

**AS LEVEL**

**Examiners' report**

# **GEOGRAPHY**

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**H081**

For first teaching in 2016

**H081/01 Summer 2022 series**

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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. A selection of candidate responses is also provided. 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 and the mark scheme can be downloaded from OCR.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Paper 1 series overview

This paper examines the optional Landscape Systems topic, Changing Space; Making Places, geographical and fieldwork skills. To do well in this, candidates needed to bring in their place-specific examples to support the theory they had learned. Candidates who did well generally used figures and resources throughout their responses, whereas those who did not struggled to access the top levels.

The longer 14 mark essay questions have a slight bias towards knowledge and understanding with Assessment Objective 1, so candidates should remember that place-specific detail, case studies and examples are needed. The 6 marks available for Assessment Objective two are given for the application of knowledge and understanding, so it is not enough just to list the AO1 detail; candidates must use it through analysis and evaluation to answer the question. Generally, the better essays are the ones that take a definitive position to agree or disagree with a statement. The alternative tends to take the format of 'here is one side of the argument and here is the other, and I sort of agree and disagree' which means candidate's usually struggle to score highly on AO2 due to the lack of engagement with the facts and how they might support a position on either side of the debate.

Handwriting remains an issue. Candidates are asked to write a lot in the time given, and there is an inevitable decline in the standard. However, some writing is of such poor quality that examiners struggle to decipher what has been written. In cases such as these, candidates risk having marks not given because it cannot be read. It would be worth centres considering how to support the practice of handwritten assessments of a legible standard as part of exam preparation to aid candidates.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• referred to the sources and used data when answering questions</li> <li>• included detailed place-specific information</li> <li>• wrote clearly in paragraphs, linking back to the question</li> <li>• gave judgements which were supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• wrote generally about ideas without evidence</li> <li>• wrote in long paragraphs which lost meaning and direction</li> <li>• had little place-specific detail to support their arguments.</li> </ul>

## Section A overview

Landscape Systems allows candidates to study Coastal, Glaciated and Drylands landscapes. There were no candidates attempting Dryland landscapes this year, and Coastal landscapes was the more popular option. The demand of the questions and the skills they assess are designed to be equal across all three options, so this report covers the skills and assessment objectives in general, touching on the content where necessary.

### Question 1 (a) (i)

#### Option A – Coastal Landscapes

1 (a) Study **Fig. 1** which shows average tidal range at the coast of southern England and Wales.

(i) Using evidence from **Fig. 1**, describe the pattern of average tidal range. **[3]**

This question allowed candidates to demonstrate their ability to interpret a figure. The most successful responses described the pattern while weaving in evidence such as names of places or data from the source.

For coastal landscapes, specific areas were mentioned, and an overall comment on the tidal range showed an understanding of the whole location.

## Exemplar 1

1	ai	<p>The average tidal range alternates along the coast of Southern England and Wales. *</p> <p>In areas like the Isle of Wight, Southern England, the tidal range is quite low at around 2m. But on either side of the Isle of Wight, the tidal range is much larger, with the Severn having a tidal range of 12.3m (meaning there is a 10.3m difference in tidal range between the Isle of Wight and the Severn) and a <sup>tidal</sup> range of 5m at North Foreland. The area with the highest tidal range is the Severn, an inlet with a narrow opening, and the lowest tidal range is at Isle of Wight, where the Island is surrounded and exposed to the English Channel.</p> <p>* with areas of tidal range &lt;3m being directly between areas of &gt;4m tidal range.</p>
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This example clearly shows the extremes of high and low tidal ranges and goes beyond to work out the difference in tidal range. Clear place detail is used, indicating a thorough understanding of the resource. This response was given 3 marks.

## Question 1 (a) (ii)

(ii) Suggest **one** way that tidal range can influence coastal landscape systems.

[4]

Where the question states *one* way, candidates cannot be credited for second or subsequent ideas, even if these would score more highly than the initial one. It is important for candidates to practice using past papers to make sure they are focusing their responses. Candidates need to identify one way clearly. All the assessment is AO2 meaning that 'one way' needs to be supported by three development points. Using phrases such as 'this means that...', 'as a result...' or 'which leads to...' these will encourage candidates to develop their points thoroughly.

Question 1 (b)

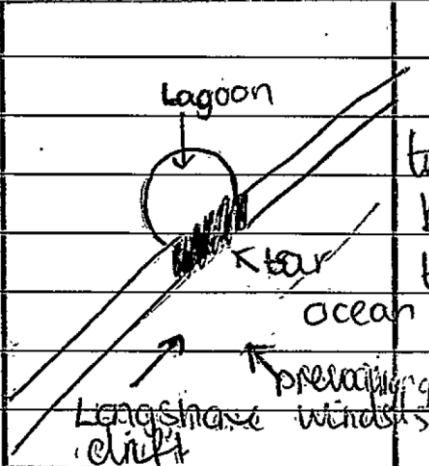
(b) Explain the formation of on-shore bars.

[8]

To explain the formation of on-shore bars candidates need to demonstrate they know what the landforms are, where they are found and the factors that influence their formation.

Some of the most successful responses included a diagram, as shown in Exemplar 2 – while this is a possible way to earn credit in the response, the process of drawing the diagram can be helpful to a candidate as an aide memoire of the processes involved and act as a plan for their response.

Exemplar 2

Q1	b	<p>A onshore bar is an example of a depositional landform. This means that <del>the</del> it has been formed through sediment being deposited. <del>It is</del> It is formed when longshore drift occurs which is the process of sediment being transported up the beach being influenced by the prevailing winds. As sediment is dragged up the beach waves lose energy in the shallower water and deposit sediment. This blocks off the area of water (lagoon) from the rest of the sea. This onshore bar acts as a barrier between the two bodies of water.</p> 
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## Question 1 (c)

(c)\* 'The greatest impact on coastal landscapes results from their use by people.' Discuss this statement in the context of **one** coastal landscape. **[14]**

This question allowed candidates to show a range of knowledge about how their chosen landscape can be impacted by a range of sources. Given that the '*use by people*' is in the focus, the clearest responses were ones which discussed how humans used their landscape and the impact they had, before looking at other ways their landscape was impacted, such as through climate change or natural processes.

The question directed candidates to **one** landscape for exemplification and while there was no penalty for those who used more than one, the ability of candidates to show thorough knowledge and understanding of a location and use accurate place-specific detail was hindered.

Where candidates wrote in clear paragraphs with one idea per section and linked back to the question throughout, they were able to successfully analyse which factor had the greatest impact and therefore secure top Level 3 marks for their application of knowledge / AO2.

## Question 2 (a) (i)

### Option B – Glaciated Landscapes

2 (a) Study **Fig. 2** which shows a contour map of a glaciated landscape in the North West Highlands, Scotland.

(i) Using evidence from **Fig. 2**, describe the aspect of the slopes in the area shown. **[3]**

This question allowed candidates to demonstrate their ability to interpret a figure. The most successful responses described the aspect of the slopes while weaving in evidence such as names of places or data from the source, such as "The slope at grid reference (398,873) has a southeast aspect and no lake".

Some candidates were unable to accurately interpret the contour lines which suggested that OS Map reading skills could be developed. One example read "The aspect of the slopes is quite high with a height of around 622 metres. They have a lot of contours", suggesting a misunderstanding of the term *aspect*.



## Question 2 (a) (ii)

(ii) Suggest **one** way that aspect can influence glaciated landscape systems.

[4]

Candidates needed to give only one reason in this question, and it is important to remember that second and subsequent ideas are not credited, even if they would be more creditworthy. Having suggested one way, candidates need to provide detailed explanation such as in this example:

'Aspect can influence the movement of glaciers because on slopes facing away from sun, less insolation is received resulting in low temperatures and therefore less melting. This creates a positive mass balance with greater glacier advance and erosive power'.

## Question 2 (b)

(b) Explain the formation of erratics.

[8]

To explain the formation of erratics candidates, needed to demonstrate they know what the landforms are, where they are found and the factors that influence their formation.

It is possible to draw a diagram to earn credit in the response and the process of drawing the diagram can be helpful to a candidate as an aide memoire of the processes involved and act as a plan for their response, but this is not necessary.

## Question 2 (c)

(c)\* 'The greatest impact on glaciated landscapes results from their use by people.' Discuss this statement in the context of **one** glaciated landscape.

[14]

This question allowed candidates to show a range of knowledge about how glaciated landscapes can be impacted by a range of sources. Given that the '*use by people*' is in the focus, the clearest responses were ones which discussed how humans used their landscape and the impact they had, before looking at other ways their landscape was impacted, such as through climate change or natural processes. The question directed candidates to **one** landscape for exemplification and while there was no penalty for those who used more than one, the ability of candidates to show thorough knowledge and understanding of a location and use accurate place-specific detail was hindered.

Where candidates wrote in clear paragraphs with one idea per section and linked back to the question throughout, they were able to successfully analyse which factor had the greatest impact and therefore secure top Level 3 marks for their application of knowledge and understanding / AO2.

## Option C overview

There were no candidates who answered the Drylands section this year. Question 3 images have been left in for reference.

### Question 3 (a) (i)

#### Option C – Dryland Landscapes

3 (a) Study **Fig. 3** which shows a contour map of a dryland landscape in Arizona, USA.

(i) Using evidence from **Fig. 3**, describe the aspect of the slopes in the area shown. [3]

### Question 3 (a) (ii)

(ii) Suggest **one** way that aspect can influence dryland landscape systems. [4]

### Question 3 (b)

(b) Explain the formation of star dunes. [8]

### Question 3 (c)

(c)\* 'The greatest impact on dryland landscapes results from their use by people.' Discuss this statement in the context of **one** dryland landscape. [14]

## Section B overview

This section is not optional and there were a wide range of responses seen. Candidates must apply some abstract concepts of Space and Place to their specific case study examples, of which Barcelona, Birmingham and London were commonly used. In many of the sections of the specification there are a number of elements, such as the range of players or different strategies for rebranding, and it is important that candidates have covered them all to be able to compare and evaluate them as per the demands of the question.

### Question 4 (a)

4 (a) Explain **one** impact of structural economic change on social inequality. [4]

Many excellent responses were seen which contained a lot of creditworthy information. Candidates were only required to give one impact, so second and subsequent ideas were not credited. There are a range of ways that impact can be thought of, such as in terms of being positive or negative, evident at a range of geographical scales; and they may occur in the short- or long-term. These categories can help candidates to focus in on details needed to access the development marks.

### Question 4 (b) (i)

(b) Study **Fig. 4A**, which shows selected players involved in a social housing development in Norwich.

(i) Using evidence from **Fig. 4A**, identify **one** player that shows this is a public-driven initiative. [1]

#### Do not rewrite the question...

Candidates are required to name a player; there is no need to rewrite the question or put it into a sentence, so clearly labelling the Question 4 (b) (i) in the margin and writing "city council" would be enough to gain the credit. This should be quicker and allow candidates more time to answer the other questions.

### Question 4 (b) (ii)

(ii) With reference to **Fig. 4A**, suggest possible roles of **two** players involved in this social housing development. [4]

As with 4 (b) (i), there is opportunity in this question for candidates to scale back on writing to deliver clear, concise responses. There was no credit given for simply naming the players, but candidates were good at making the link between what the players did at the social housing development. As candidates are asked for a suggestion, they should be encouraged to think and offer a response even if unsure.

## Question 4 (c)

- (c) Study **Fig. 4B**, which shows place profiles for two wards in Bristol, 2019. 'Central' is an inner-city ward; 'Westbury-on-Trym & Henleaze' is an outer-suburban ward. Using evidence from **Fig. 4B**, suggest reasons for differences in the population structure of the two wards. **[6]**

There is a lot of data available to the candidates, and there were many detailed responses which used the figure to great effect. As there are 2 marks for AO3, there is a limit of Level 1 where there is no application of the knowledge and understanding. Candidates should remember that they will not be double credited for giving two sides of an argument, such as explaining why Westbury might have a higher elderly population and then go on to explain why Central may have a lower elderly population.

Good examples will include suggestions and evidence, such as "The central ward has a younger population than Westbury-on-Trym & Henleaze (WTH). Central ward has 79.5% of its population aged 16-39, as compared to WTH with only 24.4%. This could be because the central ward is in the inner city where employment opportunities are greater."

Question 4 (d)

(d)\* 'Constructing a different place meaning through rebranding is more effective if a range of strategies is used.' Discuss. [14]

The question directs candidates to look at rebranding as a way to construct place meaning before comparing it to other strategies and giving a judgement. Candidates who were most successful looked at a range of strategies in turn, and many used detailed place-specific examples such as flagship developments like Birmingham's Bull Ring or the 1992 Barcelona Olympics. While these are good examples, they are ones which could be replaced with more up to date examples.

Exemplar 3

	ANOTHER EXAMPLE COULD BE THE £40million
	development of the NEC in
	Birmingham. The single strategy use
	of the NEC caused 28million extra
	visitors to visit Birmingham for the 3,000
	yearly conferences and exhibitions. As a
	result, an extra £12 billion is pumped
	into the Birmingham economy and it
	has been rebranded as a professional
	city, although this could cause
	gentrification.

This extract shows good place knowledge of the construction of the NEC in Birmingham and includes some specific data to support the case study which would score well for AO1. However, the candidate does not go on to develop the point or apply the knowledge much beyond the idea that Birmingham hosts a lot of conferences and has become a 'professional city' so does not score highly for AO2. Being explicit in how the building of the NEC has led to the change and, specifically, how the players involved have actively marketed the place would help in securing top Level 3 marks.

## Section C overview

This section required candidates to be familiar with the concept of fieldwork although there was no requirement for them to have participated in it themselves. From the range of responses given, some candidates were able to write with ease and confidence, whereas others seemed more cautious about their suggestions.

### Question 5 (a) (i)

**5 (a)** Study **Fig. 5**, an OS 1:50 000 map extract of part of Nottinghamshire where a geographical investigation is to be undertaken.

**(i)** Using evidence from **Fig. 5**, state and justify an appropriate field research question for investigation in this area. **[4]**

There was a range of possible responses that candidates could give including a variety of human and physical options. It was important to make sure that the investigation would be possible in the given area of Nottinghamshire so, like in Questions 1/2/3 (a) (i), using evidence from the figure was vital.

### Question 5 (a) (ii)

**(ii)** Identify **two** different practical methods of recording data in the field that you would use for the investigation in **(a)(i)**. **[2]**

Candidates were able to offer a range of responses here and there were some excellent ideas such as using an online survey for respondents to fill in immediately, smartphones to geolocate photographs and voice recorders to collect interviews. However, the most common error was candidates writing about the method of data collection rather than how they would record the data, such as on a questionnaire form.

### Assessment for learning – Fieldwork skills



There are a range of elements to a candidate's fieldwork skills that could be assessed, from the method of data collection, the equipment used (including GIS and digital tools) and, as in this case, how the data would be recorded. Candidates need to understand the aspect of fieldwork being assessed in the question to be able to access the marks.

### Question 5 (a) (iii)

**(iii)** Explain how you would ensure that the data collected in the investigation in **(a)(i)** was reliable. **[6]**

The most successful responses linked most closely to the investigation stated in the first part of the question. It is important that candidates consider the whole question before attempting to respond so that they are not left in a situation where they cannot link Question 5 (a) (iii) to 5 (a) (i). Opportunities for repeating the data collection process and sampling were most common.

## Assessment for learning

It is good practice to read through the whole paper before starting, and there is no obligation to answer the questions in the order they are presented in. It is particularly important when doing for candidates to label their answers clearly to make sure they are credited against the correct question. Reading through the whole question will ensure that candidates do not end up going down a line of reasoning they cannot complete.

To illustrate the point, there are many examples of tests where the instructions say "Read all the questions before starting" and the final point at the end of the paper says "turn the paper over and do nothing". This is a quick and easy way to illustrate to students in the classroom the importance of following instructions and reading the whole paper first.

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