

GCSE (9-1)

Examiners' report

GEOGRAPHY B
(GEOGRAPHY FOR
ENQUIRING MINDS)

J384

For first teaching in 2016

J384/01 Summer 2022 series

Contents

Introduction	4
Paper 1 series overview	5
Section A overview	6
Question 1 (a) (i).....	6
Question 1 (a) (ii)	6
Question 1 (a) (iii)	7
Question 1 (a) (iv)	7
Question 1 (b) (i).....	8
Question 1 (b) (ii)	8
Question 1 (c)	9
Question 2 (a).....	11
Question 2 (b).....	12
Question 2 (c)	13
Section B overview.....	16
Option A overview.....	16
Question 3 (a) (i).....	16
Question 3 (a) (ii)	17
Question 3 (a) (iii)	17
Question 3 (a) (iv)	17
Question 3 (b)	18
Question 3 (c)	19
Option B overview.....	21
Question 4 (a).....	21
Question 4 (b) (i).....	21
Question 4 (b) (ii)	22
Question 4 (c)	22
Question 4 (d).....	23
Question 4 (e).....	24
Option C overview.....	25
Question 5 (a).....	25
Question 5 (b).....	26
Question 5 (c)	26
Question 5 (d).....	27
Question 5 (e).....	27

Section C overview.....28

 Question 6 (a) (i).....28

 Question 6 (a) (ii).....29

 Question 6 (a) (iii).....29

 Question 6 (b).....30

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 are 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 1 series overview

This was the first time that optionality has been introduced into the paper. There were 3 compulsory options and candidates had to choose one of the remaining three options. This meant that candidates had the flexibility to choose the option they felt most comfortable tackling. There were very few candidates that did not follow the rubric and when they did it seemed a deliberate choice to answer more questions that was required.

This led to fewer blanks answers and longer answers to the levelled marked questions than previous years. There were some reoccurring trends that centres need to be aware of. Less successful responses were more likely to provide a greater number of ideas, with each in less detail. This contrasted with more successful responses that demonstrated fewer ideas but in more detail and with a greater degree of analysis as candidates understood the command words, such as 'assess'.. The level of place specific detail was another factor that discriminated between more and less successful responses.

Clear understanding and use of geographical language helped candidates answer questions with precision and coherence, allowing candidates to tailor their responses to the needs of each question, rather than adding accurate but irrelevant details to their response.

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"> • used Place Specific Detail to enhance their responses • developed the point they were trying to make • used geographic language appropriately • showed detailed knowledge of geomorphic processes and landforms. 	<ul style="list-style-type: none"> • wrote about generic locations • used lists or short unconnected statements • missed out graphical questions • did not use a calculator or ruler.

Section A overview

Section A was a compulsory section that all candidates completed. The questions were accessible, and majority of candidates attempted most of the questions. There was a range of different question styles based around Figure 1, completing, and drawing conclusions from a graph, mathematical calculations, and levelled marked questions. This provided a reasonably stern test of candidate's knowledge, understanding and skills, leading to a wide range in marks given.

Question 1 (a) (i)

Changing Climate

1 (a) Study Fig. 1 in the separate Resource Booklet, which shows global temperature trends over time.

(i) Identify the region with the largest decrease in temperature.

..... [1]

Most candidates showed that they were familiar with the major continents. Candidates who did not gain credit either suggested a region that was too broad (South America and Antarctica were the most common examples of this), or used non-geographical language. Statements that were not given credit suggested that the region was below South America or above Antarctica.

Assessment for learning

Practice using geographical language to describe maps including compass directions or the use of a scale bar. Avoid words such as above, below, left, right or next to.

Question 1 (a) (ii)

(ii) What is the most common temperature change shown for the UK?

..... [1]

Each different colour used represents a range of temperature changes. In the UK this is between 0.1°C and 0.2°C. Candidates who wrote 0.1°C or 0.2°C did not gain credit as they did not recognise this.

Question 1 (a) (iii)

(iii) Give **one** region that experienced a temperature increase of 0.4–0.5 °C.

..... [1]

The most common response was North Africa. This is an easily recognisable area that can be clearly described and gained credit. There was some excellent language used to describe other areas of the World, using the names of countries, seas, and regions. Candidates who did not gain credit suggested a region that was too broad. Asia was an example of this.

Question 1 (a) (iv)

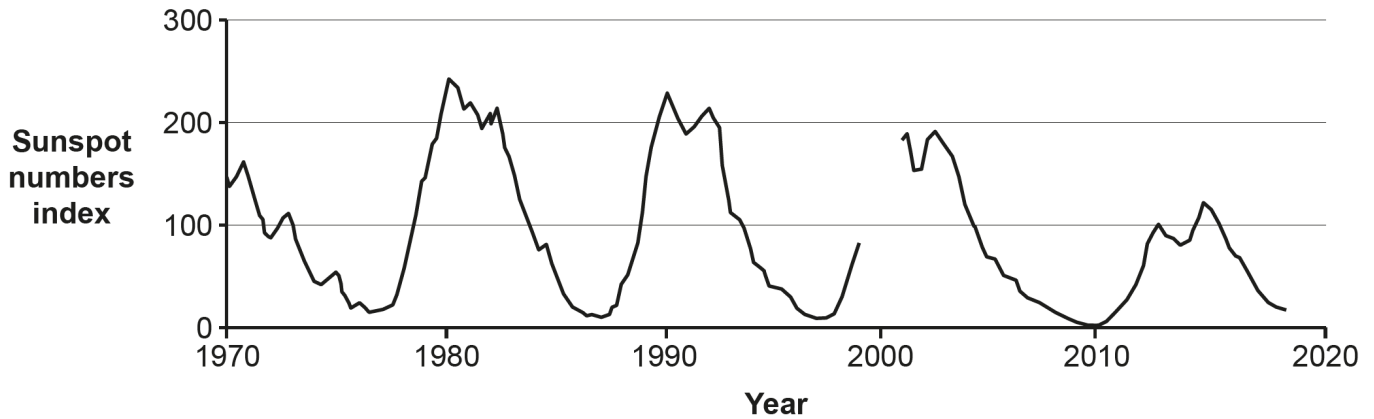
(iv) Suggest **one** change to **Fig. 1** to improve it.

..... [1]

The aim of the question is to ask candidates how to make the map they are being shown better rather than change it to a different type of map. This could be adding extra features to allow it to be more easily interpreted, adding in extra data or by improving the precision of the data shown. Credit was not given for responses that dealt with changing colours as there is a clear continuum from cold to hot. Responses that suggested using a Mercator projection were also not given credit as this exaggerates the Poles at expense of the equator. This is not an improvement.

Question 1 (b) (i)

(b) The graph below shows sunspot cycles between 1970 and 2017.



(i) In 2000 there were 150 sunspots. Use this information to complete the graph. [2]

This was successfully completed by most candidates.

Assessment for learning

Do encourage candidates to practice questions like this and have a go in the exam as they could receive credit for their response.

Question 1 (b) (ii)

(ii) Use the graph to identify the average timing of one sunspot cycle.

- A 1 year
- B 11 years
- C 17 years
- D 20 years

Write the correct letter in the box.

[1]

This question was successfully answered by most candidates. Candidates that placed guide lines on the graph were particularly successful.

Question 1 (c)

(c) Explain the possible social impacts of climate change within the UK.

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[6]

To successfully answer this question candidates had to make sure that they were writing about the impacts of climate change, and not the causes. The impacts needed to be social and not economic or environmental and relevant to the UK.


The best responses focused on health, explaining how the change in temperature may impact the most vulnerable groups in society. Having identified the social issue, this could be further developed by links to economic or environmental issues to provide a holistic overview of the problem. Some candidates used examples of previous spells of hot weather in the UK as evidence for the magnitude of the impact they were explaining. There were also contrasts between increased impacts in summer and decreased impacts in winter.

Less successful responses described the cause of the impact in detail. The increased amount of carbon dioxide in the atmosphere and the link to polar ice melting was particularly common. Other less successful responses contained links to economic issues but did not contain a social aspect. Crop failure, the growing of grapes, the closure of Scottish ski slopes and an influx of foreign tourists were very common responses and these were infrequently credited in the higher levels.

Candidates also need to be aware of the context and size of the impact in their response. When a candidate writes about education in the UK, they need to be aware that climate change may have an impact on class sizes but will not block access to education completely. This type of response would be more relevant to an LIDC. Similarly, the mental health issues caused by a hosepipe ban and a ruined garden is unlikely to overwhelm the NHS on its own.

It should also be noted that social doesn't mean social media or socialising.

Misconception

 The GCSE Geography B, Hodder textbook defines social as 'the impacts on our lives and our lifestyles'. Farming, tourism and flooding can't be considered social impacts without further qualification.

Exemplar 1

- More droughts may cause people to have to move away from their home and their friends and family, ~~has~~ Therefore losing the ability to be with their friends and family.
- More extreme weather may make meeting friends and family more challenging.
- areas that are affected by flooding ~~might~~ might cause people to leave that area, ~~losing~~ therefore losing contact and relationships with people.

This response was given Level 1, 2 marks. The candidate identifies an impact of climate change in the UK but finds it challenging to explain the social impacts.

In the first paragraph, drought is identified as an impact and that this might make people move away from their home. This idea is not developed, and the candidate confuses social impacts with socialising.

In the second paragraph the candidate continues to explore the extreme weather theme. Flooding in certain areas could lead to out migration from that area, this is an idea which could be more fully developed.. The lack of development limits the response to Level 1 as it displays only basic knowledge and understanding.

Question 2 (a)

Distinctive Landscapes

- 2 (a) Over time, waterfalls retreat upstream forming a gorge. The data in the table below gives the amount of retreat of a waterfall over time.

Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Retreat (cm)	6.5	2.0	4.0	0.5	9.0	7.0	4.5	3.0	2.0	10.0

Use the data in the table to calculate the mean rate of retreat of the waterfall over time. Show your working.

..... cm/year **[2]**

Most candidates provided the correct response. Where candidates did not gain full marks this was due to mistakes in calculating the total. This may have been due to not having a calculator. Some candidates did not show their working and were limited to 1 mark. There is a small proportion of candidates who decided that 0.5 was an anomaly and should be removed from the data set and a mean calculated for the other nine values. This was given 1 mark for showing they understood the correct technique.

Question 2 (b)

(b) Explain the formation of a v-shaped valley.

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..... [3]

This question posed a challenge to many candidates. Some candidates provided labelled diagrams which was an effective way to communicate the key points. A large proportion of candidates wrote about v-shaped valleys as the result of glaciers and there may have been some confusion between u and v-shaped valleys. Other candidates thought that v-shaped valleys were the result of freeze-thaw weathering, taking inspiration from the v-shaped crack in a rock found in most diagrams. Other candidates tried to use their knowledge of waterfall formation to try to create an answer focusing on the different rates of erosion in hard and soft rock.

Question 2 (c)


(c)* CASE STUDY – the landscape of a UK river basin

Name of UK river basin

To what extent has management of your chosen river basin been successful?

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.....
.....
.....
.....

[8]

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

Five rivers were commonly chosen to answer this question. The Severn, Tees, Wye, Eden, and Thames representing a good geographical spread from around England and Wales. The most effective responses picked specific areas or strategies along those rivers and used place specific knowledge to assess their successfulness. The Cow Green Reservoir, demountable flood defences in Bewdley, the Tees Barrage, Jubilee River channel and the Thames Flood Barrier were some of the common examples. The lack of place specific detail caps an answer at the bottom of Level 2. Responses about afforestation, flood walls or river straightening needed to be specific as to where along the river they were. The name of the river with no further detail is not enough to make it place specific.

Success could be judged through the reduction in flooding, impacts on geomorphological processes and landforms, changes in land-use in the river basin, cost, or longevity. All are equally valid.


There were two methods that candidates with the most successful responses used to reach the top of Level 3. Some wrote about one management strategy in detail with a complex evaluation of the level of success. Other candidates wrote about two or three locations along the river providing a more holistic view of the whole river basin. Both approaches are equally valid.

Exemplar 2

Name of UK river basin ...River Severn.....

To what extent has management of your chosen river basin been successful?

The River Severn's source is in the Plynlimon Hills; then it travels northward through its upper course, then south through the middle and lower course until it reaches the mouth in the Bristol Channel (Severn Estuary). The river has been managed in several ways through hard and soft engineering. One way it has been managed is by afforestation in the Plynlimon Hills to prevent flooding. This is soft engineering that involves planting trees around the river. The trees intercept rainwater which means that the ground is hard and dry. This therefore reduces surface runoff, meaning the river is less likely to flood. This has been fairly successful in the Plynlimon Hills as the trees mean there is a reduce in the amount of flooding here. However afforestation does have some drawbacks in that it takes a while for the trees to grow tall enough to successfully absorb most of the rainwater, and as it is a soft engineering technique it does not have a massive effect like a human made structure of hard engineering would, such as a dam. There is also a dam on the River Severn, called the Ludlow Dam. This dam is quite successful at [8]

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

(have carried on this answer on the additional page)

2c preventing flooding as it traps water and creates a reservoir, that can also be used for leisure activities. However in some way it can be unsuccessful because it has caused increased deposition behind the dam, and increased erosion of the river bed in front of it. It has also damaged the habitat of some wildlife in the river. Another way the River Severn has been managed is channel straightening at Newtown. The channel has been made wider and deeper and no longer has 4 meanders. It means it can hold more water so in theory should stop flooding. However it has caused increased erosion ^{and flooding} further downstream where the river cannot cope with the increased volume of water. Therefore I think that management of the River Severn has only been useful to some extent. It has had some positive effects, like reducing flooding at certain locations, but the human interference has also meant the severity of some geomorphic processes is negatively increased elsewhere in the river.

To reach Level 3 a candidate needs to show thorough knowledge of the management of the landscape of a UK river basin. There will be reasonable evaluation of the success of the management of the river basin to come to a thorough judgement of the extent that the management of the landscape of a UK river basin has been successful. This will be shown by including well-developed ideas about the management of the landscape of a UK river basin and its success. The response must also include place specific detail.

This candidate response demonstrates thorough knowledge, writing in detail about afforestation, dam construction and channel straightening explaining how they might impact the river. They are accurately located demonstrating place specific knowledge and increasing the level of detail in the response. The success of each management strategy is explained in detail. The use of the word 'however' helps to increase the complexity of each judgement. It helps to make sure that both advantages and disadvantages of each strategy are considered. The conclusion is accurate and well judged focusing on the question and commenting on the extent to which the management was successful. The response is written clearly, using geographical language with great purpose, with few spelling or grammatical errors. This response was given 3 marks for SPaG.

Section B overview

Candidates were advised to answer one of the three questions in Section B. Global Hazards and Sustaining Ecosystems were the two most popular chosen. Very few candidates did not attempt any of the questions. A number of candidates attempted more than one optional question. This appears to be a deliberate choice. Candidates were not penalised for this, however, the time taken to complete multiple questions has an impact on the quality of the response.

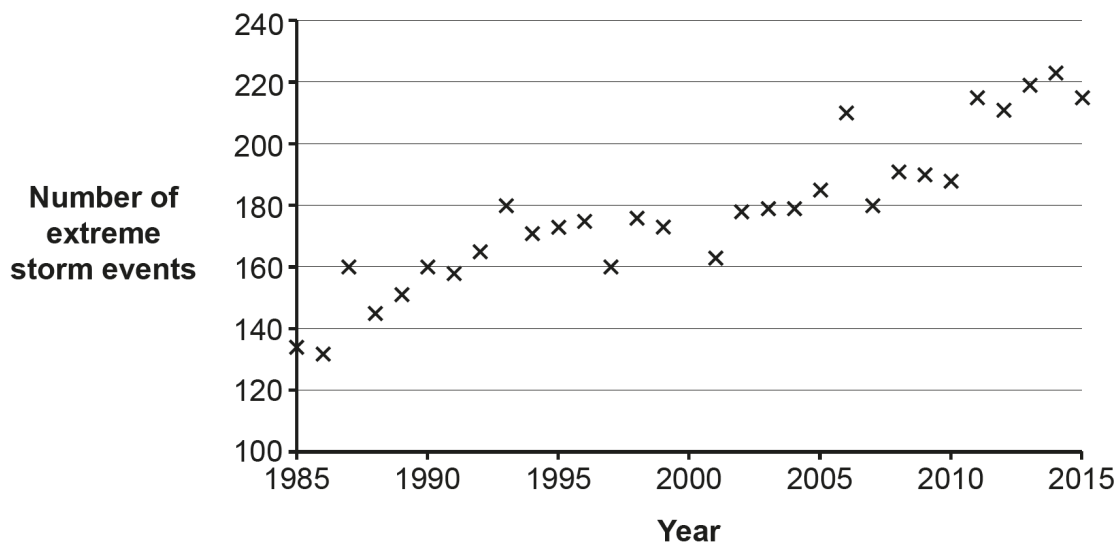
Option A overview

Option A was a popular choice, and most questions were answered well, gaining credit where appropriate. Question 3 (b) was the exception to this.

Question 3 (a) (i)

Option A – Global Hazards

- 3 (a) Study the graph below showing the global number of extreme storm events between 1985 and 2015.



- (i) Use the data in the table to complete the graph.

Year	Number of extreme storm events
2000	182

[1]

Most candidates were able to place their cross on the graph between 1999 and 2001 and slightly above the 180 line. The main reason credit was not given was due to the question being overlooked by candidates.

Question 3 (a) (ii)

(ii) Add a trend line to the graph.

[1]

The trend line goes from the left-hand side of the graph diagonally upwards towards the top right corner in a straight line. It should not go through the origin. Attempts to join all the dots did not gain any credit.

Question 3 (a) (iii)

(iii) Identify the correct description of the relationship shown by the graph.

- A negative correlation
- B no correlation
- C strong positive correlation
- D weak positive correlation

Write the correct letter in the box.

[1]

C was the correct response and D was the most chosen wrong response. Some candidates did not realise that not all the data points need to be on the line for it to be a strong correlation.

Question 3 (a) (iv)

(iv) Identify the lowest number of global extreme events to occur in one year between 1995 and 2000.

..... [1]

This was answered correctly by most candidates. Some candidates chose a value from before 1995 and gained no credit.

Question 3 (b)

(b) Explain **one** way in which global atmospheric circulation creates a climatic zone.

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..... [3]

The most successful responses focused on one area, such as the equator, and the processes that are involved in the creation of a climatic zone. Linking the high levels of insolation to the processes of convection and condensation, low pressure and high rainfall was the main way that candidates gained credit. This sequence was not well understood leading to a high number of responses that described the different atmospheric cells but did not explain how they worked.

Exemplar 3

The Hadley cell involves the rising of warm, moist air from the earth's surface. ~~This is the main~~ This creates an area of low pressure, and the moist air cools and condenses as it gains altitude, and the area is prone to heavy precipitation. This leads to the formation of a tropical climate zone. These are found around the equator, where the Hadley cells are. [3]

A clearly written response that locates where the processes are occurring using accurate geographical terminology (equator/ Hadley cells). The processes are accurately explained using words like condensation, altitude and precipitation. 3 marks were given.

Question 3 (c)

(c) CASE STUDY – a tectonic event that has been hazardous for people.

Name of tectonic event

Assess the causes of the tectonic event.

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.....

[6]

The vast majority of candidates correctly selected an appropriate tectonic case study and there were very few responses that wrote about a weather hazard. The most popular choices were Nepal, Iceland, Tohuku and Haiti. To reach Level 3 candidates needed to demonstrate thorough knowledge of the causes of the chosen tectonic event. This could be done by considering the elements that make an event a hazard, whether they are physical or human. Thorough analysis was a further requirement. This could be achieved by considering why a factor was important, or what may have occurred if that factor had been different. An example of this might be the relationship between magnitude and building quality.

There was a wide variety of responses given with a lot of candidates misidentifying the type of plate boundary that their hazard occurred at. Candidates were good at identifying place specific detail. Candidates were less good at developing points with some responses resembling lists of facts rather than using the facts to increase the complexity of the argument they were making.

Misconception



Haiti, Iceland and Nepal are on destructive plate boundaries.

Exemplar 4

Assess the causes of the tectonic event.

The Nepal Earthquake in 2015 was a shallow focus earthquake found along the collision plate boundary where the Indian and Eurasian plates meet. ^{At the boundary} ~~This means that~~ the plates moved ^{towards} ~~against~~ each other due to a sudden release of pressure and as they were both continental plates, they had the same density, so pushed up ~~wards~~ (this is how over time, the Himalayas were formed).

The shallow focus of the earthquake meant that its origin was located relatively close to the Earth's surface, meaning that the seismic waves had to travel less to reach the surface. This meant that the earthquake was very strong, a 7.9 on the Richter scale and was very destructive, causing significant damage as its epicentre was close to a major city. The after shocks of the earthquake were also significantly high ^{(many measured} ~~more than~~ ^{that} over 7 on the Richter scale), furthering the destruction caused. [6]

The response shows thorough knowledge of the causes of the Nepal Earthquake. The candidate uses correct geographical terminology to explain the processes that are causing the tectonic event. Identifying the plates, the mountain range and the magnitude was enough place specific detail to credit the response at Level 3. The candidate provides thorough analysis of the causes of the tectonic event. The second paragraph uses phrases such as relatively close, travel less, very destructive and significant damage. This helps to increase the weight of analysis by adding a judgement to the explanation of why this tectonic event was hazardous.

Option B overview

This question was generally well answered with candidates being able to use their mathematical skills to gain credit as well as having good knowledge of ecosystem case study locations in Costa Rica.

Question 4 (a)

Option B – Sustaining Ecosystems

4 (a) Study **Fig. 2** in the separate Resource Booklet, which shows the Trans-Alaska oil pipeline in North America.

Using **Fig. 2**, identify **one** environmental impact of resource extraction in Arctic Polar regions.

.....
..... [1]

It is important that candidates use the resource provided to gain credit. The most popular responses focused on the deforestation that can be seen at the top of the resource.

Question 4 (b) (i)

(b) Study **Fig. 3** in the separate Resource Booklet, which shows a climate graph for a polar region location.

(i) Select the correct temperature range shown on the graph.

- A -31 °C
- B 3 °C
- C 34 °C
- D 68 °C

Write the correct letter in the box. [1]

Most candidates had no problem identifying the correct response. C was the correct response. Answer A was the most popular wrong response.

Question 4 (b) (ii)

(ii) Calculate the total annual precipitation for this polar region location.

..... mm [1]

Candidates that took time to read and record each value before adding them together did especially well. Some candidates added together all the values for temperature and gained no credit.

Misconception



Understanding climate graphs e.g., The line graph represents temperature and the bar graph precipitation.

Question 4 (c)

(c) Explain how climate and plants are interdependent in tropical rainforest ecosystems.

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..... [3]

The word interdependent was reasonably well understood but there was a lack of precision in responses that led to credit not being given. Credit was given for the impact of plants on the climate, especially the role of transpiration on rainfall. The release of oxygen during photosynthesis was not given credit as it does not impact the climate.

Descriptions of a hot and wet climate needed to link to their impact on plants to gain credit and this was usually absent or too general. Successful responses gave specific elements of the climate and linked them to specific adaptations of the plant. Some candidates decided to explore the connection between plants and animals or plants and soil and were not given credit.

Question 4 (d)

- (d) Study **Fig. 4** in the separate Resource Booklet, which shows an aerial view of rainforest deforestation.

Estimate the amount of deforestation that has taken place in **Fig. 4**.

- A 2000m²
- B 12000m²
- C 20000m²
- D 32000m²

Write the correct letter in the box.

[1]

Candidates that had accurately measured the sides of the area shown and used a calculator selected the correct response more successfully.

Question 4 (e)

(e) CASE STUDY – sustainable management of an area of tropical rainforest

Name of case study

Assess the attempts to sustainably manage an area of tropical rainforest.

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..... [6]

Costa Rica was the most commonly chosen case study, and some candidates gave detailed descriptions of the history of deforestation in this location. Writing about a whole country is valid but often led to generalised responses that could not provide a detailed analysis of the management. The most successful responses chose a much smaller area of tropical rainforest. These were usually ecotourism resorts with Samasati being the most common resort selected. The most successful responses then focused on one or two strategies that the resort were using to promote sustainability and assessed them in depth, rather than providing about 4 or 5 different strategies in less detail. More complex analysis went beyond statements that said if it was successful and gave reasons why. Data was only occasionally used to provide weight to the quality of the argument. Successful analysis was often based on economic, social and environmental sustainability.

Misconception



The whole of the Amazon rainforest is a suitable example to use as a Case Study.
The whole of the Amazon rainforest should not be used as a suitable example to use as a Case Study.

Option C overview

This option was selected less frequently than the previous two. It was well answered, and candidates attempted most of the questions. The maths question was dealt with confidently and candidates were able to use the resources appropriately to provide successful responses.

Question 5 (a)

Option C – Resource Reliance

5 (a) Describe **two** ways in which the mechanisation of farming has impacted on ecosystems.

1

.....


2

.....

[2]

A broad definition of mechanisation was used giving candidates the opportunity to provide detailed descriptions. The most successful candidates wrote about how spraying fertilisers could lead to eutrophication or using farm vehicles has led to larger fields and the removal of hedgerows. It was important to be specific as there were a lot of responses that wrote about damage to the ecosystem without being specific.

Misconception

 Genetic Modification can be used an example of mechanisation in farming.
Genetic Modification should not be used an example of mechanisation in farming.

Question 5 (b)

(b) Which **one** of the following statements most accurately defines ethical consumerism?

- A Choosing to buy food which has been produced with minimal harm to people and the environment.
- B Choosing to buy more food than we need.
- C Composting any waste food.
- D Importing more food from overseas.

Write the correct letter in the box.

[1]

Most candidates chose the correct response (A). There was no pattern to the wrong responses selected.

Question 5 (c)

(c) Study **Fig. 5** in the separate Resource Booklet, which shows a map showing the biggest single food item imported into the UK from countries in Europe.

Suggest **two** ways that the map could be improved.

- 1
-
- 2
-

[2]

Successful responses focused on how to improve the clarity of information the map was displaying – either by adding data, improving the quality of the key, or improving the contrast between colours. No credit was given for responses that tried to change the map either by adding in more countries or wanting to add further items from each country.

Question 5 (d)

(d) Study the table of data below about the potato trade in the UK.

	Exports of potatoes from the UK	Potatoes grown in the UK
Value (£m)	98.2	860.0

Calculate the percentage value of potatoes grown in the UK that are exported.

You must show your working.

..... [2]

There were some confident responses to this question, clearly laying out the formula being used and accurately calculating the correct answer (11.4%). Marks were lost by not showing a working. 88.6% was also a common incorrect response as some candidates had added in an unnecessary extra step (by subtracting 11.4 from 100) and gained no extra credit.

Question 5 (e)

(e) Assess whether ethical consumerism is sustainable.

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..... [6]

Candidates who focused their responses on one type of ethical consumerism were often more successful with this question. Fair Trade, buying local, organic produce and free-range meat/ eggs were all popular responses. Looking at the positives and negatives of each scheme allowed a more complex analysis to be made and more credit given. Responses that tried to focus on multiple elements of ethical consumerism lacked depth and did not reach the highest levels. This was also a problem for responses that considered ethical consumerism as a single concept. The most effective responses looked at economic, social and environmental issues to determine whether they were sustainable with the increased cost being a major concern in the current cost-of-living crisis.

Section C overview

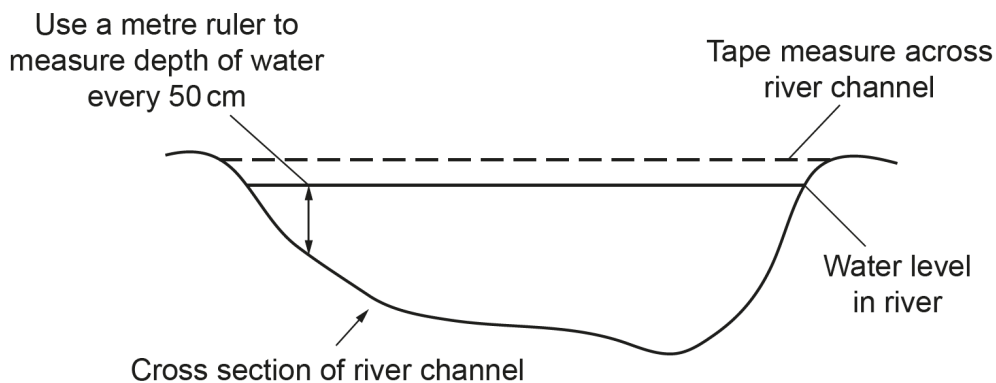
The fieldwork questions were all based on unfamiliar fieldwork as Covid limited the ability for candidates to go out into the field. Centres were informed that the questions would be set in the context of rivers and that there would be no levelled marked question in this component. Candidates generally found some of the questions in this section difficult. Most candidates completed all of the questions indicating that time was not a factor in overall performance.

Question 6 (a) (i)

Physical Geography Fieldwork

- 6 Some GCSE geography students were testing the hypothesis that 'the river channel gets wider and deeper as you go downstream'.

They stretched a tape measure across the river channel and measured the width. They also recorded the depth of the river at 50 cm intervals. The students repeated this at three separate locations. Their method is illustrated in the diagram below.



- (a) (i) Design a data sheet below which they could use to record this information.

[3]

Candidates that carefully read the information at the start of the question were able to design a functional data sheet containing space for depth readings every 50cm and total width at three different locations. Very few candidates created any space for extra detail, such as the date, time or weather. Some candidates drew graphs rather than creating a data sheet, this approach did not receive credit.

Question 6 (a) (ii)

(ii) Select the most appropriate way of displaying the data which they have collected.

- A Bar chart
- B Line graph
- C Pie chart
- D Radial graph

Write the correct letter in the box.

[1]

Option A and Option B were chosen approximately the same number of times. B is the correct response.

Question 6 (a) (iii)

(iii) Why is this an appropriate way of displaying the data collected?

.....
..... [1]

Candidates found it hard to articulate the reasons why a line graph was an appropriate way of displaying the data. Recognising that it is continuous data, was the most straight forward method of gaining a mark. A lot of candidates stated that it displayed the data clearly or easily but without any qualification, this did not gain credit.

Question 6 (b)

(b) Explain **one** factor that students would need to consider when selecting the appropriate sites at which to carry out their data collection.

.....

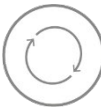
.....

.....

..... [2]

Safety, accessibility, and the need for the sites to be suitably spread were the main responses that candidates gave to this question. These required suitable development to gain the second mark. Most candidates did this, although a few decided to give a second factor, this was not given credit. Some candidates decided that the locations should be chosen at random, that management was a reason not to choose a site or that stones on the riverbed would create anomalies rather than being part of the river channel. These responses did not receive credit.

Assessment for learning



It is helpful for students to understand the importance of sampling and the different types. Our [GCSE Fieldwork Skills factsheet \(p5\)](#) explains sampling as well as the [Field Studies Council](#) materials.

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