Qualification Accredited

OCR
Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

GEOGRAPHY A (GEOGRAPHICAL THEMES)

J383

For first teaching in 2016

J383/03 Summer 2024 series

Version 1

ocr.org.uk/geography

Contents

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.

Paper 3 series overview

This paper is the last in the series of three that candidates will have taken and is focused on their geographical and fieldwork skills. Candidates are supplied with a resource booklet in the examination and must use it to complete the questions. They are assessed on their own knowledge (AO1) and they are required to apply their understanding (AO2) to answer the questions throughout the paper. As this is a geographical skills paper, candidates are also assessed on a range of skills (AO3) including fieldwork, numeracy and statistics in geography.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• provided accurate details from sources • included evaluations in 6-mark and 8-mark questions • gave specific examples from their studies for Paper 1 and 2 to support their responses • were well practiced at using statistical skills.	• only answered some of the questions • missed out information such as their working • demonstrated limited fieldwork knowledge • did not think synoptically.

Section A overview

This section consists of three questions which require in-depth use of the figures and maps provided in the resource booklet. Candidates need to be clear as to when they are required to use specific information from the resource, and when they should refer to it in more general terms. They should also make sure that instructions are followed, including showing working, giving a response to the correct number of decimal places or how many responses to give. The shorter questions are complemented by longer, Level of Response questions which helped candidates to develop their responses. Candidates should use the space provided in the answer booklet, using this as a guide to how much they should be writing.

Question 1 (a) (i)

Geographical Skills

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

(i) Identify **one** way the global food system is **damaging** our planet according to **Fig. 1**.

..... **[1]**

This question was well answered, with candidates making good use of the resource. The most common responses were deforestation and biodiversity loss.

Question 1 (a) (ii)

(ii) State the **percentage** of UK greenhouse gases produced by agriculture as a decimal.

A 0.01
B 0.10
C 1.00
D 10.0

Write the correct letter in the box. ☐ **[1]**

Candidates found this question challenging, with some choosing option D rather than B.

Question 1 (a) (iii)

(iii) Using **Fig. 1**, suggest **one** reason why farming practices will have to **change**.

.....

..... **[1]**

This question was well answered, with candidates making good use of the resource. Most responses linked to reducing greenhouse gases to net zero.

Question 1 (b) (i)

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

(i) Suggest **one** way the presentation of information in **Fig. 2** might be **improved**.

Explain your answer.

.....

.....

.....

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

This was generally answered well, with most candidates able to access at least 1 mark and many gained 2 marks. Many candidates were getting the marks for saying 'different shades' or 'adding numbers', 'adding place names' or 'adding percentages to the map'. They were able to develop this with ideas including 'making it easier to interpret' and 'would provide information on the exact changes'. Candidates did not do so well when they wrote that more colours should be used to make the map clearer.

Question 1 (b) (ii)

(ii) Which of the following world regions in **Fig. 2** will see the largest decrease in crop yields?

A East Africa
B Europe
C North America
D West Africa

Write the correct letter in the box. ☐ **[1]**

This question was well answered, with candidates making good use of the resource to answer accurately. Those that answered incorrectly mostly gave A as a response.

Question 1 (c)

(c) Describe the **pattern** of seafood consumption.

Use **data** in your answer.

.....

.....

.....

.....

.....

..... **[4]**

Most candidates were able to attain 3 or 4 marks. Most noted the overall increase and the increase in Asia. By identifying the two parts of the pattern they were also able to receive the communication (COM) mark. The fourth mark was for use of data. Answers using either axis were accepted, and a lot of candidates were able to read the graph accurately. Where candidates did not understand how to read a compound line graph, they scored less well, with several candidates identifying the highest consumption of seafood was by Oceania and lowest was by Asia.

Question 1 (d) (i)

(d) Look at the table below, showing the UK fish trade in 2018 and 2019.

	Imports (thousand tonnes)	Exports (thousand tonnes)
2018	674	448
2019	721	452

(i) Calculate the percentage increase in **imports** between 2018 and 2019.

You **must** show your working.

Give your answer to **two** decimal places.

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

Many candidates were able to calculate this answer accurately. They received 1 mark for the calculation and 1 mark for the correct response. Some candidates divided the total by 721, rather than 674, or rounded to fewer than 2 decimal places.

Question 1 (d) (ii)

(ii) Suggest **two** reasons for the **differences** in imports and exports of fish shown in the table above.

1 .....

.....

2 .....

.....

[2]

To attain a mark candidates needed to make it clear whether the reason they were suggesting linked to imports or exports. Many candidates made links to supply and demand, as well as the types of fish available from abroad. Some linked their responses to their commercial fishing studies in Unit 1.3, including ideas such as overfishing and fishing quotas.

Question 1 (e)*

Look at the table below, which shows changes to UK climate and weather events as a result of climate change.

	Changes in intensity or frequency so far	Is this linked to climate change?	What is expected in the future?
UK warm spells	Increase	Yes	Increase
UK cold spells	Decrease	Yes	Decrease
UK heavy rain	Increase	Uncertain	Increase
UK dry spells	No trend found	Uncertain	Increase (summer)
UK wind storms	No trend found	Uncertain	Increase

'Global climate change is likely to have a greater impact on UK food supply in the future.'

(e)* To what extent do you agree with this statement?

Use the table above and your own understanding to answer.

.....

.....

.....

.....

.....

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

Most candidates produced Level 2 responses. They were able to use the resource well to identify changes in climate and to explain how these could affect crop yield or plant growth. Some candidates also examined the link between the changes to climate and whether they were due to climate change. To attain Level 3, candidates needed to go beyond the resource and use synoptic skills, making links to other areas of their studies. This could be making links to a flooding case study, explaining the impacts on farming, linking increased rainfall to eutrophication or to making links to food security and the UKs reliance on imports. Very few students made links to their drought case study for example 'The Big Dry', which they could have drawn on to discuss adaptations to drought, including drip irrigation. Links could also have been made to tropical storms and their impact on agriculture. Many candidates included a conclusion to draw their ideas together or included judgements implicitly in their response, which was essential to obtain 8 marks.

Question 2 (a) (i)

2
(a) Look at **Fig. 4** in the Resource Booklet.

(i) Name the **mapping technique** used to show the number of doctors per 1000 people.

..... **[1]**

Candidates struggled to identify this mapping technique as a proportional circles map. Many suggested dot maps, choropleth maps or bubble maps, which were not creditworthy.

OCR support

Knowing what kind of graph to use can be challenging and it is important to spend time in class on graphs, including demonstrations of when is the correct time to use different types of graph. BBC Bitesize Graphs and Maps gives examples of a range of graphs and maps that could be used in the specification. There are also the Geographical skills: Graphs and charts interactive resources, which could be used to support teachers and students.

Question 2 (a) (ii)

(ii) Which region of the world had the **fewest** doctors per 1000 people?

A Central Africa
B Europe
C North America
D South America

Write the correct letter in the box. [ ] **[1]**

This question was well answered, with candidates making good use of the resource. The most common incorrect response was Central Africa.

Question 2 (a) (iii)

(iii) Suggest **two** reasons for the patterns shown in **Fig. 4**.

1 .....

.....

2 .....

.....

[2]

To attain a mark, candidates needed to make it clear which type of country they were referring to, e.g. African, European LIDC, AC, poorer or richer. Some candidates gave opposite statements so only attained 1 mark. Most correct responses made links to levels of education or wealth.

Question 2 (b) (i)

(b) The table below shows the number of doctors per 1000 people for South American countries.

Country Name	Doctors per 1000 people
Argentina	4.0
Bolivia	1.6
Brazil	2.2
Chile	2.6
Colombia	2.2
Peru	1.3
Paraguay	1.4
Suriname	1.2
Uruguay	5.1

(i) Calculate the **mean** number of doctors per 1000 people.

You **must** show your working.

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

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

Most candidates were able to add up the data correctly, then calculate the mean and give a correct answer to 1 decimal place.

Question 2 (b) (ii)

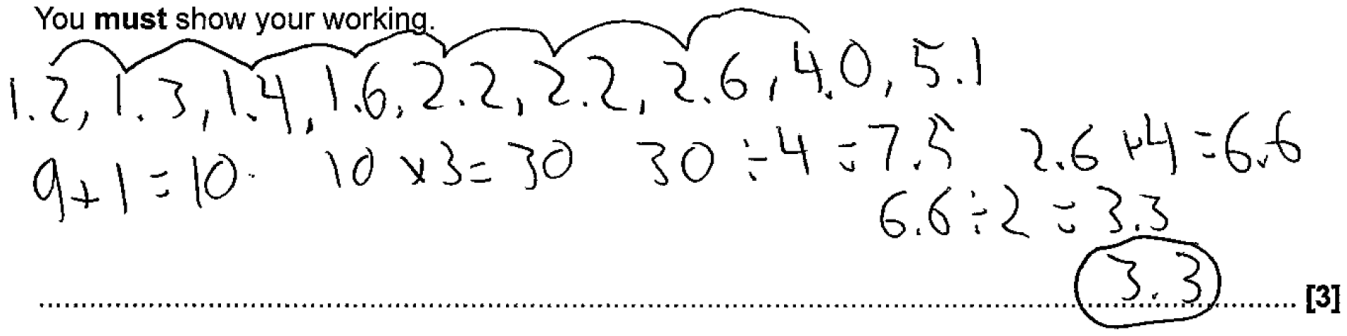
(ii) Calculate the **upper quartile value** of doctors per 1000 people.

You **must** show your working.

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

Many candidates recognised that they had to put the data into numeric order and received a mark for this. Most found calculating where the upper quartile occurred in the sequence challenging. They needed to use the formula 3(n+1) ÷ 4. Some candidates were able to calculate the mean of the 7th and 8th numbers in the sequence to obtain an answer of 3.3.

Exemplar 1



This candidate has correctly ordered the data. They have then calculated the position of the upper quartile (7.5). Finally, they have calculated the mean of the two pieces of data either side of the upper quartile to get the correct answer of 3.3.

Question 3 (a)

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

(a) Which country has the **highest** migrant share of its total population?

A Kuwait
B Switzerland
C United Arab Emirates
D United States

Write the correct letter in the box. [ ] **[1]**

This question was well answered, with candidates making good use of the resource.

Question 3 (b)

(b) Suggest **one** alternative way that the data in **Fig. 5** might be displayed.

Justify your choice.

.....

.....

.....

.....

.....

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

Very few candidates were able to identify a suitable alternative method of presenting the information. Those who did were generally then able to explain why it would be suitable. Many referred to comparing the data and identifying patterns.

Assessment for learning

There is a teaching opportunity here for types of graphs and maps, so that candidates can identify suitable data presentation techniques. Also, for ways in which their use can be justified, including whether it is showing discrete or continuous data, relationships between data and/or changes over time and space.

Question 3 (c) (i)

(c) Look at **Fig. 6** in the Resource Booklet.

(i) Which age group has the **most** migrants from LIDCs?

..... **[1]**

This question was well answered, with candidates making good use of the resource.

Question 3 (c) (ii)

(ii) Suggest **two** reasons for the differences between ACs and LIDCs shown in **Fig. 6**.

1 .....

.....

2 .....

.....

[2]

To attain a mark candidates needed to identify an age group of migrants, emphasising where they were moving either from or to, and providing a reason why. No reference to specific data from the graph was required. Many candidates referred to the higher number of child migrants from LIDCs, with many linking this to education or war. Fewer candidates than expected identified more working-age people would migrate from LIDCs/EDCs for jobs.

Question 3 (d) (i)

(d) Look at **Fig. 7a** in the Resource Booklet.

(i) Using **Fig. 7a**, identify **one** piece of evidence that suggests that Mumbai is a city in an EDC.

Piece of evidence .....

Give reasons for your answer.

.....

.....

.....

.....

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

Most candidates were able to identify a suitable feature, these included informal settlements, litter, high-rise buildings and differences in buildings. Most could then explain how these were evidence of an EDC, with the best reasons being given for responses related to buildings, linking to wealth and investment. Where candidates identified litter as an issue, few could explain clearly why there was so much litter. They found it difficult to link this to rubbish collections and investment in public services.

Question 3 (d) (ii)

(ii) Assess the impact international migration has had on cities.

Use **Fig. 7a**, **Fig. 7b** and your own understanding to answer.

.....

.....

.....

.....

.....

..... **[6]**

Most candidates attained Level 2. They were able to use the photographs as a prompt and discussed the issues within these and how they positively and negatively affected the city. To attain a Level 3, candidates needed to go beyond the resource and use synoptic skills, making links to other areas of their studies. This could include making links to the impact of migration to the UK. They could then have suggested other impacts such as filling skills gaps in the NHS or being more likely to work and therefore pay taxes and boost the local economy through the multiplier effect.

They could also have drawn on their UK city case study and discussed how immigration developed the characteristics of the city, for example the West Indian Carnival in Leeds. Candidates could have also drawn on their knowledge of an EDC or LIDC city. Many have studied informal settlements and could have demonstrated their knowledge and understanding to further develop their responses. They could also have drawn on their knowledge of development and Rostow's Model to identify how investment by TNCs is leading to development in cities in LIDCs and EDCs. Many candidates included a conclusion to draw these ideas together or included judgements implicitly in their response, which was essential to obtain 6 marks.

Exemplar 2

International migration has affected cities like London in Fig. 7b and other cities in AC countries like Leeds by bringing international culture in the form of food like in Fig 7b and other groceries like Noor Foods in Leeds. In this way international culture is spread throughout cities to create a community spirit and educates residents on different ways of life. In Fig 7a international migration has allowed cities to develop as people who migrate to developing countries could get a well paying job to send money back home so that in places like Mumbai or other Indian cities like Bengaluru have more money for development of the city. International migrants can also come to work in the city like how people immigrate to Bengaluru to work in tech companies like Infosys which helps the city develop ~~by~~ as people earn more and have more disposable income and more income means for more tax that the government can use to develop the city. Overall, **[6]**

international migration affects cities in a positive way by developing it and spreading culture.

This candidate includes thoroughly developed ideas relating to both photographs (Fig. 7a and 7b). Synopticity is clear with reference to both Leeds and Bangalore from their own studies. Evaluation is at the end of the response. This response gained L3 6 marks.

Section B overview

The second part of the examination was focused on fieldwork and requires candidates to use their skills as well as experiences to answer the questions. There is one section on human geography fieldwork questions and one on physical geography fieldwork questions. It was pleasing to see that few candidates wrote about the wrong type of fieldwork; centres have done a good job in ensuring that candidates understand the differences.

There were a small minority who had clearly not been on fieldwork. The specification says '*Centres must provide fieldwork opportunities for their candidates. This does not go so far as to oblige centres to make sure that all their candidates take part in the fieldwork*.' There is always a risk that an individual candidate may miss the arranged fieldwork, for example because of illness. Candidates who do not take up the opportunity may be disadvantaged, as there will be questions on fieldwork in the exam. Therefore, should a centre have candidates who have been unable to participate in the offered fieldwork for any reason, there should be a concerted effort to make sure that those candidates still understand the processes and can potentially access the examination questions.

Question 4 (a) (i)

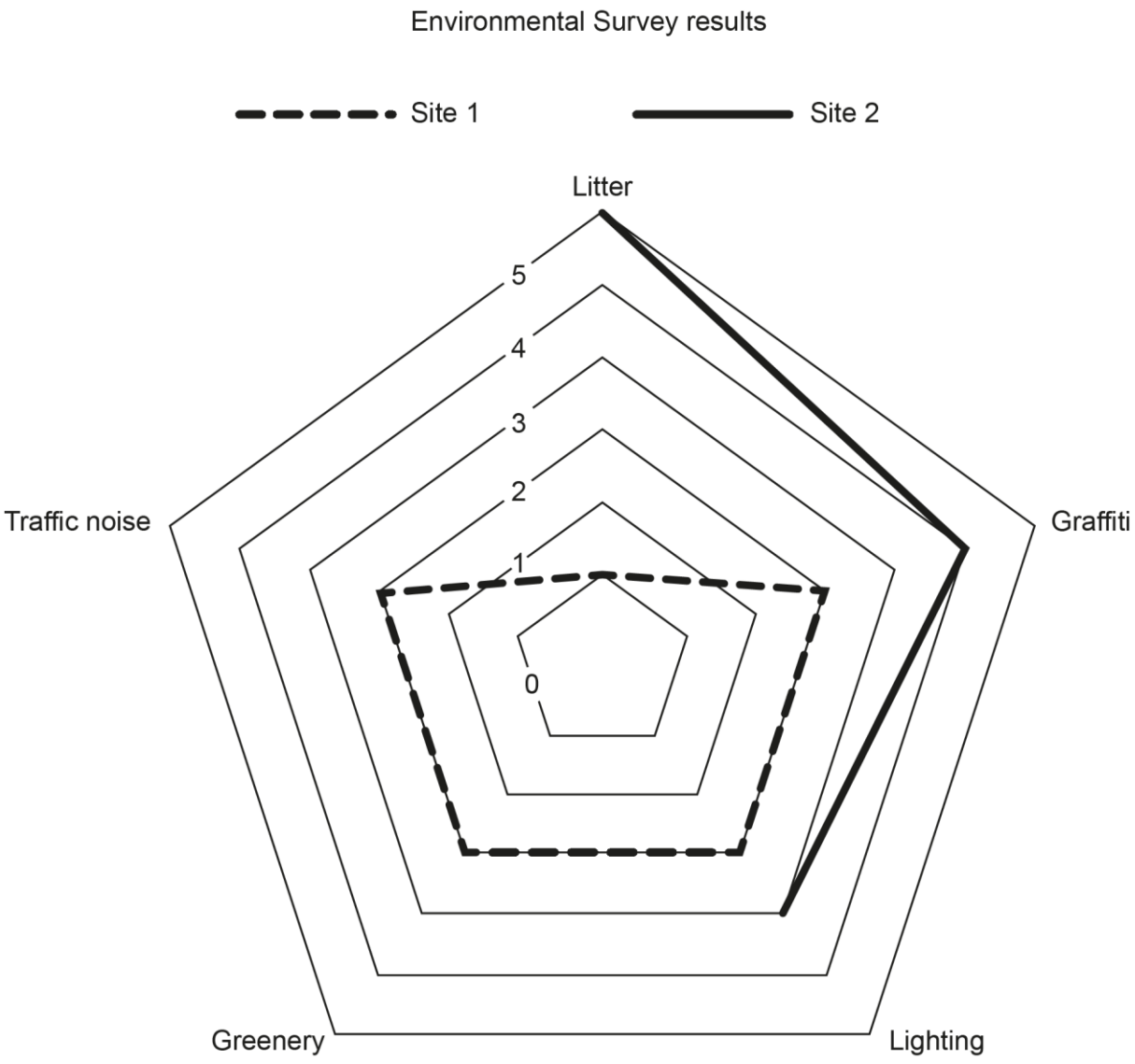
Geographical Fieldwork

4 Geography students have conducted **human geography** fieldwork in Bramhope, West Yorkshire. They were investigating the effects of counter-urbanisation.

The table below shows the results of two environmental surveys.

	Litter	Graffiti	Lighting	Greenery	Traffic noise	1= high environmental quality 5= low environmental quality
Site 1	1	2	2	2	2	
Site 2	5	4	3	2	4	

(a)
(i) **Complete** the radial graph below to show the results of the data collection for **Site 2**.



[2]

Most candidates were able to complete the graph accurately. This was impressive as this is not a common graph type. Candidates were given 1 mark for plotting the points and 1 mark for joining them using a straight, solid line.

Question 4 (a) (ii)

(ii) State **two** findings that the students might suggest from the data collected in the table and radial graph.

1 .....

.....

2 .....

.....

[2]

Most candidates were able to interpret the graph and table accurately, identifying, for example, 'site 1 has a better environmental quality' or 'site 2 has more litter'.

Question 4 (a) (iii)

(iii) Suggest **one** other way that this data might be presented.

..... **[1]**

Most candidates correctly identified a bar graph as a suitable alternative.

Question 4 (b)

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

(b) Identify **three** features of the environmental quality in this photograph.

1 .....

2 .....

3 .....

[3]

Most candidates identified three features, both using the photograph and referring to ideas from the radial graph to help them, although no use of the radial graph was required.

Question 4 (c)

The students also wanted to compare the opinions of twenty local people about the new housing estate.

(c) Describe **one** method of sampling data that the students could use in their investigation.

.....

.....

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

Many candidates did not identify a sampling strategy in their response. Those that did, mostly identified random sampling, but many were unable to continue to describe how this could be used, for example 'use a random number generator to identify who to survey'. Candidates who used systematic and stratified sampling were more likely to be given the second mark for describing the method.

OCR support

Knowing about sampling techniques and which type of sampling to use can be challenging and it is important to spend time in class exploring these. Fieldwork planning and analysis presents an ideal opportunity to do this. The websites RGS Sampling and FSC sampling give examples of a range of sampling techniques, including their advantages and disadvantages.

Question 4 (d)

Look at **Figs. 8**, **9a** and **9b** in the Resource Booklet and the environmental surveys on page 10 in this question paper.

The students concluded that the 'new housing development has had a **positive** impact on the village of Bramhope'.

(d) Assess whether the conclusion they reached was **correct** for this investigation.

.....

.....

.....

.....

.....

..... **[6]**

Most candidates made good use of the resources to identify the advantages and disadvantages of the new housing estate. They were able to develop these further by making links to noise and air pollution or the increased spending in the local area. The better responses cross referenced the data. To attain a Level 3, candidates needed to go beyond the resource and use synoptic skills, making links to other areas of their studies. Relatively few candidates made links to the greenhouse effect from the air pollution caused by increased traffic. More candidates made links to the multiplier effect through increased trade in the town. Some candidates that focused on the lack of school places often said that the children would not receive an education, which was not creditworthy. Some thought that the lack of school spaces referred to the lack of parking at the school. Better responses made the link between lack of school places and having to use cars and buses to get to schools further away, resulting in more air pollution. Many candidates included a conclusion to draw these ideas together or included judgements implicitly in their response, which was essential to obtain 6 marks.

Question 5 (a)

5 You will have taken part in fieldwork in a **physical geography** environment. Examples might include a river or coastal area.

Fieldwork title: .....

.....

.....

Location of fieldwork: .....

(a) To what extent has knowledge of a relevant geographical case study or theory helped you **analyse** data for your investigation?

.....

.....

.....

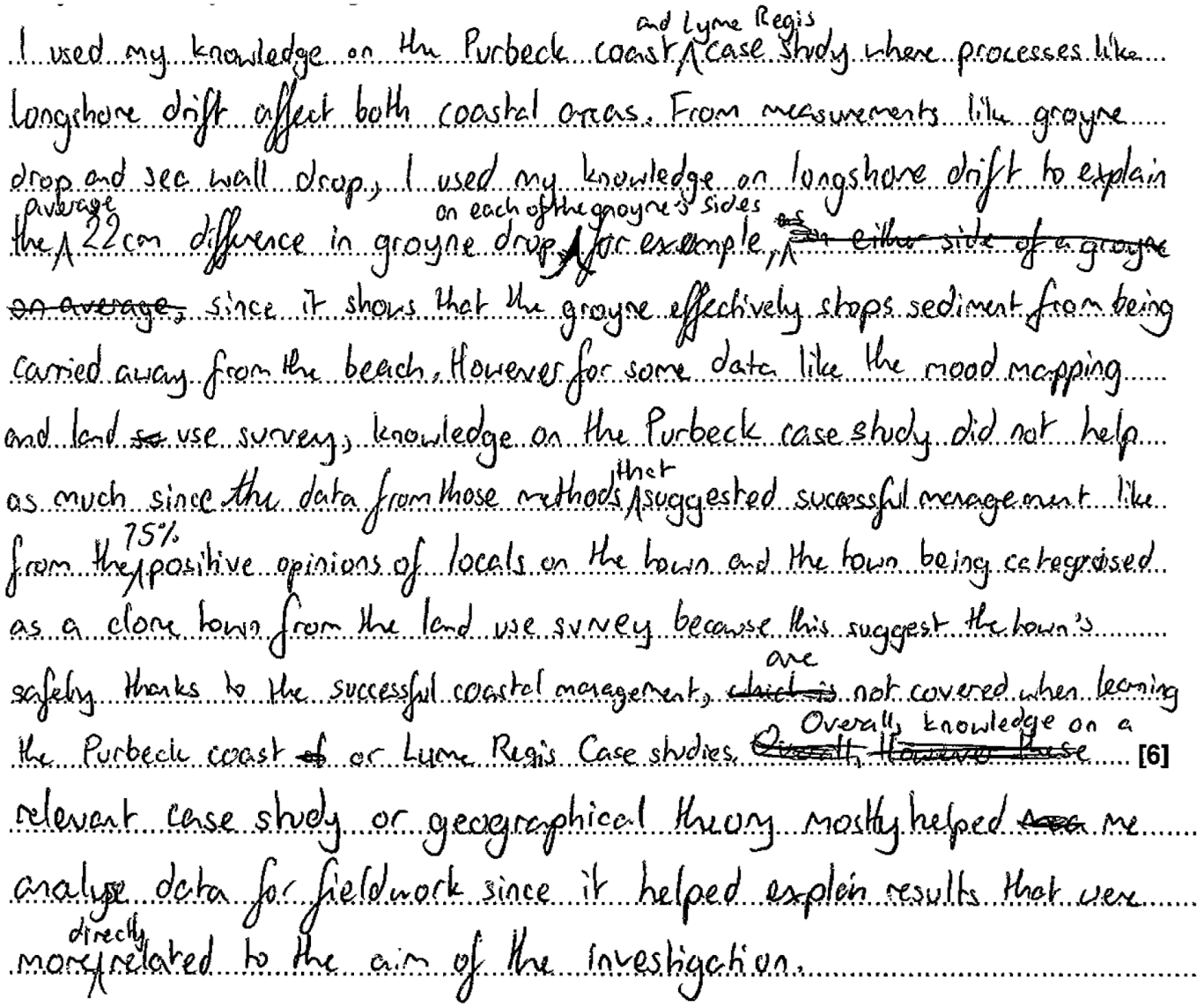
.....

.....

..... **[6]**

Some candidates were unable to make links from their case study to a model, theory or concept. The most common links were to the Bradshaw Model, longshore drift or a river or coastal case study. To reach Level 2, candidates needed to explain how their chosen link helped them to understand their fieldwork better. For Level 3 this explanation needs to be much more detailed and often drew on the candidates' results during the fieldwork. The best responses made it obvious that they had conducted some form of investigation, as they were able to correctly comment on the usefulness of the different elements and understood the reasons why they were collecting data. Several candidates opted not to answer this question. This could be due to candidates not managing time effectively, or due to lack of understanding of the question and/or lack of experience of fieldwork.

Exemplar 3


I used my knowledge on the Purbeck coast and Lyme Regis case study where processes like longshore drift affect both coastal areas. From measurements like groyne drop and sea wall drop, I used my knowledge on longshore drift to explain the average 22cm difference in groyne drop on each of the groyne's sides for example, ~~as either side of a groyne on average,~~ since it shows that the groyne effectively stops sediment from being carried away from the beach. However for some data like the mood mapping and land ~~se~~ use survey, knowledge on the Purbeck case study did not help as much since the data from those methods that suggested successful management like from the 75% positive opinions of locals on the town and the town being categorised as a close town from the land use survey because this suggest the town's safety thanks to the successful coastal management, ~~which is~~ are not covered when leaning the Purbeck coast ~~of~~ or Lyme Regis Case studies. ~~Overall, However~~ Overall, knowledge on a relevant case study or geographical theory mostly helped ~~me~~ me analyse data for fieldwork since it helped explain results that were more directly related to the aim of the investigation. **[6]**

Using Lyme Regis as their case study, this candidate has accurate knowledge of concepts and clearly used them to explain their own fieldwork data collection, evaluating how the case study did and did not help in a variety of ways. This response does include some reference to human geography, but this is relevant to the physical investigation being described. This response gained L3 6 marks

Question 5 (b)*

(b)* Evaluate the different techniques used to **collect** your fieldwork data.

.....

.....

.....

.....

.....

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

Spelling, punctuation and grammar **[3]**

Candidates who achieved a Level 1 response had often misinterpreted the question and gave an outline of how they collected their data rather than evaluating their data collection. Level 2 responses were able to identify strengths and/or weaknesses, but these tended to be superficial, for example repeating the data collection several times or human error when reading data. Level 3 responses clearly drew on their field trip, making it obvious that they had conducted some form of investigation and recalling it in detail. The best responses gave a range of advantages and disadvantages of their data collection, which were detailed and specific. They also commented on a wide range of techniques. Often the candidates at this level suggested improvements to be implemented if they were to undertake the fieldwork again. Many candidates included a conclusion to draw these ideas together or included judgements implicitly in their responses, which was essential to obtain 8 marks. Several candidates chose not to answer this question.

Misconception

Where the command word in the question is to evaluate, candidates need to identify strengths and weaknesses of their fieldwork. Several candidates described their data collection but did not evaluate the techniques used, which limited their responses to Level 1.

Copyright information

Question 1 (e): Table of changes to UK weather and climate events, © Crown copyright, Met Office and for outside the UK © British Crown copyright, Met Office.

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.

CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT