

GCSE (9-1)

Examiners' report

GEOGRAPHY B
(GEOGRAPHY FOR
ENQUIRING MINDS)

J384

For first teaching in 2016

J384/03 Summer 2022 series

Contents

Introduction	3
Paper 3 series overview	4
Question 1 (a) (i)	5
Question 1 (a) (ii)	5
Question 1 (b) (i)	5
Question 1 (b) (ii)	6
Question 1 (c)	6
Question 2 (a)	7
Question 2 (b) (i)	8
Question 2 (b) (ii)	9
Question 2 (c)*	10
Question 3 (a)	11
Question 3 (b) (i)	11
Question 3 (b) (ii)	11
Question 3 (c)	12
Question 4*	13

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](#).

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 3 series overview

The Geographical Exploration examination is designed to give candidates the opportunity to show their geographical understanding and apply their understanding and skills to unseen scenarios within one location. The questions on this paper were centred on Milton Keynes and linked to three units within the specification: UK in the 21st Century, Urban Futures and Changing Climate.

The performance of candidates showed a good level of preparation for this style of exam and demonstrated confidence in taking information from the resources in order to enhance their response.

Overall, candidates seemed confident with the key concepts assessed and the key geographical terminology used. The resource booklet was used well with many candidates demonstrating the ability to link together information within resources to justify their answers.

Many candidates continued to use the additional pages in the booklet for Questions 2 (c) and 4. Candidates should remember to write concisely and develop answers from one stem of their answer rather than making lots of basic points.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • demonstrated confidence in numerical and statistical skills • used the resources confidently • developed their extended responses using links to the resources and wider learning. 	<ul style="list-style-type: none"> • did not attempt numerical or statistical questions • did not understand the command words within the questions • quoted the resources without further development.

Question 1 (a) (i)

1 (a) Study Fig. 1 in the separate Resource Booklet, which shows a map of England.

(i) Describe the location of Milton Keynes.

.....

.....

.....

..... [2]

Most candidates were able to demonstrate their geographical skills when answering this question. Many candidates used the correct compass direction terms to gain full credit. Others did not use precise directions with many stating Milton Keynes was 'north of London' which lacked the accuracy to achieve the mark.

Question 1 (a) (ii)

(ii) What is the distance from Milton Keynes to London?

..... km [1]

Most candidates were able to accurately measure the distance between Milton Keynes and London and successfully use the scale bar to give an answer within the 75-85km permissible range. Other candidates stated '100km' which is likely to come from estimating the distance by eye rather than using the scale to accurately measure between the two points.

Question 1 (b) (i)

(b) Study Fig. 2 in the separate Resource Booklet, which shows population pyramids for Milton Keynes and England, 2020.

(i) Give the percentage of the total population of Milton Keynes aged over 90 years.

..... % [1]

Most candidates were able to accurately read the population pyramid and add together the male and female totals to give the total percentage of the population aged 90+.

Question 1 (b) (ii)

- (ii) Calculate the difference between the percentage total population aged 30–39 in Milton Keynes and in England.

..... % [3]

Many candidates were able to gain full marks on this question. Most others were able to achieve some credit for their calculations even if the final answer was incorrect. Candidates needed to demonstrate that they could correctly identify and use the right data and that they could correctly calculate the difference between the percentage totals. A common mistake was using the figures on one side of the population pyramid rather than both male and female totals. In this case, candidates who completed the a correct subtraction calculation were able to gain 1 mark credit.

Question 1 (c)

- (c) Using **Fig. 2**, discuss how the population pyramids show that the population structure of Milton Keynes is both similar and different to the population structure of England.

.....
.....
.....
.....
.....
.....
..... [6]

Most candidates were able to gain some credit for their understanding of the population pyramids. Most correctly identified the age pattern as the focus and many were then able to identify similarities and differences in the population structures. Less successful responses did not use data taken from the resource to exemplify the patterns that had been highlighted in their response. More successful responses were able to add extended explanation of the similarities or differences in the population structure to gain Level 3 credit as seen in the exemplar below.

Exemplar 1

Both the population of Milton Keynes and England see a large ~~increase~~^{decrease} of population in the age groups of 80-90+, Milton Keynes at only 0.6% of their population and England with 0.9%. This is due to higher death rates amongst elderly people.

In this exemplar, the candidate correctly identified that there is a similarity in the 80-90+ age groups and then uses the correct 90+ figures for both Milton Keynes and England to exemplify this point using data. The candidate then continues to develop this further with the reference to higher death rates which enabled them to gain Level 3 credit.

Question 2 (a)

2 (a) Study Fig. 3 in the separate Resource Booklet, showing different views about Milton Keynes.

Give **two** reasons why people like living in Milton Keynes.

- 1
-
- 2
-

[2]

Most candidates were able to identify two reasons why people liked living in Milton Keynes from the resource.

Question 2 (b) (i)

(b) Study **Fig. 4** in the separate Resource Booklet, which shows an annotated map of Milton Keynes, 1960.

(i) Describe the pattern of built-up areas in Milton Keynes in 1960.

.....
.....
.....
.....
.....
.....
..... [4]

Most candidates found this question challenging and many did not refer to the correct resource or demonstrate understanding of describing a pattern. The less successful responses quoted from the information boxes surrounding Fig.4 rather than using the map evidence. The most successful responses were able to use Fig.4 to describe the pattern of built up areas in 1960. The communication mark was awarded when candidates both gave a reference to the general pattern seen, for example 'Built up areas are alongside roads' and were then also able to give more specific responses, for example 'such as the B488 where there are 5 villages found'.

Assessment for learning



When completing 'Describe the pattern' question stems candidates should look initially for general patterns and then for more specific points. The GC/S/E mnemonic can be used to aid structure:

- General Comment on the pattern seen
- Specific examples of this pattern
- Exceptions to this pattern

Question 2 (b) (ii)

- (ii) Study **Fig. 5** in the separate Resource Booklet, which shows an annotated map of Milton Keynes, 2020.

Figs. 4 and 5 show that urbanisation has taken place in Milton Keynes between 1960 and 2020.

Explain what is meant by the term 'urbanisation'.

.....

.....

.....

.....

.....


.....

.....

..... **[3]**

Many candidates did not know a definition for the term urbanisation. Most candidates demonstrated some understanding of this process by referring to rural to urban migration in order to gain some credit.

Misconception



Many candidates were not able to give a definition for Urbanisation. Specific reference to the growth in the number or proportion of people living in cities / urban areas was required for full credit.

Question 2 (c)*

(c)*

Milton Keynes has gone from a few small villages to a large city and booming economic hub in just 60 years. It is now one of the top locations for new businesses in the UK.

Using **Figs. 1, 2, 3, 4 and 5**, examine the social and economic reasons for the growth in Milton Keynes from 1960 to 2020.

.....

.....

..... [12]

Most candidates were able to use the resource to successfully identify social and economic reasons why Milton Keynes has grown. Less successful responses listed these from Fig 3 and used quotations as their basis. More successful responses linked together ideas from the different resources to be able to build upon initial points with examples and detailed explanation. Candidates were more successful in explaining the reasons for the economic growth in Milton Keynes with many good responses linking information from different resources. One example would be linking the location near to London with trade links and the ability to bring in jobs, increases tax income and further investment. Candidates were less successful in developing the social reasons for growth with many identifying green spaces and family friendly neighbourhoods without further explanation and links to growth.

Exemplar 2

'green spaces all around you'. Green spaces and parks are often attractive to people looking to move to an area as there is believed to be better air quality and quality of life as opposed to very urbanised areas. These green spaces would encourage families to move in causing ^{social} economic growth. In figure 3 the

In this exemplar, the candidate correctly identified that green space and parks are attractive to people and then linked this to migration to the area. There was also recognition that quality of life is improved through green space and that this would then encourage families to move to Milton Keynes further explaining the reasons for growth and gaining Level 4 credit.

Question 3 (a)

3 (a) Explain **one** way people have influenced global climate through the human enhanced greenhouse effect.

.....
.....
..... [2]

Most candidates were able to identify and explain ways in which people have influenced the human enhanced greenhouse effect.

Question 3 (b) (i)

(b) Study **Fig. 6** in the separate Resource Booklet, which shows Green Energy Plans made in Milton Keynes.

(i) Give **one** plan to improve green energy mentioned in the article.

..... [1]

This question was very well answered with clear comprehension of the resources and selection skills evident.

Question 3 (b) (ii)

(ii) Calculate the total cost of the improvements to Milton Keynes. Show your working.

..... [2]

Most candidates were able to gain the workings mark for this question by demonstrating an addition of the total improvements. Many candidates then went on to give the correct response. Some candidates gave the correct response but showed no working which is clearly required within the question.

Assessment for learning



Calculators can be brought into a geography exam to reduce the number of addition errors.

Question 3 (c)

- (c) Using **Fig. 6** and your own understanding, assess how the green energy plans for Milton Keynes can help to reduce the human enhanced greenhouse effect.

.....
.....
.....
.....
.....
.....
..... [6]

A high proportion of candidates were able to use the resource and develop their points to access Level 2 credit. The more successful responses showed a clear chain of reasoning; responses linked to solar panels were particularly well developed.

Exemplar 3

If the number of electric cars and buses are tripled, less fossil fuels will be burnt. This means that less carbon dioxide gets released into the atmosphere. Therefore, the greenhouse effect is reduced. If there is more trees.....

This exemplar shows the clear and concise reasoning which was demonstrated by many candidates able to gain Level 3 credit. Some candidates gave the same development points for different answer stems, mainly linked to the reduction of carbon dioxide in the atmosphere, which limited credit.

Question 4*

4* Using the information in the separate Resource Booklet and your own understanding:

- 1 Evaluate whether Milton Keynes is environmentally sustainable.
- 2 Suggest **one** additional way that Milton Keynes could become more sustainable.

.....

.....

.....

.....

.....

.....

..... [12]

Spelling, punctuation and grammar and the use of specialist terminology (✍) [3]

There were some excellent responses on this question. Most candidates clearly understood what the expectations of the questions were and demonstrated a confidence in this style of question.

Less successful responses tended to rely very heavily on the resource simply quoting aspects without explaining sustainability. The most successful responses were able to develop ideas including judgement relating to environmental sustainability with clear evaluation of a range of resources and clear development demonstrating understanding of sustainability.

Many candidates were able to give an additional way in which Milton Keynes could become more sustainable. Links given to other sustainable projects that had been studied included Birmingham's sustainable library and the London congestion charging zone. These links enabled detailed explanation of how similar schemes could be successful in Milton Keynes.

The use of geographical terms and spellings were particularly strong with most candidates being award 2 out of the 3 SPaG marks.

Supporting you

Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

[Find out more](#).

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.