination board rather than their own fieldwork titles. Centres are again reminded that these tasks along with those of the Geographical Investigation will change each year and centres need to be aware that the titles correspond to the year of submission, which may not be the same as when the task was undertaken.

It is also worth reminding centres again that the unit being assessed by the SDME will change annually and the future areas of focus in this assessment are already published by the examination board. There will be the opportunity to enter Year 11 candidates for B561 in January 2013 for the final time. Centres may enter candidates at either the foundation or higher tier of entry. This may be different from the tier of entry of the Key Geographical Themes examination taken at the end of the course.

The terminal examination was still the most familiar assessment component. Candidates from most centres were well prepared for the examination, obeying the question paper rubric and using case studies which they had learned in class. Centres are reminded that the case studies on both higher and foundation papers are marked using levels criteria. To access the top level answers need to be developed, comprehensive in covering all parts of the question, and place-specific.

The varied nature of the assessments allowed all candidates to demonstrate their strengths and there were many excellent examples of high calibre geography. Many centres have obviously put a great amount of time and effort into preparing their candidates and they are to be commended on this.

With all the changes centres need to study the reports of the various assessment components carefully as they give many pointers to how candidates, in general, may improve their chances of success. The reports are based on the comments of examiners and moderators who were responsible for judging the work of candidates.

B561/01 Sustainable Decision Making (Foundation Tier)

Overall Comments

Evidence of preparation was apparent and candidates made good use of the resources provided. As all questions were to be answered, there were few rubric errors and those candidates who failed to answer some sections probably did so as they were unable to, rather than due to a lack of understanding of the expectations of the paper.

Candidates did very well on skills based questions and are increasingly doing well in questions where extended writing is required, where the majority of candidates were able to access at least Level 2.

The standard of handwriting can be rather varied and candidates should be encouraged to make their handwriting as legible as possible.

Teachers must be aware that the type of questions in each paper will vary and so they should prepare for this paper by teaching the topic area in detail, using the resource booklet as an aid rather than trying to pre-guess what the questions will be and pre-preparing answers for candidates – which does not allow them to think on their feet and be flexible in tackling the paper.

Individual Question Comments

Question 1

Most candidates achieved 3 marks or more.

- (a)** Over 50% of candidates achieved maximum marks. Those candidates who did less well tended to try to explain why the aging population occurs rather than just identifying the causes.
- (b)** Overall a very well answered question. Over 75% of candidates achieved all 3 marks.

Question 2

Most candidates achieved 3 marks or more.

- (a)** 98% of candidates answered this correctly. The few that did not, tended not to answer at all.
- (b) (i)** Over 80% of candidates achieved 1 or 2 marks on this question.

The overall trend was often correctly identified, however the second mark was often not achieved because only one figure was identified or the candidate gave figures outside the range agreed in the mark scheme or they failed to mention the units (%) for the measurements.

- (ii)** The trend was identified well.

Question 3

Most candidates achieved 4 or more marks.

- (a) Almost all candidates answered this question correctly. Those that did not often identified the Under 26 age group, showing a lack of understanding of the graph.
- (b) (i) Most candidates were able to identify the general trend and a significant number identified the change to the trend for the Over 70's. Over two thirds of candidates scored at least 1 mark. Candidates that did not score well frequently gave answers more suited to 3(b)(ii).
 - (ii) With 2 marks being given for correctly identifying factors which affect disposable income from the resource, many candidates scored at least 2 marks. Candidates then found it more difficult to explain how these factors affect levels of disposable income over the different age groups. The best answers compared different age groups and showed how factors such as the cost of childcare would vary for those with young families and those whose families have grown and left home and how the cost of transport would be less for older generations as they would have a free bus pass.

Question 4

The best responses explained fully how at least one stakeholder is affected by an ageing population. They included ideas such as how the building company would need to build more homes, allowing them to make more profit/grow the company and that consequentially this would create jobs. Others were able to show how the Teaching Assistant would be affected due to the falling numbers of young people, which may mean that schools might close and that he may lose his job, or that he would need to pay more in tax meaning that his disposable income would be reduced and so he would find it even more difficult to save for a flat.

Question 5

- (a) Candidates who achieved at least Level 2 were able to give reasons for their choice of site and to start to explain these reasons. Most candidates chose either site 1 or site 3. For site 1 the best answers focused on the size of the site which would allow a wide range of services to be provided. For site 3 the relatively lower cost of redeveloping an existing building rather than having to build from scratch and the proximity to the services provided within the town lead to the best answers.
- (b) This was the least well answered question on the paper. This question was a little different from other years. The aim was for candidates to show that they could give a balanced view of their chosen site. Candidates that did achieve marks on this question tended to focus on destruction of habitats for site 1 and noise ideas for site 3.
- (c) Many candidates chose site 2 and the disadvantages given tended to be based on ideas regarding the small size of the site and its proximity to noise generating sources such as the train station or industrial estate.
- (d) Again this question was different to those seen in previous papers. The best answers focused on the benefits of such complexes for the people who would live in them eg health care and social benefits and/or the benefits to the local community showing an understanding of sustainability.

B561/02 Sustainable Decision Making (Higher Tier)

General Comments

There was evidence of good preparation for the examination and candidates of all abilities were able to access the resources. The rubric was followed with few errors. The full range of marks was seen and there were few instances where candidates made no attempt to answer a question. The majority of candidates completed the paper. Most of the candidates responded to all the bullet points in question 5. Many candidates were able to include their own research and gain credit in their answers particularly in questions 3, 4 and 5. Candidates do need to be reminded that developing one or two ideas will gain more credit than stating a range of ideas on level response questions such as question 5.

The standard of written work was good overall and acceptable even on the weaker scripts. Candidates should be encouraged to use paragraphs in their answer. Most candidates showed a good understanding of the subject matter and were able to use the appropriate geographical terminology with understanding. Examples of this were seen in questions 3 and 4. Candidates should be reminded that when reading data from a resource they need to specify from what part of the resource they are referring to, for example in the case of population pyramids this would be age groups or figures for either males or females from a particular age group. Question 3 was generally well done with common misconceptions being that the elderly did not pay tax and that because they had a pension and a free bus pass they were relatively wealthy compared to the younger age groups. Candidates need to be reminded of the need to read the wording of the questions carefully so they understand the demands of individual questions particularly for question 5.

Comments on Individual Questions

Question 1

Most candidates gained 3 out of 4 marks for this question. Many candidates answered the first two parts well gaining 2 marks. Where a mark was lost was mainly in the disadvantage section where they recognised that other services would lose money but failed to give a national issue such as education as an example. The second section was less well answered. Instead of giving an advantage of “fewer people of working age” some candidates gave an answer relating to “older people not working”. A small minority gave a rise in taxes as their answer to both the disadvantage sections and so only gained credit once. Candidates need to be aware that they will not be double credited for the same idea within a question.

Question 2

Most candidates gained 3 marks or above for this question. The best answers compared two different sections of the population pyramids, quoting accurate data to support their answer, which they then related back to the question. Resource 1 showed there are two ideas leading to an ageing population but many candidates focused on one or other so gaining marks at the lower end of the levels their answer accessed. The most common answer raising candidates to Levels 2 and 3 related to the increase in the 85+ cohort with correct data. Many candidates linked the 'Baby Boomers after WW2' with the increase of the 85+ cohort as shown on the population pyramid for 2050. Weaker answers referred to the change in the shape of the pyramids, or referred to 'elderly' or 'younger', or stated that in 2050 there were more elderly, less economically active and fewer births so were credited at Level 1. A minority of candidates gave reasons why the UK has an ageing population which was not required for this question. A small number of candidates gave the data in millions rather than percentages.

Question 3

Most candidates were credited at the top of Level 2 as they had lifted ideas from the resource without developing them much further. This was mainly because candidates chose to write about each of the age groups in turn with little development of ideas. Candidates, who chose just two age groups as examples, gave detailed explanations for the difference in their disposable income and accessed Level 3. The most common age groups chosen were under 26 and the 61 to 70 year olds. Few candidates referred to the over 70 age group in their answers. Those that did recognised that failing health often led to more care which was very expensive. A small minority concentrated on describing the pattern shown on the graph and only giving very simple reasons so limiting themselves to Level 1. A significant number of candidates repeated the same idea of, for example paying for a mortgage, childcare costs or transport costs, for different age groups and could only be credited once. Most candidates showed an understanding of the term 'disposable income'.

Question 4

Most candidates were able to develop their ideas as to how different stakeholders may be affected by an ageing population. Developed ideas relating to the teaching assistant was the most common way that candidates accessed Level 3 marks. Ideas such as 'with an ageing population there is a decline in fertility which means less children in schools so the teaching assistant may be made redundant'. Only a small minority of candidates did not refer to the stakeholders given in the resource. Those that did not were often vague as to whom they were referring to such as 'people in jobs'.

Question 5

Many candidates followed the bullet points in the question to structure their answer so ensuring they covered all parts. Options 1 and 3 were the most favoured choices. The most common rubric error was when candidates wrote about the sustainability rather than suitability of their chosen option. When candidates wrote about the different sites few included any comparative statements as to suitability so the answer read as a list of advantages of their chosen option and disadvantages of the rejected options. The better answers were when the candidate wrote a clear and coherent account as to the suitability of their chosen option in comparison to the rejected options. Ideas such as size of site, potential for future expansion, cost of development, whether it was a greenfield or brownfield site, access to facilities and amenities were common reasons given in candidate answers. Most candidates were able to give disadvantages of their chosen option with many accessing Level 3 for this part of their answer. Some candidates then went on to say how these disadvantages could be improved which was not asked for in the question. Many candidates gave a low level response to the final bullet point of the question. Better answers referred to the freeing up of homes for the younger generations, the economic advantages of having a large number of elderly on one site and the social benefits of retirement complexes.

B562/02 Geographical Enquiry

Administration

Administration by centres has improved with many centres submitting their marks well in advance of the 15 May deadline. Only a few centres made errors on the MS1 forms and nearly all sent the CCS160 form promptly. The majority of centres completed assessment grids fully and included appropriate annotation indicating where credit was given. A continuing problem is the secure attachment of both the Fieldwork Focus with the Geographical Investigation. This should be done with a treasury tag. Only a few centres included their instruction sheets for candidates for the two components. This is to be recommended along with candidates indicating their word counts.

Moderation

The Enquiry involves centres selecting one Fieldwork Focus title from four and a choice of 18 titles for the Geographical Investigation. The Fieldwork Focus titles were all selected but the majority were Rivers and Coasts. Nearly all centres split the title into several appropriate key questions and this provided a focus for primary data collection, analysis, evaluation and making substantiated conclusions. Most centres selected one title for their candidates to research in the Geographical Investigation. The favourite titles chosen were pirates, water, trainers, wind energy and tourism.

There were some centres who allowed a free choice or one from four titles. The vast majority of candidates chose to write a research report. A few power-point presentations, booklets/posters and oral interviews were seen. Some centres provided some sources for their candidates, the vast majority allowed candidates access to the internet for their research which was recorded in a diary. The vast majority of centres used ICT extensively in both their fieldwork and reports for research and presentation of their work.

The standard of marking was much better this year as one would expect centres to have responded to the reports provided by moderators last June. It was obvious that centres had attended INSET and fully understood the requirements of controlled assessment. There were fewer adjustments in a downward direction and only a few in an upward direction. The reasons for these changes were many and are mentioned below.

The Fieldwork Focus on the whole was marked closely to the assessment criteria. Centres that did not were those where candidates did not; split the title into key questions, provide a methodology table, collect sufficient primary data or present it in a variety of graphs. There were some examples of excellent use of maps and photographs to locate study areas. This certainly did set the scene and gave a sense of place. Once again there were some instances of poor sketching and labelling rather than annotating. Work from some centres did refer well to theories such as the Bradshaw model and discussed the wider context of their study. There were many examples of candidates analysing their findings in depth. There were some excellent examples of candidates who had combined maps, photographs, graphs and their analysis on one page. They also made substantiated conclusions and realistic evaluations. Some however, did have some over use of tables to try and reduce the word count.

The Geographical Investigation was also marked closely to the assessment criteria. Some centres did encourage their candidates to write a thought shower to help them identify key questions and give their report a logical structure. The majority of centres continued to insist on a research diary and the best of these had candidates acknowledging sources and evaluating their validity. They also acknowledged images directly and linked them to their bibliography. Only a few candidates however, had no images, maps, quotes or graphs. A few made no reference to acknowledge their sources and made no mention of stakeholders. However, many did provide tables or speech bubbles to show stakeholders views. They also analysed these views and tried to explain them. High level work made substantiated conclusions, looked to the future where appropriate, expressed candidates' own opinions and showed extensive research of sources.

In both assessments one common problem continues to be the word count which in some centres was exceeded significantly. This meant that their work lacked focus, precision and succinctness.

Overall there continues to be an improvement in the quality of the work produced and it was very encouraging to see candidates enthusiastically take the opportunities offered and demonstrate high levels of ICT skills. They showed initiative, imagination and independence at a high level. Once again it was also encouraging to moderate complete pieces of work, even from weaker candidates, where they had attempted all elements of the assessment.

B563/01 (Foundation Tier)

General Comments

The clarity and quality of the Resource Booklet enabled candidates to access the geographical resources and demonstrate their skills, understanding and knowledge.

All the examination team agreed that the examination was at an appropriate level of difficulty for Foundation candidates.

A wide range of performance and achievement were noted. The most successful candidates showed the following features:

- they were familiar with examination technique
- they read and selected their questions with care and thought
- they responded well to specific examination command words and structured their responses accordingly
- they had a clear understanding of geographical terms and specification specific vocabulary
- they selected and applied appropriate case study knowledge.

Key words and phrases affecting performance for the 2012 paper were:

Q2: *urban area and land use change.*

Q5: *infant mortality rate, long-term development, aid project*

Q6: *tertiary (industry), economic activities*

Less successful candidates were not as discerning in their choice of question. Their case study responses had general rather than place specific knowledge and they should be reminded to take careful note of the key words within each question.

The most successful candidates made informed question choices and focused their thinking on producing good quality responses. The weakest candidates answered questions they could do irrespective of examination rubric.

In preparing candidates for future examinations it would be useful to focus on the following:

Candidates should practice close reading examination questions and selecting their best three under examination conditions. Question selection success criteria should be shared with case study knowledge at the top of the list.

Candidates should be familiar with commonly used command words, such as describe and explain, and how they indicate the thinking required for a successful response. They should be encouraged to look for and underline command words during the examination.

Short, sharp, focused answers should be given to the skills questions. This reduces unnecessary writing time.

Candidates should be aware of the two types of four mark questions. For open questions which do not require a specified number of responses, four basic ideas can achieve full marks. In addition some candidates gained four marks for two developed responses and/or three marks for a well developed response and a basic idea.

By contrast, for questions which specify two responses, each idea must be developed with detail to gain full marks. Candidates could highlight the word 'two' for such questions.

Candidates should be aware of the requirements of the eight mark case study question. A relevant example is needed, with correct, detailed information given for each section of the question. Accurate place specific detail is needed to secure full marks. Place specific detail could be additional place names linked to the example given and/or additional location information or data relevant to the example and the required content.

In addition to the eight mark case study question, there will always be a two mark knowledge recall question. This will usually involve the definition of a key geographical term, such as *life expectancy* in Q5. Candidates can underline key geographical words in these and four mark questions. Specification Theme key word glossaries are useful for developing and reinforcing understanding of the meanings.

Comments on Individual Questions

Section A Population and Settlement

Question 1

- (a) Most candidates were able to interpret the Demographic Transition Model line graph well.
- (b) Correct ideas about developments in health care, sanitation, diet, and living standards were used by candidates to describe the decline in death rates during Stage 2 of the Model.

A common misunderstanding was that the decline in death rate is linked to the birth rate and the need for a population to balance itself.

- (c) Ideas linked to higher infant mortality rates in LEDCs were relevant, as were references to children as workers and having children to look after parents in their old age. Limited access to family planning and contraception was also a common response.
- (d) Most candidates made good use of the Family Health Services poster from Kenya to explain how birth and death rates could be affected. A key to securing marks was to state that these ideas would cause both the birth and death rates to decline. Weaker candidates copied ideas from the poster without any understanding of their possible impact.
- (e) Most candidates were able to give references to age and gender information. Many candidates incorrectly quoted birth and death rates. These can be inferred from a population pyramid but are not explicit.
- (f) This was a high scoring case study question. Most candidates wrote about migration from Poland to the UK or from Mexico to the USA. Understanding of push and pull factors was sound although sometimes expressed in very general terms. Candidates must focus their ideas on the examples given. References to fleeing a war zone cannot be credited if the example given is Poland.

The second section proved more challenging. Successful responses focused on positive and/or negative consequences of migration for one of the chosen countries. Some ideas were economic, such as sending money home to relatives or increased tax revenues in host countries. Many focused on the social impacts of migration such as the affects on the labour market and localised pressure on services. Some of the responses discussed contentious areas whilst more subtle responses remarked that people in host countries perceived that immigrants were responsible for taking jobs, driving down wages and that this could fuel racism.

Some candidates misunderstood the focus of the second section and wrote about the impact of migration on the experiences of the immigrants themselves.

Question 2

- (a) (i)(ii) Most candidates who selected this question were able to demonstrate competence in OS map reading skills.
- (iii) A common error was for candidates to quote the A road given on the map key (A 470) rather than the A 612 which links Lowdham to Nottingham.
- (b) Most candidates identified Nottingham as a city. Some candidates made the error of identifying Lowdham as either a hamlet or a town for part (b)(i).
- (c) Most candidates were able to offer valid push and/or pull factors. Fewer candidates were able to develop their ideas to explain why their given factors would encourage people to migrate from cities to villages. Some candidates made good use of the OS map to comment on the ease of commuting and the presence of local services in the village of Lowdham.
- (d) Valid ideas linked to shopping, employment, higher order services and entertainment were given. Some candidates misunderstood the question and chose to give reasons to explain why people who migrate permanently from rural areas to the centre of cities such as Nottingham.

For both part (c) and part (d) general ideas were credited as well as specific ideas linked to the Ordnance Survey map extract.

- (e) Most candidates offered vague ideas in response to the impact of newcomers on a rural settlement. Credible advantages given were the spending of money on local services and the invigoration of community life. Disadvantages focused on increased noise, traffic and some rather stereotypical comments about the anti social behaviour of teenagers.
- (f) Good responses were focused on land use changes associated with the 2012 Olympic Games in London. Very few responses from outside the UK were given. Many candidates chose to write about their local area and gave vague accounts of new housing developments. Checks by examiners revealed that some of these examples were based in villages and did not constitute a valid example of a change in urban land use. A key feature that secured marks for the better responses, was a description of the past land use as well as the changes that took place.

Section B Natural Hazards

Question 3

- (a) Most candidates were successful in using the world map to score three marks. The mark scheme was adjusted to credit Australasia/Oceania as a correct answer for part (ii).
- (b) The swirling cloud pattern and the eye of the storm were the most common correct ideas which utilised the satellite image of Hurricane Bill.
- (c) Candidates who scored marks described strong winds and heavy rain. A few developed their answers by quoting credible wind speeds and/or other weather conditions associated with tropical storms such as hail, thunder and lightning. Some candidates misunderstood the question and gave detailed accounts of the conditions needed for a tropical storm to form. Some candidates wrote about the impact of a tropical storm.

- (d) Valid responses were given but some only focused on the destruction of buildings or fatalities linked to heavy rain and flooding. Flying debris was another common idea. The more developed responses commented on the lack of funds in LEDCs to prepare for and protect people from the impact of tropical storms.
- (e) Economic and social reasons were given. Poverty and family ties were the most common ideas.
- (f) The most successful case study responses were focused on Hurricane Katrina. The best answers gave detailed accounts of the tracking of the hurricane, planned evacuations and the use of the Superdome as a refuge. The failure of the levees and the chaos associated with the Superdome were key ideas used to assess the success of the protection methods. Many of these responses contained credible impact data linked to deaths, damage and the evacuation for good place specific detail. Less successful answers gave general accounts of preparing for hurricanes in the USA, such as the use of cellars as hurricane shelters. Responses focused on drought, in Australia and the UK, also gave general ideas such as hose pipes bans, and lacked credible place specific detail. A few candidates were limited to Level 1 marks as they gave relevant ideas but for examples located in LEDCs, such as Cyclone Nargis.

Question 4

- (a)(b) Most candidates successfully read the map and information table. Some candidates wasted time by writing complex sentences for part (b) instead of simply giving the correct piece of data as denoted by the command word 'state'.
- (c) Most candidates gave valid ideas for measuring the impact of an earthquake, such as people injured, homelessness, costs of damage. Some candidates incorrectly gave the Richter Scale which measures the intensity of shaking caused by an earthquake.
- (d) Most candidates were able to explain why some earthquakes cause many deaths. The collapse of buildings was the most common idea along with people being hit by falling objects. More developed responses commented on lack of readiness and poor emergency services in LEDCs with some deaths occurring as a secondary affect.
- (e) The '*People try to reduce the impact of earthquakes by prediction and protection*' stem was important given the controversial nature of earthquake prediction methods. Most candidates did score marks for part (i) prediction methods. The monitoring of plate movements was the most common basic idea. More sophisticated responses included analysing the frequency of past earthquake events, observing animal behaviour and monitoring the intensity of foreshocks. Credit was given for answers which also commented on the unreliability of such methods in predicting when earthquakes will occur. Credit was also given for candidates who used their knowledge of plate tectonics to focus on the 'where' aspect of earthquake prediction. Ideas linked to earthquake protection were more secure. Building design, earthquake drills and home preparation were the most common responses.
- (f) A wide range of successful MEDC case studies were noted. These included Kobe, Northridge, L'Aquila and the more recent Sendai earthquake/tsunami. For volcanoes the most common examples were Mount St Helens and Mount Etna. Candidates with correct MEDC examples were able to describe relevant problems faced by people after the hazard event. Weaker responses described problems in very general terms, often with inaccurate data.

Less secure overall were the ideas about natural processes. Some candidates gave accurate explanations of how plate movements trigger earthquakes, often with correctly named plates for place specific detail. Most candidates with volcano examples simply gave weak accounts of magma moving towards the surface to cause the eruption. Some candidates gave totally incorrect ideas linked to weather and climate as causes of earthquakes and volcanic eruptions.

Compared to **Q3(f)** more candidates limited themselves to Level 1 marks by using LEDC examples. The Haiti earthquake and the Nevado del Ruiz volcano were the most common of such errors.

Section C Economic Development

Question 5

- (a) Most candidates were able to read the scattergraph both to extract specific data and to describe the overall relationship.
- (b) Successful answers focused on the links between development and infant mortality such as health care, living standards and education regarding infant care. Many candidates were able to give basic ideas linked to either high infant mortality in LEDCs or declining infant mortality rate due to development or low infant mortality rate in MEDCs. Some candidates were unable to score any marks as they did not know the meaning of the key term infant mortality. These candidates wrote about changes in birth rate instead.
- (c) The opening stem of this question needed closer scrutiny by candidates before writing their answers. Those who noticed the 'could change' focus of the question stated that both literacy and internet access would increase, for two marks. Basic ideas such as more schools/education investment and improved technology/access to computers then secured four marks. Many candidates failed to score marks as they either wrote about how literacy and internet access can help a country's development or an individual's life chances.
- (d) Most candidates scored one mark for a correct definition of life expectancy. Many were also able to develop their answer by adding given in years or for a specific country or as an average to their definition.
- (e) Candidates needed to pay particular attention to the term 'long-term development' at the end of the question stem. Their advantages of aid focused on emergency relief, in particular food aid. Better responses were given for the disadvantages of aid and many candidates showed a good understanding of aid dependency and LEDC debt.
- (f) A range of credible aid projects were given. They included Goat Aid, Water Aid, Computer Aid and Tree Aid. They were usually based in African nations such as Kenya, Mali, Madagascar and Ethiopia and linked to known project specific aid agencies, such as Water Aid or non governmental organisations, such as Oxfam. Most of these answers stated the objective of the aid project such as clean water but failed to describe the features such as water pumps, groundwater wells. Goat aid based responses fared better with clear ideas about milk production, manure for crops and breeding of goats. Quality of life ideas focused on improvement to health and benefits linked to increased income. Some candidates were limited to Level 1 marks only. They either wrote in very general terms about aid, usually food aid and emergency relief or they gave Africa as their named LEDC.

Question 6

- (a) Most candidates were able to give an example of a primary industry. Fewer were able to successfully define tertiary industry, and many gave a definition of the example of nursing given in the table.
- (b) Most candidates were able to read the employment structure graph to score full marks.
- (c) Responses showed a clear discrepancy in understanding changes in secondary and tertiary industry in the UK. The former was more successfully answered with references to factory closures due to overseas movement of capital investment/cheaper labour costs or competition from LEDC imports, especially China. Changes in technology with mechanisation/robots taking the place of manual workers also scored marks. Part (ii) revealed many misunderstandings about the growth of tertiary industries. Few candidates linked this to increased economic prosperity or population change. Many gave incorrect ideas linked to higher wages, easier work and the decline of other sectors.

Most candidates gave very general answers about causes of global warming linked to vague ideas about car ownership and pollution. Few gave developed responses linked to specific economic activities such as manufacturing industry, power generation, rice farming. Those who did often quoted correct greenhouse gases such as carbon dioxide and methane along with their ideas. Some candidates gave incorrect ideas about the depletion of the ozone layer or misread the questions and wrote about the consequences of global warming.

- (e) Common responses focused on the melting of the polar ice caps, linked to rising sea levels and increased flooding. Some candidates wrote about loss of animal habitats and an increase in extreme weather events or droughts leading to crop failures and hunger.

Some candidates again misread the question and chose to write about the causes of global climate warming.

- (f) A wide range of multi-national companies were noted with Nike, Coca Cola, Ford and Apple being the most common. These MNCs were usually located in Asia, with Nike in Vietnam being a common response. Ideas about the advantages and disadvantages were given in very general terms linked to jobs, wealth and working conditions. Some good place specific detail was noted for Coca Cola in India, possibly linked to a previous SDME resource booklet. Some candidates were limited to Level 1 marks because they wrote in general terms about the impact of the MNC on the economy of their given country or they gave invalid ideas for their named country, such as 'sweatshop' working conditions in the USA.

B563/02 (Higher Tier)

General Comments

The paper allowed widespread differentiation. There were many excellent answers in which candidates demonstrated a thorough grasp of geographical principles and a detailed knowledge of place specific case studies to support their argument. However, it was suggested by examiners that some centres might be entering candidates for the higher tier who may be better suited to the foundation paper. A strong characteristic of weaker candidates is vagueness in many of their answers, especially where case study knowledge is required. If candidates are to reach Level 3 in case study sections there is a requirement that their answer is place specific in addition to being comprehensive. A good way to test this requirement is for candidates to read their answer and 'cover up' the name of the case study. A suitable answer about a particular place or event will be recognisable through the detailed references being made.

Where case studies were on familiar topics candidates scored well. Most candidates selected appropriate case studies which they had learned in detail. This included some weaker candidates for whom the case studies were the best answers. For some candidates the challenge was to select the appropriate detail to use in answering the specific question. Weaker candidates sometimes decided to write all they knew about the case study, whether it was relevant or not. Relevant place detail is often the main differentiating factor between Level 2 and Level 3 case studies. Although there are a limited number of case study topics the focus of each case study will vary from year to year. It is worth noting that some case study examples may be better than others to answer questions with a different focus, for example where there is a focus on sustainability or hazard reduction.

Examiners felt that some candidates did not understand what was required in some questions because they did not take notice of key words such as 'government' (Q1) and 'pull factors' (Q2), or they did not heed key instructions such as 'describe the changes' (Q1).

Particular areas of examination technique which candidates must practice are as follows. Centres should give their candidates the opportunity to revise and apply basic map interpretation skills which they have learned. There are opportunities in each question for candidates to develop answers, and in some questions they are instructed to do so. Candidates need to consider how they might do this when the opportunities arise.

The most popular questions chosen within the themes were Q1, Q4 and Q5. There was limited evidence that candidates had evaluated questions before starting to answer them or made rough plans for their answers. Candidates are advised to read through the whole paper before they begin their answers in order to pick out their best-known topics to start with. Also they should plan their answer in order to check relevance to the question before it is too late.

Very few candidates infringed the rubric requirement. Time management was not a major issue for candidates who completed all their answers. Some candidates lost marks by misreading or misinterpreting sections and consequently writing irrelevant answers. For example, they chose a tectonic hazard case study in Q3 or a climatic hazard case study in Q4. They described the causes of the hazard and explained its effects in Q3, and they chose a case study from an MEDC in Q5.

Although the examination system is perpetual it must be remembered that in each year the examination is a unique experience for that group of candidates. Consequently the following advice may be useful to candidates about to embark on their final preparation for their 2013 examination.

- Obey the rubric instructions.
- Read each question carefully.
- Pay particular attention to key words which are often emboldened, also 'command' words and words which set the context or scale of the answer.
- Recognise any change of emphasis within the question focus.
- Recognise that questions are usually based around a theme which will provide a link between sections.
- Do not repeat the same answer in different sections – such answers do not gain double credit.
- Be precise when using information from maps, graphs and diagrams.
- Relate questions to examples and identify appropriate case studies which have been learned.
- Learn the details of case studies to give them authenticity.
- Use the number of marks available for a section as a guide to the number of points needed.
- Develop ideas and extend answers in order to increase the marks which can be awarded.
- Re-read and check the answers if there is time at the end of the examination.

Comments on Individual Questions

Section A Population and Settlement

Question 1

- (a) (i) Candidates generally showed good understanding of the demographic transition model. Those who worked methodically through the stages scored three marks. Weaker answers gave an overview of change with no reference to stages. A common error was that candidates ignored the command word 'describe' and attempted to 'explain' the changes in total population. This resulted in irrelevant references to changes in birth and death rates. Where candidates related these changes to total population they still gained credit but maybe wasted time on over-complex ideas.
- (ii) This question was generally well answered with many candidates realising that LEDCs in stage 2 still had a high infant mortality rate and therefore had more children to ensure that several survived. Candidates also suggested a wide range of other responses, including children to work on farms, to gain income and to look after elderly parents. The other main focus of ideas was lack of methods or awareness of birth control. Weaker responses also included consideration of death rates in stage 2.
- (iii) The main focus was on problems associated with an ageing population. Other common ideas focused on dependent population and lack of workforce. These ideas were frequently developed with implications for tax and pensions. The question focused upon problems for government not individuals, but weaker answers missed this focus in connection to a large or declining population. Weaker responses included high population in LEDCs and did not make the link to stage 5 countries.
- (b) Although this question was generally well answered some candidates failed to score two marks for each problem by failing to answer either the 'how' or 'why' part of the question. Candidates stated that a service would affect population growth but did not explain whether this would be an increase or a decrease. Generally candidates used the guidance in the resource (Figure 5) to set out their ideas. There were occasional misconceptions of the meaning of terms, especially infant mortality, ante-natal and family planning.

- (c) The term 'population structure' was known to most but not all candidates. More candidates were familiar with the age division in the structure, and fewer recognised the gender division. Only the weakest misunderstood the term and wrote about birth rates and death rates.
- (d) Two case study examples dominated the answers – Poland to UK and Mexico to USA. There were a few case studies based on forced migration situations such as refugees. Candidates were well aware of the many push and pull factors that triggered migration and showed good knowledge of consequences in both countries. Characteristically weak answers listed simple factors with little detail. Even though most candidates developed their ideas they tended to be generic about jobs, income and quality of life. There was little place specific detail. In the best answers this detail was usually in data such as unemployment figures or literacy rates, or more occasionally location of receiving areas. A minority of answers expressed negative views about migration but most answers were balanced in recognising the benefits and problems for both countries.

Question 2

- (a)
 - (i) Most candidates gave a correct six figure grid reference. The most common errors were to give a four figure reference or to reverse the third and sixth digits of the reference.
 - (ii) The choice of alternatives obviously helped most candidates to get the correct answer.
 - (iii) Most candidates identified an appropriate village. The common error was to identify the location of a railway station which was not a village, such as Netherfield or Carlton.
- (b)
 - (i) This question was generally well answered and most candidates gave a correct definition, including reference to urban and rural areas.
 - (ii) Whilst some candidates failed to score any marks by referring to 'push' factors, the majority did focus their answer on 'pull' factors. The most commonly named factors were air pollution, quietness and attractive countryside environment.
- (c) Candidates usually gave two valid reasons but some failed to develop the ideas for a second mark. Most answers referred to the attractions of jobs and shops but with different levels of precision. For example, the idea of shops did not score any credit because more detail was needed, such as 'a greater variety of shops in the city centre'. Candidates sometimes developed their ideas in the same way, such as 'these are not found in the village'. This could only be credited once.
- (d) This question produced many ideas with varying amounts of development. The main argument used against further population growth were the change in the nature of the village and what it might result in, such as more traffic, noise, crime etc. The best responses developed two different ideas, weaker answers tended to be repetitious.
- (e) Many candidates have learned a detailed case study. The most common example and the most successful one was Greenwich Millennium Village. Other popular case studies were the Olympic site at Stratford and dockland areas in general. These case studies often contained well developed ideas that described the land use changes and relevant comments on their sustainability. The Millennium Village, in particular, included place details and excellent consideration of the sustainability of the new development. The best answers followed the structure of the question by describing the change and commenting on its sustainability in the same paragraph. The other common case study example was a shopping centre, either a major out-of-town centre such as Meadowhall, or a change to an urban shopping area. Often these case studies did not contain detailed analysis of their sustainability beyond simple statements such as 'they create more jobs' or 'they create more pollution in the area'.

Section B Natural Hazards

Question 3

- (a) (i) Answers varied in accuracy and precision. The best answers included reference to between the Tropic lines, and named oceans.
- (ii) Answers to this question were variable. The most common correct ideas were in a westerly direction and from sea to land.
- (b) The question was generally well answered. Many candidates correctly identified the 'eye' and the swirling clouds or spiral shape.
- (c) (i) Answers varied in accuracy and detail. The best answers included detailed reference to sea temperature, ocean depth, Coriolis force and wind speeds. In addition some answers also explained why these conditions were important.
- (ii) This question was well answered by many candidates. Most candidates focused on poorly built buildings and developed this idea. Other popular ideas referred to lack of money for warning systems, and lack of evacuation procedures.
- (iii) Answers varied in detail. Most candidates showed good awareness of the main issues of why people remain in these areas but the difference in quality was in the amount of development. The main ideas which candidates included were poverty of the inhabitants and family ties.
- (d) Hurricane Katrina was the case study chosen by most candidates. Answers varied in quality and relevance. Some candidates described the causes and effects of the hurricane which was not the focus of the case study. This often included much irrelevant place detail. Most candidates showed good knowledge of various methods used to protect people and property. The main suggestions were monitoring and prediction and consequent evacuation, and preparation strategies. However, many candidates failed to link these to the named case study in a coherent manner. The explanation of sustainability produced much differentiation. Whilst the best responses included detailed comments about how each method was or was not sustainable, weak answers usually included the phrase 'this method was/was not sustainable'. The climatic hazard of drought in Australia was described by a small minority of candidates. Generally suitable methods were included but there was little consideration of sustainability. A few candidates identified a tectonic hazard and gained no credit.

Question 4

- (a) (i) Whilst all candidates understood the term 'distribution' there was much variation in the precision of answers. Most candidates stated that earthquakes occur mainly on plate boundaries, but some answers then lacked the required detail. Some candidates described areas where no earthquakes occurred or wrote vaguely about clustering but not linking the idea to a specific plate or location. The best answers referred to the number of earthquakes at specific plate boundaries. Many candidates also recognised that the earthquakes occurred in LEDCs and along coastlines.
- (b) The question was well answered by most candidates. The most popular suggestions related to weak building structure and subsequent collapse, lack of warnings and lack of evacuation procedures in the aftermath of the earthquake. Weak answers tended to blame all problems on lack of money, without specifying what the problems were.

- (c) Although answers varied in quality many candidates gave two effects which could be measured. They did this by referring to number, cost, value or area. Vague answers suggested 'buildings destroyed' or 'amount of damage', these were not credited.
- (d) Many different problems were suggested and candidates scored marks for several explanations. The most common problems related to homelessness and lack of food or water. The best answers developed these explanations by reference to further effects.
- (e) This question differentiated well between candidates. Many candidates stated that predictions were unreliable for which they gained credit. Various ways of predicting earthquakes were described with the most common being the use of seismometers to measure foreshocks, the seismic gap theory, and animal behaviour.
- (f) A variety of case studies were used, the most popular being Mount Etna, L'Aquila and Mount St Helens for volcanoes, and Kobe, Sendai, San Francisco and Los Angeles for earthquakes. Many case study examples contained detailed ideas about impact reduction, although some examples could illustrate that easier than others. Explanations of what caused the hazard were more often weaker and lacked understanding of tectonic forces, or were vague in detail about the plates and their movement. Some candidates wasted time describing effects in detail and even though the effects contained place details these were irrelevant to the question.

Section C Economic Development

Question 5

- (a)
 - (i) Most candidates correctly identified Turkey.
 - (ii) Most candidates correctly identified the different relationships, although answers were sometimes poorly expressed. Incorrect answers related life expectancy to infant mortality without linking these indicators to GDP per person.
 - (iii) Most candidates placed a strong focus on healthcare or medical care with little mention of other factors. Good answers included ideas about diet, education and care for older people which resulted in a more balanced answer. Some candidates repeated the same ideas for both indicators and consequently only gained credit once. Weaker responses gave vague answers such as 'an increase in GDP would mean more food and a nicer house to live in'.
- (b) Virtually all candidates placed a strong emphasis on how improved literacy leads to access to a job or better job with a subsequent increase in income. Many candidates then went on to suggest how this money might be spent to improve quality of life. Some better responses recognised that increased income would lead to greater taxation which could be used for further improvements. Few candidates suggested ideas about being able to pass on literacy skills or read information or instructions.
- (c) Most candidates chose Figure 10 for their explanations. Many candidates recognised the advantages of showing change over time and more detailed stages of development. Many candidates also criticised Figure 11 as being out-dated in support of their answer for Figure 10. Candidates who chose Figure 11 also recognised the advantages of a map in showing individual countries and a clear divide. Weak answers suggested that the colours on the map were significant in showing levels of development.
- (d) There were many excellent answers about long-term aid. Most candidates suggested that the receiving countries could become reliant or dependent on aid and would then make little attempt to reduce that dependency. Other disadvantages which were commonly suggested focused on tied aid and government corruption.

- (e) A great variety of aid projects were chosen. The most popular examples were Goat Aid in Ethiopia and Water Aid in Mali. However, there were many other examples of local or small-scale aid projects taking place in Africa, including play pump and sand dams. Some candidates focused their example on a project in which the school was involved in supporting a village in Kenya or Tanzania. These resulted in excellent place specific answers. Many candidates described the aims of the project well and explained how sustainable they were, particularly for local people. Some candidates produced good answers but did not include place detail so the aid project being described could have been in any LEDC.

Question 6

- (a) (i) Answers to this question depended on whether a candidate was familiar with a triangular graph. However, most candidates did work out the correct percentage.
- (ii) As with **Q6(a)(i)**, the answer depended on whether the candidate knew how to interpret the graph.
- (iii) Instead of explaining the reasons candidates tended to describe the differences in employment structure with many references to primary, secondary or tertiary employment. An example of this error is where a candidate wrote 'more people are employed in primary industries in an LEDC' rather than 'more people work in agriculture or mining in an LEDC'. The most common explanations related to the importance of farming in LEDCs, higher levels of skill or training in MEDCs, and the effect of mechanisation in industry.
- (b) Some candidates mixed up quaternary with tertiary sector. Most candidates who were familiar with the quaternary sector usually described then as being high-technology industries and linked to research and development.
- (c) (i) Many candidates showed good understanding of the greenhouse effect and how it is caused. They made use of the diagram to put their ideas in a logical sequence. Weaker responses revealed a common misconception of how the greenhouse effect is linked to the ozone layer. Weaker answers were characterised by vagueness such as referring to gases in the atmosphere rather than greenhouse gases or named gases, heat from the sun rather than radiation, and the earth heats up rather than the atmosphere.
- (ii) The main reasons suggested for the difference in contribution to global warming were linked to transport especially cars, and factories, and fossil fuels which were burnt to produce electricity. Candidates developed their idea by explaining how these released greenhouse gases or specific gas emissions. Most candidates focused their ideas on high emissions from MEDCs rather than low emissions from LEDCS.
- (d) The most popular case studies were Nike in Vietnam or another Asian country, Walmart in various locations, and Coca Cola in India. The best answers included a balance of positive and negative effects on local people and the economy. Most answers focused on working conditions and financial effects of pay. The example of Coca Cola gave candidates the opportunity to also consider the use of water and the effects on local farmers. Weaker answers focused on the effects on local people rather than the whole economy. Some answers lacked place detail because of a focus on the MNC generally rather than its operation in a specific country or location. Answers which focused on MNC operations in an MEDC produced a different set of effects which were also valid. However, these examples tended to be vague and lacked place detail.

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