

GCSE (9-1)

Examiners' report

GEOGRAPHY B

(GEOGRAPHY FOR ENQUIRING MINDS)

J384

For first teaching in 2016

J384/02 Summer 2024 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 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

J384/02 'People and Society' examines the human geography parts of this GCSE course, focusing in Section A on Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance. Section B examines human geography fieldwork.

To do well on this paper candidates needed to be able to demonstrate that they have an understanding and appreciation of a range of issues that affect people and places at a range of scales from local to global. Candidates needed to exhibit geographical skills covering graphicacy, numeracy and the interpretation of statistical evidence.

Most candidates attempted all questions on the exam with some achieving a full range of marks, a minority of candidates did not attempt the 6/8-mark questions. The exam was an appropriate length with very few candidates seeming to run out of time. Many candidates demonstrated a confident understanding and use of specialist terminology whereas others misinterpreted command words or were unable to respond appropriately to the focus of the question. Those who could write effectively about sustainable initiatives in specific AC cities, the progress towards achieving Millennium Development Goals (MDGs), the impact of an ageing population and attempts to achieve food security scored highly on this paper. Numeracy and graphicacy skills demonstrated by many throughout the exam were good. Many candidates responded well to the human geography fieldwork question, demonstrating a sound understanding of the methodologies they had employed to gather data.

The standard of handwriting and the legibility of papers remains a challenge for examiners, but candidate's SPaG was generally good. The paper provided an appropriate level of challenge and was 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"> understood the command words of each question and were competent in responding appropriately understood subject-specific vocabulary and used specialist geographical terms in context demonstrated good numeracy skills through calculating 'percentage increase' and 'median average' demonstrated good graphicacy skills through the interpretation of data, maps and a population pyramid wrote well developed, place specific statements in relation to Case Studies thoroughly evaluated the merits and drawbacks of initiatives to promote sustainability reflected on the effectiveness of the methods they had employed in their human fieldwork investigation. 	<ul style="list-style-type: none"> misinterpreted the question wrote simple statements without explanation or development demonstrated a limited understanding of geographical vocabulary calculated a total percentage through selecting and adding the relevant values identified patterns demonstrated through maps and data described levels of development in their chosen LIDC identified more than one initiative to promote sustainability in AC cities described the methodologies employed in their human geography fieldwork.

Section A overview

Section A includes four questions focusing on Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance.

Question 1 (a)

Urban Futures

1

(a) What is **counter-urbanisation**?

- A When people migrate to a different country
- B When people move back into the city
- C When people move out of the city and into the countryside
- D When people move within the city and into the suburbs

Write the correct letter in the box.

[1]

Many candidates correctly identified 'C', but a significant number of candidates chose one of the other options, there was no common incorrect response chosen.

Question 1 (b)

(b) Explain **one** push factor which may cause people to migrate.

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..... [2]

Many candidates achieved 2 marks for this question. Most commonly identified push factors were 'war' and 'lack of jobs' each developed with appropriate explanation. Some candidates were only able to identify a single, unqualified push factor, other candidates incorrectly identified pull factors.

Specialist terminology

Centres should emphasise the use of subject-specific vocabulary such as 'push and pull factors' through the provision of glossary of terms for each unit of study. Best classroom practice encourages the correct use of geographical terms through classroom interactions and written tasks. Quick fire starter or plenary activities should incorporate language tasks. Understanding subject-specific vocabulary supports candidates in understanding what each question requires, writing a competent response and achieving SPaG marks.

Question 1 (c) (i)

(c) Look at **Fig. 1** and **Fig. 2** in the Resource Booklet.

(i) Identify **two** differences between **Fig. 1** and **Fig. 2**.

1

.....

2

..... [2]

Many candidates achieved 2 marks using comparative language, other candidates identified differences by writing simple statements describing each graph. Some candidates simply described a feature of either Fig. 1 or Fig. 2 receiving no credit.

Question 1 (c) (ii)

(ii) Explain **one** way of improving the method of data presentation used in **Fig. 1** and **Fig. 2**.

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..... [2]

Most candidates achieving credit suggested either labelling cities/ countries or altering the intervals in the key to provide more specific data ranges with valid development. Some candidates incorrectly suggested an alternative method of data presentation, having misinterpreted the question.

Assessment for learning – Exam practice



Centres must equip candidates with the skills to tackle these assessments. Understanding what the question requires candidates to do is obviously key to their success. Regularly employing tactics such as highlighting command words or underlying keywords in the question will allow candidates to determine what the question is asking them to do. In this series, too many candidates had misinterpreted the question or had missed key instructions in the question and were only partially given credit or given no credit at all.

Question 1 (d)

CASE STUDY

Challenges and opportunities in cities today

Name of AC city studied:

(d) Examine **one** initiative that has made this city more sustainable.

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..... [6]

Most candidates were able to describe an initiative for sustainability in their chosen AC city. Most chosen were London, Birmingham, Manchester, Leeds and Bristol; however, some candidates had studied cities from outside the UK such as Los Angeles and Paris. Candidates who had chosen London as their case study were able to achieve higher marks through examining the sustainability of transport management systems including ULEZ, Crossrail, Elizabeth line and Boris / Santander bikes. As the question required candidates to examine how their chosen initiative had made the city more sustainable, those candidates writing about future initiatives such as Curzon Street station or single buildings such as Birmingham library were limited to Level 2 – 3 marks. Some candidates were able to describe in detail their chosen initiative including accurate place specific detail but did not examine the extent to which it had contributed to the sustainability of the city. Candidates who scored most highly at Level 3 were able to examine the impact on the city in terms of economic, social and environmental sustainability.

Question 2 (a) (i)

Dynamic Development

2
(a) The table below shows data on life expectancy.

Name of country	Classification	Life expectancy in 2000 (years)	Life expectancy in 2020 (years)
Japan	AC	80.5	84.5
France	AC	78.3	82.5
India	EDC	61.6	69.3
Thailand	EDC	70.3	76.8
Nigeria	LIDC	46.0	54.2
Somalia	LIDC	49.8	65.9

(i) Calculate the percentage **increase** in life expectancy in **Somalia** between the years 2000 and 2020.

Give your answer to **one** decimal place.

You **must** show your working.

..... % **[2]**

Many candidates were able to accurately complete this calculation. Those candidates who achieved only 1 mark either did not show their working or simply calculated the difference between the two values.

Question 2 (a) (ii)

(ii) Look at the table above.

Which **one** of the statements most accurately describes the trend shown by the table?

- A All countries have developed at the same rate
- B Life expectancy decreases as a country develops
- C Life expectancy increases as a country develops
- D There is no difference in the life expectancy for each country from 2000 to 2020

Write the correct letter in the box.

[1]

Almost all candidates correctly identified 'C'.

Question 2 (b)

(b) Explain how **political unrest** might lead to uneven development.

[2]

Most candidates were able to get 1 mark for identifying the impact of political unrest, most seen answers were corruption or civil war. However, they were unable to identify how these impacts might lead to uneven development in the country. Most candidates wrote about the impact on the rate of development of the country rather than the spatial differences or social disparity within the country.

Question 2 (c*)

CASE STUDY

Are LIDCs likely to stay poor?

Name of LIDC studied:

(c*) Discuss the extent to which the **Millennium Development Goals** have been achieved in your LIDC.

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.....

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.....

..... [8]

Many candidates achieved Level 2 or Level 3 on this question, some demonstrating well-developed ideas about their chosen LIDC and its effectiveness in achieving MDGs. Zambia, Ethiopia and DRC were the most common countries chosen and candidates provided supporting evidence and statistics which were, for the most part, accurate. Some candidates showed an extensive knowledge of some of the MDGs; primary education, gender equality and reducing the spread of diseases being the most popular. Candidates included place specific detail, but many were unable to develop their responses sufficiently to achieve Level 3. Some candidates when examining the success of increasing access to primary school education, reflected on the role of 'room to read' as a named charity and described the significance of improving literacy rates, particularly in women to make sure they have a brighter future. A significant number of candidates were unable to identify a specific MDG, these candidates wrote generically about the problems facing an LIDC, some referring to education, healthcare or named agricultural strategies to improve food security.

Exemplar 1

Africa. The Millennium development goals have been achieved to ~~a~~ partial extent. For example MDG1 is to reduce hunger and poverty. Whilst poverty decreased from 71% in 2000 to 65% in 2013, hunger increased from 50% in 1999 to 65% in 2015. This was due to the political unrest as ~~for~~ the DRC experienced a civil war which meant that crops and plantations were being destroyed due to war. ~~The~~ The country is also 98% landlocked which means

This candidate achieved Level 3, writing well-developed statements supported by place specific detail about named MDGs and addressing the question of 'to what extent' the goals have been achieved. In the extract the candidate writes about MDG 1 'reduce poverty and hunger' suggesting it has only been partially achieved in the DRC. The candidate uses appropriate data to support their point of view and develops their response by offering an explanation of why the development has been hindered.

Question 3 (a)

UK in the 21st Century

3

(a) Outline **one** factor which leads to the demand outstripping the supply of water.

.....
 [1]

Almost all candidates wrote either 'increased population' or 'drought'.

Question 3 (b) (i)

(b) Look at **Fig. 3** in the Resource Booklet.

(i) Calculate the **total** percentage of males and females aged under 10 years old.

You **must** show your working.

..... % [2]

Most candidates achieved 2 marks by correctly adding the values required from the population pyramid.

Question 3 (b) (ii)

(ii) Which statement accurately describes the data shown in **Fig. 3**?

- A High birth rate and high death rate
- B High birth rate and low death rate
- C Low birth rate and high death rate
- D Low birth rate and low death rate

Write the correct letter in the box.

[1]

Few candidates could interpret the shape of the population pyramid in terms of demographic transition statistics. Most commonly seen incorrect response was 'B'.

Question 3 (c)

- (c) Explain the **positive** contribution of ethnic groups to the cultural life of the UK through food **or** media **or** fashion.

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.....

..... [3]

Most candidates answered this well, focusing largely on food rather than fashion or media. Candidates named local areas such as Brick Lane, the Curry Mile or the Balti Triangle and identified ethnic groups contributing variety, new experiences and bringing people together. Many candidates articulated that a key benefit brought to society was a greater understanding of other cultures. Some candidates wrote about economic benefits and jobs which was not credited.

Question 3 (d)

- (d) Explain the effects of an **ageing population**.

.....

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..... [6]

Level 3 was achieved by many candidates, writing competently about the positive and negative effects of an ageing population. Themes included the benefits of the 'grey pound', free childcare, pressures on health and social services and tax implications. Most responses offered a balanced view of the implications of an ageing population, however a significant number focused only on the negative effects. There was much confusion in some answers regarding the implication of an ageing population on two aspects of society: firstly, the impact on the number of people in employment and secondly the impact on the birth rate. Centres may need to consider how best to clarify these teaching points with their candidates.

Exemplar 2

There are many impacts of an ageing population in the UK. One effect is that the economically active population are forced to pay more tax, as many elderly dependents are claiming their pensions. Furthermore, the tax needs to pay for care homes, so the working population pays more, which can lead to a decrease in not only their income, but also their quality and standard of life.

However, a positive effect of an ageing population is that the elderly dependents have disposable income called the "grey pound" which they spend on local businesses, which boosts the local economy. Furthermore, the elderly are free to look after their grandchildren and provide free childcare. Consequently, [6] their parents are able to work and therefore pay tax, which increases the GDP.

Another effect of an ageing population is that NHS waitlists are incredibly long with over 1 million patients waiting for surgeries. This is because the elderly population often require extra healthcare, which puts pressure on these services.

This candidate achieved Level 3, writing developed statements about positive and negative effects of an ageing population. In this extract the candidate identifies the importance to local economies of the 'grey pound' using specialist terminology to describe it as 'disposable income'; this is a developed statement. They also write a well-developed statement about grandparents providing free childcare, which allows parents to work and contribute tax to the country's economy increasing the GDP.

Question 4 (a) (i)

Resource Reliance

4

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

(i) Which statement is **correct**?

- A All of the countries are less hungry in 2020 than they were in 2012
- B All of the countries are more hungry in 2020 than they were in 2012
- C Chad scored the highest on the Global Hunger Index in 2012 and 2020
- D Timor-Leste has made the most progress in reducing hunger

Write the correct letter in the box.

[1]

This was the most correctly answered multiple choice question, candidates were clearly able to interpret the data in Fig. 4

Question 4 (a) (ii)

(ii) Calculate the **median** of the data for 2012 in **Fig. 4**.

You **must** show your working.

..... [2]

Most candidates were able to correctly calculate the median. Candidates wrote out the data in ascending/descending order for their working and identified the middle value, achieving 2 marks. A significant number of candidates calculated the mean, so credit was not given.

Question 4 (b)

(b) Explain how **two** physical factors have an influence on **food security**.

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2

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[4]

Most candidates achieved 4 marks for this question, correctly identifying physical factors relating to climate, soil quality, terrain or landlocked location and developing their response to link to the influence on food security. Most common misinterpretation of the question was to write about human factors such as population, war or transport links.

Question 4 (c)

- (c) Analyse the effectiveness of **one** past **or** present attempt to achieve **food security** at a national scale.

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..... [6]

Many candidates were able to write developed responses regarding their chosen attempt to achieve food security. Intensive farming in the UK, the Green Revolution, The Canada wheat project and SAGCOT in Tanzania were all popular choices, and most candidates could accurately describe the details of the initiative including economic data and impacts on the environment. Far fewer candidates developed their response to consider the effectiveness of the attempt at achieving food security at a national scale. Some candidates did not recognise the significance of the national scale and wrote about local initiatives such as food banks or Goat aid these schemes were not eligible for full marks. Others described interesting attempts to achieve food security such as purchasing restrictions during lockdown and Marcus Rashford's national campaign to secure free school meals.

Section B overview

Section B examines candidates' understanding of human geography fieldwork.

Question 5 (a)

Human geography fieldwork

5

(a) Geography students were carrying out fieldwork in their local area to investigate footfall.

They were collecting data to compare how busy the area was at different times on Fridays. The students completed a tally chart of the number of people walking past in a 5 minute slot.

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

The students presented their results as a flow line map. Suggest **two** things that the students could add to **improve** the flow line map.

1

2 [2]

Most candidates accessed marks on this question identifying improvements such as a key, a scale, labelling shops or including data on pedestrians.

Question 5 (b) (i)

(b)

(i) Explain **one** way that the students could improve the **reliability** of their data.

.....

..... [2]

Responses mostly suggested that the data collection should be repeated for 1 mark, a significant number then developed this to state that an average or mean could be calculated to remove any anomalies. Some candidates incorrectly suggested that the data collection could be repeated elsewhere.

Question 5 (b) (ii)

(ii) Which method would provide useful data for their investigation?

- A Carrying out traffic counts
- B Completing a questionnaire about what people like about the area
- C Finding out house prices
- D Recording the type of products being sold in the shops

Write the correct letter in the box.

[1]

Most candidates correctly chose response 'A', although a significant number incorrectly chose response 'B'.

Question 5 (c)

(c) Explain the effectiveness of **one** way you have presented your fieldwork for a **human** geography fieldwork investigation you have completed.

.....

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..... [2]

Credit was gained for many, explaining that their chosen presentation method was either 'easy to understand' or 'clear to see' and a significant number of candidates developed their response to state that this allowed for 'easy comparison' or you could 'see the differences between locations'. Some wrote about their data collection methods, but no credit was given.

Question 5 (d*)

You will have carried out **human** geography fieldwork as part of your Geography course.

Fieldwork title:

(d*) To what extent were the methods you used to collect your data effective?

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..... [8]

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

Most candidates were able to describe the methods of data collection carried out during their human geography fieldwork, (far fewer this year wrote about physical fieldwork). Questionnaires, environmental quality surveys, traffic and pedestrian counts were the most common methods described, with most candidates offering a step-by-step explanation of what they did on the day. However, a significant number of candidates did not explain the effectiveness of their data collection but rather the effectiveness of the data in informing their conclusions and answering their enquiry hypothesis. High achieving responses referred to bias, subjectivity, time of day, weather conditions and human error making the methods ineffective, and to achieve Level 3 they subsequently suggested how their data collection could be improved.

Exemplar 3

Fieldwork title: ~~How does is does~~ Holland Park and White City ~~show~~
show ^{whether} ~~variety~~ in development?

(d*) To what extent were the methods you used to collect your data effective?

To fulfill the enquiry question of ~~mean~~ development between the sites of Holland Park and White City, in Shepherd's Bush we conducted an environmental quality survey. Each variable was graded from 0 to 5 ~~3 + 3~~ based on personal observations, at each location in 3 different areas. After this we portrayed the data to in web diagrams to ease comparison between Holland Park and White City. We would find that the data supported our hypothesis that White City was less ~~developed~~ environmentally developed than Holland Park; however came to discover variation between surveys, ~~the~~ This lack of consensus derived from the subjectivity of the collection method, as it was qualitative not quantitative. Different students would analyse certain aspects in each location more than others; personal bias would additionally be a factor in the method's reduced reliability. To combat this, we calculated a mean for each variable ~~and~~ across the groups; finalising a diagram that represented the class's overall consensus ~~and~~. It would be more accurate due to this removal of anomalous objectivity. [8]

In this extract the candidate identifies the weaknesses in the methodology they employed to conduct their environmental quality survey in Holland Park and White City. The candidate suggests how they attempted to compensate for any variables which arose from their data collection.

This candidate wrote well-developed ideas and was clear on the extent to which their data collection was effective however, they only referred to one method of data collection (environmental quality survey) in their entire response and therefore was awarded at the top of Level 2 as the question asked for methods; plural. Centres must make sure that their human fieldwork investigation engages candidates in a range of data collection techniques which they are able to reflect on in their exam.

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