

GCSE (9–1)

Examiners' report

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

J384

For first teaching in 2016

J384/03 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 3 series overview

The Geographical Exploration paper (component 03) includes synoptic questions. It does not include any marks for Assessment Objective AO1, which assesses candidate's knowledge.. This November exam paper, was based in Indonesia and more specifically on the island of Sulawesi. This paper was based around the specification content for Global Hazards, Changing Climate and Resource Reliance.

To do well on this paper, candidates need to understand and use the resource booklet, give clear development of their points in longer answer questions and use a variety of geographical skills.

Candidates used their understanding and skills appropriately particularly in response to the sub-sections in question 1 and 2, where they were able to apply their knowledge and understanding well to the resources. There was less confidence by the candidates shown in questions 3 and 4.

<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"> • Were able to use a strong foundation from the specification content to demonstrate understanding of the concepts examined. • Used geographical terms throughout their answers • Were able to complete the questions requiring the use of mathematical skills • Had a good understanding of the elements of the specification relating to this paper • Used the resource booklet when directed to in the question paper • Were able to clearly state the points they were making in questions requiring explanation • Were able to build their explanation onto the points they had made leading to fully explained and justified answers 	<ul style="list-style-type: none"> • Misunderstood key terms and concepts • Did not use geographical terms when describing location or explaining concepts • In longer questions, made individual points (sometimes multiple points) but did not offer further explanation of the points to demonstrate their understanding • Misunderstood the resources or did not use the resources to back up their answers and were unable to explain their points clearly in longer answer questions •

Themes in candidate responses

Candidates had a good understanding of tectonic hazards, associated secondary hazards (particularly tsunamis) and responses to the hazards. This enabled candidates to demonstrate clear understanding of the resources and enabled some candidates to draw in their understanding from their case studies and apply this to the resources, particularly relating to the responses to the earthquake in Sulawesi.


Candidates also demonstrated a good understanding of sustaining ecosystems through the questions on coral reefs and rainforests. The coral reef questions were based around specific resources and those candidates who were able to use the resources to explain and further develop their responses were particularly successful. There was a good understanding of the general threats faced by the tropical rainforest and most candidates were able to offer clear explanations relating to the importance of the rainforest.

Comments on responses by question type

Geographical Skills questions

Within this paper, candidates were asked to demonstrate cartographic skills by measuring distance and using scale, extracting information from a map and analysing this information to draw an estimated conclusion. Candidates were also asked to use numerical and statistical skills to demonstrate an understanding of relationships between units by substituting data into a given formula, interpret tables of information and calculate percentage increase and decrease.


The geographical skills questions were well answered by candidates which demonstrates additional confidence in their numerical skills and shows that there is a growing confidence in using the wider range of skills stated within the specification.

	OCR support	<p>The full list of geographical skills to be covered within this specification are on pages 17 and 18 in the specification. There is also a geographical skills guide and workbook available in the planning and teaching section of the OCR website.</p> <p>https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/planning-and-teaching/</p>
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Level of response questions – 6 marks

Within these two questions, candidates were mainly able to gain the marks for making simple points within their answers that, in both cases, required candidates to use the resources to support their answers. In both six mark answers, it was possible for candidates to develop their answers using further information from the resource to explain their initial point. This is a clear theme running through all the exam series and some candidates are continuing to use development points that are unrelated to the question.

To reach Level 3 in these questions, it was important that candidates developed their initial point further, adding a level of explanation that demonstrated their geographical understanding.

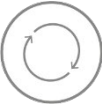
	<p>AfL</p>	<p>Use resources from the Geographical Exploration exams within the initial stages of your teaching of the different topics. When asking questions, ask the students to highlight key points and explain them just using the resource. This will enable them to get used to exploring different resources and to forming the explanation from the resource.</p>
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Level of response questions – 12 marks

Within the two 12 mark questions, candidates were often able to reach Level 2, however, very few were able to explain and justify their points enough to gain Level 4 marks (10-12). With both 12 mark questions, there is a need for candidates to demonstrate a clear understanding of the resources and the concepts within them (AO2) and apply this understanding to the question using the resource booklet (AO3).

Within both 12 mark questions, there was a requirement for candidates to make a judgement either of the suitability of the responses to the earthquake (Q1d) or by suggesting a way that Sulawesi could tackle one of the issues (Q4) outlined in the resource booklet. Many candidates struggled to demonstrate this skill at a high level.

Candidate answers were often showing clear selection of points from the resources and their own understanding with these points being well explained. There were, however, fewer candidates able to access level 4 because there was less emphasis on why a specific response was particularly suitable for the specific hazard event in Sulawesi (Q1d), or (Q4) how the sustainable development strategy suggested was suitable for Sulawesi, with candidates needing to make reference to the challenges that were outlined within the resources .

	<p>AfL</p>	<p>With the command word ‘to what extent’ (Q1d) and ‘suggest’ (Q4), candidates need to make sure they can show through their extended explanation of their point that they have looked at the evidence and made a judgement, rather than just stating ‘I agree to some extent’.</p> <p>One way that this can be supported within teaching is to make sure students are encouraged to look at each resource from different angles and discuss contrasting viewpoints. This could be as simple as ‘on the one hand’ and ‘on the other hand’, as sentence stems within written tasks.</p> <p>Once this discussion has taken place, it is important that a judgement is then made. A desire line exercise where students need to place themselves somewhere between two viewpoints is helpful to visualise where they would make their judgement. Students need to practise explaining this within their written response.</p>
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Guidance on using this paper as a mock

Within the mark scheme, the wording used, particularly on the left hand side, is very precise. When using this for a mock exam, remember that students often express these points in very different ways, so allow for professional judgement and a degree of flexibility when marking.

Within the level marked questions, particularly in question 1d, 2b and 3b where specific reference to the resource or specific points need to be included, it is helpful for both teachers and students to highlight the specific points that have been made. As teachers you can clearly see whether those specific points have then been developed further using the resource or the student's own understanding, this is key to accessing higher levels. This should enable students to focus on the quality and development of 2 or 3 points, depending on the question, rather than stating all the points that could be taken from a resource.

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