

GCSE (9-1)

Examiners' report

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

J384

For first teaching in 2016

J384/02 Summer 2019 series

Version 1

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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. 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 can be downloaded from OCR.



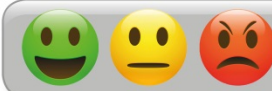
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Paper 2 series overview

J384/02 'People and Society' is one of three examinations contributing to the GCSE 'Geography for Enquiring Minds' qualification. This examination focuses on aspects of human geography including Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance. In addition this examination requires candidates to reflect on the human geography fieldwork task which they should all have completed.

To do well on this paper candidates need to be able to demonstrate that they have an understanding and appreciation of a range of issues that affect people and places at a range of scales from local to global. Candidates need to exhibit competent mathematical skills which are transferable into a geography context covering graphicacy, numeracy and the interpretation of statistical evidence. Candidates will appreciate the synoptic nature of human geography and will be able to make links between different aspects of the specification.

Where candidates had developed a better understanding of command words, particularly in extended writing questions, their responses scored highly. Evidence of centres promoting effective writing skills through scaffolding and writing frames was evident, in high scoring responses ideas were thoroughly developed and all aspects of the questions were addressed. Some candidates competently referred back to the question, including the vocabulary of the question in their response. Understanding core principles of geography exemplified through case studies is intrinsic in the success of candidates on this paper. Those who could write effectively about specific locations, initiatives and outcomes scored highly on this paper.

The paper was completed by most candidates; very few appeared to have run out of time. The paper was both challenging and differentiated, allowing access to achieve for lower ability candidates while addressing the stretch required for the most able. Candidates are getting better at constructing an argument in extended writing questions worth 6 or 8 marks and colleagues in centres are clearly developing their familiarity with the specification. Candidates continue to find writing about their own human geography fieldwork particularly challenging.

| <i>Candidates who did well on this paper generally did the following:</i> | <i>Candidates who did less well on this paper generally did the following:</i> |
|---|--|
| <ul style="list-style-type: none"> • Understood initiatives designed to promote sustainability (London was a particularly well written example) in Question 1c • Understood the complex nature of global interconnections and could evaluate the effectiveness of such relationships for a given country in Question 2c • Could accurately calculate ratio in Question 4bi • Understood how human factors can effect food security in Question 4bii • Could write confidently and competently about their own human geography fieldwork in Question 5e | <ul style="list-style-type: none"> • Demonstrated a lack of understanding of key subject specific vocabulary such as sustainability, food security, ethnic diversity, economic measures of development and physical / human • Showed a poor understanding of command words such as 'justify' (q5d) and 'to what extent' (q5e) • Did not recognise that where the question stated 'one' they should only write about one example; such as in Questions 1c, 4a(ii), 4b(ii), 4c, 5a(i), 5a(ii) and 5d • Made poor use of the given resources in the resource booklet • Demonstrated weak numeracy skills in Questions 1a(i), 1a(ii), 3b(ii) and 5b • Were unable to write with any great detail or accuracy about their own human fieldwork in Question 5e |

Question 1 (a) (i)

Urban Futures

1 (a) Study the scatter graph below which shows GNI per capita and urban population for 12 selected countries.

(i) The following data is for the country of Hungary.

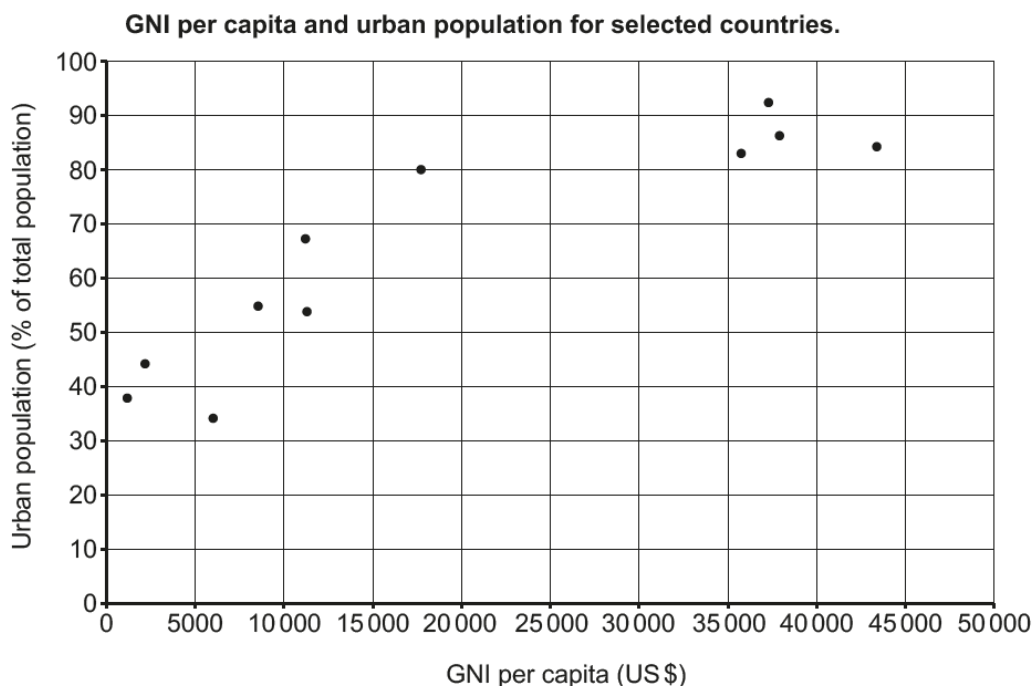
GNI per capita = \$25 640 Urban Population = 72%.

Use a cross to plot this data on to the scatter graph. [1]

Less than 50% of candidates could accurately plot this data. Candidates tended to misinterpret the x axis in particular, showing GNI per capita. A significant number of candidates plotted their cross either directly on the 70% line or directly on the \$25,000 line, neither of which were credited.

Question 1 (a) (ii)

(ii) Add a best-fit line to the scatter graph. [1]

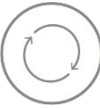


Many candidates were able to accurately draw a best fit line to reflect the distribution of points. The line correctly reflected a positive correlation, this helped with Q1aiii. Some candidates drew a curved best fit line or chose to 'join the dots', these responses were not credited.

Exemplar 1

One consequence of rapid urbanisation in LIDCs such as ~~Sierra Leone~~ Freetown is that due to many people moving to urban areas (urbanisation), slum dwellers are fighting for space in slums such as Kroo Bay. Another consequence is that due to rapid urbanisation in slums, slum dwellers fight for resources to build their slums. In Kroo Bay many houses are made out of tin and metal, but some just have sticks holding them together. [4]

In this response the candidate identifies that there is competition for space caused by the volume of people migrating to the city and that there is competition for resources which has led to the use of scrap metal, tin etc. to build shanty dwellings.

| | | |
|---|------------|--|
|  | AFL | <p>While candidates clearly understood the implications of rural to urban migration in an LIDC, candidates were weaker at identifying specific features visible in the photograph. In particular, candidates will benefit from regularly using photographs to exemplify the theory of human geography issues. Colleagues should remind candidates that they must write about what they can see, which is evident from the photograph. For example in Fig. 1 there was no credit for statements such as "there are no tarmacked roads which means that"</p> |
|---|------------|--|

Question 2 (a) (i)

Dynamic Development

2 (a) (i) Which **one** of the following is a physical factor influencing global uneven development?

- A Climate
- B Culture
- C Healthcare
- D Technology

Write the correct letter in the box. [1]

Some candidates did not understand a 'physical factor' and most commonly selected the incorrect answer **D**.

Question 2 (a) (ii)

(ii) Explain how economic measures of development illustrate consequences of uneven development.

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

A significant number of candidates didn't understand this question. Some candidates gave no response. Of those candidates who could name an economic measure of development many could not link this measure to uneven development. Some candidates recognised that economic measures of development could be used for comparison purposes between countries, thus demonstrating variations in levels of development. A fewer number of candidates described some economic measures of development as masking uneven development within a country e.g. GNI per capita.

Exemplar 3

Economic measures of development such as GNI per capita illustrate the consequences of uneven development because they show the contrasts in the economic states of different regions or countries, and a lower GNI or GDP per capita means that a country is less developed as the society has less money to spend on infrastructure and

Which one of the following best describes a bottom-up development strategy? services-

The candidate in this response demonstrates an understanding of GNI and GDP as being linked to uneven development. There is a suggestion that measures can be used for comparison / contrast between countries and that areas with higher economic measures can reinvest in the infrastructure of the country to promote further development. This candidate achieved 3 marks.

Question 2 (b)

(b) Which **one** of the following best describes a bottom-up development strategy?

- A A development scheme spread across an entire country
- B A development strategy which is signed off at every layer of government
- C A large scale, government controlled initiative to improve development
- D A small scale development scheme led by a local community

Write the correct letter in the box.

[1]

This was well answered by most candidates. Those who chose incorrectly, typically chose **C**, confusing it with 'top-down'.

Question 2 (c)

(c*) Case study – Development in an LIDC country.

For an LIDC you have studied, to what extent do the benefits of an LIDC's global connections outweigh the problems?

Name of LIDC:

.....
.....
.....
.....
.....
..... [8]

This was a well answered question by many candidates, with a significant number accessing L3 marks. Candidates had clearly practised their extended writing skills and structured their responses into three paragraphs covering benefits, disadvantages and a judgement. There was a wide range of examples used in answering this question and many candidates made a number of additional place specific references. Most commonly seen were Ethiopia, Nigeria, Tanzania, Zambia and DRC. Candidates typically wrote about trade links and named TNCs or foreign aid projects supported by ACs. Many candidates could write developed responses outlining the benefits and disadvantages of the global connections and could draw their own conclusions as to the extent to which the connections were beneficial or detrimental to the country's development.

Most able candidates were very perceptive in their responses and wrote quite sophisticated arguments commenting on the internal politics of a country or their alliances with other nations and why these might need to be upheld. Candidates who misinterpreted the question were largely descriptive about the LIDC they had studied with little reference to any global links. A minority of candidates wrote about a city within an LIDC and its links with other cities in the same country.

Question 3 (a) (i)

UK in the 21st Century

- 3 (a) Study **Fig. 2** in the **Resource Booklet**, which shows information about the UK's media exports.
 - (i) Use **Fig. 2** to explain the importance of media exports to the UK economy.

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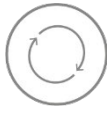
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..... [3]

Many candidates made a value statement regarding the level of importance of Media in contributing to the UK economy. This was then backed up with accurate data from Fig. 2 relating to the Media industry. Fewer candidates were then able to develop the significance to the UK economy by speculating how the contribution of £19.8 billion might be of benefit to the country. The choice and accuracy of candidates' vocabulary was important in their response, candidates who thought that 9% was a 'huge' portion of the UK's economy were not given any credit.

| | | |
|---|------------|--|
|  | AfL | Centres must develop the accuracy of a candidates writing in relation to describing data. Vocabulary linked to numeracy is an important factor in writing accurately about statistics or interpreting graphs – this was also seen in Question 5c. Best practice might involve greater collaboration with the mathematics department or contributing to whole school initiatives looking at numeracy across the curriculum. |
|---|------------|--|

Question 3 (a) (ii)

- (ii) '**Fig. 2** shows that the UK TV and film industry has a growing global influence.' Suggest **two** reasons that support this statement.

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..... [2]

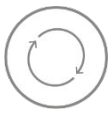
This question was misread by many candidates who assumed they had to again quote statistics from Fig. 2 as opposed to giving reasons for to support the statement. Common accurate responses focused on the popularity of English language around the globe and the increasing trend to copy many popular shows into versions from different countries e.g. India's Got Talent.

Exemplar 4

Britain's got Talent has encouraged other countries to publicise the same thing and now we have shows such as America's got Talent which showed a growing global influence.

The British news is also a factor that has a growing global influence as it encourages tourists to visit our country, specifically London.

The candidate's reasoning in this response identifies that global influence is reflected in the fact that Britain's Got Talent is copied around the world and that programmes such as the news promote tourism to cities such as London. 2 marks.



AfL

It is worth colleagues emphasising to candidates that at no point will candidates be asked to, or be credited for, writing the same answer twice. Best practice in peer and self-marking of practice exam questions in the classroom should facilitate the candidates sharing and understanding the mark scheme to learn how credit is given.

Question 3 (b) (i)

(b) Study Fig. 3 in the **Resource Booklet**, which shows the top five countries of origin for immigrants to the UK in 2001 and 2011.

(i) Which country had the greatest increase between 2001 and 2011?

- A Germany
- B India
- C Pakistan
- D Poland

Write the correct letter in the box.

[1]

Response **B** – was given as a distractor and was wrongly chosen by many candidates. This selection was made as there was data from 2001 and 2011 for India, which remained in the top five countries of origin on both data collections, with an increase of 238,000 immigrants. Many ignored the correct answer **D** – Poland, because it was not in the top five countries of origin in 2001, candidates did not realise therefore that Poland must have had less than 153,000 immigrants (Bangladesh) in 2001 for Poland not to be featured and therefore the increase in immigrants for Poland must be at least 427,000 immigrants by 2011.

Question 3 (b) (ii)

(ii) Calculate the percentage change for Germany between 2001 and 2011.
Write your answer to the nearest whole number.

..... [1]

This was the weakest response of all the numeracy skills questions on the paper. A significant majority of students could not calculate the percentage change, commonly quoting 89% or 112%. Incorrect responses demonstrated a lack of understanding of percentages as candidates did not recognise that 89% could not represent the change between 244,000 and 274,000 immigrants. Candidates who accurately calculated the percentage change, did not give their answer to the 'nearest whole number' as specified in the question, so no credit was given.

Question 4 (a) (i)

Resource Reliance

4 (a) Study Fig. 4 in the Resource Booklet, a map showing the global hunger index.

(i) Using Fig. 4, describe the pattern of countries where hunger is classified as serious.

.....

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..... [3]

This was well answered by most candidates. Candidates commonly identified Africa and specified south or South East Asia, with many candidates able to name specific countries within those two areas. Many candidates wrote well worded and structured responses and were therefore credited with the communication mark. Fewer candidates used non-geographical vocabulary such as 'above' and 'below' to describe location and some tried to link the distribution to lines latitude – typically the equator which was not accurate.

Question 4 (a) (ii)

(ii) State **one** change you would make to the data presentation methods used for Fig. 4.

.....

..... [1]

Appropriate responses such as those listed in the mark scheme were commonly used by most candidates. Many wrote about improving the clarity of the colours used or reducing the intervals of the data ranges or making the intervals consistent. Some candidates commented on labelling countries or continents on the map and suggested the inclusion of key lines of latitude. It was clear that candidates had confidence in interpreting this type of choropleth map. A small number of candidates suggested different presentation methods which is not what the question was asking of them.

Question 4 (b) (i)

(b) Study **Fig. 5** in the **Resource Booklet**, which shows information about rural – urban differences in hunger.

(i) What is the ratio of hungry people in rural areas to hungry people in urban areas?

- A 5:1
- B 4:1
- C 3:1
- D 2:1

Write the correct letter in the box.

[1]

This was the strongest response of all the numeracy skills questions on the paper. The majority of students correctly chose response B.

Question 4 (b) (ii)

(ii) Explain **one** human factor which can influence food security.

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

Candidates identified a range of human factors which might influence food security at different scales. Most commonly 'conflict' in a country was stated and its impact was well developed for 2 marks. Other issues related to the productivity of farming techniques and investment in agriculture which were also well developed. Weaker candidates focused on the wealth of a country or the wealth of individuals as to whether or not there was money to invest in farming or simply money to buy food. Fewer candidates chose physical factors such as drought or natural disasters which might reduce access to food and food security, these were not credited.

Question 5 (a) (ii)

(ii) Suggest **one** limitation of collecting primary data using this method.

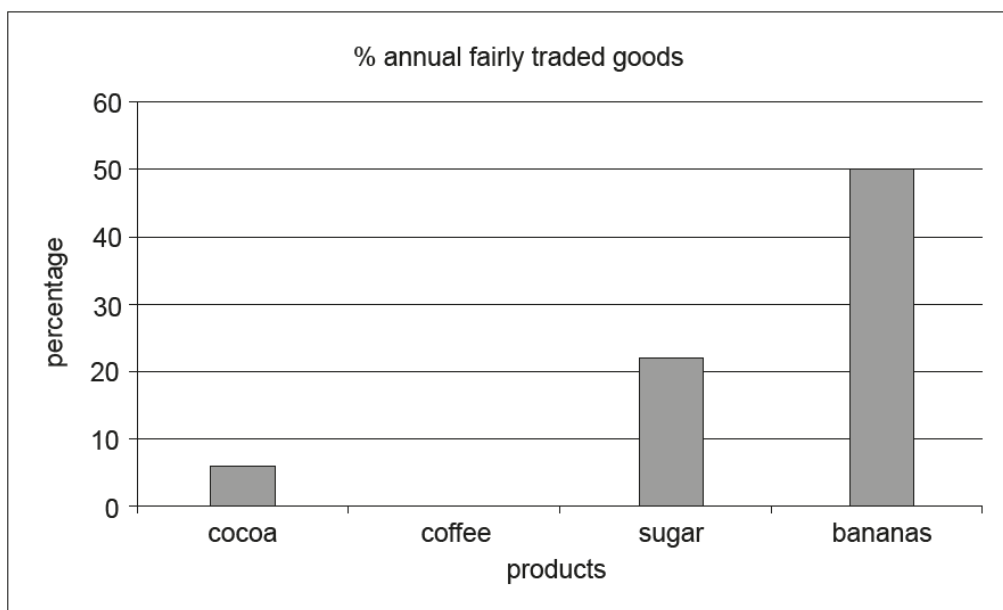
.....
 [1]

Depending on their response to Question 5ai candidates largely matched up an acceptable limitation to their previous response.

Question 5 (b)

(b) As part of their secondary data collection, students obtained data about sales of fairly traded products. Complete the graph below by plotting the data for coffee sales.

| Product name | % of annual fairly traded sales |
|--------------|---------------------------------|
| Cocoa | 6 |
| Coffee | 15 |
| Sugar | 22 |
| Bananas | 50 |



[1]

Most candidates were able to draw the top line of the bar accurately at 15%, however a significant number did not reflect the pattern of the other bars on the graph and drew their bar overly wide, in many instances double the width of the bars already drawn on the graph. This was not credited. A small number of candidates drew their bar between 20 – 30%.

Question 5 (c)

- (c) Study **Fig. 6** in the **Resource Booklet**, showing the growth in fairly traded products in the UK.

Make **two** observations about the data on the graph.

1

.....

2

.....

[2]

Most candidates were able to easily identify that the data reflected a year on year increase in Fair Trade sales, many chose to accurately quote data for a single year or calculate a comparative change in sales between years – this is an example of best practice in using the resource. The change to the y axis scale above £1 billion in Fig. 6 caused some confusion for candidates and many were given a benefit of the doubt mark (BOD annotation) for suggesting that growth in sales had slowed down between 2010 and 2011 because of the apparent proximity in the top of the bars for these two years. Some candidates had misread the question and referred to the bar chart they had added to in question 5b.

Question 5 (d)

(d) For a **human geography fieldwork investigation** you have completed, justify **one** technique you used to collect your data.

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

Candidates reflecting on their own practice in geography fieldwork continues to be a challenge for many, most candidates were given one mark for this question. Most candidates simply described their method of data collection, this alone was not credited. Candidates are asked for 'justification', some candidates recognised this command word and typically developed their description of method to state 'this allowed us to see/ we could find out'. Very few candidates developed their response beyond this point and therefore few were given full marks.

Exemplar 6

one technique we used was footfall tally.
This good as it was easy to count the amount
of people passing and a clicker made it
more accurate. [2]

In this response the candidate reflects on their collection of data e.g. conducting a tally. The candidate states that the tally was a good choice because it is easy to do ... and by using a clicker they got accurate results. 2 marks.

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