

AS LEVEL

Examiners' report

GEOGRAPHY

H081

For first teaching in 2016

H081/01 Summer 2024 series

Contents

Introduction	3
Paper 1 series overview	4
Section A overview	5
Question 1 (a) (i)	5
Question 1 (a) (ii)	5
Question 1(b)	6
Question 1(c)*	7
Question 2 (a) (i)	7
Question 2 (a) (ii)	8
Question 2 (b)	8
Question 2 (c*)	8
Section B overview	9
Question 4 (a)	9
Question 4 (b) (i)	9
Question 4 (b) (ii)	9
Question 4 (c)	10
Question 4 (d)*	10
Section C overview	14
Question 5 (a) (i)	14
Question 5 (a) (ii)	14
Question 5 (b)	14
Question 5 (c)	15

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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 1 series overview

This paper examines the Landscape Systems topic, Changing Spaces, Making Places, geographical and fieldwork skills. To do well in this paper, candidates needed to bring in their place-specific examples to support the theory they have learnt. Candidates who did well generally used figures and resources throughout their responses, whereas those who omitted figures and resources were less successful with marks.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none">referred to the sources and used data when answering questionsincluded detailed place-specific informationwrote clearly, in paragraphs, linking back to the questiongave judgements which were supported by evidence.	<ul style="list-style-type: none">wrote generally about ideas without evidence, either in the form of case study detail or from figures providedwrote in long paragraphs which lost meaning and directionhad little place-specific detail to support their arguments.

Section A overview

Landscape Systems allows candidates to study one of coastal, glaciated or dryland landscapes. For the third year in a row there were no candidates attempting dryland landscapes, 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.

Most candidates chose to answer the coastal landscapes questions, and many relied on a grounding of GCSE learning before embarking on this. While this means there is secure subject knowledge, there can be a danger of candidates answering questions as if it were a GCSE exam and without the depth required for an AS exam. This is less evident in the Glaciated landscapes option, likely due to the lack of study at GCSE.

Question 1 (a) (i)

1

(a) Study **Fig. 1** which shows Sizewell Beach, Suffolk.

(i) Using evidence from **Fig. 1**, describe **three** distinctive features of the landscape. [3]

Candidates need to use the figure to describe the features of the landscape; most were able to identify the slope, the type of sediment and sand dunes. It is important to remember that only things that are present in the image should be given, the absence of a feature is not creditworthy.

Question 1 (a) (ii)

(ii) Suggest how **one** terrestrial source of coastal sediment might supply this beach. [4]

Where there is a requirement for one terrestrial source, but the question has multiple marks, candidates are required to supplement their idea with development. In this case, there is one mark for stating an appropriate terrestrial source and a further three marks for showing understanding of how the terrestrial source of coastal sediment might supply this beach.

Assessment for learning



In any question where candidates are asked to suggest one idea, in whatever context, there is a requirement that they only talk about one. If a candidate suggested more than one source of coastal sediment only the first source would have been marked.

Question 1 (b)

(b) Explain the formation of caves.

[8]

There are a range of landforms that students need to understand the formation of, as listed in the specification. In this case, to access Level 3, thorough and well-developed ideas are required. More successful answers were able to explain the changes over time and the sequence of stages to form a cave. While not necessary, these responses often included place-specific detail and/or a diagram.

Exemplar 1

1	b	<p>Caves form along high energy coasts, they are landforms of erosion. At discordant coasts (such as the Flamborough to Saltburn coastline along the East Yorkshire Coast) alternating bands of soft (sedimentary) and hard (igneous or metamorphic) rocks. Destructive waves are generated by the high energy, causing</p> <p>erosion to occur. Erosional processes such as hydraulic action widen gullies caused by tectonic activity by expanding inside, furthermore weathering processes caused by sea water can widen the gullies, with salt crystallisation and freeze thawing physically straining the crack. Small rocks can also widen it via abrasion. Over time, these processes form a cave, which may eventually become an arch once the back wall is fully eroded. After which, the force of gravity may cause the roof to collapse as the mass can't be sustained, forming a stack which will eventually topple due to erosion forming a stump.</p>
---	---	---

Exemplar 1 shows a thorough knowledge and understanding of how caves are formed. The candidate refers to marine processes and sub-aerial weathering, gives located examples, and shows understanding of discordant coastlines. However, it did not achieve full marks as it could have been more focused on the development of caves.

Question 1 (c)*

(c)* 'Change within coastal landscape systems is almost entirely the consequence of human activity.'
To what extent do you agree? [14]

The essay question required the candidates to make a judgement on a statement. In this case, candidates are asked to what extent they agree that change within a coastal landscape is the result of human activity. To access the top Level, candidates needed to break the question down into several parts. The first is to examine the influence on coastal landscapes systems that human activity has, and then look at the other factors that may impact the coastal landscape system. Having established these details, candidates can then move on to make a judgement. For this question the candidates must clearly state the extent to which they agree that human activity has the biggest impact on the coastal landscape system. This must be based on the evidence and argument provided in the question to support a sustained judgement. It is important to note that there is no single correct answer and there are a range of ways to get full marks. It is only with this judgement that they can access Level 3, if it is secure and based on the evidence provided.

Question 2 (a) (i)

2

(a) Study Fig. 2 which shows the Aletsch Glacier, Switzerland.

(i) Using evidence from Fig. 2, describe **three** distinctive features of the landscape. [3]

Candidates did well in the question to identify features, but it is important to make sure they are features visible in the figure and not just ones which may exist in a glaciated landscape.

Exemplar 2

2	ai	One distinctive feature of figure 2 is the ² pyramidal peaks. Another feature is the lines/striations on the valley sides. A final distinctive feature of figure 2 is the the aretes that connect to the pyramidal peak.

Exemplar 2 shows two points which are creditworthy, pyramidal peaks and aretes. While there may be striations in the landscape, there are no marks given as these cannot be seen in the image at this scale.

Question 2 (a) (ii)

- (ii) Suggest **one** way that basal sliding might contribute to movement of this valley glacier. [4]

Where there is a requirement for one way but multiple marks, candidates are required to supplement their idea with development. In this case, there is one mark for stating an appropriate way that basal sliding contributes to movement and a further three marks for showing an understanding of the link between one process of basal sliding and glacier movement.

Question 2 (b)

- (b) Explain the formation of pyramidal peaks. [8]

There are a range of landforms that students need to understand the formation of, as listed in the specification. In this case, to access Level 3, thorough and well-developed ideas are required. The best answers were able to explain the changes over time and the sequence of stages to form a pyramidal peak. While not necessary, these responses often included place-specific detail and/or a diagram.

Question 2 (c)*

- (c)* 'Change within periglacial landscape systems is almost entirely the consequence of human activity.' To what extent do you agree? [14]

The essay question required the candidates to make a judgement on a statement. In this case, candidates are asked to what extent they agree that change within a periglacial landscape is the result of human activity. To access the top Level, candidates needed to break the question down into several parts. The first is to examine the influence on periglacial landscapes systems that human activity has, and then look at the other factors that may impact the periglacial landscape system. Having established these details, candidates can then move on to make a judgement. For this question the candidates must clearly state the extent to which they agree that human activity has the biggest impact on the periglacial landscape system. This must be based on the evidence and argument provided in the question to support a sustained judgement. It is important to note that there is no single correct answer and there are a range of ways to get full marks. It is only with this judgement that they can access Level 3, if it is secure and based on the evidence provided.

Section B overview

For Changing Spaces, Making Places, there were a wide range of responses seen. Candidates must apply some abstract concepts of space and place to their specific case study examples. In the specification there are several elements to this topic, such as range of characteristics in shaping place identity, 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 **two** ways that sexuality might influence perception of place. [4]

Candidates were given a mark for identifying an appropriate way that sexuality might influence perception of place and a further mark for explaining the link between sexuality and perception of place. While most focused on the LGBTQ+ communities, it is important to remember that answers referring to heterosexuals are valid where there is an explicit link to sexuality.

Question 4 (b) (i)

- (b) Study **Fig. 4A**, which shows workforce distribution by economic sector in India, 2009–2019.
- (i) Using evidence from **Fig. 4A**, identify the overall trend for **one** economic sector. [1]

Candidates could choose from one of three sectors and were required to state the trend, so it was important to make clear whether the sector was increasing or decreasing.

Question 4 (b) (ii)

- (ii) With reference to **Fig. 4A**, suggest **two** possible socio-economic impacts of structural economic change on people. [4]

For two separate ideas, candidates need to suggest a possible socio-economic impact of structural economic change on people. And then explain the impact on people in the context of the evidence provided in Figure 4A. It is important that there is a clear link to the evidence in the figure.

Question 4 (c)

- (c) Study **Fig. 4B**, which shows photographs of Dundee dockland in 2006 and 2018. Using evidence from **Fig. 4B**, explain how the process of rebranding through regeneration constructs a different place meaning. [6]

The prompt for this question was to study the figure and the best responses used data from the figure throughout their answer. Where a question requires interaction with a resource, there are some marks given over to AO3, which is assessing geographical skills. As the question is asking about regeneration, candidates need to evidence ways in which the place has changed.

Question 4 (d)*

- (d)* 'Housing provides the best evidence of social inequality.' Discuss this view in the context of **two** contrasting places. [14]

This question requires candidates to be able to explain what social inequality is and how it can be evidenced. The prompt in the question refers to housing and therefore this should be tackled first, with explanation as to how housing is an indicator of inequality. To make a judgement, when discussing a view, candidates also needed to look at some of the other evidence (indices) which might include crime rates, healthcare, levels of education or access to services. Effective responses are ones which include accurate place-specific detail.

Exemplar 3

4	d	<p>Although housing can indicate the level of social inequality it may not necessarily provide the best evidence. This is because there are other factors that could give a better indication such as the education, income (disposable income levels) and healthcare. This is shown</p> <p>Shown in Jembatan Besi. located 4km N/W of city centre, Jakor</p> <p>This is shown in Jembatan Besi which is a slum located in Jakarta, Indonesia. It is 4km northwest of the city centre with a densely populated area. This slum is a perfect example of seeing social inequality through the housing conditions because the houses in the slums are tightly packed together, built with scrap materials and poorly equipped with the basic necessities. On average 5 people are live in each house whereas in Northwood Irvine, California, the houses are spacious and approximately 2.8 people live in each house so it is an area with big houses but ^{with} a small amount of of people living in there. Although this may indicate that the Northwood is more well off than Jembatan, it is may not be the best evidence of social inequality. For example a collection of different measures can prove to be more accurate such as the HDI (Human Development Index) which takes in account the health, wealth and education of an area. By using a combination of different</p>
---	---	--

factors the true level of social inequality can be represented.

Jembatan Besi's average income per day is \$4 whereas Northwood's average yearly income is \$113k. Moreover, the ~~jobs~~ employment in Jembatan is mostly in the informal sector usually involving street services, if it's in the formal sector it is based around the garment industry, mainly involving women. These jobs have very little safety and precaution measures which ~~do~~ contrasts greatly with Northwood since the majority of residents there are in top managerial positions.

Another key difference is the education, in Northwood the majority of 25 year olds + have further education such as a degree or masters. On the other hand, children in Jembatan barely even complete their education which is significant because it shows where each place's priorities are at. It is evident that in Jembatan earning money and contributing to the family is valued more over staying in school, this suggests that the socio-economic state of Jembatan is disadvantaged, ~~whereas~~ in Northwood, since the young population do not get a chance to learn new skills and ^{the} knowledge to advance to higher education. Therefore it can be argued that the social inequality in Jembatan is a never-ending cycle, which is proven by the fact

		that many residents of the Jembatan Besi slums are generational.
		In conclusion, although social inequality can be represented through housing conditions it is not the best evidence because it only takes in account one factor which can be does not consider other factors that could possibly affect social contribute to the social inequality.

This Exemplar 3 response was Level 4, full marks. The candidate contrasted Jembatan Besi in Indonesia with Northwood, Irvine in California. There was excellent reference to how housing allowed for comparison of social inequality and contrasted this with wealth/income and education levels. The response was concluded with an evaluative conclusion on the relative benefits of housing as a judge of inequality.

Section C overview

This section required candidates to be familiar with fieldwork skills. From the range of responses given, some candidates were able to write with ease and confidence, whereas others seemed more cautious about their suggestions. There is no doubt that engaging in fieldwork in any form is of benefit, and where candidates are involved in the process of planning it, they will be better able to understand sampling, among other aspects

Question 5 (a) (i)

5

(a) Study **Fig. 5**, an OS 1:25 000 map extract of Chard, Somerset where a geographical investigation is to be undertaken.

(i) Using evidence from **Fig. 5**, state and justify an appropriate fieldwork question or issue for investigation in the area shown.

[4]

Candidates were required to base their response on information from the OS Map. There is one mark available for the suggested investigation question and it must be followed by justification. Given that this question is assessing AO3, there must be evidence from the map to support the response.

Question 5 (a) (ii)

(ii) Outline **one** advantage of using OS maps at 1:25 000 scale for geographical investigations.

[2]

The advantage suggested by the candidate needs to be applicable to the map in question and not OS maps at different scales, or maps in general. There was no requirement to link it to the issue identified in 5 (a) (i).

Question 5 (b)

(b) Explain why the nature and use of quantitative data can be important in geographical investigations.

[6]

Candidates were required to detail what quantitative data was (e.g. providing some numerical or statistical information) and discuss how it can be used. Therefore, candidates needed to understand the difference between quantitative and qualitative data.

Question 5 (c)

- (c) With reference to a fieldwork investigation you have carried out, to what extent did your field observations support existing geographical knowledge and concepts? [12]

When students have conducted a thorough investigation as part of their learning in centres, they are better able to answer these questions as they have a greater understanding of the application of skills and knowledge.

More successful answers were ones with well-developed ideas throughout where the candidate discusses in detail the fieldwork observations they made. These are then related back to the prior knowledge that they had, such as what can support with regeneration being successful and what they were therefore expecting to observe.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.