

**GCSE (9–1)**

**Examiners' report**

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

**J384**

For first teaching in 2016

**J384/02 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 2 series overview

J384/02 (People and Society) is one of three examined components for the GCSE Geography B (Geography for Enquiring Minds) qualification. This component focuses on:

- Urban Futures
- Dynamic Development
- UK in the 21<sup>st</sup> Century
- Resource Reliance
- Human Geography Fieldwork

To do well on this paper, candidates need to demonstrate an understanding of the social, cultural, political and economic forces that make places unique, and how these change over time and space. They need to write extended answers reflecting depth and detail regarding specific issues in locations around the globe, demonstrating an understanding of the challenges being faced on a local, national and global scale.

Candidates will have experience of designing and implementing a human geography fieldwork investigation. Fieldwork skills include understanding and applying specific geographical knowledge, understanding and skills to real-world human geographical contexts. Candidates will demonstrate the ability to analyse not only the outcomes of their fieldwork in relation to the hypothesis set but also view the whole enquiry process with a critical eye, evaluating the effectiveness of the investigation process.

<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>• Understood and could recall detail regarding specific case studies. Their answers also had depth.</li> <li>• Demonstrated good mathematical and fieldwork skills through accurate calculations and understanding of data presentation techniques.</li> <li>• Demonstrated effective written communication skills using connectives to extend sentences, subject specific vocabulary and structuring comprehensive responses.</li> <li>• Understood the enquiry process and were able to critically reflect on their human geography fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Omitted questions, particularly multiple choice questions (MCQs).</li> <li>• Wrote generic statements which could apply to any case study location.</li> <li>• Misunderstood AC, EDC, LIDC</li> <li>• Confused city with country and vice versa</li> <li>• Did not understand the enquiry process.</li> <li>• Were unable to reflect on their human geography fieldwork and confused data collection with data representation.</li> <li>• Didn't offer an opinion with the 'to what extent' questions.</li> <li>• When asked to write about 'one' example, wrote multiple alternatives.</li> </ul>

## Section overview

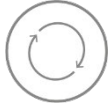
Section A consists of questions examining the four topics of: Urban Futures, Dynamic Development, UK in the 21<sup>st</sup> Century and Resource Reliance. Question formats for this November exam series included multiple choice, short responses, interpreting maps and graphs and extended writing relating to case study examples. Each topic of study comprises of questions totalling 13 marks. Section A totals 52 marks.

Section B consists of questions examining candidates' experience and understanding of human geography fieldwork. Section B totals 15 marks plus 3 marks for SPaG.

## Comments on responses by question type


### Multiple choice questions

Most candidates are able to successfully respond to multiple choice questions however some candidates still leave these questions unanswered.

	<b>AfL</b>	<p>Candidates must be encouraged to always attempt MCQs. Best practice will teach candidates how to approach these questions, invariably it is possible to discount at least one option which is obviously incorrect and typically there may also be a misconception option included. The skill of answering MCQs must be included in every assessment opportunity and can provide an easy check as a starter or plenary activity in a lesson.</p>
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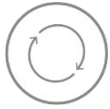
### Level of response questions

Candidates who are most successful when answering level of response questions demonstrate both a detailed understanding of the specific content required by the question and the ability to write well-structured, comprehensive responses. Candidates who are less successful write generic examples which could be applicable to any location, typically summarised in short sentences.

	<b>AfL</b>	<p>Centres must provide candidates with comprehensive, detailed case studies as outlined in the specification. Regular recall opportunities through short assessment exercises or homework tasks which develop a candidates' ability to select specific and substantiated examples are essential throughout the course and should not be confined to the last few 'revision weeks' in preparing for the examination. Providing tasks which require short term and long-term recall is considered best practice when developing study skills in candidates. Candidates should be encouraged to apply their learning in a variety of contexts.</p>
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### Other

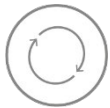
Candidates are required to demonstrate mathematical and geographical skills throughout this paper. Most candidates are able to demonstrate simple calculations such as addition and subtraction and are also able to read values from the axis of a graph. Many candidates are also able to make recommendations regarding how to improve data presentation. Fewer candidates can successfully calculate averages or percentages and invariably candidates lose marks as they do not show their working out.

	<b>AfL</b>	<p>Geography departments should continue to work in collaboration with mathematics and science departments to share best practice regarding the teaching of calculations and graphicacy. Departments must have a shared expectation of the requirements of questions and should explicitly explain the commonality during lessons. Candidates must be encouraged to see the transferability of these skills between the subject areas.</p>
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## Common misconceptions

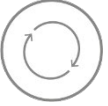
Many candidates select incorrect examples on level of response questions, this can limit their marks to Level 2 (3 marks on the mark scheme). Candidates must be clear on the difference between AC / EDC and LIDC. Similarly, candidates must not confuse city and country, the requirements of scale in answering such a question is clearly different.

Human geography fieldwork questions in Section B of the examination are frequently poorly answered. This paper indicated that many candidates could not recall elements of the enquiry process and many candidates confused data collection and data representation. Geography fieldwork investigation is about understanding **the process** and **the decisions** that are made around hypothesis, data collection, data representation. Candidates should be encouraged to view their work with a critical eye and be able to explain the choices they have made, what worked well and what worked less well.

	<b>AfL</b>	<p>Geography departments must ensure they are making full use of the resources provided by the examination board regarding this aspect of the GCSE course. Resources include:</p> <ul style="list-style-type: none"> <li>- GCSE fieldwork skills factsheet (this unpacks the enquiry process and the 6 fieldwork skills listed in the specification on p19)</li> <li>- Embedding fieldwork skills (activities to integrate the required skills into teaching and learning)</li> <li>- Embedding geographical skills (activities to integrate the required skills into teaching and learning)</li> </ul> <p>These resources can be found under the planning and teaching section on the GCSE B qualification page:</p> <p><a href="https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/planning-and-teaching/">https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/planning-and-teaching/</a></p> <p>Geography departments could benefit from networking with other centres to collaborate on planning and delivering human geography fieldwork. Candidate engagement and motivation can be improved when collaborating with other centres or cohorts of candidates, this also provides the opportunity for broader samples of data and/or opportunities to discuss and analyse the effectiveness of the work carried out.</p>
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## Key teaching and learning points – comments on improving performance

When candidates perform well on level marked case study questions (1e, 2c, 4d – 6 marks) and extended response questions (3d - 8 marks) it is evident that centres are preparing their students with a range and breadth of information and example case studies (where it is a case study question). Some candidates are able to recall specific dates, named locations, facts and figures to write detailed and substantiated responses to the questions posed.

	<b>AfL</b>	<p>To improve overall performance centres must encourage candidates to use connectives to extend their sentences, all too often candidates offer a brief description and do not follow it up with facts or figures to develop their answer. Centres must make sure that candidates select the correct case study appropriate to the question set. Providing candidates with a glossary of case studies for both the physical and human geography examinations can aid revision. Best practice teaches candidates to plan their extended writing, one technique is to 'BUG' longer questions, what exactly is the question asking for and what detail do I need to include in my response?</p>
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Examination technique in preparing for this paper should address the following:

- If the question asks for '**one**', then just write one. If candidates write a list, the first reason / fact they offer is the one which will get marked.
- If the question has two aspects to it, for example 'changes in the **growth** and **character** of a city', candidates must make sure they address both aspects.
- If the question asks, 'to what extent', candidates must offer an opinion or summary addressing this aspect of the question. Best practice encourages classroom discussions regarding appropriate vocabulary to use in response to these questions.
- Candidates must learn the requirements of specific command words. What is this question asking me to do?

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