

**GCSE (9–1)**

**Examiners' report**

**GEOGRAPHY B  
(GEOGRAPHY FOR  
ENQUIRING MINDS)**

**J384**

For first teaching in 2016

**J384/01 Autumn 2020 series**

## Introduction

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



Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the question paper nor examples of candidate answers.

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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 1 series overview

Our Natural World covered all four physical geography topics and the physical geography fieldwork. Case study knowledge, applying that knowledge to the meet the requirements of the question and providing more complex arguments being key reasons for the wide range of marks given.

Clear understanding and use of geographical language helped candidates answer questions with precision and coherence, allowing candidates to tailor their answers to the needs of each question, rather than adding accurate but irrelevant details to their answer. None of the four physical geography topics performed better than another, although the 8-mark question was more challenging. Question 2(c) challenged candidates the most as it required an analysis, a skill the candidates find more complex. There was a tendency to describe without adding the extra layer of complexity needed to reach the higher levels of the mark scheme.

|   |            |  |
|---|------------|--|
|  | <b>AfL</b> | <p>A method that centres can use to help candidates' practice is in the style of developed writing. Answers that did not reach the higher levels tended to give 4 or 5 basic reasons. A better strategy would be to practice writing about fewer reasons, trying to expand and develop them much more fully before moving to the next point or question.</p> |
|---|------------|--|

Graphs and mathematical skills were completed accurately in most cases.

| <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"> <li>• Gave place-specific details about their case studies</li> <li>• Evaluated using positive and negative points rather than explained</li> <li>• Used evidence to increase the complexity of an answer</li> </ul> | <ul style="list-style-type: none"> <li>• Made generic points which could relate to a wide variety of case study locations</li> <li>• Descriptive answers where there was little or no attempt to make any evaluation</li> <li>• Not using evidence leading to more simplistic answers. This evidence could come from a resource or the candidate's own knowledge and understanding.</li> </ul> |

## Section A overview

Section A tends to have multiple choice questions or short answer questions followed by either a medium or high tariff question, often based on a case study. The short answer questions can test candidates key word recognition, geographical skills, including mathematical techniques. The higher tariff questions (8 marks) test candidates' extended writing skills and the medium tariff (6 marks) their ability to link understanding and place-specific evidence, either from a resource provided or their own understanding, to the specific question.

## Section B overview

The fieldwork section continues to be less well answered than the four other questions. Candidates left a lot of the questions blank, which limits the marks available, especially as the final question was worth 8 marks as well as 3 SPaG marks. There was little difference in the quality of responses when comparing questions that dealt with a candidate's own fieldwork and those that dealt with unfamiliar fieldwork.

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## Supporting you through 2020-2021

Our priority is supporting you and your students this autumn and to support you as you prepare for summer 2021 exams. We'll update our [website information](#) regularly with resources, guidance and key information.

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