

GCSE (9-1)

Examiners' report

GEOGRAPHY A

(GEOGRAPHICAL THEMES)

J383

For first teaching in 2016

J383/01 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 answers are 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

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Paper 1 series overview

Paper 1, Living in the UK today, covers aspects of the human, physical and environmental geography of the UK. For candidates to be successful they needed to:

- have a working knowledge of the general geography of the UK
- know the content as displayed in the specification, including key geographical terms. The examination questions are derived from the specification, so the candidates need to know it well
- practise how to write a clear and precise geographical explanation
- apply case study knowledge and understanding
- learn how to respond to higher order command words such as examine
- practise using and interpreting all the geographical skills, particularly graphs, in the specification in preparation for this component (the first of three components).

Candidates who performed well in this assessment used the time appropriately and attempted all the questions. Many demonstrated good knowledge of the specification in questions such as Question 1 (a), which was more successful than Question 2 (b) (i).

High performing candidates showed their full understanding by developing explanations, particularly in Questions 1 (d), 1 (e), 2 (b) (ii), 2 (c) and 3 (b). In addition, there were many successful responses using case study information in Questions 1 (e), 2 (d) and 3 (c).

Numerical and statistical skills were generally secure in Questions 1 (b) (ii) and 2 (a). Some candidates did not attempt Question 1 (b) (i), and many did not accurately interpret the wind rose in Question 3 (a) in comparison to the many accurate descriptions of the photograph in Question 1 (c).

Two questions required the use of higher order thinking. There were many high level responses in Question 3 (c) in which candidates used their flood event case study to develop some thorough, sometimes comprehensive, evaluation and judgement. In Question 2 (d), the resource was accurately interpreted by many without both the necessary developed explanations or some form of evaluative comment to respond to the command word 'examine.'

Finally, the question on wind farms in Question 3 (b) was a good example of where some candidates made generic comments such as 'destroy habitats,' 'damage environments' rather than clear geographical explanations. This point was also made in the report on the June 2019 examination.

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"> • applied case studies with very detailed knowledge and understanding • offered clear, concise yet developed explanations • knew, understood and used appropriate geographical terminology • developed logical arguments where more discursive responses were required. 	<ul style="list-style-type: none"> • did not attempt or misinterpreted the questions involving graphs • made statements but did not develop them into appropriate explanations where required • did not know the meaning of specification specific terminology such as geology, immigration and economic.

Question 1 (a)

Landscapes of the UK

1 (a) Which of the following terms is defined below?

'Large pebbles and boulders are rolled along the beach.'

- A Saltation
- B Solution
- C Suspension
- D Traction

Write the correct letter in the box.

[1]

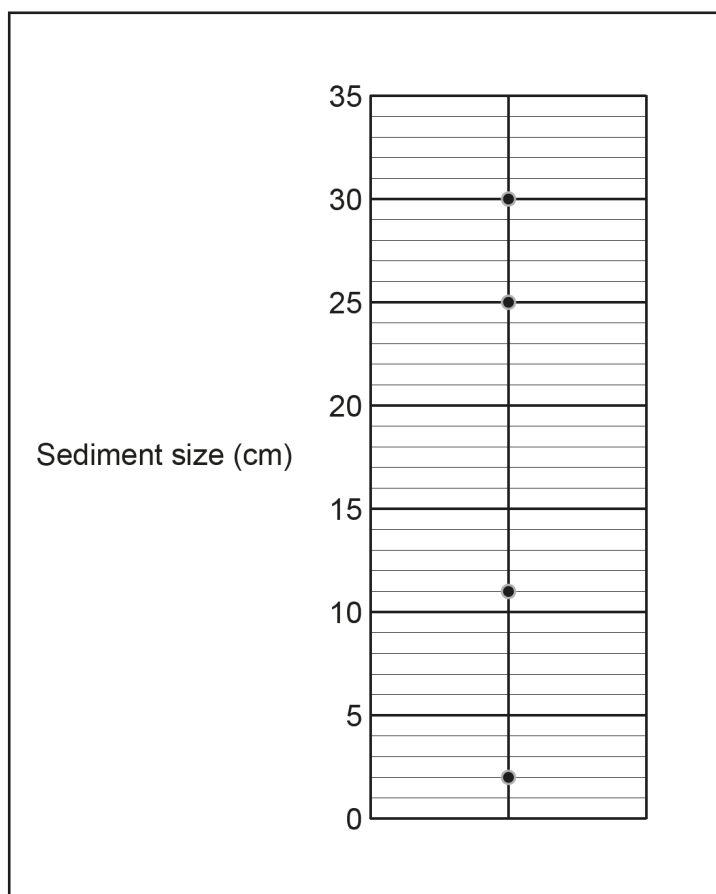
No specific points to note on the responses to this question.

Question 1 (b) (i)

(b) (i) Study the dispersion graph below. It shows the variation in sediment size on a beach.

Complete the graph using the data:

Sediment size (cm)
5



[1]

Most candidates added a dot (cross was credited) in the correct location. A sizeable minority of candidates did not attempt this question. Other candidates shaded in the graph.

Completing graphs

Centres might draw attention to questions such as this. Candidates should be aware that this type of question exists i.e. no lines or multiple choice box and that often values need to be added to the graph.

Question 1 (b) (ii)

(ii) What is the median sediment size on the dispersion graph?

- A** 2 cm
- B** 11 cm
- C** 25 cm
- D** 31 cm

Write the correct letter in the box.

[1]

Most candidates identified the correct median. Those who did not either miscalculated the median from the five values on the dispersion graph or had not considered the value of 5cm that needed to be added to the graph in the previous question.

Question 1 (b) (iii)

(iii) Identify **two** processes that erode sediment on the coast.

1

2 **[2]**

Most candidates identified two valid erosional processes such as hydraulic action. Some identified processes of weathering, mass movement or transportation. For the latter, when sediment is transported, it does not necessarily mean it is being eroded.

Question 1 (c)

- (c) Study **Fig. 1** in the separate Resource Booklet, which shows a photograph of a lowland landscape in the UK.

Describe the characteristics of the lowland landscape shown in the photograph.

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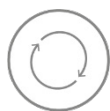
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..... [4]

This question usually resulted in the majority of marks being given. Most candidates correctly described a number of characteristics of the lowland landscape shown in the photograph. Others described typical characteristics without using the photograph; this often resulting in some points not being credited. A few candidates did not follow the 'describe' command and offered explanations instead.

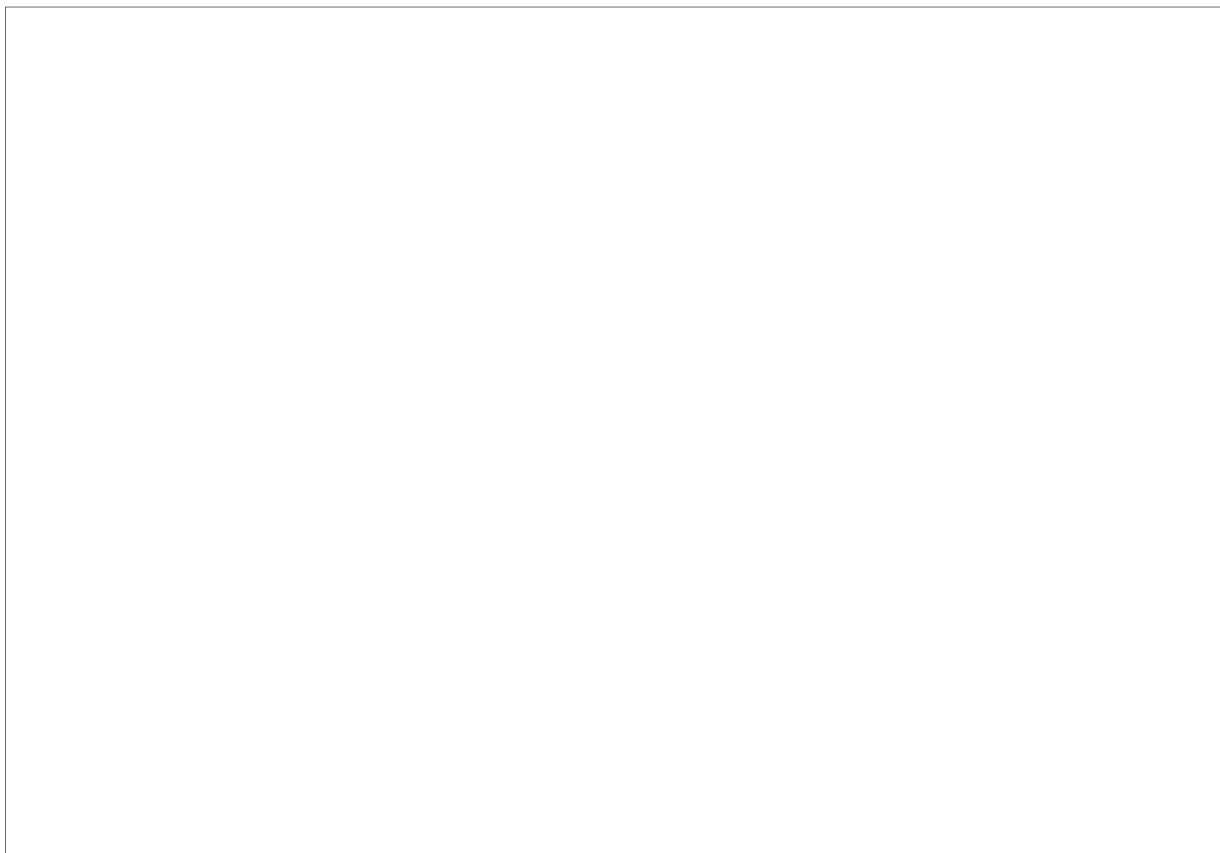
Assessment for learning



Candidates should be given multiple opportunities to interpret resources such as this photograph. It might be a hook at the start of a topic or lesson and should focus on interpreting the resources rather than relying on the existing knowledge.

Question 1 (d)

(d) Explain how geomorphic processes form oxbow lakes. You may use a diagram.



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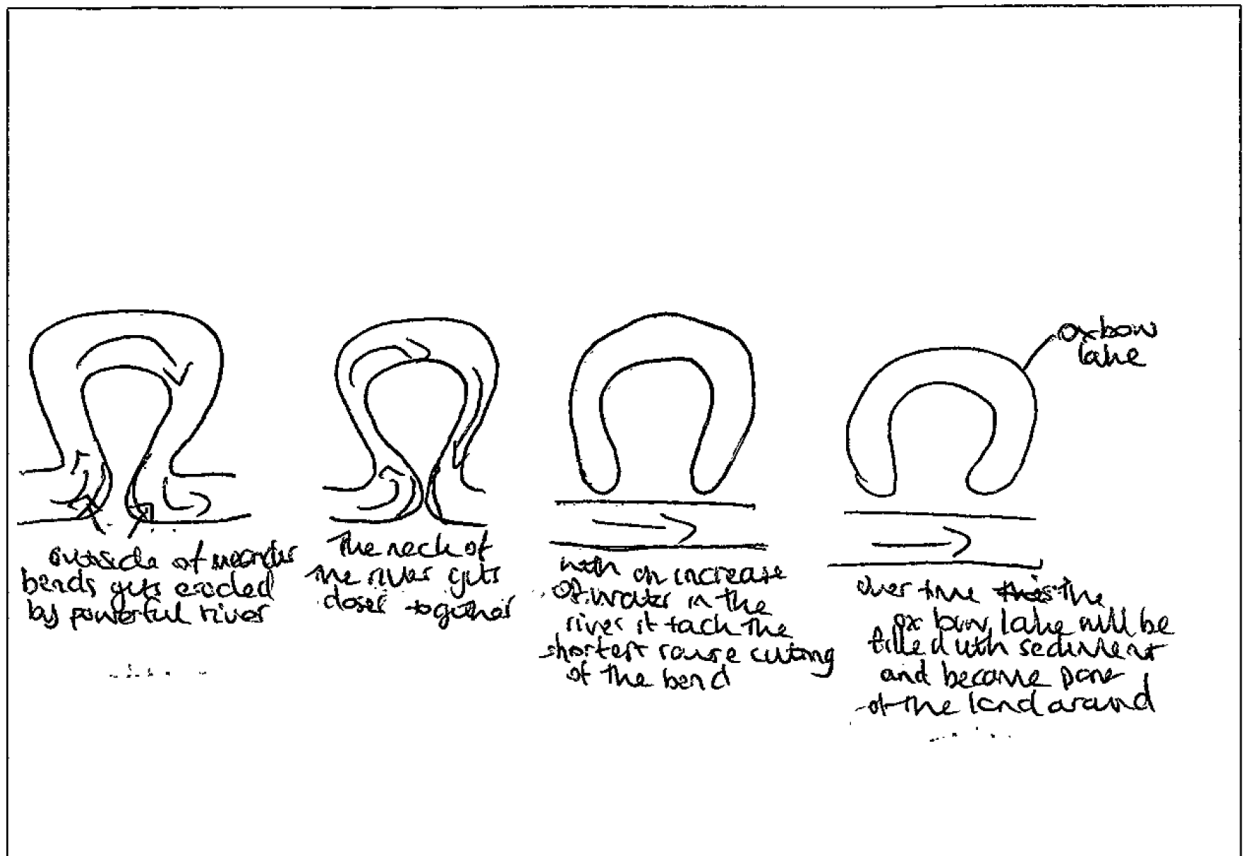
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..... [4]

This question produced some successful responses from a number of candidates. In these cases, there was a clear sequence of landform development, which accurately explained which geomorphic processes were occurring and precisely where. This was often aided by a series of clear and annotated diagrams. Many candidates focused too much on the development of meanders alone, often getting muddled about the erosion/deposition and outside/inside of the bend. Others could not clearly identify and explain each stage of the sequence. Some diagrams demonstrated minimal understanding of an oxbow lake.

Exemplar 1



This response also contained a full written explanation but the annotated diagrams alone were given full marks. The diagrams are clear and accurate and arranged in an appropriate sequence; this helps the examiner interpret the explanations in the annotations. Although not a perfect response, the arrows in diagram 1 are helpful and this helps show that it is the erosion that is responsible for the tightening of the neck in diagram 2. The cut off is clearly shown and explained in diagram 3 and the benefit of the doubt is given in diagram 4 where the deposition of sediment is implied between the channel and the lake.

Assessment for learning



Centres might consider the use of storyboards to help candidates practise their understanding of landform development, whether in a river or coastal environment. This would involve the use of accurate diagrams for each stage and accurately placed or directed explanatory annotations.

Question 1 (e)

(e) CASE STUDY – a UK coastal landscape

Name of coastal landscape in the UK

Explain the impact of geology on your chosen coastal landscape.

..... [6]

The most common case study used was the Holderness coastline. Whichever was used, the highest performing candidates understood that geology meant rock type, or even rock structure such as joint patterns. They then demonstrated their knowledge of the case study by accurately showing how specific rock types such as 'boulder clay' and 'chalk' were affected by different geomorphic processes, usually weathering, erosion or mass movement. The most successful responses either showed how these processes affected the rocks at different rates or affected one particular rock type. Either way, the impact on the overall landscape (usually cliff recession) or on different erosional landforms or discordant/concordant coastlines was the best route to higher marks. Conveying a sense of place via place specific detail allowed the examiner to clearly relate to the case study.

Some responses did not explain the geology-process-landscape links or went down a cul-de-sac by writing about transportation and deposition; potentially valid but misunderstood. Some candidates simply wrote what they know about coastal management schemes and the economic impacts of coastal erosion or flooding.

Misconception



Many candidates did not understand the term 'geology.' For those who had some understanding, the use of the terms 'hard' and 'soft' was often misused. A rock collection is a helpful part of any geography department and would aid the teaching of this unit. This might help candidates realise that chalk or limestone are not necessarily 'soft' but might be 'softer' than other rock types such as granite. In other words, differential erosion occurs.

Question 2 (a)

People of the UK

2 (a) Study the table below. It contains unemployment data for the UK in 2019.

Calculate the mean unemployment rate for the UK. You must show your working.

Country	Percentage unemployment (2019)
England	4.0%
Northern Ireland	2.9%
Scotland	3.2%
Wales	4.5%

..... % [2]

No specific points to note on the responses to this question.

Question 2 (b) (i)

(b) (i) Define the term 'immigration'.

.....
 [1]

Many candidates accurately defined the term by conveying a clear sense that it means entry into a country. Many candidates defined emigration or migration rather than immigration.

Misconception



Examiners marked this question objectively and impartially, positively applying the mark scheme and awarding credit for a focus on movement of people into a country. However, there was sometimes a tendency to assume that the process only applied to a sub-set of the immigrant population: asylum seeker, refugee, forced, legal, illegal. It would be worth helping candidates by dispelling some of the myths and stereotypes surrounding the process and definition of immigration.

Question 2 (b) (ii)

(ii) Explain **two** economic impacts of immigration.

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[4]

Some responses were very successful, not just because they were accurate and succinct but also because they were developed. These focused on employment, taxation, consumer spending, multiplier effects, property prices, skills gaps, remittances and spending on public services. Candidates who could link these ideas together into a developed explanation were more successful. Others made a statement without a development of the point.

Misconception



Firstly, the specification mentions the social and economic impacts of immigration. Candidates need to differentiate between these two phrases, while recognising that there can be an overlap. Many responses focused on social impacts alone.

Secondly, a number of responses mentioned the 'taking away of jobs/benefits from the local population.' This provides another opportunity for centres to discuss this sensitive topic with their candidates.

Question 2 (c)

(c) CASE STUDY – one major city in the UK

Name of major UK city

Explain **two** ways in which your chosen city is connected to other places, such as its region, the country or the wider world.

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2

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[4]

Most candidates could state a connection such as a mode of transport while others provided broader examples such as sport, universities, cultural diversity or, in the case of Salford Quays, Media City. The differentiator was the development of these points, and these usually focused on the what or who. In other words: students, commuters, tourists, football fans, family living overseas, internal/international migrants, goods and services. As a case study question, a sense of place was important and this could be done simply, for example, the BBC, Manchester United, University of Leeds.

Historic and future connections

The question is very much set in the present tense. Some candidates explained Salford Quays' connection as a trading link via canal. This in itself is not valid unless the response uses the connection to develop the redevelopment of the area into a post-industrial environment using its historic connections.

Alternatively, HS2 has not been completed and is not yet transporting passengers. It may never extend to the city of Leeds.

Question 2 (d)*

(d)* Study **Fig. 2** in the separate Resource Booklet, which shows a sphere of influence map of urban trends in Cambridge.

Using information from **Fig. 2** and your own understanding, examine the effects of **one or more** urban trends in the UK.

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..... **[8]**

High performing candidates accurately interpreted the information (AO3), used it to help explain the effects of one or more urban trends and 'examined' these effects by providing some evaluation (AO3). This might include positive, negative, social, economic or environment effects. Valid points which were well-developed using candidates' own understanding (AO2) included the effects of property prices (local people), car ownership (congestion), development of greenfield sites (habitat change), redevelopment of an inner-city area (gentrification) or changing population density (spending). Lower performing candidates simply copied out information from the resource or focused on the causes, not the effects, of the urban trends.

Exemplar 2

Counter-urbanisation is where people choose to live in rural areas and commute to the city for work in search of more green space. This has become more prominent as people chose to work from home during the Covid-19 pandemic as well as the availability of broadband. This can lead to "dormant villages" where people only return home at night therefore villages have little economic activity. House prices rise for example £650,000 for the 5 bedroom detached house and with the higher population at under 16's as families move to rural areas, demand increases for schools etcetera. 75% of people in Cambridge also own cars and therefore would commute, leading to congestion and pollution. De-urbanisation includes investment into city centers to encourage people to ^{move} there ^{to prevent} ~~there~~ ~~however~~ derelict buildings and increase inward investment into the city. This includes the gentrification of inner city areas which does encourage ^{richer} wealthier people to move into the city it can push out working class people who cannot afford expensive new housing leading to these new housing complexes being left empty.

This response has a thorough understanding of the effects of urban trends: dormant villages, house price rises, demand for school places, congestion, pollution, gentrification. The information from Fig. 2 is not simply written out but selected and used to support the effects which are explained. The command word 'examine' has not quite been adhered to, but implicit comments such as 'more prominent' are helpful.

Assessment for learning



Assessment objective 3 (AO3) includes the interpretation of information and this is usually from unfamiliar sources such as Fig. 2 in this component. Candidates should practise selecting relevant information from sources such as this to support a valid point, rather than simply repeating it all. Focusing on just a few pertinent pieces of evidence would be more effective.

Question 3 (a) (i)

UK Environmental Challenges

3 (a) Study **Fig. 3** in the separate Resource Booklet, which shows a wind rose for Newquay Airport, Cornwall.

(i) Describe the pattern of wind direction as shown in **Fig. 3**.

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[3]

Many candidates achieved full marks with a succinct response covering the most common (prevailing) wind direction and then the least common. Alternatively, a more generalised approach was credited identifying the differences between wind from the west/east and north/south, for example.

A larger number of candidates achieved very few or zero marks for three main reasons. Firstly, a misconception that the wind rose shows where the wind is heading towards or that the wind is in that specific location, such as WSW of Newquay. Secondly, a misunderstanding of what the percentages represent. Thirdly, a confusion between wind direction and wind speed, with many responses referencing 'calm and gale winds' in an invalid way.

Assessment for learning



As with other types of skills, candidates should be given multiple opportunities to interpret resources such as the wind rose in this question. This is particularly the case with the less familiar methods such as this.

Question 3 (a) (ii)

- (ii) Study **Fig. 4** in the separate Resource Booklet, which shows the location of Newquay Airport.

Using **Figs. 3 and 4**, identify the air mass likely to occur most often at Newquay Airport.

- A** Arctic Maritime
- B** Polar Maritime
- C** Tropical Continental
- D** Tropical Maritime

Write the correct letter in the box.

[1]

No specific points to note on the responses to this question.

Question 3 (b)

- (b) Explain the impacts of wind farms on environments in the UK.

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..... [3]

The command word is 'explain' which, when adhered to, led to clear and developed responses. Other responses simply listed impacts without explaining them, particularly those related to visual, air or noise pollution and the impacts on bird populations. These points would have benefited from explaining why those impacts took places and/or their consequences for the environments in the UK. There were also a number of responses focusing on the unreliability of wind power, or its economic impacts, neither of which was the focus of the question.

Exemplar 3

Wind farms produce a renewable source of energy from wind power. They are very reliable as there is always wind and produce virtually no carbon emissions with the exception of manufacturing. Wind farms do ^{however} ~~however~~ disturb the migration patterns of birds and disturb the ecosystems in the areas they are built. Many people don't like living near them as they can be considered to be visually polluting and produce noise pollution. They are however much better for the environment than non-renewables such as coal-fired power stations. [3]

This response exemplifies both the strengths and weaknesses of many attempts at this question. It is certainly more than just a list: the renewable energy comes from wind power, no carbon emissions apart from the manufacturing, migration patterns of birds disturbed along with ecosystems, visual/noise pollution so people don't like living near them. As a result, it was given full marks.

In contrast, many responses said: produces renewable energy, no carbon emissions, affects/kills birds, visual/noise pollution. A list of descriptions such as this would have been given 1 mark.

The response also contains a frequently seen comment about reliability, which is invalid.

Assessment for learning



Any responses which attempt to explain impacts on the environment should contain clear and appropriate geographical language, avoiding phrases such as 'destroys habitats' and 'damages the environment.' More suitable phrases might include 'reduces the biodiversity in the ecosystem' or 'reduces numbers of key species in the food web.'

Question 3 (c)

(c)* CASE STUDY – one UK flood event

Name of UK flood event

'Heavy rain was the biggest cause of the UK flood event.' To what extent do you agree?

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..... [12]



Spelling, punctuation and grammar and the use of specialist terminology [3]

The most common examples were the Somerset Levels and various events in the north of England including Yorkshire and Cumbria. Many responses were credited for their high performance in a question which enabled the candidates to showcase their UK flood event case study. These responses contained precise place specific details on causal factors such as rainfall, antecedent moisture, relief, geology, vegetation, human activities and mismanagement of the drainage basin or river channel. These factors, particularly 'heavy rain,' were well explained showing a high level of understanding of how they resulted in flooding. In addition to a lucid writing style and logical structure, these candidates used evaluative language, often throughout the response, to help compare the relative importance of the causes of the flood event. Often, a well-developed conclusion helped to produce a reasoned judgement.

Less successful responses tended to contain little place specific detail or there was limited understanding of how the causes led to flooding; rain as a factor was sometimes omitted entirely. Other responses focused on the impacts of, or responses to, the flood event. Finally, SPaG marks were generally high, but some key words were misspelt, such as 'Summerset.'

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