

A LEVEL

Examiners' report

GEOGRAPHY

H481

For first teaching in 2016

H481/02 Summer 2019 series

Version 1

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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. 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 can be downloaded from OCR.

Paper 2 series overview

Overall there was a very wide range of responses. Again this year there was no significant difference in performance between the two main sections: A, Changing Spaces; Making Places and B, Global Connections. Also there was no significant difference in performance between the option pairs: Trade in the Contemporary World and Global Migration, and Human Rights and Power and Borders.

As last year, a high proportion of candidates chose to answer questions on the Global Migration option rather than on Trade in the Contemporary World; and while there was a more even balance in choice between Human Rights and Power and Borders, slightly more candidates opted for the former.

Clearly many candidates had prepared very well for this relatively new examination of the reformed Geography A Level. Scripts which were given higher marks this year demonstrated many strengths and much good practice. At this early stage in the life of the new specification it is worth reinforcing that these were characterised by:

<i>Candidates who did well on this paper generally did the following</i>	<i>Candidates who did less well on this paper could improve by:</i>
<ul style="list-style-type: none"> • performance being consistently good throughout the paper for all or at least most of the part questions • thorough knowledge and understanding of the processes of human geography in the Changing Spaces, Making Places topics • detailed and accurate analysis of the various resources provided in the Resource Booklet, especially the photograph and census data • responses in the shorter, data-response and medium tariff questions being concise and straight to the point, yet with sufficient development of explanation in the context of the question • essays which tended to be well-structured, including an introduction, use of paragraphs for each main point and a conclusion, in line with the Level 3 descriptor for Quality of Extended Response in the mark scheme • thorough application of place-specific detail in answering essay questions plus a clear attempt to be evaluative • encouraging discussion of the geographies of human rights and sovereignty and territorial integrity; many responses demonstrated obvious interest and considerable authority in the subject matter • appropriate use of geographical terminology • appropriate planning of time management and weighting of responses according to the marks available. 	<ul style="list-style-type: none"> • understanding that the essay questions have an evaluative requirement, not just the need for knowledge and understanding of the topic, and that the evaluative comments should be substantiated • providing place-specific detail in greater depth and accuracy, especially in this particular paper with respect to the impacts of structural economic change, and the short term and longer term impacts of global governance strategies • discussing required factors / issues in the context of the question such that each point is reinforced by selected place-specific detail, rather than simply writing out case study knowledge per se without any other commentary • including a brief essay plan which might help to identify factors and improve structure / line of argument • appropriate time allocation; some candidates penalised themselves, producing unnecessarily lengthy responses for data-response and low-tariff questions at the start of the paper, inevitably affecting their performance later on. •

Candidate Exam Work

The problem of handwriting legibility remains; assistant examiners once again reported many instances of scripts being very difficult to read. Also, for all word processed scripts, it would be of great help to examiners if lines could be double-spaced.

Section A overview

Topics assessed this year in the Changing Spaces, Making Places section included: contesting efforts to rebrand a neighbourhood; contrasts in formal and informal representations of place; perception of place according to people's age; and the impacts of structural economic change on people and place. The resources provided for analysis included a photograph and selected census data for an inner city area.

Candidate Exam Work

It might help some candidates to take particular note of the mark allocation for questions in Section A and to apportion their time and length of response accordingly. Some unnecessarily lengthy answers for the earlier parts, Question 1(a) and Question 1(c) for example, may have restricted the time available for the last question, often Question 4*/5*, with significant cost.

Question 1 (a)

Section A – Changing Spaces, Making Places

1 (a) Study **Fig. 1**, a photograph to represent Shadwell, an inner city area in east London.

Use **one** piece of evidence from **Fig. 1** to explain why local residents might contest efforts to rebrand their neighbourhood. [3]

Most candidates correctly identified an appropriate piece of evidence from the photograph such as the tower block of flats or local shops. They were able to develop their answer in the correct context of contesting efforts to rebrand the area; only a few candidates misread the question by discussing why local residents might think the area should be rebranded. The majority of responses focused on the possibility that rebranding might cause domestic or business rents to increase, making it difficult for families on lower incomes to remain in the area. Some candidates correctly identified as evidence the advertisements for money transfer services, suggesting that any migrant population living in the area might be adversely affected if these were lost as part of the rebranding process.

Question 1 (b)

(b) Study **Fig. 2**, which shows a formal statistical representation of Shadwell from the 2011 Census, and **Fig. 1**.

Using evidence from **Fig. 1** and **Fig. 2**, contrast the formal and informal representations of place. [8]

There were many candidates who correctly answered this question i.e. they demonstrated understanding of the *contrasts* between the two types of representations of place, thereby achieving the AO2 marks. They also obtained the AO3 marks by illustrating these contrasts using appropriate evidence from Figures 1 and 2. There were frequent references to the quantitative or qualitative and objective or subjective nature of the data. The points made were supported by selected contrasting evidence from the photograph, typically concerning specific features of the built environment, and the census data with much reference to specific demographic or socio-economic statistics. This is illustrated by Exemplar 1 which includes two extracts from the same response.

Exemplar 1

The formal data representation of census data provides more unbiased and objective information about Shadwell. For example because of its statistical nature it can be seen that Shadwell has a higher working age population as the majority of the population are between 17-64 (64.3%).

Figure 1 is a photograph which is an informal representation. In comparison to census data it's much more subjective. The photographer taking the photo would have had a motive or reason for taking it therefore making the photo biased in design. The positive or negative features of the area would have been purposely highlighted. For example this photo is very focused on displaying the DLR station therefore maybe ~~was~~ was taken to highlight the transport

Exemplar 2

Although the image of figure 1 doesn't portray a wealthy street it still shows a clean, vibrant street with "5 luxury apartments" for sale. These "Luxury" apartments perhaps indicate that the area isn't struggling economically as much as the formal data indicates. On the other hand,

Exemplar 2 also demonstrates a valid contrast in the two representations observed by a number of candidates.

Candidates who achieved marks in the lower levels tended to identify similarities and demonstrated how the data in Figure 1 supported that of Figure 2 with minimal reference to contrasts. Some candidates merely described the data within the two representations, offering no other commentary and with no regard for the question.

	OCR support	<p>Candidates might find it helpful to consider more closely the meaning of the various command words used in examination questions. See p8 in The OCR Guide to Examinations:</p> <p>https://www.ocr.org.uk/news/how-important-are-command-words/</p>
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Question 1 (c)

(c) Explain how people's perception of place can vary according to their age.

[6]

This question was answered relatively well. The main points identified included the differences in perception of places where people might live as they move through the life cycle, perceptions of place amenity / requirements, perceptions of risk / fear, and the influence of past experience / memory on perception of place. The best answers demonstrated thorough knowledge and understanding of how these age-related factors can influence perception of place. Many responses included well-developed explanations with discussion of two of the main points. These were often exemplified by appropriate examples of place such as various intra-urban areas, especially the differing perceptions of a suburban park, for example by the very young, by teenagers, by young parents or by the elderly. Some candidates included unnecessary introductions concerning all the other personal identities that might influence perception of place apart from age; some candidates included conclusions which in effect produced unnecessary repetition of points made earlier.

Question 1 (d)

(d)* 'The impact of structural economic change on people and place is mainly socio-economic.'
Evaluate this statement in the context of **one** country or region. [16]

It was evident in responses to this question that many candidates were well-prepared for the topic. The better answers demonstrated thorough understanding of structural economic change and candidates were able to link the changes to specific socio-economic and other types of impacts on people and place. Essays were well-structured as described in Level 3 of the Quality of Extended Response. There were clear and strong attempts to write in a discursive way in order to evaluate the statement in the question. There was thorough application of knowledge and understanding set in the context of appropriate place-specific detail. The most frequently cited case studies included regions within countries such as: UK, USA, Spain, UAE, India and Sri Lanka.

A typical introductory paragraph which is short, to the point and demonstrates some understanding of the requirements of the question is shown below in Exemplar 3.

Exemplar 3

There are many impacts of structural economic change on people and places, including socioeconomic impacts, environmental impacts and political impacts. In this essay, the significance of these impacts will be discussed in the context of Birmingham, UK, a historical trading centre that has gone through stages of economic development, industrialisation, post-industrial decline and regeneration/rebranding.

This introduction recognises the need for evaluation of the statement in the question and that the context should be in respect of one particular country or region. It suggests too that impacts other than socio-economic could be discussed in evaluation of the statement and that impacts might vary over time.

The two exemplars below are brief extracts from responses that demonstrated thorough application of knowledge and understanding of socio-economic impacts set in the context of Birmingham, which was the most frequently cited case study. Exemplar 4 considers employment opportunities in specifically named tertiary sector developments. Exemplar 5 identifies a range of impacts of earlier growth in the secondary sector including ethnicity, services, the built environment, housing and health.

Exemplar 4

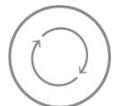
1000 of the jobs came about from the redevelopment of Grand Central Station by John Lewis and the Hammerson Property Group's flagship Selfridges development attracted thousands of visitors and housed 154 tenants (cafes and shops). Therefore economic change clearly has an impact on a place and its people socio-economically because it can help provide jobs and regeneration. This

Exemplar 5

Due to the multitude of employment opportunities there was significant rural-to-urban migration and even international migration to Birmingham, leading to migrant communities developing such as the Irish, Italian and Black and Caribbean communities. Due to this, the built environment significantly changed to accommodate this with the addition of places of worship (e.g. Mosques) and ethnic food for the migrant communities. The sheer size of the workforce lead to the development of tenanted housing and model villages (the first of which designed by the Cadbury's family next to the Bournville factory). The poor living conditions lead to outbreaks of disease such as TB and cholera, and the

A number of candidates also referred to examples of environmental impacts appropriately linked to specific named places / features within the chosen region or country.

Responses achieving marks in the lower levels tended to be brief with simple, limited analysis of the statement in the question. These responses demonstrated only basic knowledge and understanding of the topic. Impacts tended to be discussed only in generalised ways and some responses did not address the need for evaluation required to answer the question. Any judgements and conclusions that were attempted tended to be unsupported except by the most basic of factual knowledge and conceptual understanding. Some candidates from the outset did not appear to have a clear understanding of what is meant by *structural* economic change and some restricted themselves by choosing case studies which did not fully exemplify this topic.

	AfL	<p>It might be helpful to some candidates to reinforce the point that in all essay questions indicated by an asterisk (*) on this paper, there are as many marks for <i>application</i> of knowledge and understanding (AO2) as there are for knowledge and understanding <i>per se</i> (AO1). While it is important for candidates to learn place-specific detail for each of the case studies required in the specification, it is equally important that choice of case studies is appropriate and applicable to the question that has been set. This is an issue for some candidates in Changing Spaces; Making Places and Global Governance options.</p>
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Section B overview

The two Global Systems options (Trade in the Contemporary World and Global Migration) were assessed using short and medium tariff questions and the two Global Governance options (Human Rights and Power and Borders) were assessed by high tariff / essay questions.

Option A overview

The topics chosen for assessment of Trade in the Contemporary World included: growth of services in the global economy; and political factors that explain advantages for international trade of one Advanced Country. The resource provided for analysis was a line graph.

Question 2 (a) (i)

Section B – Global Connections

Option A – Trade in the contemporary world

2 (a) Study **Fig. 3**, which shows India's exports of commercial services, 2000–2016.

(i) Suggest **one** advantage and **one** disadvantage of the data presentation technique in **Fig. 3** for showing India's exports of commercial services. [4]

Most candidates correctly identified one advantage and one disadvantage of the line graph in the context of India's exports of commercial services. The most frequently cited advantage was that the line shows trends in data over time. Most candidates supported this with reference to the overall upward trend, using statistics identified from the graph. Other advantages offered were that the graph clearly showed exceptions to this trend, for example the fall in export value in 2008-9. The most frequently given disadvantage was the size of the scale on the y-axis, making it difficult to identify precise figures for any particular year. Other candidates correctly pointed to the use of a straight line between each of the annual totals, which disregarded any monthly or quarterly variation, or to the limitation of the graph in showing only total commercial services rather than specific components of this trade.

Question 2 (a) (ii)

(ii) Give **two** reasons for the growth of commercial services globally in the 21st century. [5]

The better responses to this question included two clear explanations in separate paragraphs. These tended to focus on how growth of commercial services can be linked to development of other forms of trade, such as merchandise, especially in EDCs and in LIDCs that are becoming more integrated into the global trade system. Explanations such as these were further developed by reference to specific commercial services, for example the growing importance of transport services and financial services which are essential elements of this trade. Other responses included the impact of the growth of TNCs, especially those newly emerging from EDCs, with their requirements for particular commercial services within supply chains. The significance of outsourcing of services and the development of tourism were also offered as appropriate examples of commercial activities which had stimulated growth in provision of various associated commercial services.

Some responses, given in Level 1, were very brief, including no more than two sentences with only generalised statements for example referring to the influence of globalisation or improved technology and communications. Some candidates would have benefitted by developing their answers with further explanation and possibly exemplification.

	AfL	<p>Development of explanations in short-answer sections could help candidates to achieve a mark in a higher level. Valid but brief, generalised points given in Level 1 as 'basic' could be enhanced by fuller discussion in the context of the question.</p> <p>Stating the <i>links</i> between key words / phrases in a question can help to provide the necessary explanation. This might help some candidates to qualify and develop their otherwise vague generalisations.</p> <p>Strategies might include: identification and 'mind mapping' of key words / phrases in a past question; establishing <i>links</i> between these essential elements of the question; use of mark schemes to check answers.</p> <p>Brief use of exemplification, even in short-answer sections, might be of additional benefit to reinforce understanding.</p>
	OCR support	<p>There are now four sets of examination papers available that might help in this process (SAMs, Practice, 2018, 2019) found:</p> <ul style="list-style-type: none"> • in the geography section of the OCR website https://www.ocr.org.uk/qualifications/as-and-a-level/geography-h081-h481-from-2016/assessment/ • within Interchange https://www.ocr.org.uk/administration/support-and-tools/interchange/ <p>Please also review the guidance given in the Examiners Report and the candidate exemplars (2018). As well as the forthcoming candidate exemplars (2019).</p>

Question 2 (b)

(b) With reference to an advanced country (AC) **case study**, examine the political factors that explain its advantages for international trade. [8]

The majority of candidates selected the USA as their case study. Most candidates understood what was meant by a political factor and they were able to correctly identify a range of these factors. Those most frequently cited included the stable, democratic government, ability to negotiate trade agreements, membership of a trading bloc such as NAFTA, and ability to impose tariffs. Knowledge and understanding of these political factors tended to be good. The key to answering the question though depended on a candidate's ability to link a political factor to the way in which it was advantageous for the chosen country's international trade. The better responses made this link very clear and explicit. Often a candidate's answer in the higher level was supported by accurate place-specific detail, including named trade agreements, trading partners, and statistical evidence of the trade.

Responses in the lower levels tended to be descriptive, demonstrating knowledge of perhaps only one political factor or factors in very brief outline. Some candidates provided only basic, simple reference to the ways in which these factors are advantageous for the international trade of their chosen AC. Some candidates referred to factors which are advantageous for international trade but are not political.

	AfL	<p>It might be helpful for some candidates to identify and clarify the distinction between economic factors, political factors and social factors; these different types of factor are outlined in several parts of the specification.</p>
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Option B overview

The topics chosen for assessment of Global Migration included: the high concentration of female migrants in global migration; and the impact of migration on the economic development of one Emerging and Developing Country. The resource provided for analysis was a line graph.

Question 3 (a) (i)

Option B – Global Migration

3 (a) Study Fig. 4, which shows in-migration of Indian-born females to Australia, 2000–2015.

(i) Suggest **one** advantage and **one** disadvantage of the data presentation technique in Fig. 4 for showing in-migration of Indian-born females to Australia. [4]

Most candidates correctly identified one advantage and one disadvantage of the line graph in the context of in-migration of Indian-born females to Australia. The most frequently cited advantage was that the plotted line shows trends in the data over time. Most candidates supported this with reference to the overall upward trend, using statistics identified from the graph. Other advantages offered were that the graph showed not only a clear trend but also exceptions to this, for example the fall in numbers between 2009 and 2011. Disadvantages given by many candidates included the inaccuracy of the straight line between each of the annual totals which did not portray monthly variation in numbers. Other limitations included the graphs failure to provide context such as information on destinations within Australia, female age groups, or total numbers of in-migrants.

Question 3 (a) (ii)

(ii) Give **two** reasons for the growth in number of female migrants globally in the 21st century. [5]

On the whole this question was answered well. The better answers identified two factors and, in a separate paragraph for each, developed the response in appropriate context related specifically to female migrants. The main factors cited included greater female independence, importance of improved access to female education in some countries linked to migration of highly skilled, well-qualified women, increase in entire families fleeing conflict, family reunification, less discrimination / greater equality in the workplace in some countries and changing norms in some patriarchal societies allowing greater freedom for women.

Some candidates presented relatively brief, undeveloped, basic identification of factors. Some candidates suggested reasons which would apply equally to men as women such as improvements in transport and accessibility. The important point was to provide the link between the chosen factor and how this leads specifically to growth in female migrant numbers.

Candidate Exam Work'

Please see the AfL and OCR Support suggestions which follow Q2aii above. These concern the development of explanations in short-answer questions, and access to past papers for students to practice their responses. This advice is equally applicable to Global Migration as Trade in the Contemporary World.

Question 3 (b)

(b) With reference to an emerging and developing country (EDC) **case study**, examine the impact of migration on its economic development. [8]

The majority of candidates chose Brazil as their case study; there were also responses based on a range of other valid EDCs such as Mexico, China, India, Indonesia and Thailand. Most candidates referred to different types of migration (immigration, emigration, internal) and the different types of impact that these migrant flows could have on a country's economic development. The better responses were well exemplified by reference to countries linked to the EDC by migrant flows, named localities within the EDC, numeric scale of the migrations and GDP statistics. The key to answering the question though depended on a candidate's ability to demonstrate knowledge and understanding of the link between the migration and the economic development of the chosen country. Most candidates understood the importance of migrant remittances; the best answers made the link between this income and its impact at local and national scales ranging from individual households to national government. Other good answers discussed the importance of in-migration from a historical perspective and its impact on different sectors of the economy through time and some considered the impacts from both positive and negative perspectives including temporary loss of the young and most vibrant, skilled element of the workforce by emigration.

Responses in the lower levels often attempted to explain the migration itself rather than the important link to its impact on the economic development of their chosen country. Some responses provided only basic, simple knowledge of migrant flows and generalised impacts on economic development which could have applied to any country.

	OCR support	<p>It may be helpful to consider the IMF classifications of ACs, EDCs and LIDCs adopted by OCR for AS and A Level Geography which can be found at:</p> <p>https://www.ocr.org.uk/Images/241279-as-a-level-geography-imf-classifications-of-acs-edcs-and-lidcs-.pdf</p>
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Option C overview

The aspect of the topic chosen for assessment of Human Rights was the Key Idea that global governance of human rights has consequences for citizens and places, with particular reference to the short term and the longer term.

Question 4

Option C – Human Rights

4* 'Global governance of human rights issues is of greater consequence for citizens and places in the short term rather than the longer term.' Discuss. [16]

There tended to be good understanding of the requirements of this question. Many candidates demonstrated thorough knowledge and understanding of global governance of human rights and its consequences. Responses were often set in the context of conflict zones such as South Sudan and Afghanistan and in countries where human rights issues have long pertained such as India and Honduras. Some candidates based their essay on one country, often an LIDC, and equally valid others demonstrated wider place knowledge with reference to two or three.

There was much evidence of thorough knowledge and understanding of human rights issues themselves and the plight of people experiencing human rights violations; this included discussion and factual information of the right to life, population displacement, education, food security and gender inequality. There was encouraging, valid and interesting understanding of global governance strategies such as those of the UN, NATO, NGOs and links to the role of national governments. Many candidates demonstrated an ability to write in a discursive way to evaluate the impacts these strategies have in both short term and longer term.

The better responses tended to be well-structured often displaying a clear introductory paragraph, sections on short term and long term impacts and a conclusion. It was encouraging to see the use of essay plans which clearly helped many candidates to organise their knowledge and thoughts concerning the issues involved.

Some candidates achieving marks in the lower levels tended to discuss the consequences of the conflict or the human rights issues alone rather than the consequences of the global governance of those issues. Some responses were on the brief side where it was apparent that candidates had overspent their time on earlier topics / questions.

Candidates should remember that the term global governance encompasses a wide range of geopolitical processes, organisations and actions. While all were not required to achieve a high mark this serves to show that responses could include not only knowledge of UN Peacekeeping Missions and the impact of specific NGOs, but also the work of the UN in its Development Programme in implementation of SDGs, its work on treaties plus other global and regional agencies. It might be helpful and instructive to consider details in the published mark scheme that provide an idea of the possible scope.

Please note the 'Candidate exam work' box in Section A overview, at the start of this report, regarding timing in the examination.

Option D overview

The aspect of the topic chosen for assessment of Power and Borders was the Key Idea that global governance of sovereignty and territorial integrity has consequences for citizens and places, with particular reference to the short term and the longer term.

Question 5

Option D – Power and borders

5* 'Global governance of sovereignty issues is of greater consequence for citizens and places in the short term rather than the longer term.' Discuss. [16]

There tended to be good understanding of the requirements of this question. Many candidates demonstrated thorough knowledge and understanding of global governance of sovereignty issues and the consequences. Responses were often set in the context of conflict zones such as Mali, South Sudan and Afghanistan. Some candidates based their essay on one country, usually an LIDC, and equally valid others demonstrated wider place knowledge with reference to two or three countries.

There was much evidence of thorough knowledge and understanding of sovereignty issues and the plight of people experiencing conflicts; this included factual information and discussion of state fragility caused by civil war, civil unrest, and insurgency, inadequate state government and state apparatus, and separatist challenges to territorial integrity.

There was encouraging, valid and interesting understanding of various global governance strategies such as those of the UN, NATO, NGOs and links to the role of national governments. Many candidates demonstrated an ability to write in a discursive way to evaluate impacts in both short term and longer term.

The better responses tended to be well-structured often displaying a clear introductory paragraph, sections on short term and long term impacts and a conclusion. It was encouraging to see the use of essay plans which clearly helped many candidates to organise their knowledge and thoughts concerning the issues involved.

Some candidates achieving marks in the lower levels tended to discuss the consequences of the conflict or the sovereignty issues alone rather than the consequences of the global governance of those issues. Some responses were on the brief side where it was apparent that candidates had overspent their time on earlier topics.

Candidates should remember that the term global governance encompasses a wide range of geopolitical processes, organisations and actions. While all were not required to achieve a high mark this serves to show that responses could include not only knowledge of UN Peacekeeping Missions, and the impact of specific NGOs, but also the work of regional organisations such as OSCE. The work of UN agencies such as UNHCR (refugees), UNICEF (children) and WHO (health), and their roles in co-operation with national governments might also be worthy of consideration. It might be helpful and instructive to consider details in the published mark scheme that provide an idea of the possible scope.

Please note the 'Candidate exam work' box in Section A overview, at the start of this report, regarding timing in the examination.

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