

Overview of the session

- Highlights from summer 2023
- Understanding the assessments:
 - Low tariff questions
 - Case study questions
 - Level marked questions
 - Extended response questions (8 and 12 mark)
- Preparing for 2024
- Explore resources and support available

GEOGRAPHY TEAM



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Section 1
Summer 2023



2023 exam series

What went well for your students?

What didn't go so well for your students?

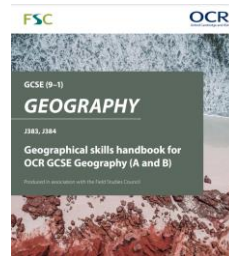
Overview of 2023 series

What went well:

- There seems to be an improvement in candidates understanding of command words and their corresponding answers.
- Candidates who are able to **develop** their responses across all three papers are the most successful.
- Timing did not appear to be an issue on any paper and most papers were finished.
- Comprehensive responses to the 'familiar fieldwork' question on component 2 show that for most candidates, conducting fieldwork is back post-covid.

Areas for improvement:

- Accuracy of describing location/distribution using compass directions.
- Choice of case studies.
- Numeracy questions are still not well answered.
 - Candidates not reading question and not giving answers to the correct decimal place.
- Candidates simply not completing numeracy questions, eg 'complete the graph' style questions.
- Candidates not showing their working when asked.



[GCSE Geographical Skills handbook](#)

GCSE Geography GCSE B (01) - Examiner Report extracts

Candidates who did well on this paper generally	<ul style="list-style-type: none">• used place specific detail• provided well developed responses• had learnt key terms• identified the correct case study• used BUG to help decode the question
Candidates who did less well on this paper generally	<ul style="list-style-type: none">• wrote generic responses• used lists or very short sentences• did not know what key words meant• used the wrong case study

GCSE Geography GCSE B (02) - Examiner Report extracts

Candidates who did well on this paper generally	<ul style="list-style-type: none">• responded to the keywords and command words in the higher tariff questions• demonstrated good mathematical skills and understanding• developed their case study responses with accurate place specific detail• understood the difference between data collection and data representation• reflected thoroughly on the accuracy of their own fieldwork investigation
Candidates who did less well on this paper generally	<ul style="list-style-type: none">• did not respond to keywords and command words in the questions• did not attempt mathematical or graphical questions• selected incorrect case study locations for the higher tariff questions• demonstrated limited geographical knowledge and understanding• could not recall details of their human geography fieldwork investigation

GCSE Geography GCSE B (03) - Examiner Report extracts

Candidates who did well on this paper generally	<ul style="list-style-type: none">• developed their extended responses using links to the resources and their wider understanding• were able to interpret climate graphs• demonstrated good mathematical skills and understanding• responded to the keywords and command words in the higher mark questions• demonstrated competent skills of written communication
Candidates who did less well on this paper generally	<ul style="list-style-type: none">• quoted text or data from the resources but did not develop their response• misinterpreted the temperature and precipitation data from the climate graph• did not attempt numerical or statistical questions• responded with simple statements focussing on one source from the resource booklet• were unable to identify links between a number of sources of information

What support material already exists for exams?

- Examiners' reports [Link to examiners' reports and candidate exemplars \(2018 and 2019\)](#)
- Exemplar candidate work

GCSE (9-1)

Examiners' report

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

J384
For first teaching in 2016

J384/02 Summer 2023 series

[Teach Cambridge](#)

GCSE (9-1)

Exemplar Candidate Work

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

J384
For first teaching in 2016

**J384/01 Summer 2019
examination series**

Version 1

GCSE (9-1) Geography B (Geography for Enquiring Minds) Exemplar Candidate Work

Section 3 – Using place specific detail

Question 1(c)

- (c) Case study – UK based natural weather hazard event.

Name of chosen UK based natural weather hazard

Evaluate the responses to your chosen UK based natural weather hazard.

[6]

Exemplar 1

3 marks

Boscastle flood

Evaluate the responses to your chosen UK based natural weather hazard.
The response to the boscastle flood was very good. 21 out of 23 fire engine crews from Cornwall came to help. Also there were 7 helicopters that came to pick people up off of the top of the buildings. The government then payed £10,000,000 to help to stop this happening again. The money was spent on many things. One was making the bridges higher and wider and moving them. This is to stop people getting caught up in the bridge which caused the water to be unable to run through. In my opinion the response was very good.

Exemplar 2

6 marks

An extract of the answer has been used here. A full copy of the answer is available in the appendix.

The emergency services were the primary response and 29 fire engine crews in Cornwall arrived in Boscastle. 7 helicopters also arrived to air lift endangered residents to safety. This was positive as it led to 0 deaths, but had no impact on protecting the high number of houses and businesses in the area. Secondary responses

Identifying a focus for teaching / revision

A very useful tool for data analysis is [Active Results](#) along with the examiners' reports.

You can:

- Identify the questions your students (on average as a cohort) did poorly on.
- Compare these to the national average for the question.
- Study the question, the mark scheme and the examiners' report together.
- Identify a solution/next step to tackling the issue in your schemes of work.

e.g., if the numeracy questions are identified as a common issue consider working these more explicitly into your schemes of work, embedding a numeracy question in every starter/do now/homework activity, working with the maths or science departments.



Home | Specification reports | Unit / Component Reports | Candidate search | My reports | Help and support | Preferences

Welcome to OCR Active Results

OCR's Active Results service provides teachers with access to in depth results data enabling more comprehensive analysis of both your centre and candidate results. It is intended that the service is intuitive and easy to use whilst also providing sufficient capabilities to allow you to view the data in ways that best meet your requirements.

Choose the qualifications and subjects you want to view by changing your preferences.

Get started and view reports

> Specification reports

Two report types offering results analysis at a specification level

An icon showing a close-up of a fountain pen nib resting on a document with a grid pattern.

> Unit reports

Seven report types offering results analysis at a unit level

An icon showing a document titled "Statement of Results" with a red header and some text.

> Candidate search

Four report types offering results analysis focussed on individual candidates

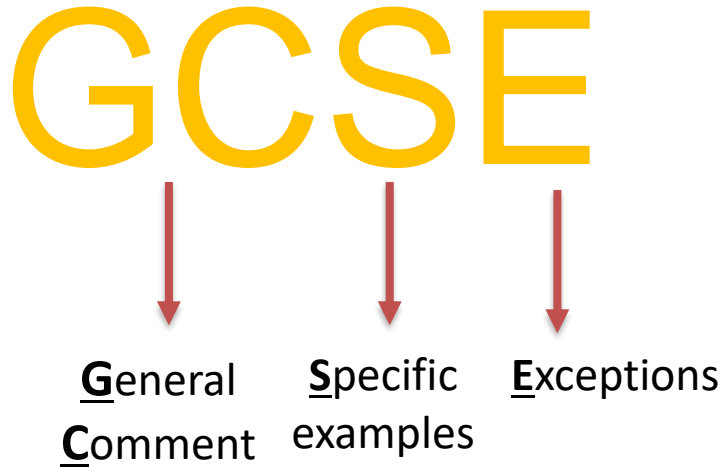
An icon showing a young woman wearing headphones, looking down at a device.

Section 2
Low tariff questions



Describing patterns on maps and graphs

When completing 'Describe the pattern' question stems candidates should look initially for general patterns and then for more specific points. They should be confident applying this to a range of contexts.



OR



↓

Trend
Evidence
Anomalies

What went well

- Many candidates were able to accurately describe the location of Mexico City using compass directions and/or distances from other named locations.
- Those candidates who correctly interpreted the climate graph were able to accurately describe the annual pattern of precipitation through selecting changes (increase/decrease) between named months, identifying the wettest and driest months and quoting data from the bar chart

- (a) Look at **Fig. 1** in the Resource Booklet, which shows a map of Mexico.

Describe the location of Mexico City.

Mexico city is in the centre of Mexico -
to the south east of Guadalupe and
to the North of Acapulco.

[2]

- (c) Look at **Fig. 3** in the Resource Booklet, which shows a climate graph for Mexico City.

Using data from **Fig. 3**, describe the annual pattern of precipitation.

Annually, the precipitation fluctuates, however, precipitation reaches its highest point at 124 mm in July, and precipitation is generally higher in summer, in months like June, July and August where it exceeds 100 mm. Precipitation is at its lowest point in December, at 6 mm, and is generally lower in winter months like January, February, November and December where the precipitation does not exceed 10 mm.

C

[4]

Describe the distribution/pattern/trend (maps/graphs)...

- Typically, worth 2, 3 or 4 marks.
- IF worth 2 marks, generally the marks are purely for the geographical pattern/trend visible.
- IF worth 3 or 4 marks, there is a mark available for QWC (Quality of Written Communication) – how well the answer has been written/is it logical. (AO4)

For example: OCR Geography A specification 2022:

3 (a) Study Fig. 3 in the separate Resource Booklet, which shows a wind rose for Newquay Airport, Cornwall.

(i) Describe the pattern of wind direction as shown in Fig. 3.

Component 1; A wind rose was the resource; 3 marks. 2 for pattern, 1 for QWC

(iii) Describe the pattern of exports from the USA shown in Fig. 1.

Component 2; A world map was the resource; 3 marks. 2 for pattern, 1 for QWC

2 (a) Study the bar chart below, which shows average monthly rainfall in Shrewsbury, a town in England.

(b) Describe the pattern of rainfall shown. Use data in your answer.

Component 3; A bar chart was the resource; 4 marks. 2 for pattern, 1 for QWC, 1 for data

Using photographs

Accurately identifying features from a photograph is a common question in geography examinations. Candidates need **to name something they can actually see** in the photograph.

The two most commonly seen errors which would not be given marks in the examination are; candidates naming something that's missing from the photograph, or candidates quoting an opinion not a feature.

Candidates should be reminded that when the question asks for one feature, it is the first feature in their response which the examiner will give marks or not to, as appropriate



Numeracy Questions

“Questions which require students to do calculations are often the least successfully answered questions on the paper.” OCR B Examiners’ Report 2023, Component 2

Examiner report states that the most common reason for mistakes and not gaining full marks is not giving a response to one decimal place or showing working out.

- Candidates need to **read the questions** more carefully to ensure they:
 - a) write answers to the correct decimal places (often the most common error to numeracy questions) and;
 - b) show workings when asked.

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

Fig. 1 shows changes in winter sea ice volume in the Arctic, 1980–2010.

Calculate the **mean** annual volume of ice loss.

Show your working.

..... km³/year [2]

(ii) Calculate the **mean** time taken at place C.

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

Place C [1]

Section 3
Case study questions



Case Studies

How do you approach case studies with your students?

Question 3d – Distinctive Landscapes: level marking

Level 3 (5-6 marks)

An answer at this level demonstrates **thorough knowledge** of the formation of the chosen landform (AO1) and a **thorough** understanding of the geomorphic processes that created it (AO2).

This will be shown by including **well-developed** ideas about erosional/ depositional processes.

The answer must also include place-specific details for the named UK coastal landscape. Amount of relevant place-specific detail determines credit within level.

The quality of this answer is hopefully clear with clear development, reference to place and feature names and processes.

(d) CASE STUDY

Coastal landscape in the UK

Name of a UK coastal landscape you have studied Jurassic Coast

Explain the formation of **one** landform formed by **geomorphic** processes in your chosen coastal landscape.

The Jurassic coast stretches 96 miles from West Dorset

PLC to East Devon. It receives the brunt of ^{strong} South westerly winds from the Atlantic so many coastal processes occur

PLC Old Harry's rock is located on the Poole Bay headland. It is

stacked off as a small rock in the headland. Hydraulic action

forced into the rock to break apart the rock and form a

DEV cave. Hydraulic action, abrasion and corrosion slowly

break up the rock and widened the cave until it broke through the

DEV headland to form an arch. Over time the arch was eroded

by hydraulic action, abrasion and corrosion as well as other

DEV types of weathering until the arch gave way and the top collapsed

to leave a stack. Over time Old Harry's rock will be undermined

and to collapse to leave a stump like Old Harry's wife. [6]

Question 3d – Distinctive Landscapes: level marking

L2, 3 marks. Some reasonable discussion of processes but no PLC so is restricted to bottom level 2 – answer only refers to Lulworth Cove and would need further place information e.g. rock type for more credit.

(d) CASE STUDY

Coastal landscape in the UK

Name of a UK coastal landscape you have studied Lulworth Cove.....

Explain the formation of **one** landform formed by **geomorphic** processes in your chosen coastal landscape.

Lulworth Cove was formed by the high impact waves eroding away and causing weathering to break down the hard rock. When the hard rock had eroded away the soft rock behind it was quickly weakened down by the high impact waves. This formed Lulworth Cove as it is in a circle shape due to the waves losing impact the further it goes into the cave, and the direction of wind changing the waves direction around the cave.

DEV

L2

[6]

Section 4
Level marked questions



‘Levelled responses’

- These are not ‘point’ marked like all the other examples we have seen so far.
- Examiners look at the answers holistically and decide which ‘level’ an answer best fits in and then determines the marks from there.
- ‘Development’ of points is the key thing to all levelled answers.

	AO1	AO2	AO3
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Developing extended responses

“Less successful responses were more likely to provide a greater number of ideas, with each in less detail. This contrasted with more successful responses that demonstrated fewer ideas but in more detail and with a greater degree of analysis as candidates understood the command words, such as ‘assess’.” OCR Geography B, Component 1 Examiners’ Report, 2022

“Candidates scored best where centres had encouraged them to structure their extended writing skills into three paragraphs covering benefits, problems and conclude with a judgement.” OCR Geography B, Component 2 Examiners Report, 2019

“To help candidates, centres can practice writing evaluations using a PEEL structure – making a point, using evidence, explaining the evaluation before linking to the question.” OCR Geography B, Component 1, 2019

Approaching the Level Marked Questions

Across all 3 components the wording of questions can sometimes be challenging. For many candidates' interpretation of the question affects the number of marks achieved.

Some techniques that were successfully used in the Geographical Exploration component included:

BUG the question

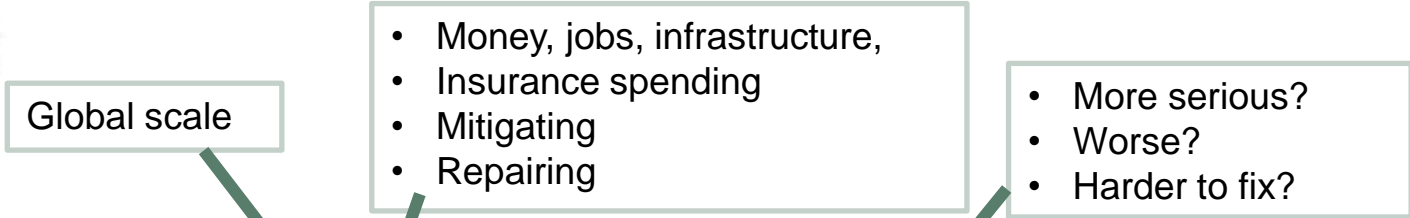
Box the command word
Underline key parts
Glance back over

BUST the question

Box the command word
Underline key parts
Substitute key words
Think

As in Components 01 and 02 development of points is crucial to access Level 2 and beyond.

'BUG'ing the question



(c)* 'The worldwide economic impacts of climate change are more concerning than the environmental impacts.'

To what extent do you agree with this statement?

[8] 

- Natural environments
- Species
- Habitats
- Extinction

- How far do you agree?
- Argument needed
- Judgement needed
- Conclusion

- Developed points (this mean that etc)
- Extended response
- Paragraphs
- Conclusion

Tackling Levelled Marked Questions

2 key things that examiners are looking for in level marked questions:

1) **'Thorough'** understanding; well developed responses (AO2/AO3).

- 'however' (AO3)
- 'because'
- 'therefore'
- 'this means that'

2) **'Thorough'** knowledge; use of place specific detail (for case study AO1 questions) OR depth of accurate knowledge to demonstrate understanding (AO2)

What support material already exists?

Command Words	Potential definition
Assess	Weigh up whether a statement is true.
Calculate	Mathematically work out the value of something.
Compare	Describe the similarities and differences of something.
Define	State or describe exactly the meaning of.
Describe	Set out the characteristics.
Discuss	Bring forward the important points of or set out both sides of an argument/issue/ element of content, for and against.
Evaluate	Give your verdict after providing evidence which both agrees with and contradicts an argument.
Examine	Look in close detail and establish the key facts and important issues.
Explain	Set out the causes of something and/or the factors which influence it.
Identify	Select a piece/s of information.
Justify	Give valid reasons and evidence to support an answer.
Make a prediction	Look at evidence provided to make a judgement about the future.
Outline	A brief written description / account of something.
Propose	To suggest a course of action or intention.
State	Provide a specific piece of information (e.g. name or value) without explanation.
Suggest	Offer an opinion for a particular course of action on an event or issue.
To what extent do you agree	How much you agree with a statement based on the evidence in argument.

[Command word resource](#)

A writing frame for AO3 questions (Examine, Assess, Evaluate, Justify, To what extent...) – PEED ON PEED CON
GCSE Geography B J384/01 June 2018 Question 4(e)

(e) Case study – Sustainable management of an area of tropical rainforest.

Evaluate the effectiveness of **one** way in which an area of tropical rainforest you have studied is being sustainably managed.

Name of tropical rainforest area studied:

Point	The Yachana Ecolodge in Ecuador has been successful in sustainably managing a small area of the tropical rainforest just north of the Napo River.	Place has been identified. Effectiveness comment has been made. Clearly links to the Q.
Evidence	For example, they provide 13 cottages of high-end accommodation for tourists which use rainwater harvesting to collect and provide their water and solar panels to provide their electricity.	Place specific detail is given.
Explain	This means they are able to provide for tourists in an ecologically friendly way which reduces carbon emissions and doesn't waste water.	Explanation is given as to why the features identified are good/successful
Develop/Explain	This is sustainable as the income from the tourists contributes to the local economy and helps improve the lives of the local people without damaging the environment.	The point is developed further 'well developed' and explicitly linked back to the concept of 'sustainability' as required by the question.

[Strategies to Support Students in Developing Level Marked Questions](#)

Webinars:
 'Understanding the Assessment'
 (from last year, now available on Teach Cambridge)

Preparing for 2024

How do you prepare your students for exams?

Any top tips?

Section 5

Command Words and preparing for 2024 exams



Why are command and key words important?

Command words

- Indicates what the examiner wants from the question and the style of response needed
- Important for understanding the demands of the question

[Command word resource](#)

Key words

- Show links to the specification
- Give a geographical context i.e., what the candidate needs to write about
- Help candidates to focus their answer rather than include 'all they know'

Command word

Case study – the landscape of a UK river basin.

Discuss the **influence** of geology in the **formation** of river landforms within your chosen river basin.

Key words

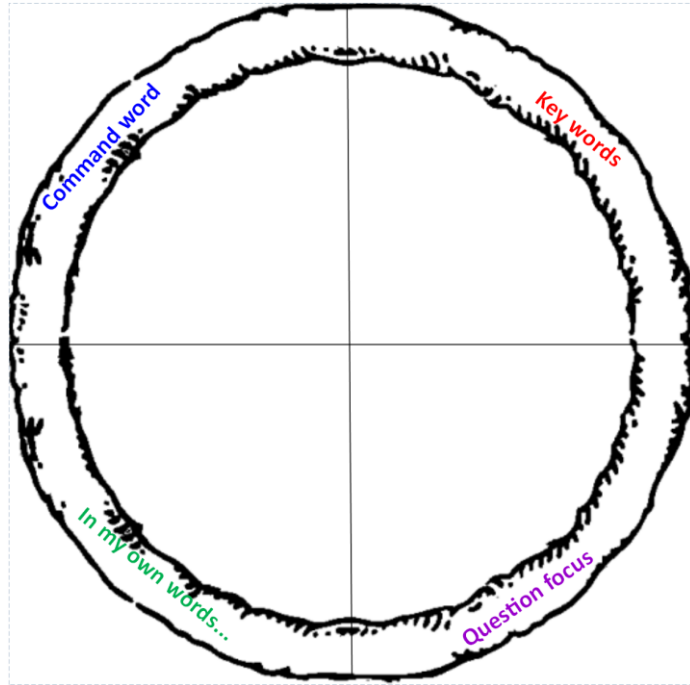
Command Words

The list of commands words provided in this resource is not exhaustive, but we have provided this to support teachers and their students in preparing for the assessments.

Command Words	Potential definition
Assess	Weigh up whether a statement is true.
Calculate	Mathematically work out the value of something.
Compare	Describe the similarities and differences of something.
Define	State or describe exactly the meaning of.
Describe	Set out the characteristics.
Discuss	Bring forward the important points of or set out both sides of an argument/issue/element of content, for and against.
Evaluate	Give your verdict after providing evidence which both agrees with and contradicts an argument.
Examine	Look in close detail and establish the key facts and important issues.
Explain	Set out the causes of something and/or the factors which influence it.
Identify	Select a piece/s of information.
Justify	Give valid reasons and evidence to support an answer.
Make a prediction	Look at evidence provided to make a judgement about the future.
Outline	A brief written description / account of something.
Propose	To suggest a course of action or intention.
State	Provide a specific piece of information (e.g. name or value) without explanation.
Suggest	Offer an opinion for a particular course of action on an event or issue.
To what extent do you agree	How much you agree with a statement based on the evidence in argument.

How do you use command words in lessons and with your students?

Student activity - 'Slicing up' the question



GCSE A

Human activities have a greater impact on the landscape in your chosen river basin than geomorphic processes.'

To what extent do you agree?

12 marks

What the examiner said: "Many candidates struggled with the term 'geomorphic processes' or even omitted them completely from their responses. Their responses would discuss human activities, but many struggled to go beyond stating erosion, or possibly deposition."

Going beyond BUG

In my own words, this question means I have to:

Make a judgement about which are the most serious? The economic impacts or the environmental impacts?

What knowledge do I need?	How do I use the knowledge to respond to the command word?	How am I going to structure my answer?
Economic impacts: Environmental impacts:	Which one if more serious? What evidence do I have to back it up?	How many paragraphs? Paragraph structure? Conclusion

Exam question place mat

Step 1 - BUG the question

Box the command word

Underline the key terms/geography

Glance at the marks and back at the question

Step 5 - How do I **develop** my points?

'This means that...' 'This demonstrates that..'

'This will lead to...' 'Therefore...'

'This was because...'

Step 4 - How do I need to **structure** my 6 and 8 mark answers?

AO2 - PEED x2

AO3 - PEED ON PEED CON

Step 3 - Does the question ask me to use a case study?

- Which case study do I need to use?
- What are the key facts and figures for this case study that will help me answer the question

Step 2 - What does the **command** word want me to do

Command word

What do you need to do?

Compare

Describe similarities and differences between two or more things.

Define

Give the meaning of a word, phrase or idea. One sentence.

Describe

Give the main characteristics of something. Say what you see. Tell me what you know.

Discuss

Bring forward the important points. Give the points on both sides of an argument and come to a conclusion. Explain in detail. Develop your points

Evaluate

Give the positives and negatives. Explain WHY they are positive and negative. Develop these points. Weigh up if the positives outweigh the negatives.

Examine

Investigate in detail. Establish the key facts and important issues. Develop your points.

Assess

Weigh up two sides of an issue. Make a judgement. Develop your points

Explain

Give reasons why something happens. Develop your points

Identify

Name an example, sometimes from a map, photo or graph. Select a piece of information

Justify

Give valid reasons and evidence to support an answer.

Outline

Summarise (keep simple) the main points. Could involve some explanation.

Suggest

Give an explanation for something when you can't be sure. Develop your points

To what extent...

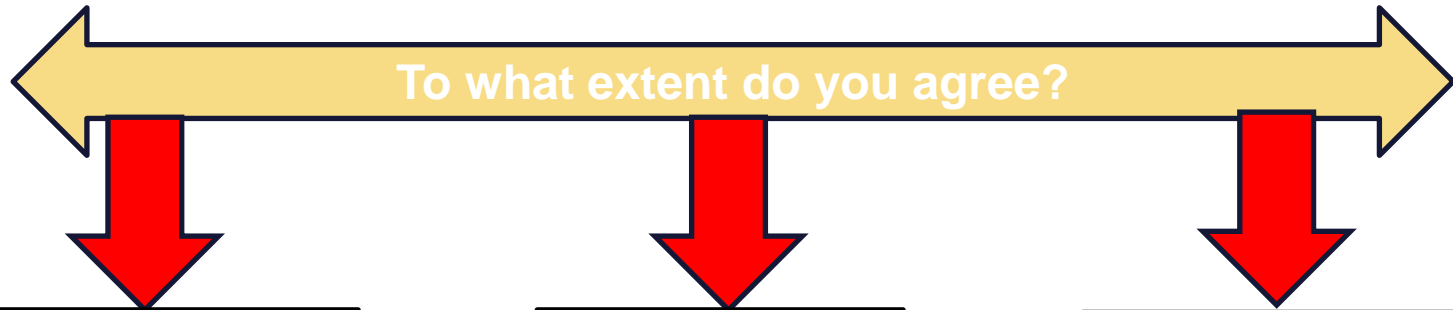
Give both sides of an argument. Give a judgement and conclusion

Start with the conclusion

(c)* 'The worldwide economic impacts of climate change are more concerning than the environmental impacts.'

To what extent do you agree with this statement?

[8]



Environmental impacts are more concerning.

"I disagree, the environmental impacts are more concerning than the economic impacts.

Economic impacts are worse to an extent...

"The economic impacts are worse to a certain extent..."

100% - economic impacts are worse.

I completely agree that the economic impacts are more concerning...

Structuring answers

Idea from a geography consultant who uses PEE, PEEL & PEED with students

Potential structure

Paragraph 1:

- Economic impacts

Paragraph 2:

- Environmental impacts

Conclusion

I mostly disagree, as there are various environmental impacts. Low lying areas are at risk from disappearing, as sea levels rise, causing settlements such as the Maldives, where the government are planning to migrate to Northern Australia. Another environmental impact, is animal life. The polar bears depend on the ice, however as it melts, they have to swim further for food, which endangers their lives. As seals decrease in number, so do the polar bears as they rely on seals too. This is extremely concerning, as it risks the extinction of many species. Although there are many environmental impacts, economically, it will be damaging. Summer 2003 in Europe was one of the hottest in decades, causing the farming industry to lose £10 billion, and so for livestock and crops failed to receive enough water. Overall there are economic impacts, however the extinction of species and islands are more concerning which is why I mostly disagree.

What the examiner said: "Reasonable understanding of the economic and environmental impacts would only allow a candidate to reach Level 2. This needs to be more than a sentence stating why one is worse than the other or making an implied judgement that is never fully stated."

Question: Human activities have a greater impact on the landscape in your chosen river basin than geomorphic processes.’ **To what extent** do you agree? [12 marks]

“To what extent” = agree and disagree (for and against), by how much.

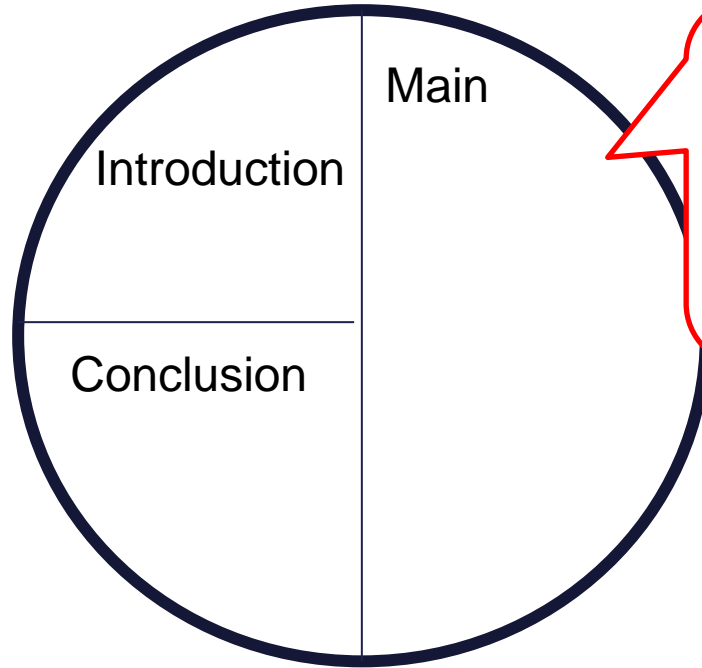
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100%

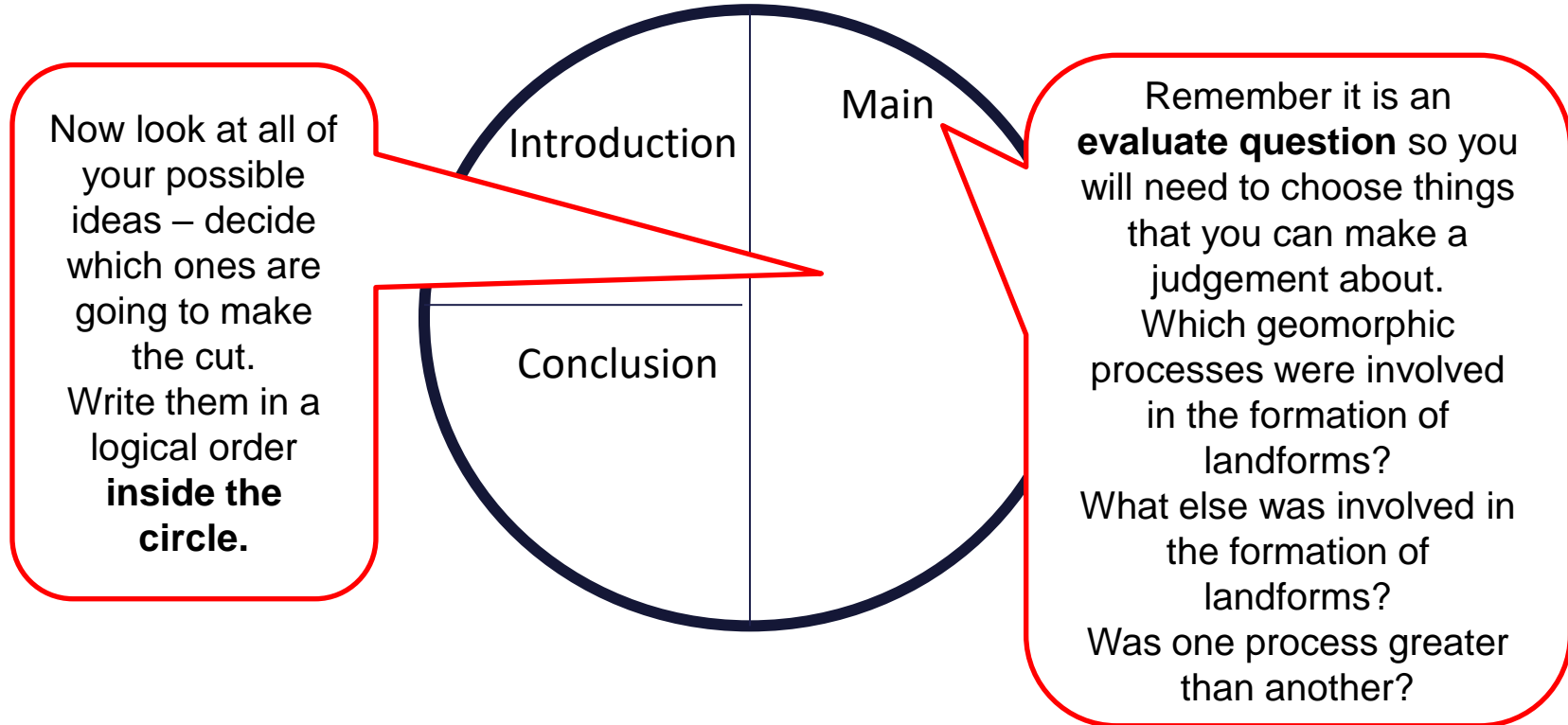
Plot on the line how much you do agree or disagree – think of your “amount” word (partially, mainly, completely etc).

Question: Evaluate the impact of geomorphic processes on the formation of landforms in your chosen coastal landscape. [12 marks]

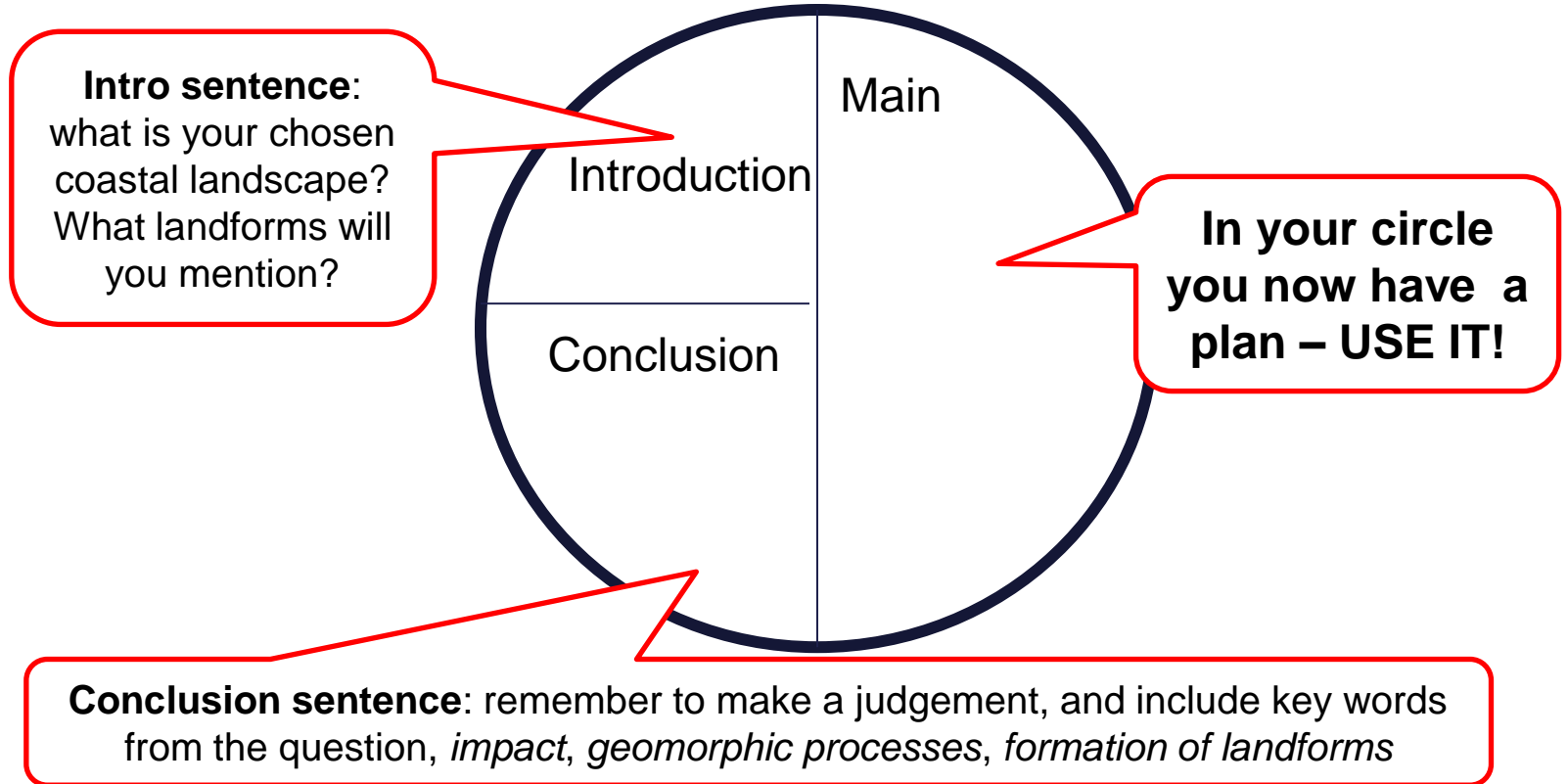


Think of all the possible ideas / case studies / knowledge, that you might use when answering this question. Now write it all round the **outside of the circle.**

Question: Evaluate the impact of geomorphic processes on the formation of landforms in your chosen coastal landscape. [12 marks]



Question: Evaluate the impact of geomorphic processes on the formation of landforms in your chosen coastal landscape. [12 marks]



Question: Assess how far transport developments have been the **main reason** for more sustainable energy use in cities across the UK. [8 marks]

“Assess” = make an informed judgement..

But what does “assess” look like?

It is evaluative - weighing up the importance of things. Advantages and disadvantages.
There are often a number of possible explanations.
You need to give the main ones and then say which you tend to go for.

Question: Assess how far transport developments have been the **main reason** for more sustainable energy use in cities across the UK. [8 marks]

Transport
development

Transport
development

Other
development

Now “assess” it. For what you have identified comment on whether it was successful or not.

Finally state which was most successful and why. (This is evaluative – making an judgment.)

Section 6
Fieldwork questions

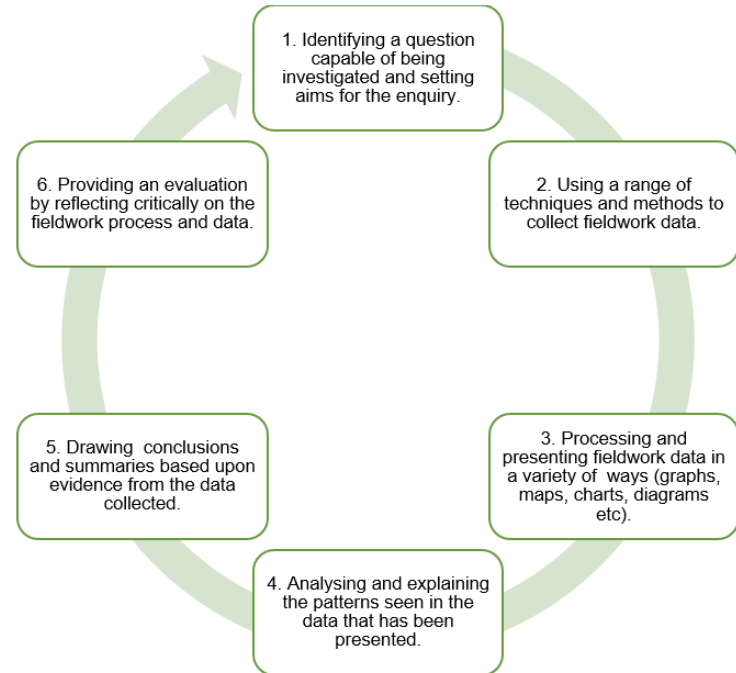


Assessment of fieldwork skills

- i. Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.
- ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
- iii. Processing and presenting fieldwork data in various ways including maps, graphs and diagrams.
- iv. Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories.
- v. Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
- vi. Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

Fieldwork skills listed in the specification. Exam questions will target these.

[Fieldwork skills factsheet](#) This resource unpacks the 6 skills listed.



Question 5a – Physical Geography Fieldwork

Question	Answer	Mark	Guidance
5 (a)	<p>Answers could include, I used a bar chart as it made my results clearer/ more visual (✓) so I could compare them to each other (✓).</p> <p>I drew a bar graph as it was discrete/ discontinuous data (✓).</p> <p>I created a scattergraph as it is easy to spot anomalies (✓) and you can create a line of best fit (✓).</p> <p>I drew a line graph as it allows me to see trends/ patterns/ changes over time (✓).</p> <p>I drew a line graph as it shows the cross profile of a river (✓).</p> <p>I drew a bar graph to show sediment levels on each side of the groyne (✓). This shows which way longshore drift is happening (✓).</p> <p>I drew a bar graph as it was easier to draw (than a pie chart) (✓).</p> <p>I drew a pictogram as it was more visually interesting/ informative/ memorable (✓) and useful for representing a large amount of /discrete data (✓).</p>	2	<p>2 x 1 (✓) for valid points justifying chosen presentation technique.</p> <p>Credit data tables.</p> <p>Do not credit responses that do not specify which type of graph/ chart is being justified.</p> <p>No credit for stating the technique, describing the technique, or describing the data presented. Credit why the technique was chosen.</p> <p>Expect a wide range of data presentation techniques.</p>

Justify the selection of **one** technique you have used to **present data** for a fieldwork investigation you have completed.

We used a located bar chart to present our data for movement of pebbles. This meant we could generate our data ✓ to see if there any patterns seen at different sides of the beach ✓ [2]

Justify the selection of **one** technique you have used to **present data** for a fieldwork investigation you have completed.

We used a line graph to show how deep parts of the river are in a straight line as it is easy to estimate differences from different parts of the river ✓ [2]

Justify the selection of **one** technique you have used to **present data** for a fieldwork investigation you have completed.

We used tables ranked from 1-5 to measure the effectiveness, aesthetic looks and appearance of Gray's, Seacell and mangled areas at Walker-on-the-murder. [2]

Clear reference to a relevant technique is necessary but all the credit comes from the justification.

A significant number of candidates discussed data collection and scored zero.

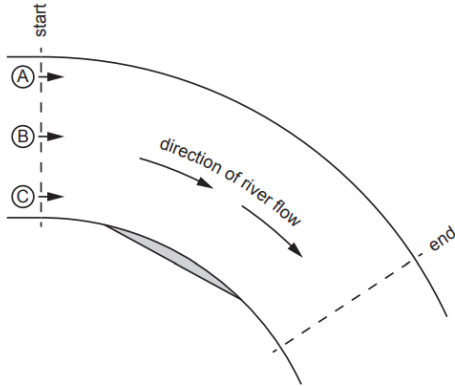
Question 5bi, ii – Physical Geography Fieldwork

Some GCSE geography students were investigating how the speed of a river changes across the river channel on a meander.

5	(b)	(i)	A = 0.4 (✓) B = 0.3 (✓)	2	2 x 1 (✓) for correct calculations of velocity Units are not needed
5		(ii)	34.3 (✓)	1	(✓) Units are not needed

To collect their data, they timed how long it took an orange to travel 10 m at **three** different places across the meander, shown in the diagram below.

They attempted the experiment **three** times.



The table shows the length of time it took for the orange to travel 10 m at each place across the meander.

Place on river bend	Attempt 1 (seconds)	Attempt 2 (seconds)	Attempt 3 (seconds)	Mean (seconds)	Mean Speed (metres per second)
A	28	26	22	25.3	
B	32	33	34	33.0	
C	38	32	33		0.3

(i) Calculate the **mean** speed of the river at place A and place B.

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

You may find the following formula useful.

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$\frac{10}{25.3} = 0.4$$

$$\frac{10}{33} = 0.3$$

$$\frac{10}{0.3} = 33.3$$

Place A 0.4 ✓
Place B 0.3 ✓

[2]

(ii) Calculate the **mean** time taken at place C.

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

$$10 \div 0.3 = 33.3$$

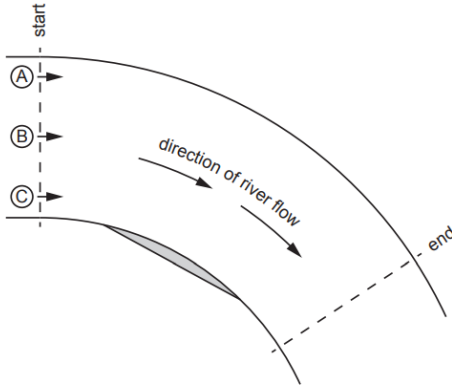
Place C ~~34.3~~ 34.3 ✓ [1]

Question 5biii – Physical Geography Fieldwork

Some GCSE geography students were investigating how the speed of a river changes across the river channel on a meander.

To collect their data, they timed how long it took an orange to travel 10 m at **three** different places across the meander, shown in the diagram below.

They attempted the experiment **three** times.



The table shows the length of time it took for the orange to travel 10 m at each place across the meander.

Place on river bend	Attempt 1 (seconds)	Attempt 2 (seconds)	Attempt 3 (seconds)	Mean (seconds)	Mean Speed (metres per second)
A	28	26	22	25.3	
B	32	33	34	33.0	
C	38	32	33		0.3

5	(iii)	The water flows fastest on the outside of the river bend/ place A (✓). The water flows slowest in the inside of the bend/ place B/C (✓). Place B and place C have the same mean speed/ all 3 locations have a similar mean speed (✓). Looking at the mean is useful as it reduces the impact of anomalies (✓). Attempt 1 at site C/ Attempt 3 at site A is an anomaly (✓). Place A /C have the largest data range (✓).	2	2 x 1 (✓) for appropriate observations about the data collected. Carry any error forward from 5bi/ 5bii.
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(iii) Suggest **two** observations about the data collected in the table.

when the orange was placed on

1. State A on the river bend, it travelled the fastest ✓
2. ~~Place~~ When the orange was placed on ~~the~~ B and C, it took the same speed ✓

[2]

(iii) Suggest **two** observations about the data collected in the table.

1. The weight of the orange is the same ✗
2. The speed decreases from place A - C. ✓

[2]

Question 5biv – Physical Geography Fieldwork level marking

Mark scheme:

Level 3 (6–8 marks)

The answer must include a **thorough** analysis of the methods used (AO3) with a **thorough** judgement as to how the investigation could be improved (AO3).

This will be shown by including **well-developed** idea about the data collection methods and how they could be improved.

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

Example of well-developed ideas

The results may not be accurate as the orange may not have stayed in the same position on its journey around the meander. This means the orange does not stay in its 'lane' making the data collection imprecise. A better method would be to use a flowmeter as this would increase the accuracy by measuring in a precise location.

Suggest how the data collection method could be improved.

.....Throughout the ~~exam~~ investigation the students used.....
an orange to measure the time it took for the and timed.....
how long it took for it to travel 10 m at different intervals.....
across the meander. In order to improve this the students.....
could have used a more scientific piece of equipment to measure
 such as a flowmeter
 [DEV] the speed. This is because it would make the data more.....
reliable and representative because by using an orange.....
the mass and size may be different for each one causing.....
 [DEV] the speed to either increase or decrease.....
As well as this their investigation was only carried out.....
in a small section of the meander therefore it was unrepresentative.....
as to how large the meander is which could possibly.....
 [DEV] affect the reliability of the results. This could be improved.....
by carrying out the experiment on the whole top of the.....
 [DEV] meander causing this to be a more accurate representation.....
On the other hand because the orange is placed on.....
the surface of the water the only speed measured is the [8] [L3]

Human Geography fieldwork

Very few candidates viewed this as a holistic sketch map and therefore few candidates stated things such as a scale, accurate title or a key.

Many candidates suggested adding vague details (which were not necessarily in the sketch map area), such as schools or motorways, these were not given marks.

5 (a) GCSE Geography students were carrying out fieldwork in their local area to investigate the environmental impacts of a new housing estate that is being built.

(i) Look at Fig. 5 in the Resource Booklet, which shows a sketch map of a study site that one of the students drew.

Suggest **two** things that they could add to improve the sketch map.

1

2

[2]

<p>I used a bar chart as it made my results clearer / more visual/ easy to understand (✓) and I could compare the results to each other (✓).</p> <p>I drew a pictogram as it was more visually interesting / memorable (✓) and useful for representing a large amount of data (✓).</p> <p>I created a scattergram scattergraph as it is easy to spot anomalies (✓) and I could draw a line of best fit (✓).</p> <p>I annotated a photograph, this highlighted specific features I had observed (✓) and I was able to compare it to an old photograph of the area to see how it had changed (✓).</p> <p>A radial graph meant I could easily recognise patterns (✓) and analyse the range of results I had obtained (✓).</p>	<p>2</p> <p>2 x 1 (✓) for valid points justifying chosen presentation technique.</p> <p>Credit data tables.</p> <p>Do not credit responses that do not specify which type of graph / chart is being justified.</p> <p>No credit for stating the technique, describing the technique, or describing the data presented. Credit <u>why</u> the technique was effective.</p> <p>No credit for 'it was easy to draw'.</p> <p>No credit for tally chart.</p> <p>Expect a wide range of data presentation techniques.</p>
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Own fieldwork exam questions

Candidates who achieved Level 3 were able to describe their data collection methods, criticise the validity of them, suggest alternative or improved methodologies and then comment on the conclusions they drew.

However, very few candidates wrote about all parts of this process.

Some candidates wrote critically about one technique they had employed but did not evaluate its success or the validity of the conclusions that they had drawn based on the evidence.

Question 5 (c)

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

Fieldwork title

Evaluate whether your primary data collection was **successful** in allowing you to draw evidenced conclusions.

.....

Level 3 (6–8 marks)

The answer must include a **thorough** analysis of the methods used to collect the primary data (AO3) with a **thorough** evaluation of whether this enabled evidence conclusions to be reached (AO3).

This will be shown by including **well-developed** ideas.

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

8

Example of well-developed ideas

We asked people questionnaires to find out where they worked as this is one thing that would help us to work out whether Tadcaster is an economic hub. This gave us some evidence, but we also needed to find out other things, such as whether there were many new start-up businesses as this would also indicate that it is an economic hub. We only managed to ask 20 people our questionnaire and this is not enough to form strong conclusions as it is not statistically significant.

Section 7
Further support



Geography teacher networks

Geography

GCSE (9-1) Geography
Tuesday 5 March
Online

A level Geography
Thursday 14 March
Online

GCSE (9-1) Geography
Wednesday 12 June
Online

A level Geography
Monday 17 June
Online

Spring Geography Network will include:

- Getting ready for the Summer exams (sharing approaches)
- Find out more about our GCSE Geography review and refresh

A great opportunity to share ideas, resources and ask questions.

Summer Geography Network will look at:

- Reflections on this academic year and exams
- Your planning for 2024 - 2025 and a look at professional development

GCSE Geography networks
[Teacher Network Events \(ocr.org.uk\)](https://ocr.org.uk)

Professional development

Coming up

[Ask the Subject Advisor: GCSE Geography A and B J383, J384 \(Online Q&A\)](#)

This is a unique and interactive opportunity to engage with a Subject Advisor on the issues that matter most to you and ask any questions that you may have. The event will also provide pointers towards resources and other sessions that can be used to develop your understanding of the qualification. ...

CPD course • Online • FREE • GCSE Geography A (Geographical Themes) (9-1) - J383, GCSE Geography B (Geography for Enquiring Minds) (9-1) - J384

Date: 26 Mar 2024 4pm-5pm • 02 May 2024 4pm-5pm

[Ask the Subject Advisor: A Level Geography H481 \(Online Q&A\)](#)

This is a unique and interactive opportunity to engage with a Subject Advisor on the issues that matter most to you and ask any questions that you may have. The event will also provide pointers towards resources and other sessions that can be used to develop your understanding of the qualification...

CPD course • Online • FREE • AS and A Level Geography H081, H481

Date: 09 May 2024 4pm-5pm

Past courses – materials are available to download from [Teach Cambridge](#)

- Exam review: GCSE geography (2023)
- How to prepare students for exams GCSE Geography B
- Enhancing your teaching geographical and fieldwork skills
- Exam feedback (2022)

The screenshot shows the 'Subjects' page for 'GCSE (9-1): Geography B - default'. The left sidebar contains navigation options: Subject home, Resource Finder, Teaching, Assessment, Training (with sub-options for In-house training and Past training events), Key dates, FAQs, Support, and Cambridge services. The main content area is titled 'Past training events' and includes a breadcrumb 'Training > Past training events'. Below the title, it states 'Access to the webinar recording and support materials from previous training events in your subject.' There are filters for Year (All, 2021, 2022, 2023) and Month (All, Jan, Feb, Mar, May, Jun, Sept, Oct, Nov). A list of 22 events is shown, with the first event being 'Ask the Examiner: GCSE Geography B J384 (Online Q&A) Webinar', originally hosted on 9 November 2023.

Geography Newsletter



Hi

We hope you had a relaxing half term break, and that you and your students are settled back into school or college.

There's lots planned for the second half of term, with professional development and Q&A events ready to [book online](#). We're also running online [Teacher Network](#) events. If your school or college would like to host a face-to-face Teacher Network, then please contact us.

We have a fantastic new blog: [Eight ways we help and support new customers and early career teachers \(ECT\)](#), which is well worth a read if you're new to OCR, are an ECT or if you'd just like a refresher on what we offer.

If we can help and support you along the way, please do get in touch.

Best wishes

Shelley Monk and Kerry Sage, [Geography Subject Advisors](#)

OCR Geography Team

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01223 553998

[@OCR_Geography](#)

Autumn term professional development



Our [professional development](#) programme has been updated with new courses and dates. We'll be offering you opportunities to attend FREE Q&A sessions with the Principal Moderator and Subject Advisors. There'll also be Ask the Examiner and Moderator sessions, Preparing for the NEA/exam (£99), Exam review and Exploring the exam (£99) events.

- [Ask the Examiner: GCSE Geography B J384 \(Online Q&A\)](#) 7 November 4pm – 5pm and 9th November 4 – 5pm
- [Ask the Moderator: A Level Geography H481 \(Online Q&A\)](#) 16 November 4pm – 5pm
- [Exam review: GCSE Geography B J384 \(Webinar\)](#) 22 November 4pm – 5.30pm
- [Exploring the Exam: GCSE Geography A and B J383, J384 \(Webinar\)](#) 5 December 1.30pm – 4pm (£99)

- [Exam Review: A Level Geography H481 \(Webinar\)](#) 6 December 4pm – 5.30pm
- [Preparing for the NEA: A Level Geography H481 \(Webinar\)](#) 11 December 4pm – 6.30pm
- [Ask the Subject Advisor: A Level Geography H481 \(Online Q&A\)](#) 23 January 4pm – 5pm

We will also be offering an Exam Review: GCSE Geography A Webinar. We will confirm the date for this session as soon as possible.

We recognise that teachers find it increasingly difficult to attend face-to-face scheduled events but also know that many of you would like to be able to attend this type of training. You might like to consider running [in-house training](#). This could be just for your school/college, or you can invite others in your MAT, Consortia or locality to share the cost. If this sounds like something you are interested in please contact our professional development team at cpd@ocr.org.uk to discuss your requirements.

[Browse professional development](#)

Share your feedback on GCSE Geography support and resources

If you teach GCSE Geography, we'd really appreciate you completing our [short survey](#) about the support and resources that you find most useful. It should only take a few minutes of your time.

[Complete survey](#)

COMPLETE
SURVEY

Geography Blogs

How to plan a successful geography field trip

13 February 2024

Jo Harris, Field Studies Council Education Manager, and Kerry Sage, Geography Subject Advisor



Field trips are an invaluable experience for geography students, but they can be daunting to plan, especially if you've never organised one before. In this blog, we'll share our top tips to ensure a successful and enjoyable trip for you and your students.

Your first decision is going to be whether to use an external provider or run the trip yourself. There are clear benefits of having fieldwork experts plan the trip with you, but if you are looking to book with a fieldwork provider, it's a good idea to look for one which has the Learning Outside the Classroom (LOTc) quality badge which ensures safe and high-quality delivery.

If you are going to run the trip yourself, then this blog will look at a range of elements that you need to consider from a practical point of view of planning a field trip – that is after you've got permission from your leadership team!



How to plan a successful geography field trip

13/02/2024

Subject advisor Kerry Sage and Jo Harris, Field Studies Council Education Manager, share some tips on planning your geography field trips.



The role of GIS in supporting fieldwork

30/05/2023

Guest bloggers Katie Hall and Dave Morgan look at some ways that geographical information systems can be used to develop and enhance fieldwork.



The role of GIS in supporting fieldwork

05/01/2023

Guest bloggers Katie Hall and Dave Morgan look at some ways that Geographical Information Systems can be used to develop and enhance fieldwork.



Welcome back fieldwork!

06/10/2022

With geography fieldwork back at last, Scott Wycherley from the Field Studies Council shares some ideas to make the most of the experience.



Core Maths for geography?

14/06/2022

Ruth Wroe, Subject Advisor for Maths, explains how core maths qualifications can support students taking A Level Geography.

Would you like to be an OCR Geography Examiner or Moderator?

Would you like to be an OCR Geography Examiner or Moderator?

We have some opportunities to join our assessor team; please look at our [current vacancies](#).

Becoming an OCR examiner or moderator will:

- fit around your existing home and work-life commitments
- enhance your teaching skills by helping you gain an improved understanding of the examination process for your subject area. This will enable you to better support your students in their learning and development, and improve their results
- give you an invaluable insight into assessment which will underpin your professional development, and provide you with knowledge you can pass on to colleagues
- create extra income
- provide an opportunity to network with fellow professionals.



About the role

As an examiner, you will mark completed exam papers against a mark scheme, working as part of a team with a supervisor who will guide you through the process and answer any queries.

Exams for this subject are marked on-screen using RM Assessor.

We will make sure that you are fully trained so you understand the exam process and your part in it. There will also be standardisation activities to make sure you can apply the mark scheme consistently.

Typically, the marking window is 2-3 weeks long and falls within the period May to July.

The exact number of scripts you are allocated will depend on the qualification level and the script length. As a guideline, you can expect the target to be between 200 and 450 scripts.

Fees are paid per script marked and are dependent on the complexity and level of the paper. Examiners could earn between £240 to £1,500 for marking a full allocation. We'll quote specific details and fees when we offer you an examining task.

You can find further details of the task at <https://www.ocr.org.uk/Images/15843-specialist-marking-task-descriptor.pdf>.

For further information on the specification and sample assessment materials please [click here](#).

What we're looking for

- A teaching qualification or a degree in a related subject
- Relevant teaching experience within the last three years. We also consider PGCE students who have completed the classroom teaching element of their course.
- Previous or current teaching experience within the UK education system
- The ability to use IT confidently and effectively.

You don't need to be teaching the OCR specification of your subject. We would also be interested in people with current or previous experience of working for other examination boards.

You will need to provide details of two referees that we can contact in support of your application. We will also carry out right to work checks if you are a UK based applicant.

Benefits

- You'll gain an insight into the assessment system and build confidence in supporting your students as they learn and prepare for exams.
- It's a great opportunity for continuing professional development, enhancing your current role and contributing to your future career progression.
- It will help keep your subject and specification knowledge up to date.
- You can fit work around your regular teaching job and your existing home and work commitments.
- You'll supplement your income.
- You'll have the opportunity to network with fellow professionals.

If you are an existing assessor with Cambridge University Press and Assessment please apply through the assessment specialist portal at <https://asportal.cambridgeassessment.org.uk/irj/portal/>

Search and apply

Apply now »

Next steps

- download the specification - [Geography B \(Geography for Enquiring Minds\) J384](#)
- sign up for our newsletters [email newsletters](#)
- sign up for our events [Geography Professional Development Events](#)
- complete our [teach with OCR form](#)
- read our latest [blogs](#)
- follow us on Twitter [@OCR_Geography](#)
- sign up to [Teach Cambridge](#)
- sign up for the [teacher network events](#)
- contact the subject advisor with any questions or to arrange a follow up call/teams meeting by calling our support centre on 01223 5538998 or emailing support@OCR.org.uk

**A big thank you for
attending today**

any final questions?

Do stay in touch.....

geography@ocr.org.uk

