

GCSE (9-1)

Examiners' report

GEOGRAPHY B

(GEOGRAPHY FOR ENQUIRING MINDS)

J384

For first teaching in 2016

J384/03 Summer 2024 series

Contents

Introduction	3
Paper 3 series overview.....	4
Question 1 (a) (ii)	5
Question 1 (b) (i)	6
Question 1 (b) (ii)	6
Question 2 (a) (ii)	8
Question 2 (b) (i)	9
Question 2 (b) (ii)	9
Question 2 (c) (i)	10
Question 2 (c) (ii).....	10
Question 2 (d)*	11
Question 3 (a)	13
Question 3 (b)	14
Question 4*	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.

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Paper 3 series overview

J384/03 'Geographical Exploration' is one of three examinations contributing to the GCSE 'Geography for Enquiring Minds'. The examination is designed to give candidates the opportunity to demonstrate their geographical understanding and apply their understanding and skills to unseen scenarios within one location. This examination draws on both Our Natural World 01 and People and Society 02. In 2024 the questions on this examination paper were focused on the Amazon rainforest and linked to four units within the specification: Changing Climate, Sustaining Ecosystems, Urban Futures and Dynamic Development.

Most candidates showed a good level of skill in interpreting the information they were provided with in the resource booklet and demonstrated confidence in extracting relevant information to inform their responses. The resource booklet was well used, with many candidates demonstrating the ability to link together information from several sources to justify their responses, however too many candidates simply copied text without interpretation or development and were therefore limited in the credit they received. Most candidates were confident with the use of geographical terminology and responded appropriately to the command words used in the questions. Candidates who responded most successfully understood the complex implications of developing the Amazon rainforest and the likely impacts socially, economically and environmentally on cities such as Manaus and the indigenous inhabitants of the rainforest.

The standard of handwriting and the legibility of papers remains a challenge for examiners, but candidates' SPaG was generally good. The paper was both challenging and differentiated, allowing access to achieve for all candidates.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> demonstrated a sound understanding of the connections between Our Natural World and People and Society understood the complex social, economic and environmental impacts of developing the Amazon rainforest selected and developed appropriate information from the resource booklet demonstrated their understanding through extended explanations which were relevant to the question demonstrated sound numeracy skills through calculating percentage change and proportion demonstrated good graphical skills through the interpretation of maps and a line graph accurately completed a bar chart interpreted photographs and a written news article to support their responses. 	<ul style="list-style-type: none"> understood some aspects of Our Natural World and People and Society wrote extended descriptions about deforestation in the Amazon rainforest used the exact wording of the text given in the resource booklet without development identified simple patterns from a line graph identified some features from a photograph accurately completed a bar chart selected text from a written news article to use in their response.

Question 1 (a) (i)

1

(a) Look at **Fig. 1a** and **Fig. 1b** in the Resource Booklet.

(i) Describe the **location** of the Amazon rainforest.

.....

.....

.....

..... [2]

Most candidates achieved at least 1 mark for this question by identifying that the Amazon rainforest is largely located in Brazil. Some candidates demonstrated good geographical knowledge (which is not a requirement of this exam), by referencing the tropics and/or the equator, neither of which were provided in the resource.

Question 1 (a) (ii)

(ii) Compare the location of Manaus with other cities in Brazil.

.....

.....

.....

..... [2]

Many candidates correctly compared two aspects of the location of cities in Brazil: Manaus being in the rainforest and many other cities being coastal, Manaus being in the north and other cities being more southerly. Some candidates calculated distances and described the compass direction between cities in Brazil; these were not credited.

Assessment for learning



The use of the correct vocabulary when describing the locations of cities was evident from most candidates but not all. Among the incorrect terminology were 'edges of Brazil', 'on top of or below [a specific location]' and describing the 'coastline' as the 'boundary'. Consistent reinforcement of the correct subject-specific terminology assists candidates in gaining credit.

Question 1 (b) (i)

Deforestation is the permanent and rapid clearance of a forest, usually by the cutting down or burning of trees.

(b) Look at **Fig. 2** in the Resource Booklet.

(i) State how much forest was **lost** in 2008.

..... hectares [1]

Almost all candidates were credited on this question.

Question 1 (b) (ii)

(ii) Describe the pattern of **deforestation** in the Amazon rainforest between 2002–2020.

.....

 [3]

The line graph presented candidates with an extended representation of deforestation over 18 years, so there was much information to describe. Most successful candidates wrote an overall statement regarding the fluctuating pattern of deforestation demonstrated in the graph and then selected two prominent features of the pattern to gain 3 marks. Some candidates described the overall pattern through writing chronologically from 2002 to 2020 describing the features as they went; this was also credited at 3 marks. Other candidates simply selected prominent features of the pattern, such as the spike in deforestation in 2016, but did not describe the overall pattern. These responses were limited to 1 or 2 marks.

Assessment for learning

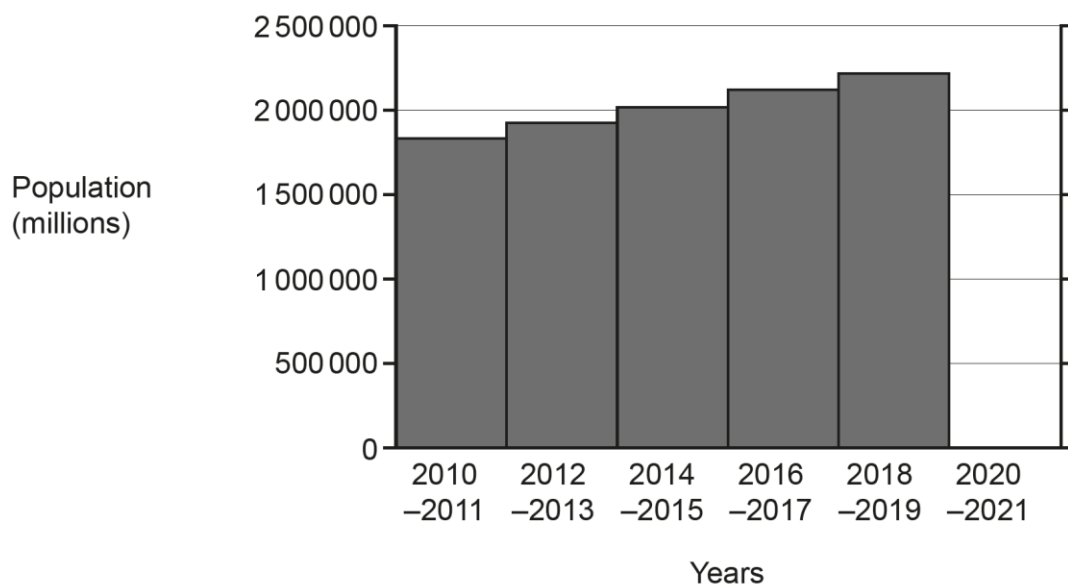


Throughout the geography assessments, but particularly on this exam, candidates will be asked to 'describe the pattern' (usually from a line graph or bar graph) or 'describe the distribution' from a map. Teaching candidates an approach to these questions can be helpful, particularly when faced with a detailed graph or complex pattern on a map. Identifying an overall broad pattern is usually the first statement that will gain credit, for example 'the graph demonstrates fluctuating rates of deforestation between 2002 and 2020'. The candidate can then proceed to select prominent features of the graph or map. In this response the candidates could have highlighted the point of least deforestation in 2013 at 600,000 hectares and the spike in deforestation in 2016 of 2,750,000 hectares – both would gain credit. On a map the features might be any clustering of points or areas where there are no points. References to compass points or named locations on the map can also be useful in identifying patterns.

Question 2 (a) (i)

2

(a) Look at the graph below, showing population growth in Manaus, 2010–2021.

(i) **Complete** the graph above for 2020–2021 using the data in the table below.**[1]**

Year	Population (millions)
2020–2021	2.3

Most candidates were able to complete the bar graph, recognising that 2.3 million should be plotted over halfway between the 2 million and 2.5 million provided on the axis.

Question 2 (a) (ii)

(ii) Calculate the **percentage change** in total population between 2010–2011 and 2020–2021.

You **must** show your working.

Answer % [2]

This required candidates to read the value of the population in 2010–2011 from the bar chart; candidates were allowed a tolerance on the mark scheme. Most candidates were able to calculate the difference in population by subtracting the data for 2010–2011 from 2.3 million. Far fewer were then able to calculate the percentage change. A small number of candidates did not attempt the question.

Assessment for learning



Collaborating with the mathematics department to address the numeracy skills outlined in the specification can reinforce the learning of calculations such as percentage change. Providing maths colleagues with some examples of questions from past exam series allows colleagues to deliver their methodology in a different context and reinforces the transferable numeracy skills. It is worth remembering that with tiered entry in maths, some Foundation candidates may not be taught some of the numeracy skills we state on the geography specification. This is worth centres analysing with their colleagues in the maths department as we do not have tiered entry in geography and therefore some candidates may be slipping through the gap. Introducing short 'numeracy in geography' questions as a starter or recall of skills activity in lessons or ensuring that every assessment in geography throughout secondary centres has a 'numeracy in geography' question means candidates will become more familiar with what to expect and may not so readily shy away from the challenge.

Question 2 (b) (i)

(b)

Brazil population: 215 000 000
Manaus population: 2 300 000

Look at the population data above.

- (i) Calculate what **proportion** of Brazil's population are living in the city of Manaus.

..... [1]

Proportion was represented by candidates as ratios, fractions, decimals and percentages; all were credited.

Question 2 (b) (ii)

Look at **Fig. 3** in the Resource Booklet.

- (ii) Explain why people may choose to **migrate** to the city of Manaus.

.....
.....
.....
..... [3]

Some candidates used the table in the resource booklet as a prompt for their response and developed their explanation by suggesting why these push or pull factors would be important to a migrant. Many candidates listed a number of push or pull factors copied from the resource without explanation – these responses were credited at 1 mark.

Question 2 (c) (i)

(c) Look at **Fig. 4** in the Resource Booklet.

(i) Give **two** pieces of evidence from the photographs to show the consequences of rapid urban growth.

1

2

[2]

Most candidates were able to select features shown in the photographs to demonstrate the consequences of rapid urban growth. Some candidates identified features not shown in the photograph such as 'there are no roads'; credit is not given for features that don't appear in the evidence. Similarly, credit is not given for candidates making generic judgements about the area shown in the photograph, such as 'it looks poor'.

Question 2 (c) (ii)

(ii) Explain the **impact** on the city of Manaus if migration continues to increase.

..... [6]

. [6]

Most candidates demonstrated a good understanding of how increased migration can put pressure on services, e.g. housing. A good understanding of the multiplier effect was demonstrated by many candidates describing the implications of overcrowding in the informal settlements, the risk of spread of disease and the subsequent pressure on already stretched health services. Some candidates were able to explain how increased population in Manaus may create an expansion in the informal employment sector and while individuals might be able to earn a living, the tax system would not benefit, so reinvestment in services was not possible. Most candidates wrote only about negative factors in relation to migration.

Question 2 (d)*

Look at **Fig. 5** in the Resource Booklet.

The Amazon rainforest is a vast natural environment containing a wide variety of resources that humans use.

(d)* Using **Fig. 5**, and your own understanding, assess the value of the Amazon rainforest as a **natural resource** for human use.

.....

.....

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.....

.....

..... [12]

Many candidates were able to use the headings provided in Fig. 5 to describe the many human uses of the Amazon rainforest. Some candidates were able to explain how the uses were valuable to people and the benefits that exploiting resources in the Amazon rainforest might bring to society and the economy. Few candidates were able to assess the value of the natural resource through suggesting benefits and disadvantages of the uses and project possible future issues if the rainforest's finite resources run out.

Exemplar 1

tourists visiting it. This tourism is valuable because it can create jobs. More tourists mean that jobs are created for industries such as clothing, hospitality and retail. More jobs created means that there will be less unemployment. Less unemployment means that there will be lower numbers of people working in informal jobs. This means that there will be ~~even~~ more taxpayers and therefore Brazil will have a stronger economy.

In this response the candidate explains the value of using the rainforest through tourism as a source of formal employment for people living in cities such as Manaus. The candidate develops the likely consequences of improved levels of formal employment, demonstrating the value to both society and the economy, providing a well-developed response credited overall at Level 4.

Misconception



Many candidates thought 'wildlife trafficking' was 'wildlife tracking' which led to some interesting responses.

Assessment for learning



The core skill of this synoptic paper is that candidates must draw on the resources they are provided with and use them as a prompt or evidence to support their own, original responses. Centres should teach that any text or data that is provided is the starting point of a candidates' response and if the candidate does no more than lift phrases or figures from the resource booklet then they will only achieve at Level 1. Candidates will be provided with a wide range of resources in the form of maps, graphs, tables of written information and data, photographs, flow diagrams and news articles; it is for the candidate to interpret and select information to form their own written response to the questions.

Candidates would benefit from practising a variety of ways to extend their responses to avoid repetition. For example, when developing the idea of 'increased opportunities for trade', rather than just writing 'this is good for the economy', candidates should consider factors such as improved international links with other countries and the likely benefits of that or increased GDP in the country and the likely investments that could be made into education and healthcare, etc. Candidates will only be given development once for the repeated use of 'good for the economy' against several initiatives or uses.

Question 3 (a)

3 Look at **Fig. 6** in the Resource Booklet.

(a) Describe **two** impacts of **deforestation** on the Amazon rainforest ecosystem.

- 1
-
-
-
- 2
-
-
- [4]

Most candidates were able to select information from the flow diagram to identify impacts of deforestation. Candidates linked phrases, sometimes in their own words, to describe how deforestation might lead to climate change and/or loss of biodiversity. Fig. 6 was well used by all candidates.

Question 3 (b)

Look at **Fig. 7** in the Resource Booklet.

- (b) Explain why flooding is becoming an **increasing risk** to the people that live in Manaus.

.....

.....

.....

.....

.....

..... [6]

Some candidates focused on 'why flooding is becoming an increasing risk' (emboldened) choosing to describe the likelihood of the increasing frequency and scale of flooding through continued deforestation of the Amazon rainforest. These candidates used the flow diagram of events outlined in Fig. 6 and were credited with some development for explaining the process. Other candidates focused on 'an increasing risk to people' and focused on the impacts of the flooding in Manaus. Many candidates highlighted issues regarding the flooding of homes, restricted access to jobs and services and the increased likelihood of disease from mosquitoes in stagnant water. Candidates were able to develop their responses to describe the knock-on effects of the impact of flooding, such as health services being overwhelmed and impacts on food security in the city.

Question 4*

Look at **Fig. 8** in the Resource Booklet.

- 4*** 1. Examine the reasons **why** the President of Brazil wants to develop the Amazon rainforest.
2. Suggest how the **proposed** developments may impact on the city of Manaus.

.....

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.....

.....

..... [12]

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

Fig. 8 provided candidates with detailed information regarding the likely benefits and drawbacks of the proposed schemes to develop the Amazon rainforest. Many candidates used the emboldened headings in the plan to structure their response combining the reasons why the president might instigate these developments and the likely impacts of each development on the city of Manaus. Far fewer candidates structured their response as outlined in the question.

Some candidates used connectives to create explanations of the positive and negative impacts of the plan consisting entirely of phrases lifted from the resource; these were credited at Level 1. Other candidates were able to use the information from Fig. 8 as a prompt to develop their own reasoning as to the positives and negatives of the plan. These candidates developed their explanations, particularly in reference to the city of Manaus, demonstrating a comprehensive understanding of why the president of Brazil would want to implement these developments in the Amazon rainforest.

Some candidates' responses became repetitive as they used the same development point against several of the proposed plans, suggesting each time that the negative impact would be 'deforestation' and the loss of habitats and extinction of animals; this development was only credited once. Some candidates assumed that the building of the dam would flood the city of Manaus, which was deemed unlikely and therefore was not credited.

Exemplar 2

However, due to increased transport using the new infrastructure, air pollution will increase which could cause serious respiratory illnesses especially for children who's lungs are still developing. This may lead to a strain on Manaus's healthcare systems therefore costing the country lots of capital to fund the medicines or if the medicine is not available, many young dependants may die resulting in a lack of economically active workers in the future which

In this response the candidate is examining the likely impact of increased traffic through the extension of the road network in and around the city of Manaus. Fig. 8 states 'air pollution will increase'; the candidate takes this negative impact and explains what the possible consequences of increased air pollution will be. The candidate correctly identifies that children in the community might be most affected by the air pollution and that the underdeveloped health services may not be equipped to support 'young dependents'. This well-developed reasoning was also evident in the candidate's understanding of why the president of Brazil would propose these developments in the Amazon rainforest. The candidate was credited overall at Level 4.

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