OCR
Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

GEOGRAPHY A (GEOGRAPHICAL THEMES)

J383
For first teaching in 2016

J383/02 Summer 2022 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers 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 2 series overview

The June 2022 examination was the third full examination series for J383/02, GCSE (9-1) Geography Specification A, The World About Us.

The June 2022 examination was modified in light of learning lost due to the pandemic. The total mark was lowered from 60 to 42, with a concomitant reduction in time allowed from 60 to 45 minutes. Optionality was afforded with candidates choosing to answer either Question 2 or Question 3. These two questions had identical question items, mark allocations, similar assessment objectives and comparable levels of demand.

Question 2 was the most popular question. Very few candidates attempted both Question 2 and 3; in such cases, all answers were marked and the lower scoring question was discounted.

Most candidates made good use of their time to complete all necessary questions. Some also made good use of the additional pages to develop their responses to medium and high tariff questions. The majority of answers were well written with most candidates scoring 2 or 3 for their SPaG mark on Question 2 (d) or 3 (c).

A full range of marks was seen. Changes to the 2022 examination supported candidates and enabled them to show what they knew, understood and could do. The demands of the question items and the application of the mark scheme were identical to previous examinations.

A key factor for high performance on this examination is the successful application of knowledge and understanding to meet the requirements and demands of the questions. This was most important for the higher tariff 6 and 12 mark questions. Along with the spelling, punctuation and grammar mark, the two case study questions comprised 50% of the total marks available. The 12 mark question will always cover a range of requirements and assessment objectives.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• linked international trade to economic development • explained higher urban growth rates in EDCs/LIDCs • gave well-developed ideas about way of life in an EDC/LIDC city • explained one threat to coral reef biodiversity • understood climate/plant interdependence in a tropical rainforest • gave well-developed ideas on the value of tropical rainforests • explained how a human activity causes increased levels of greenhouse gases • understood how ice cores show evidence of climate change • gave well-developed ideas about drought adaptation methods • gave a thorough evaluation of the success of these methods • gave accurate, relevant, place-specific knowledge to support case study answers.	• did not understand how international trade and economic development are linked • could not define urban population • did not understand urban growth rates • could not give a EDC/LIDC city case study • had no knowledge of threats to coral reef biodiversity • gave simple ideas about the value of tropical rainforests • gave simple ideas about drought adaptation methods • did not give any valid place-specific data or gave inaccurate place-specific data for case study answers.

Section A overview

Section A contained the compulsory question for this examination. Question 1 covered Specification A Theme 2.

## Question 1 (a) (i)

People of the Planet

1   (a)   Study **Fig. 1** in the separate Resource Booklet, which shows the top fifteen trading countries for the United States of America (USA).

    (i)   Identify **one** other appropriate way to display the imports data.

.... **[1]**

Most candidates got off to a good start by gaining the mark. Common responses were bar graph, pie chart, choropleth map and table. Some candidates did not specify what type of graph and were unable to secure the mark. A few candidates spent time describing their chosen method of presentation instead of giving a clear, simple answer.

Assessment for learning
As part of their exam preparation, candidates could be encouraged to consider the crude '1 mark per minute' rule. They should also focus on the mark allocation and the amount of available space for the answer. They could practice answering a series of 1 mark questions within a given time limit. Spending less time on low tariff questions ensures that more time is available to tackle the more demanding medium and high tariff questions.

Question 1 (a) (ii)

    (ii)   Which of the following statements is the correct definition of exports?

      A   Goods bought from other countries

      B   Goods bought and sold between countries

      C   Goods produced by countries

      D   Goods sold to other countries

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

A simple knowledge recall question, the majority of candidates selected the correct option D.

Question 1 (a) (iii)

(iii)　Describe the pattern of **exports** from the USA shown in **Fig. 1**.

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.... **[3]**

This is a 'describe the pattern' skills question. The third mark was annotated as 'C' and was given for communicating the answer in a clear logical way. The most common successful responses commented on the distance from the USA as a factor, with Canada and Mexico cited as neighbouring countries in receipt of the highest amount of exports. Some candidates remarked that the countries on Fig. 1 were mostly ACs and gave examples to support this. The mark scheme examples reflect this approach, a valid, general statement supported by exemplification from Fig. 1. Under half the candidates scored the full 3 marks. Others gave lists of countries without any general, summative statement to gain 1 mark. 2 marks were given to candidates who had valid ideas, but did not write them clearly or coherently. Some candidates gave muddled answers as they either described the pattern of imports or attempted to compare imports and exports.

Assessment for learning
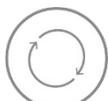
Highlighting key words within exam questions is a long established element of good practice. Although the word **'exports'** was emboldened, highlighting this word would have helped some candidates to avoid considering imports as part of their answer. It could also help to highlight the 'describe the pattern' phrase, so candidates would recognise the type of clear, cogent response needed for full marks. Centres could compare this question with the 'describe the pattern' questions from the 2018 (Question 3 (b)) and 2019 (Question 1 (a)) examinations. Centres should note that a 'describing the pattern' question is not always a feature of this examination.

Exemplar 1

The USA exports a lot of products goods to Canada and Mexico, this is because they are neighbouring countries. It also exports significant amounts to both the European countries such as Germany and the Netherlands. Although the USA exports many goods to China, they are far outweighed by the amount it imports from China. Other Asian countries such as Japan and South Korea receive goods relatively far small amounts of goods **[3]** from America.

The first two and a half lines of this response secured all 3 marks. The first point is the USA exports a lot of goods to Canada and Mexico, the second point is that they are neighbouring countries. These ideas are clearly expressed for the 'C' mark. The remaining ideas were not creditworthy or needed.

Question 1 (b)

(b) Explain how international trade can influence economic development.

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.... **[4]**

This was one of the most challenging questions. Some candidates did not gain any marks. These candidates did not have any understanding of international trade or they confused trade with aid. Some candidates did show an understanding of international trade and its features, such as imports and exports, however, they did not link any of these ideas to economic development. Over half gained 1 or 2 marks for simple ideas about the benefits of trade, such as, bringing money into the country or creating jobs. Only the most able linked ideas about how income generated by exports could be used to promote economic development by investing in infrastructure, manufacturing industry or service provision. Others considered how international trade can hinder economic development. They gave definitions of a trade deficit and how this could lead to debt in LIDCs.

The knowledge and understanding required is one of the bullet points in Specification A Theme 2.2.3. These bullet points list the coverage needed for an EDC or LIDC case study. The mark scheme was modified, in the light of candidate answers, to include simple, valid points such as brings money in. Some candidates applied their case study knowledge, usually of Ethiopia, to comment on the negative influence of international trade on economic development. The spread of marks for this question showed that it was an effective differentiator.

Assessment for learning
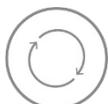
This question assessed an element of Theme 2.2.3 with a medium tariff question not linked to a Level of response, higher tariff, case study question. This has happened in previous examinations with the three case study elements of Theme 2.1.5 and one of the case study elements of Theme 2.2.6. Centres and candidates should be aware of this for future examinations. Case study knowledge and understanding can be assessed without using a higher level case study question.

Exemplar 2

First of all, international trade can help economic development as countries can bring in stuff to help them bring the population into the higher job sector. For example, LIDC's may bring in machenery and fuels to help the population move from primary to secondary jobs. On the other hand, trade can sometimes not help a country develop if they cannot export high value goods. For example, if they are spending more money on imports than they are making from exports (trade deficit) the country will be losing money - hindering their economic development. **[4]**

This answer starts with a simple idea of international trade allowing countries to bring in 'stuff' to help move the population into a higher job sector. This idea is developed with reference to imported machinery and fuel enabling a move from primary to secondary. The connective 'on the other hand' introduces developed ideas about a trade deficit and how this will lose money and hinder economic development. This response gained all 4 marks.

Question 1 (c) (i)

(c) Study the data table below, which shows the urban population in billions for ACs and EDCs and LIDCs between 2000 and 2050.

Year	2000	2010	2020	2030	2040	2050
ACs	1.0	1.1	1.1	1.2	1.3	1.3
EDCs and LIDCs	2.1		3.5	4.2	4.9	5.4

(i) The urban population for EDCs and LIDCs in 2010 was 2 750 000 000.
Convert this number into billions to one decimal place and write this number in the data table above.

[1]

Most candidates gained the mark by giving 2.8. Others did not take notice of the 'one decimal place' part of the question and gave 2.75. Another common error was to give 2.7. Some candidates provided detailed working out for their answer, but this was not required.

Question 1 (c) (ii)

(ii) What is the correct percentage increase for EDCs and LIDCs from 2000 to 2050?

A   57%

B   107%

C   157%

D   207%

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

Most candidates gained the mark for selecting option C. Some candidates included working out notes, for what is a relatively simple operation on a calculator.

Question 1 (c) (iii)

(iii) What is meant by urban population?

....

.... **[1]**

Over half the candidates gained this mark by giving a correct definition of 'urban', such as, town or city. Some candidates repeated the question by stating people living in urban areas or places. Some gave incorrect ideas such as living in the city centre or inner city. Some gave definitions of rural-urban migration.

Question 1 (c) (iv)

(iv) Suggest why EDCs and LIDCs have higher urban growth rates than ACs.

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.... **[3]**

The spread of marks for this question also indicated effective differentiation. A small number of candidates did not gain any marks. They did not link their ideas to urban growth. Many focused on population change or migration from ACs to EDCs/LIDCs. Over half the candidates gained 1 or 2 marks with ideas linked to rural push and/or urban pull factors. The most successful responses referred to higher internal growth rates triggered by the fertility rates of newly arrived immigrants. Some responses also considered why ACs had lower rates of urban growth. Stating that ACs had high growth rates in the past and that urban populations are now stabilised or declining due to counter-urbanisation.

Exemplar 3

Most people will live in rural area as a farmer but when cities develop there are lot of job opportunity and people migrate to city for better life, job, healthcare. wheas AC are already devolped contry and people are already well settled where they live. **[3]**

In LIDC's people come to cities because better transport, Healthcare, more organised.

This answer begins with the idea of rural-urban migration. The second mark is for valid urban pull factors. Only 1 mark was given for lists of pull or push factors. The idea of people being well settled in ACs secured the third mark.

Question 1 (d)

(d) CASE STUDY – Ways of life in a city

Name of EDC or LIDC city: ....

Culture, ethnicity, housing, leisure and consumption influence ways of life in a city.

Discuss the most important influences on ways of life for an **EDC or LIDC city** you have studied.

....

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.... **[6]**

This was a successful case study question with a spread of marks showing good differentiation. A small number of candidates did not gain any marks. For the most part they selected Ethiopia for their example and proceeded to write about poverty and aid, usually a goat project.

Highlighting key words would help mitigate this, the word 'city' is mentioned four times in the question and preamble. Credit was given to some of these responses, provided the content of the answer had ideas linked to way of life in a city, such as slum housing. An incorrect case study example was subject to the usual examination ruling of mid-Level 2 marks for valid ideas. This also applied to those responses which gave AC cities as their examples, these included Leeds, Birmingham and Manchester.

The most common correct examples were Rosario, Istanbul, Lagos, with Mumbai, Bengaluru, Rio de Janeiro and Sao Paulo also featuring. A quarter of candidates gained 1 or 2 marks for a valid example with simple ideas linked to way of life. Many candidates gained 3 or 4 marks at Level 2. Their answers were developed with some detail and also included place-specific detail. Many candidates found the prompts within the question, taken from Specification A Theme 2.2.6, helpful. Some attempted to cover them all, without fully understanding their context or offering any supportive evidence. This particularly applied to 'culture.' Another feature of these Level 2 answers was that the place-specific detail given sometimes resembled a list of facts about the city, without any coherent links to people's way of life.

A small number of candidates gained Level 3 marks. Their impressive responses had relevant place-specific detail clearly linked to well-developed ideas about way of life. Common themes covered were housing and housing inequalities, crime, traffic congestion, food-linked to immigration, football and religion. Some of these ideas were closely associated with the city challenges and sustainable strategies element of Specification A Theme 2.2.6 (see Question 2 (b) 2019), but they were cleverly linked to impact on people's way of life.

Assessment for learning
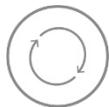
An important mark scheme phrase for all case study questions is:

'Amount of relevant place-specific detail determines credit within level.'

It is the level of development of ideas linked to the case study question requirements which determines the level and thus the mark given for the answer. Some answers to Question 1 (d) contained accurate place-specific detail for the named city, but if the ideas about way of life were simple, then the answer could not be credited above Level 1. Conversely a response with well-developed ideas about a named city, without any additional place-specific detail, would be awarded Level 3, 5 marks.

Section B overview

As stated earlier, the optionality offered in Section B was a response to learning lost during the pandemic. Both Question 2 and Question 3 were modified to give identical question items and mark allocations, similar assessment objective coverage and comparable levels of challenge.

Option overview

Most candidates selected to answer Question 2. This wider range of candidates yielded a better performance for Question 2 overall and for the case study question as well. Very few candidates did not follow the rubric by attempting both Question 2 and 3. For those who did, only the highest scoring question was counted.

Question 2 (a)

Option A – Ecosystems of the Planet

2   **(a)**   Study **Fig. 2** in the separate Resource Booklet, which shows plants in different ecosystems.

Which photograph in **Fig. 2** shows plants in a temperate forest ecosystem?

Write the correct letter **A**, **B**, **C** or **D** in the box.   **[1]**

Most candidates made a positive start to Question 2 by selecting the correct option B.

Question 2 (b)

(b) Explain **one** threat to the biodiversity of coral reefs.

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....

.... **[3]**

This was a well answered question for the majority of candidates. Under half gained full marks. The most common threats to coral reef biodiversity given were overfishing, climate change, tourism and pollution. 1 mark was given for identifying a valid threat, 2 marks followed for an explanation of the threat. This could include detail about how the threat operated and/or its impact on coral reef biodiversity. The annotation 'DEV' was used to credit the explanations. If more than one threat was given then the highest scoring example was credited. The best responses showed sophisticated understanding, especially in relation to the science of coral bleaching. Weaker responses could identify a threat but were unable to provide a matching explanation. A common misconception was a link between marine pollution and coral bleaching.

Exemplar 4

Climate change is one threat to biodiversity on coral reefs because higher temperatures cause corals stress. This causes them to expell ~~zooxanthellae~~ zooxanthellae which results in them bleaching (turning white).

Climate change is the threat given in this answer. The first DEV was for the explanation that higher temperatures cause stress for the coral. The second DEV was for how this leads to coral bleaching. Further DEV could not be awarded for the zooxanthallae being expelled.

Question 2 (c)

(c) Explain **one** way in which climate and plants are interdependent in a tropical rainforest.

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....

....

.... **[2]**

By contrast, candidates struggled with this question. Under half did not gain any marks, with only a small number of candidates scoring the full 2 marks. For these responses the most common ideas were the link between high rainfall and plant growth in a rainforest for 1 mark, and transpiration from plants as a source of rainfall for the second mark. Some scored 1 mark for linking high temperatures to an accelerated nutrient cycle. Some focused on the science of photosynthesis, while others gave only general ideas about climate and plants without any explicit links to tropical rainforests.

Question 2 (d)*

(d)* CASE STUDY – a tropical rainforest

Tropical rainforest studied: ....

For **one** named tropical rainforest, examine the value of the tropical rainforest to humans and the planet.

....

....

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....

....

.... **[12]**

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

The responses to this case study question were better that those for Question 3 (c). A small number of candidates gained no marks or produced simple Level 1 responses, the majority of responses were at Level 2, and a small number at Level 3 or 4.

The most common responses focussed on the Peru Amazon case study. Other responses featured the Amazon in Brazil, the Congo Basin and the Gunung Palung and Gulung Leuser national parks in Malaysia. The most common themes covered regarding the value of rainforests were timber, biodiversity, minerals, medicinal plants and the carbon cycle. Reference to indigenous tribes, farming and hydro-electricity were also included. Providing detail about the value of the rainforest was the key to progressing through the Levels of response. For example tropical hardwood timber being exploited, to make products such as furniture, for export, to generate income, and create jobs. To gain full marks at each level, answers needed to cover elements of rainforest value to humans and value for the planet. As with Question 1 (d) the depth and detail of the ideas covered decided the level awarded for the answer. The quality of place-specific detail within the answer helped to decide the mark within the level. The best responses also included an evaluation of the value of the resources or features covered. This was either at the end of each paragraph or in a summative conclusion at the end. These answers were usually well supported by the inclusion of relevant place-specific detail, coherently applied to each idea about value. Less successful responses included a wealth of place-specific information but were only accompanied by simple ideas lacking development. Weaker responses also included inaccurate place-specific detail, this was especially evident for the amount of carbon stored in the rainforest and the % of species of fauna found there. Candidates should note that all place-specific detail is checked by examiners. Some answers focused on threats to the rainforest, especially deforestation for timber or access to minerals. These ideas were only credited if they made a coherent link to the loss of value to humans and the planet. Some candidates wrote at length but repeated their ideas.

Assessment for learning
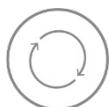
In addition to highlighting key words to clarify the requirements of a 12 mark case study question. It is a good idea to draw up a simple plan or list of key ideas to be covered. Time spend on this helps to avoid repetition of ideas and/or the omission of important ideas. Such plans were noted in high scoring responses to Questions 2 (d) and 3 (c).

Question 3 (a) (i)

Option B – Environmental threats to our Planet

3   (a)   Study **Fig. 3** in the separate Resource Booklet, which shows changes in greenhouse gas levels from 1985 to 2020.

(i)   Suggest how changes to greenhouse gas levels shown in **Fig. 3** may have affected the global climate from 1985 to 2020.

.... **[1]**

This question was answered successfully by half the candidates. The most common response referred to global warming or increases in temperature. Very few of the other climate ideas given in the mark scheme were seen. The majority of the candidates who did not gain the mark gave vague responses such 'as it will get higher' or 'the climate will increase' without specifying which aspect of climate could be affected.

Question 3 (a) (ii)

(ii)   Explain how **one** human activity is responsible for increased levels of greenhouse gases.

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.... **[3]**

Some candidates gained all 3 marks. They identified a relevant human activity and gave developed explanations. A tick was used to credit the human activity and DEV used for the explanation ideas. Most common were the burning of fossil fuels associated with transport and energy. Under half the candidates scored 2 marks because their explanations were limited. Some of these candidates also gave muddled explanations which were not clearly linked to increased levels of greenhouse gases. For example some candidates gained a mark for deforestation but then gave detailed accounts of this process rather than the burning of wood associated with forest clearance. As with Question 2 (b), if more than one human activity was given then only the highest scoring example was credited.

Exemplar 5

> The combustion in fossil fuels in cars and trucks has released more CO_2 into the atmosphere. This is because fossil fuels are made up of carbon and the increase use of cars by humans has lead to more CO_2 being released. **[3]**

All 3 marks were achieved in the first sentence of this answer. Car and trucks are the human activity with DEV given for the combustion of fossil fuels at the start of the sentence and further DEV for that this has released more CO_2 into the atmosphere. Note that the ideas that follow are muddled and not creditworthy.

Question 3 (b)

(b) Explain how ice cores show evidence of climate change over longer periods of time.

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.... **[2]**

This was one of the least successfully answered questions in the examination. It also had the highest rate of candidates omitting to answer. Some candidates gained 1 mark for correctly stating that ice cores preserve samples of air bubbles or water molecules from thousands of years ago. A small number of candidates gained the second mark for explaining how analysis of these samples can be used to calculate air temperature when the snow originally fell. A common misunderstanding was confusing ice cores with ice caps and explaining how rates of melting could be used as evidence. Some candidates also showed a misunderstanding of timescales, by stating the ice cores provide evidence of climate from millions of years ago.

Question 3 (c)*

(c)* CASE STUDY – Drought caused by El Niño/La Niña

Drought event studied: ....

Evaluate the success of methods used to adapt to the effects of drought on people and the environment.

....

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....

....

.... **[12]**

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

The smaller number of candidates attempting case study Question 3 (c) may explain why performance was not as good as that for Question 2 (d). Although a small number of candidates also scored marks at Level 4. The majority of candidates scored Level 2, with some at Levels 1 and 3.

Almost all the responses seen, closely followed the 'Big Dry' drought in Australia. The common themes were restrictions on domestic water use, the use of grey water for domestic use and the range of support given to farmers. Larger scale methods were also covered such as the building of desalination plants and water trading between states. Some candidates included ideas such as bat rescue programmes and the #FinishWaterWaste initiative to support farmers after the drought. Many answers contained a range of accurate place-specific detail, such as the duration of the drought, its location in the Murray-Darling basin, the amounts of money paid out to farmers, and the 4 minute limit for showers. Candidates need to note that inaccurate place-specific detail was checked and not credited. As with the other case study questions, it was the development of ideas which generated higher level marks. The better responses described a method, how it operated and evaluated its success in mitigating the effects of the drought. The command word 'evaluate' meant that analysis and judgement about the success of the methods covered were key requirements for the top of Levels 2, 3 and 4. Some candidates chose to consider the success of the methods in a summative conclusion at the end of their answer. Some candidates also chose to cover all they knew about drought with detailed ideas about the causes and the effects of the drought without much consideration of the methods used.

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