GCSE (9-1)

Examiners' report

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

J384
For first teaching in 2016

J384/03 Summer 2019 series

Version 1

Contents

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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.

Paper 3 series overview

The Geographical Exploration component is designed to give candidates the opportunity to demonstrate their geographical understanding, apply their knowledge and understanding as well as geographical skills to unseen scenarios within one location. The questions on this paper were centred on Leeds and linked to three topics within the specification: UK in the 21st Century, Urban Futures and Distinctive Landscapes.

In the first series (2018), this paper led to some difficulties in terms of candidates applying their own knowledge and understanding to the resources however, overall, the performance of candidates showed a greater level of preparation for these style of exam questions and a greater confidence in being able to take information from the resources in order to enhance their response.

Overall, candidates seemed confident with the key terminology used and were able to understand the main purpose of the questions. The resource booklet was used well with candidates demonstrating a greater ability to link together information within resources to develop their answers.
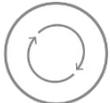
	AfL	Some additional focus on the key geographical skills would be beneficial throughout the teaching of the course as preparation for this exam in order to allow more candidates to access the shorter answer questions.

From an administrative perspective, many candidates used the additional pages in the booklet for question 4 although they should be encouraged to write more concisely and develop answers more rather than making lots of basic points.

For candidates who are entitled to a laptop, it would be very useful if they could indicate clearly on their typed work if they have answered a question within the resource booklet. It would be much better for the Examiners if candidates could type all their answers on one (word) document with clearly numbered / labelled questions.

Question 1 (a) (i)

1 **(a)** Study **Fig. 1** in the separate Resource Booklet, map of economic hubs and growth corridors in England.

    (i) Explain what is meant by the term 'economic hub'.

....

....

....

.... **[2]**

Almost all candidates were able to offer an answer to this question with most scoring 1 mark. Many candidates understood that it was to do with making money with some then discussing trade relations and the significance to the nation or to the surrounding area. Some responses focused on cities in general which made it harder for them to gain marks. Some candidates got confused with world cities, for example describing them with places that have a stock exchange.

Question 1 (a) (ii)

    (ii) How many growth corridors are shown on the map?

.... **[1]**

This question proved very difficult for candidates and this is, in part, due to the size and clarity of the resources which has been noted for subsequent series. Many candidates gave the answer of 7 growth corridors rather than the 9 named and marked on the resources.
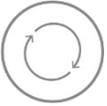
	AfL	Candidates should be encouraged to look at all of the information on the map – both the annotations from the key and the labels – in order to make sure that they fully understanding the information.

Question 1 (a) (iii)

    (iii) Calculate the distance between the economic hubs of Liverpool and Leeds.

.... km   **[1]**

The majority of candidates answered this question correctly within the parameters set within the mark scheme (95-115). This showed a good use of essential map skills. The few candidates that did not gain this mark were converting the scale incorrectly and giving an answer around 1 or 10 km.

Question 1 (a) (iv)

(iv) Using your own understanding, explain the pattern of core UK economic hubs.

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.... [3]

A significant number of candidates did not adhere to the command word within the question and did not offer explanations for the pattern of core UK economic hubs. The majority scored at least one mark for this question as one of the 3 marks was allowed for a description of the location of core UK economic hubs such as 'in the South East of the UK'. A smaller proportion of candidates then went on to explain the pattern of core economic hubs with answers including the larger population and the improved transport connections between these cities.

Question 1 (b) (i)

(b) Study **Fig. 2** in the separate Resource Booklet, data relating to selected economic hubs in England.

(i) Using data from **Fig. 2**, calculate the difference between the total number of new businesses opening in Liverpool, Manchester and Leeds to those opening in London. Show your working.

.... [2]

This was a well answered question with most candidates achieving the full 2 marks. The errors mainly occurred in copying down figures incorrectly or choosing the wrong cities. A few candidates were able to gain the method mark for correctly adding up the totals from Liverpool, Manchester and Leeds but then making an error in the subtraction from London meaning that they were unable to be awarded the overall mark.

Question 1 (b) (ii)

(ii) Show the average cost of office space per square foot in London compared to Brighton as a ratio in its simplest form.

London : Brighton

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

This question was well answered. Errors were mainly in not giving the ratio in its simplest form with common incorrect answers being 15:5 or 75:25.

Question 1 (b) (iii)

(iii) Calculate the median number of new businesses opening in the economic hubs in 2016. Show your working.

.... **[2]**

This was a well answered question. Errors occurred when candidates appeared to misread the question and worked out the mean rather than giving the median. Only a few candidates did not show their working, so many were able to achieve the full 2 marks. Some candidates incorrectly identified the middle number, despite listing the numbers in the correct order, therefore achieving 1 method mark for going through the correct process.

Question 1 (c)

(c)

A 'start-up' is a newly created company that is typically technology orientated and has a high potential for growth. They can be very fast growing and often develop an innovative product.

Study **Fig. 3** in the separate Resource Booklet, factors that affect the location of start-up businesses.

Using **Fig. 2**, **Fig. 3** and your own understanding, explain why economic hubs are good locations for new start-up businesses.

....

....

....

....

....

.... **[6]**

Candidates generally answered this question well, on the whole recognising the benefits of economic hubs for start-up businesses and being able to give supporting evidence from Figures 2 and 3.

Many candidates picked out key information from the resource and were able to reach Level 2 by linking the reasons clearly to the statistics in Fig 2 but the depth of explanation was lacking in many answers. For Level 3, there needed to be an element of greater explanation / development, for example explaining **how** skilled workers are beneficial to new businesses or **how** cheap office space is going to help.

Exemplar 1 demonstrates a well-developed point and the candidate could therefore access Level 3 of the marking criteria. They have identified a reason why economic hubs are good locations for start-up businesses (many new businesses opening), they went on to demonstrate how this was seen in Manchester using the statistics in the resource and then explained how this would be beneficial to the business.

Exemplar 1

new start-up business. Economic hubs also contain many new businesses that open every year, for example Manchester which saw 20,535 open in 2016. This would mean start-up business would be in close proximity to other start-ups, allowing communication and links between them to help them grow and develop. **[6]**
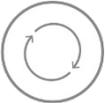
	AfL	It would be beneficial for candidates to be shown that 2 or 3 well-developed points are much more likely to gain additional credit than lots of basic points taken from the resources.

Question 2 (a)

2   Study the **OS map extract**, a 1:50 000 scale map of Leeds.

Leeds is a city in West Yorkshire and is an economic hub.

(a) The village of Colton is east of Leeds city centre.

Give the six figure grid reference for the picnic site located in Colton.

....   **[1]**

Approximately half of candidates were able to give a correct 6 figure grid reference however it was disappointing that this proportion was not higher.

	AfL	It is important that sufficient time is given to practising key geographical skills throughout the GCSE course and it was a shame that this more traditional geographical skill was lacking in many candidates.
		One way in which this could be achieved would be to use map extracts of case study locations and practice the key map skills outlined on page 17 of the specification alongside the information required for the case studies within the 8 topics.

Question 2 (b) (i)

(b) Study **Fig. 4** in the separate Resource Booklet, a Desire Line map showing where workers in Leeds city centre live. The map is based on the **OS map extract** of Leeds.

(i) Using **Fig. 4** and the **OS map extract**, which place do the largest number of workers in Leeds city centre commute from?

....   **[1]**

This question was answered correctly by the majority, however some candidates did not carefully read that they were being asked to name a place and so gave the answer as travelling from the west. This highlights the importance of students correctly reading the question.
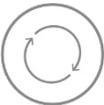
	AfL	It is a good idea to give guidance to candidates about underlining key words in the questions, as those candidates who annotated the questions seem to make fewer reading errors.

Question 2 (b) (ii)

(ii) How could you adapt the Desire Line map to make it clearer?

....

.... **[1]**

Within the listed geographical skills, there is a requirement, under point 9.4.3 on page 18 of the specification that candidates '*should be able to suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams*'. On the whole, a large number of candidates recognised that adding key geographical features onto the map or a numerical scale would make the map easier to read. Answers failing to gain credit were generally linked to presentation and not the detail on the map e.g. enlarge the map, put on more arrows or add some colour.

Question 2 (c)

(c)* Study **Fig. 5** in the separate Resource Booklet, an extract from a property magazine featuring three of the suburbs of Leeds.

Some people choose to live in residential areas, often on the edge of cities, known as suburbs, and commute to work in Leeds city centre.

Using evidence from the **OS map extract**, **Figs 4 and 5** and your own understanding, discuss the reasons why people may choose to live in the suburbs but commute into the city centre for work.   **[12]**

Candidates tackled the first of the 12 mark questions well and allowed almost all candidates to identify reasons why people live in the suburbs while giving opportunities to write well-developed answers.

Candidates gaining marks in Level 1 tended to list lots of reasons why suburbs are good places to live without discussing why or giving examples from the resources. The majority of candidates were able to link their reason either with examples from the resources or to a further explanation to reach Level 2 and many candidates were then able to do both of these elements in order for them to reach Level 3. Very few candidates developed more than one point further using their own understanding to be able to achieve Level 4.

Exemplar 2 demonstrates a candidate that has been able to develop one of their points well – they have identified the point, used the resources to provide an example, explained how this was a reason for living in the suburbs and then used their own understanding to elaborate further.

Common errors included descriptions of each suburb named in the resource (Pudsey, Horsforth and Rothwell) and the advantages of living in each area. This usually became quite repetitive and meant candidates did not develop points fully instead giving the same three simple explanations in each context. Many candidates did not use the figures and OS map as often as they could have done in order to both gain information about the different suburbs and to extend their thinking beyond the resource. A significant number of candidates discussed the 'city' or Leeds, not distinguishing between suburbs and the centre. A major factor preventing candidates from achieving higher marks was the tendency to give far too many different reasons, each one only partially developed, instead of focusing on two or three reasons and developing these in sufficient depth so as to meet the command word of 'discuss'

Exemplar 2

...experience within the city centre. The third reason would be reduced living costs, as for example in Rothwell the housing "is cheaper than in other areas of the city", with a 2 bedroom flat only costing around £125,000. This would be significantly less than a flat in the city, as the centre would be tight on living space, pushing prices up. Therefore, people choose to

Question 3 (a) (i)

3   (a)   Study **Fig. 6** in the separate Resource Booklet, a fact file on the flooding of the River Aire in Leeds. The area covered by this map is highlighted on the **OS map extract**.

(i)   Give **two** pieces of evidence from the photographs that suggest the flooding on the South Bank in Leeds affected people.

....

....

....

.... **[2]**

This question was generally answered very well, with lots of candidates successfully linking the evidence to the impact on peoples' lives for credit. Common errors included vague answers where candidates did not write enough to gain marks; missing out either the evidence or how flooding affected people, or only giving one piece of evidence.

Question 3 (a) (ii)

(ii) Study **Fig. 7** in the separate Resource Booklet, a map showing some of the planned developments on Leeds South Bank. The area covered by this map is highlighted on the **OS map extract**.

Using **one** piece of evidence from **Fig. 7**, explain why the South Bank proposal would be beneficial for Leeds.

....

....

....

....

....

.... **[3]**

This question required candidates to select one piece of evidence from Fig 7 for one AO4 mark and then explaining why this selected piece of evidence would be beneficial for Leeds for two AO3 marks. The majority of candidates were able to select one piece of evidence correctly and gain one mark. A significant number of candidates gave more than one piece of evidence from the resource which limited the numbers gaining marks for explaining the benefits as these were not well linked or developed.

Question 3 (a) (iii)

(iii) Suggest an alternative way of presenting the plan information shown in **Fig. 7**.

....

.... **[1]**

Similarly to question 2bii, this question was difficult for candidates to answer as they were not comfortable with a range of different ways to present the plan information. Answers that were acceptable for credit needed to clearly show how the information could be presented in an alternative way and therefore answers such as 'on a map' and 'in a leaflet' were not accepted.

Question 3 (b)

(b) Using **Figs. 6 and 7** and your own understanding, explain why river basin management is needed to overcome contemporary challenges that affect life in the city.

....

....

....

....

....

.... **[6]**

This synoptic question proved to be very difficult for candidates to answer with very few achieving marks in Level 3. The majority of candidates recognised that river basin management is needed in Leeds to prevent flooding and this was given credit for the 'explaining why river basin management is needed' element of the question. However, very few candidates were able to link river basin management to contemporary challenges such as housing, inequality, transport to satisfy the requirement for synopticity. Several candidates spent large amounts of time describing flood management techniques was not able to gain more than 3 marks out of 6 as they were only addressing the first part of the question and not making the synoptic link.

Exemplar 3, this extract from the candidates answer demonstrates how they were able to focus their response on the contemporary challenge of unemployment and then explain how the river basin management would overcome this issue, giving a synoptic response.

Exemplar 3

Question 4

4* Using the information in the separate Resource Booklet, the OS map extract and your own understanding:

1. Evaluate the economic and environmental sustainability of Leeds.

2. Suggest **one** way in which Leeds can attempt to achieve greater long-term sustainability.

....

....

....

....

....

.... **[12]**

This question, as in the previous series (2018), required candidates to use the information in the resources to demonstrate an understanding of the current economic and environmental sustainability of Leeds, to then use these elements to evaluate the current level of sustainability in Leeds. Candidates then needed to suggest one way in which Leeds could attempt greater long-term sustainability analysing how this could be achieved. It was important that candidates didn't just simply lift ideas from the resource booklet, especially for the higher levels.

Most candidates were able to fairly successfully analyse economic development in Leeds and many could evaluate this too. The majority were also able to use evidence from the resource booklet to support their ideas, although some fell into the trap of listing evidence straight from the booklet. Analysis and evaluation of environmental sustainability was managed less successfully overall, with only a few candidates discussing issues such as loss of greenbelt, air pollution and resource/waste issues.

A much smaller proportion of candidates were able to think creatively and synoptically and come up with an idea for long-term sustainability which was not taken directly from the booklet with very few able to fully explain this idea. Many candidates discussed flood prevention methods as their idea for a sustainable solution which was an excellent as these methods were not included in the resources so demonstrated their own understanding however few went beyond suggestions such as putting in flood walls or levees. Too many candidates wrote a lot but gained little credit, simply lifting and listing information from the booklet with little development, evaluation or judgment required in the mark scheme.

⟳	**AfL**	Candidates would benefit from using resources that demonstrate a particular point but in a different context to the one they are studying. For example, following lessons on urban regeneration in London, candidates could be given the resource from this exam resource booklet on Leeds. This would then help candidates to understand that there are certain elements within the exam examples that are similar and that, if they are asked to suggest alternatives, they could suggest solutions seen within their case study areas in a different location.

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