

A LEVEL

Examiners' report

GEOGRAPHY

H481

For first teaching in 2016

H481/02 Summer 2024 series

Contents

Introduction	3
Paper 2 series overview	4
Section A overview	5
Question 1 (a)	5
Question 1 (b)	6
Question 1 (c)	7
Question 1 (d)*	8
Section B overview	9
Option A overview	9
Question 2 (a) (i)	9
Question 2 (a) (ii)	11
Question 2 (b)	11
Option B overview	12
Question 3 (a) (i)	12
Question 3 (a) (ii)	13
Question 3 (b)	14
Option C overview	15
Question 4*	15
Option D overview	16
Question 5*	16

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 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.

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Paper 2 series overview

The examination paper comprises two main sections. Section A: Changing Spaces, Making Places, this is a compulsory section for a total of 33 marks. Section B: Global Connections, includes options, also in total 33 marks. Within Section B, candidates choose one of Trade in the contemporary world or Global migration where they were presented with three questions ranging from 4 marks to 8 marks. They then choose one of Human rights or Power and borders which contained a 16-mark extended response question. The paper includes a mixture of short answer, low and medium tariff questions (2 – 8 marks) and essay questions (16 marks).

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • skilfully used examination technique to deliver answers effectively in relation to the question focus and mark tariff • demonstrated detailed use of the figures from the resource booklet • produced answers that demonstrated thorough knowledge and understanding and were well-developed • in extended response essays candidates included lots of accurate place specific detail because of quality teaching of well-chosen examples and industrious revision and preparation by the student. AO2 marks with clear, developed and accurate analysis, making secure judgements that were evidence based, leading to rational conclusions • geographical terminology was skilfully and proficiently utilised • managed their time in an effective fashion to be able to dedicate more time where it was required • kept lower tariff responses concise and to the point • produced responses with a well-developed line of reasoning that were clear and logically structured • produced consistently good performance throughout the paper. 	<ul style="list-style-type: none"> • produced answers to lower tariff questions that were not concise and deviated away from the focus of the question • did not fully evidence use of figures from the resource booklet • for essay style extended questions, produced all their recalled case study evidence without having a mind to the focus of the question • did not evidence accurate place specific detail either because of essay planning or through a lack of preparation for the examination • demonstrated simple analysis that was limited in accuracy or even did not demonstrate the evaluative element of the AO2 focus on essay questions • did not manage their time in an effective manner and did not score commensurately due to missing or incomplete responses • did not demonstrate subjective specific vocabulary • lacked evidence of essay planning to satisfy the Quality of Extended Response criteria for the larger tariff questions.

Handwriting

The use of illegible handwriting continues to present problems in assessing the H481 02 examination paper. As in previous series' every effort has been made to be fair to candidates, but examiners continue to report instances where it is difficult to read responses.

It would be of great help to examiners if word processed responses could also be completed using double spacing.

Section A overview

Parts of the topic assessed this year in the Changing Spaces, Making Places section of the specification included: the demographic, socio-economic, cultural, political, built and natural characteristics that shape their place identity; how shifting flows of people, resources, money and investment and ideas have helped shape the demographic, socio-economic and cultural profile of these places over time; How and why people perceive places in different ways based on their gender; and how and why spatial patterns of social inequalities vary both within and between places.

Question 1 (a)

1

(a) Study **Fig. 1**, an OS 1:25 000 map extract of Shoreham-by-Sea, West Sussex.

Use **one** piece of evidence from **Fig. 1** to explain how the place identity of Shoreham-by-Sea has been shaped by a characteristic of the area shown. [3]

As with previous series, there was one mark available for stating one piece of appropriate evidence and a further two marks available for developing an explanation. Popular evidence from the figure included the harbour, the beach and the nature reserve. When explaining how the harbour has shaped place identity candidates usually commented on the tourism and employment or economic opportunities. Candidates also discussed how the area's identity could be dominated through it being seen as a place to import and export merchandise and goods.

Exemplar 1

1	a)	The Shoreham Harbour shown in Figure 1 can suggest that West Sussex is a place that enables trade, thus shaping its place identity as a globalised place place. This also suggests economic activity and thus an economically active place, thus impacting the place through ^{identity} built environment.
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Exemplar 1 is a good example of a response that secured 3 marks for AO3 ('Shoreham Harbour') and AO2 ('globalised place' and 'economically active place').

Examination technique

In this year's Question 1 (a), **one** piece of evidence was requested. Many candidates are using valuable time stating multiple pieces of evidence from the figure before tailing off with their preferred piece of evidence. This approach may cause problems for candidates later in the paper when time constraints may deny them the opportunity to complete their responses in the examination paper.

Question 1 (b)

(b) Study **Fig. 2**, which shows two urban areas in Manchester, UK.

Using evidence from **Fig. 2**, explain how the process of urban regeneration is used to construct a different place meaning. [8]

This year's question asked candidates to use two images representing Manchester with image A showing an historical and image B showing a modern view of Manchester. Candidates were asked to use evidence from these to explain how the process of regeneration is used to construct a different place meaning. Most candidates did acknowledge that regeneration had taken place, identified features of regeneration from the figure and explained how a new place meaning had been constructed. Most candidates took the approach of structuring their answers by initially inspecting the historical view of Manchester and explaining the place meaning, then moved onto the modern representation of Manchester making explicit links to how it represented regeneration. Often, candidates used features like green space and vegetation as examples of regeneration. These were developed in terms of place meaning by enhancing the environmental quality of the urban area so that it is now synonymous with healthy lifestyles which would be attractive to residents and prospective investors. Frequently used evidence included the gentrified warehouse spaces close to the canal. These were explained by discussing how the pre-existing building have been repurposed to provide space for residential and commercial units changing meaning by taking what may have been vacant or derelict spaces which may have impacted negatively on the place and making them useful while helping the area to have place meaning that is respectful of heritage.

Some answers focused on the canal and pedestrianised walkways present in image B. Candidates then discussed these in terms of changing place meaning by helping the area to facilitate outdoor recreation, providing calm areas away from the noise of modern transportation while providing opportunities for people to be able to use the canal recreationally so that the area's meaning is now of a living and working environment that is conducive to modern urban living.

Other responses demonstrated simpler investigation of the figure and ideas about urban regeneration were limited with insubstantial links to the resource evidence. For example, some candidates referred to transportation in a very generalised and inaccurate manner. Some candidates wrote about specific places they had learnt about rather than using the evidence from the figure.

Question 1 (c)

(c) Explain why gender might be an influence on people's perception of place.

[6]

Successful candidates produced well-developed knowledge and understanding of the reasons why gender might be an influence on people's perception of place. A common theme was about the geography of fear and how gender influenced their perception of places. This theme usually referred to dimly lit and remote spaces where females felt more at risk than their male counterparts. This was often substantiated by comments about higher levels of harassment suffered by women, especially if women find themselves in isolated locations. There was frequent reference to specific countries with well documented issues with equality between genders where well-developed ideas about perception of place were explored. While place specific detail was not required for this question, it did help candidates to develop their ideas about gender's influence on perception of place. Less successful responses tended to offer a lack of development of their ideas which were in some instances basic.

Misconception



It is important that students are aware of the difference between gender and sexuality.

Question 1 (d)*

(d)* 'Spatial patterns of social inequalities can be explained only by considering a range of factors.'
To what extent do you agree?

[16]

This question yielded a range of place specific detail as candidates attempted to fully evidence the factors explaining spatial patterns of social inequality. Candidates considered factors explaining social inequality in a spatial context and usually at a variety of scales which was not necessary but did help with AO2. A range of different ways of classifying factors was utilised by candidates with most investigating education, healthcare and housing, analysing whether these factors worked in isolation or in combination with other factors. Well planned essays with logical structures tended to be successful as per the quality of extended response criteria in the mark scheme.

Short introductions, central paragraphs for each of different factor and overall conclusions that linked back to the question were often employed as a structure by candidates. Candidates successful in AO2 analysed factors in a clear, developed and accurate manner and provided judgements that were secure, and evidence based, leading to rational conclusions.

Some candidates focused their answers on case study material with lots of accurate place specific detail but did not evaluate factors in relation to the question. Responses sometimes described factors that explain spatial patterns of social inequality but only provided brief evaluation of the factors in relation to the question. In some cases, candidates provided responses that could have been improved if they were supported by material in the main body, rather than introducing new material at the essays close.

Place specific detail that well supported candidates commonly included Northwood and Jembatan Besi, but other successful answers also inspected Toxteth and Lympstone. There were other very successful answers that utilised the concept of the UK's north-south divide and some very good comparative examples of districts in London. All these examples were well used by candidates to deal with the spatial pattern's focus in the question.

Section B overview

The two Global Systems options (Trade in the Contemporary World and Global Migration) were assessed as shorter answer, low and medium tariff questions. The two Global Governance options (Human Rights and Power and Borders) were assessed using, high tariff, essay questions.

Option A overview

The questions chosen for assessment of Trade in the Contemporary World included patterns of international trade using a choropleth of value of trade US\$ per capita 2019, factors that may account for global patterns of global trade and (from key idea 3a - International trade creates opportunities and challenges which reflect unequal power relations between countries) the economic opportunities created by international trade for LIDCs.

Question 2 (a) (i)

Option A – Trade in the contemporary world

2

(a) Study **Fig. 3**, which shows value of international trade in US \$ per capita, by country, 2019.

(i) How effective is the presentation technique used in **Fig. 3** for showing the pattern of international trade? **[4]**

Most candidates identified a weakness and a strength of the presentation technique for showing the pattern of international trade. Successful candidates provided either a weakness and a strength or two strengths/weaknesses of the presentation technique and developed their points to explain the advantages and/or disadvantages with appropriate reference to Fig. 3. Less successful candidates tended to identify multiple advantages or disadvantages without explaining them. The most often used responses referred to the use of the key for clearly defining the gradient of colours used, with some successfully arguing that the key was disadvantageous due to the colour gradients being too similar in shade leading to difficulty in ascertaining the result and patterns demonstrated. Other good responses referred to the disadvantage of summarising a countries trade value, when there may be much variation within a country.

Exemplar 2

2)	a)	
	i)	The presentation technique only shows the trade per capita by the country and doesn't show who those countries trade to and whether there are agreements or massive trade routes. Therefore is not very helpful as we don't know where they are trading. As well it does not show what goods are being traded so we don't know if it's merchandise or services or capital. Once again the presentation is only showing us Europe and Africa not the entirety of the world so we actually don't know the pattern of international trade as we can't see the entire world therefore the presentation technique is not that good for this type of data.

Exemplar 2 is a good example of a response where there has been successful development of the disadvantages of the presentation technique for example, the presentation technique only shows the trade per capita by the country and doesn't show who those countries trade to and whether there are agreements or massive trade routes. Therefore, is not very helpful as we don't know where they are trading. Also, it does not show what goods are being traded so we don't know if it's merchandise or services or capital.

Question 2 (a) (ii)

(ii) Explain **two** factors that might account for the pattern shown.

[5]

Successful candidates provided accurate explanations of factors that might account for the pattern shown in Fig. 3 and applied knowledge and understanding in a thorough manner. Less successful responses were sometimes simpler and demonstrated limited accuracy. The most frequently used explanations included the disparities in transport infrastructure especially considering countries from opposing ends of the development spectrum. Responses such as these were made thorough by being very clear about the challenges that limited infrastructure can bring to countries trying to grow their share of world trade. As well as the advantages to trade brought about by having developed transport infrastructure to access global markets. Other responses looked at membership of effective trade blocks and the benefit of being able to trade with other countries in a low tariff or tariff free environment. It was important that an explicit link to at least one feature on Fig. 3 was included.

Question 2 (b)

(b) Referring to a **case study** of **one LIDC**, explain the economic opportunities created by international trade.

[8]

The textbook case study is Sierra Leone and was used by most candidates. Some candidates unfortunately referred to EDC countries but made credit worthy points if their EDC example mentioned an interconnected LIDC through trade. This question was well answered by most candidates.

Successful responses demonstrated thorough knowledge and understanding of the economic opportunities for one LIDC created by international trade. There was evidence of thorough teaching and conscientious preparation in learning and accurate place specific detail which was required for Level 3 responses. Candidates included well-developed explanations of the economic opportunities created by international trade. Most answers focused on how trade can lead to an influx of foreign direct investment. This was explained through reference to the development of the economy to provide more employment opportunities and to develop industry potentially away from primary merchandise to secondary, tertiary and quaternary sectors. Another focus was on trade partners working with LIDCs to develop trade infrastructure, which could lead to further exporting of merchandise. This would help further develop the economy, providing more employment and causing a multiplier effect where money could be transferred to local economies, thus benefitting communities.

Some responses were restricted due to basic knowledge and understanding of economic opportunities created by trade which led to simple explanations. Teachers need to continue to remind students of the importance of developing their recall of place specific detail in preparation for this examination.

OCR support



It could be helpful to consider the IMF classifications of ACs, EDCs and LIDCs adopted by OCR for AS and A Level Geography.

Option B overview

The topics chosen for assessment of Global Migration included patterns of international migrants using a choropleth of the number of international migrants as a percentage of total population, by country, 2019; factors that may account for global patterns of migration and (from key idea 3 a - Global migration creates opportunities and challenges which reflect the unequal power relations between countries) the economic opportunities created by international migration for LIDCs.

Question 3 (a) (i)

Option B – Global Migration

3

- (a) Study **Fig. 4**, which shows number of international migrants as a percentage of total population, by country, 2019.
- (i) How effective is the presentation technique used in **Fig. 4** for showing the pattern of international migration? [4]

Many candidates identified a weakness and a strength of the presentation technique for showing the pattern of international migration. Successful candidates provided either a weakness and a strength or two strengths/weaknesses of the presentation technique and developed their points to explain the advantages and/or disadvantages with appropriate reference to Fig. 4. Less successful candidates tended to identify multiple advantages or disadvantages without explaining them. The most used responses referred to the use of the key for clearly defining the gradient of colours used, with some successfully arguing that the key was disadvantageous due to the colour gradients being too similar in shade leading to difficulty in ascertaining the result and patterns demonstrated. Other good responses referred to the disadvantage of summarising a countries' number of migrants, when there may be much variation within a country.

Question 3 (a) (ii)

(ii) Explain **two** factors that might account for the pattern shown.

[5]

Strong responses provided accurate explanations of factors that might account for the pattern shown in Fig. 4 and applied knowledge and understanding in a thorough manner. A feature of less successful responses was that they were sometimes simpler and demonstrated limited accuracy. The most frequently used explanations included reference to disparities in development leading to pull factors attracting more migrants to advanced countries and push factors discouraging migration to LIDCs. Responses such as these were made thorough with clarity about factors that encouraged immigration such as employment opportunities and good wages, which facilitated remittances to family and friends overseas and the chance to provide education to family members when/if reunification takes place.

Other good responses looked at membership of trade blocks and the benefit of being able to freely move within example areas such as the European Union's Schengen zone. This was usually well-developed with candidates using it to explain the high numbers of migrants in countries with larger economies, but also successfully arguing that outward migration of the population would bring down the overall population and in doing so raise the percentage share of migrants within the country. It was important that an explicit link to at least one feature on Fig. 4 was included.

Question 3 (b)

(b) Referring to a **case study** of **one LIDC**, explain the economic opportunities created by international migration.

[8]

Most students correctly identified an LIDC example with most referring to Laos as per the endorsed OCR textbook. Some candidates unfortunately referred to EDC countries but made credit worthy points if their EDC example mentioned an interconnected LIDC through migration with a good example of this being Brazil and its relationship with Haitian migrants. This question was however, well answered by most candidates.

Successful responses demonstrated thorough knowledge and understanding of the economic opportunities for one LIDC created by international migration. There was evidence of thorough teaching and conscientious preparation in learning accurate place specific detail which was required for Level 3 responses. Candidates included well-developed explanations of the economic opportunities created by international migration. Most answers focused on how migration can help immigrants achieve better remuneration that could be used as a remittance, which may have a large economic impact in home regions, increased purchasing with potential for more investment by local businesses and individuals.

Another focus was on migration and partner countries developing their interconnectedness with Laos, for example the four friendship bridges across the Mekong that are helping Laos' economy to grow. Candidates also used the concept that returning migrants bring knowledge and ideas back to the home country which can be used to develop economic activities, increasing the secondary and tertiary sectors of the economy.

As with Question 2 (b), some responses were restricted due to basic knowledge and understanding of the economic opportunities created by migration, which led to simple explanations. Teachers need to continue to remind students of the importance of developing their recall of place specific detail in preparation for this examination.

OCR support



It could be helpful to consider the IMF classifications of ACs, EDCs and LIDCs adopted by OCR for AS and A Level Geography.

Option C overview

The theme for the assessment of Human Rights was taken from part 3b of the specification 'Global governance of human rights involves cooperation between organisations at scales from global to local, often in partnership.'

Question 4*

Option C – Human Rights

4* 'Strategies used in the global governance of human rights are not always effective.' To what extent do you agree?

[16]

There were several responses that demonstrated thorough knowledge and understanding of the strategies used in the global governance of human rights and their effectiveness. Examples used by candidates were wide ranging, with Afghanistan proving to be a popular choice. Other candidates chose to use Honduras or India as examples with some candidates deciding to take a more holistic approach by combining multiple examples in their answer. This was not required but did help some candidates to inspect a large amount of evidence in support of conclusions.

A feature of successful responses was to evaluate global governance over different time periods. In the case of Afghanistan, short term gains made by UNAMA by working with the government to promote human rights had short-term success, but overall effectiveness has been damaged by the fall of the government after the withdrawal of troops in 2021. However, UNAMA was still present in Afghanistan but was less supported by the newly formed government. Other candidates evaluated using the impact on rural and urban areas. UN Habitat for example had success implementing improved neighbourhoods in meeting basic human rights in 33 provincial capitals including Kabul. This global governance strategy had less impact on rural areas due to its focus on key urban areas.

Another successful evaluation theme was to look at the number of people helped by the strategy. Many candidates argued that the Coffee versus Gangs programme in Honduras had great success in helping a limited number of people, though had very little impact on much of the population of Honduras. Many candidates employed an approach where the advantages and disadvantages of the global governance strategies were discussed which provided them with good opportunities to demonstrate AO2 content. Less successful candidates did not evidence place specific detail or provided detail with limited accuracy and discussed strategies in a generalised manner.

Option D overview

The theme for the assessment of Power and Borders was taken from part 3 (b) of the specification 'Global governance involves cooperation between organisations at scales from global to local, often in partnership.'

Question 5*

Option D – Power and borders

5* 'Strategies used in the global governance of **either** sovereignty **or** territorial integrity are not always effective.' To what extent do you agree? **[16]**

There were several responses that demonstrated thorough knowledge and understanding of the strategies used in the global governance of either sovereignty or territorial integrity and their efficacy. Examples used by candidates were wide ranging, with Mali proving to be a popular choice. Other candidates chose to use South Sudan as an example with some candidates deciding to take a more holistic approach by combining multiple examples in their answer. This was not required but did help some candidates to inspect a large amount of evidence in support of conclusions.

A feature of successful responses was dealing with different global governance organisations as separate paragraphs. In the case of South Sudan, The United Nations intervention involved the flows of peacekeepers and personnel, but the effectiveness of the strategies was made more challenging by the national government. Whereas NGOs such as Terre Des Hommes (Tdh) mitigated conflict by working with communities, such as supplying families with necessities for example, shelter, clean water and sanitation. This proved very effective in local areas but had less of a national impact.

Other candidates evaluated the impact of global governance in Mali using a structure that inspected stability, growth, development, inequality and injustices. Many candidates employed an approach where the advantages and disadvantages of the global governance strategies were discussed which provided them with good opportunities to demonstrate AO2 content. Less successful candidates did not evidence place specific detail or provided detail with limited accuracy and discussed strategies in a generalised manner.

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