

A LEVEL

Examiners' report

GEOGRAPHY

H481

For first teaching in 2016

H481/02 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 2 series overview

There was a very wide range in the quality of candidate responses. There was no apparent difference in performance between the two main sections: A, Changing Spaces; Making Places and B, Global Connections. There was also little difference in performance between the option pairs: Trade in the Contemporary World and Global Migration, and Human Rights and Power and Borders.

Many candidates chose the Global Migration option rather than Trade in the Contemporary World. Choice between the Human Rights and Power and Borders options was more even.

It was evident that most candidates had prepared very well for this examination and their responses demonstrated much good practice.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<p><u>Essays:</u></p> <ul style="list-style-type: none"> produced well-structured essays, which included an introduction, use of paragraphs for each main point and a conclusion, (see Level 3 descriptor for Quality of Extended Response in mark scheme) applied knowledge and understanding of place-specific detail <i>thoroughly</i> in answering both essay questions (Question 1 (d)* on place-making – ‘one place’; and either Question 4* or Question 5* on global governance – ‘one area of conflict’) made clear attempts to be evaluative in the context of the question made secure judgements and rational conclusions which were evidence-based. <p><u>Data response, short answers:</u></p> <ul style="list-style-type: none"> provided detailed and accurate analysis of resources in the Resource Booklet, especially the photographs in Question 1 (b) (social inequalities) gave responses for lower and medium tariff questions, which were concise and to the point, yet with sufficient development of the explanations. <p><u>In general:</u></p> <ul style="list-style-type: none"> made secure use of geographical terminology managed their time appropriately weighted their responses relative to the marks available produced a consistently good performance throughout the paper for all questions. 	<p><u>Essays:</u></p> <ul style="list-style-type: none"> produced essays that were unstructured did not understand that essay questions have analytical and evaluative requirements, not just knowledge and understanding of the topic simply wrote out case study knowledge they had learned but without any other commentary, for example, in Question 1 (d)* failing to identify specific ‘players involved in the place-making process.’ attempted to provide place-specific detail but without sufficient depth or accuracy. <p><u>Data response, short answers:</u></p> <ul style="list-style-type: none"> did not investigate and interpret the resources provided in sufficient depth did not link the evidence they had correctly identified in the resources to the requirements of the question provided unnecessarily lengthy responses for the data response questions such as Question 1 (b) and lower tariff questions such as Question 1 (c), often lacking focus. <p><u>In general:</u></p> <ul style="list-style-type: none"> did not consider time allocation appropriately produced an uneven performance across the paper completely omitted some parts of questions.

Assessment for learning



A brief essay plan might have helped to identify the main factors/issues and provided the basis for a clearer more logical line of reasoning.

Section A overview

Parts of the topic assessed this year in the Changing Spaces, Making Places section of the specification included: representations of a place through informal agencies; how social inequality impacts on people's daily lives in different ways; how flows of money and investment have helped shape place profile over time; and the role of a range of players involved in the place-making of one place that has undergone rebranding. The resources to be analysed included a photograph of the TV set of 'Coronation Street' and aerial photographs of rural settlements in Niger and The Netherlands.

Question 1 (a)

- 1 (a) Study **Fig. 1**, the TV set for 'Coronation Street', a British soap opera based on life in a fictional inner city area.

Use **one** piece of evidence from **Fig. 1** to explain how this informal representation of place represents an inner city area. **[3]**

There was one mark for stating appropriate evidence (AO3) from Fig.1 and two further marks for developing the explanation (AO2). The mark scheme shows the wide range of responses to this question. Examples of acceptable responses were based on housing type, access to services, available space, urban planning, ideas of community, transport/communications, population characteristics and income - all of which could be related in some way to the inner city. The most frequently identified pieces of evidence from Fig. 1 were the services such as the corner shop, the public house and the bistro, or the terraced housing. As the basis for explanation these pieces of evidence were frequently used to show how the informal image represented inner city places where housing was old, small, of high density, or regenerated, or where local services were convenient and served the local community. Some candidates attempted to evaluate the resource as an informal representation of place rather than applying the evidence of this example to the question.

Exemplar 1

1	a	The small terraced housing and retail stores on the left hand side of the image represent the high population density of inner city areas and show housing above shops. Showing that housing quality in inner cities is often poorer and confined to one floor, due to high demand for cheap accommodation often for one person in the labour market.
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Exemplar 1 was typical of many responses that achieved the AO3 mark for clearly stating specific evidence identified from the resource, plus both AO2 marks for drawing conclusions from that evidence.

Question 1 (b)

(b) Study Fig. 2, which shows rural settlements in Niger, an LIDC, and the Netherlands, an AC.

Using evidence from Fig. 2, suggest how social inequalities can affect people's daily lives in different ways. [8]

Nearly all candidates were able to identify relevant aspects of social inequality. This included inequalities in housing, healthcare, education, employment, access to services, personal mobility, and the digital divide. Fig. 2 showed inequality through means of two photographs of rural settlements, one in Niger, an LIDC and one in the Netherlands as an example of an AC. Most responses related at least two of these measures of social inequality to specific features identified in Fig. 2. The most frequently cited evidence referred to housing type and quality and to accessibility/personal mobility. The best responses achieved the four AO3 marks by thorough investigation of each resource plus the four AO2 marks with thorough analysis of how the social inequalities identified could affect people's daily lives in different ways. Two types of inequality using evidence plus clear, explicit links to people's daily lives was enough for full marks if thorough, as stated in the Level 3 descriptor in the mark scheme. Some responses demonstrated only basic investigation of the photographs with limited evidence. Also many lower level responses provided only basic analysis of how social inequalities can affect people's daily lives.

Exemplar 2

1	b	<p>In Niger in part A of Fig 2, the settlement does not appear to be connected to the rest of the area with transport or tarmacked road. This means that the community will have to be self-sufficient and education will have to be done in the village; rather than or education in a school would be difficult because transport to the school is made impossible by the village's economic situation. This means that the daily life of people in this settlement is likely to be focussed around sustaining the village through farming and gathering water rather than in education or a job in an urban area. Whereas in settlement B, there is clear transport infrastructure. There are tarmacked roads in each direction and the each building has cars next to it so people living in the houses are connected to work or education in a larger village nearby.</p>
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This means that the daily life of someone in this settlement in the Netherlands may not be focused on the settlement itself but could be used as a base from which to commute to work or school. This inequality in education and in working opportunities means that, in the future, these roles are likely to stay the same and it will be difficult for someone who lives in the Niger settlement to find work outside the village without education or literacy.

There is also an inequality in access to energy and to economic resources between the two settlements. In the Netherlands settlement, there is a wind turbine nearby, likely a source of cheap power for the settlement throughout the year. This gives the settlement access to technology that can be used to communicate and to increase sense of place and to make connections with people from other areas through mobile phones for example, whereas in Niger, despite an abundance of solar energy, the settlement does not seem to have solar cells or any other power source which makes communication ~~and~~ with areas surrounding the settlement and also with emergency services difficult. The daily

		life of someone living in settlement A is likely one without access to healthcare or to on-line advice both about medicine and also improvements in town farming or housing for example. In settlement B, there is likely access to medicine and to on-line advice about healthcare or about job opportunities that make jobs outside of agriculture and self-sufficiency possible.
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Exemplar 2 is a response in which two examples of social inequality have been identified, each of which is discussed in the context of people’s daily lives. Application of knowledge and understanding is thorough, investigation of the photographs is thorough, and analysis is developed and accurate. For these reasons the response was placed at the top of Level 3; 8 marks.

Question 1 (c)

- (c) Explain how flows of money and investment into an area can help to shape its place profile over time. [6]

Many candidates were able to show thorough knowledge and understanding of flows of money and investment into an area and how these flows can help to shape its place profile over time. These changes in place profile over time often referred to demographic, socio-economic or cultural characteristics of the place profile as well as elements of the built environment including transport infrastructure, housing and service provision. Responses were frequently supported by exemplification; this was creditworthy where it helped to reinforce understanding but was not essential to achieve full marks. The more successful responses, given Level 3, tended to identify two effects of flows of money and investment on place profile over time; these focused on clear links between the flows and the specific effects on place profile with well-developed ideas.

Some candidates included unnecessarily lengthy and detailed case studies in this low tariff, 6 mark question; without any further commentary these responses did not necessarily answer the question. Responses given Level 1 tended to demonstrate only basic understanding of what was meant by the idea of place profile, giving simple ideas or generalised effects of investment flows. Some candidates focused on description of the investment within an area rather than how this would change the place profile over time.

Key point call out - timing

There was no evidence that timing was an issue for many candidates. Nevertheless, some responses to Question 1 (a) (3 marks), Question 1 (b) (8 marks), and Question 1 (c) (6 marks), were unnecessarily long and lacked focus. This had the effect of limiting the time these candidates left themselves for writing the essay; Question 4* on Human Rights or Question 5* on Power and Borders, (16 marks), at the end of the paper. Candidates are advised to consider the weighting of marks for each question throughout the paper and to apportion the length and depth of their responses accordingly.

Question 1 (d)*

(d)* With reference to **one** place that has undergone rebranding, assess the role of a range of players involved in the placemaking process. **[16]**

Responses to this compulsory essay question included an interesting variety of place-specific examples. The most frequently cited example used effectively was based on Barcelona. But there were many other interesting and valid examples such as Tel Aviv and especially in the UK with references to locations within large urban areas such as Belfast, Birmingham, Cambridge, Edinburgh, Glasgow, Hull, Liverpool, London and rural areas within Cornwall for example, showing a range of possible scales. Overall, there was good knowledge of place-making processes in places that had undergone rebranding through reimagining and regeneration and there was sound understanding of the role of different types of players involved. The more successful responses were logically structured with a well-developed line of reasoning as indicated in the Level 3 descriptor for Quality of Extended Response. These responses were often preceded by a helpful short essay plan. They included an introductory paragraph, clear sections or paragraphs for each type of player and a conclusion that linked back to the question.

There were fewer successful responses from some candidates who wrote all they knew about the rebranding of a place and any mention of the players involved appeared to be incidental. It would have been more appropriate to identify the players involved as the focus of the essay and to answer the question as required by assessing their role within the overall place-making process.

The main players identified tended to be governments at different levels such as local councils, London Boroughs, national governments, transnational governments such as the EU, commercial enterprises such as TNCs, development corporations, architects, planners, local community groups and some football clubs – as suggested in the indicative content of the AO1 section of the mark scheme. Candidates might be advised also to consider the indicative content of the AO2 section of the mark scheme. The first bullet point was covered well enough by many candidates who considered the different types of roles of specific players ranging from the planning stage and financial investment to that of environmental enhancement.

The more successful responses also included some or all of further AO2 evaluative points in their discussion such as the interaction and co-ordination of the players, their relative contributions at different stages of the process, the short and longer term influence of their roles and the perception of their role as positive and negative in what might be a contested process.

Key point call out (Essay planning and structure)

Ideally responses should be logically structured with a well-developed line of reasoning as indicated in the Level 3 descriptor for Quality of Extended Response. A short essay plan can be a way of setting out thoughts and a helpful guide for reference while writing. The better essays tend to include an introductory paragraph which shows understanding of the question, clear sections or paragraphs for each main factor/issue and a conclusion that relates to the question. Place-specific detail is applied at appropriate points throughout.

Essays awarded in the lower levels tend to be unstructured and can sometimes include little more than all a candidate might know about the topic or a factual case study, simply written out without the necessary application of knowledge and understanding to respond to the question

Section B overview

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

Option A: Trade in the Contemporary World, overview.

The questions on Trade in the Contemporary World were derived straight from the specification namely: Key Idea 1a - international trade involves flows of services; Key Idea 1b – relationship between patterns of international trade and socio-economic development; and Key Idea 2b – economic, political, social and environmental interdependence with trading partners for one EDC. The resource provided for evaluation and analysis in Question 2 (a) (i) and Question 2 (a) (ii) was a scatter graph in Fig. 3, plotting export of commercial services and HDI for selected countries.

Question 2 (a) (i)

Option A – Trade in the Contemporary World

2 (a) Study Fig. 3, which shows the relationship between export of commercial services and HDI for selected countries, 2019.

(i) Suggest **two** limitations of Fig. 3 for showing the relationship between international trade and socio-economic development. [4]

There were four AO3 marks available for this question and for each of the two limitations requested there was one mark for stating a limitation and one mark for explaining it in the context of the question, i.e. Fig. 3's limitations for showing the relationship between international trade and socio-economic development. Most candidates were able to identify two limitations of Fig. 3 which was a scatter graph plotting export of commercial services (percentage of world total, 2019) and HDI for selected countries. But not all candidates were given the second mark that was available for suggesting some further explanation or development of the point with appropriate reference to Fig. 3. There are several limitations of this graph that have been identified in the mark scheme. Of these, many candidates chose to evaluate the indices themselves, especially with reference to criticisms of the HDI in representing socio-economic development. There was also discussion of the sample size of the selected countries, the fact that countries were not identified, the lack of any clear relationship/line of best-fit, and that any change in the relationship over time could not be indicated by the data for this one year.

Question 2 (a) (ii)

- (ii) Explain **two** factors that might account for the variation in export of commercial services shown in Fig. 3. [5]

There were 5 AO2 marks available for Question 2(a) (ii) assessed by two levels. Overall, the question was answered well although some candidates would have achieved higher marks with a more thorough analysis of the factors accounting for the variation in export of commercial services shown in Fig. 3 rather than basic identification of the factors. The indicative content of the mark scheme identifies many ways in which this variation could be accounted for. The most frequent responses related to the skill and education levels and ability to train the workforce in countries at different levels of economic development, and again the level of development of a country in relation to ability to invest in service industries such as transport and communications.

Many candidates developed two of the points thoroughly enough for a mark in Level 2. The more successful responses were set in an appropriate geographical context; although not a requirement, this often helped to reinforce thorough understanding.

Question 2 (b)

- (b) With reference to a **case study**, examine the interdependence between **one EDC** and its trading partners. [8]

For full marks in Level 3 this question required thorough knowledge and understanding of interdependence between one EDC and its trading partners, including accurate place-specific detail. As stated in previous Examiner Reports the list of acceptable EDCs adopted by OCR can be found on the website. Only a few candidates did not select an appropriate country. Most chose India and its connections with China, UK and USA.

Knowledge and understanding of interdependence with two other countries, thoroughly discussed with well-developed explanations could be sufficient for the top of Level 3. If understanding of interdependence with just one other country was secure the response could be given up to the top of Level 2. While there were some very successful responses, many candidates did not make it clear that they had an understanding of the term interdependence with respect to reciprocal relationships; they often wrote about flows in one direction only.

Please see the outlines of specialised concepts in the OCR textbook, Geography, 3rd edition, pages vi and vii. The more successful responses included discussion of connections that were economic, political, social or that involved co-operation over environmental matters.

Assessment for learning



[IMF country classifications for ACs, EDCs and LIDCs.](#)

Option B: Global Migration, overview.

The questions on Global Migration were derived straight from the specification namely: Key Idea 1a - global migration involves dynamic flows of people between countries; Key Idea 1b – relationship between patterns of international migration and socio-economic development; and Key Idea 2b – economic, political, social and environmental interdependence with countries connected to one EDC by migrant flows. The resource provided for evaluation and analysis in Question 3 (a) (i) and Question 3 (a) (ii) was a scatter graph in Fig. 4, plotting international migration and HDI for selected countries.

Question 3 (a) (i)

Option B – Global Migration

3 (a) Study Fig. 4, which shows the relationship between international migration and HDI for selected countries, 2019.

(i) Suggest **two** limitations of Fig. 4 for showing the relationship between international migration and socio-economic development.

[4]

There were four AO3 marks available for this question; and for each of the two limitations requested there was one mark for stating a limitation and one mark for explaining it in the context of the question, i.e., Fig. 4's limitations for showing the relationship between international migration and socio-economic development. Most candidates were able to identify two limitations of Fig. 4 which was a scatter graph plotting international migration (migrant population as a percentage of total population, 2019) and HDI for selected countries. Not all candidates were given the second mark that was available for suggesting some further explanation or development of the point with appropriate reference to Fig. 4.

There are several limitations of this graph that have been identified in the mark scheme. Of these, many candidates chose to evaluate the indices themselves, especially with reference to criticisms of the HDI in representing socio-economic development. There was also discussion of the sample size of the selected countries, the fact that countries were not identified, the lack of any clear relationship/line of best-fit, and that any change in the relationship over time could not be indicated by the data for this one year.

Question 3 (a) (ii)

- (ii) Explain **two** factors that might account for the variation in international migration shown in Fig. 4. [5]

There were five AO2 marks available for Question 3 (a) (ii), assessed by two levels. Overall, the question was answered well although some candidates would have achieved higher marks with a more thorough analysis of the factors accounting for the variation in international migration shown in Fig. 4 rather than basic identification of the factors. The indicative content of the mark scheme identifies many ways in which this variation could be accounted for. The most frequently given responses related to variation in employment opportunities between countries, the prospect of higher wages for economic migrants, and possible socio-economic benefits such as education, access to health care, family reunification and overall better standard of living. The political stability of a country was also frequently cited in relation to refugees, as was government policy on immigration, border control and the possibility of asylum. A few candidates also referred to the statistical aspect related to Fig. 4 in which variation in the percentage would depend on the absolute number of migrants in relation to the population size of the host country.

Many candidates developed two of the points thoroughly enough for a mark in Level 2. The more successful responses were set in an appropriate geographical context; although not a requirement, this often helped to reinforce thorough understanding.

Question 3 (b)

- (b) With reference to a **case study**, examine the interdependence between **one EDC** and countries connected to it by migrant flows. [8]

For full marks in Level 3 this question required thorough knowledge and understanding of interdependence between one EDC and countries connected to it by migrant flows, including accurate place-specific detail. As stated in previous Examiner Reports the list of acceptable EDCs adopted by OCR can be found on the website. Only a few candidates did not select an appropriate country. Most chose Brazil and its connections with Portugal, USA, Haiti and Japan. Some candidates selected Mexico and its links to the USA.

Knowledge and understanding of interdependence with two other countries, thoroughly discussed with well-developed explanations could be sufficient for the top of Level 3. If understanding of interdependence with just one other country was secure the response could be given up to the top of Level 2. While there were some very successful responses, many candidates did not make it clear that they understood the term interdependence with respect to reciprocal relationships; they often wrote about flows in one direction only.

Please see the outlines of specialised concepts in the OCR textbook, Geography, 3rd edition, pages vi and vii. The more successful responses included discussion of connections that were economic, political, social or that involved co-operation over environmental matters.

Assessment for learning



[IMF country classifications for ACs, EDCs and LIDCs.](#)

Exemplar 3

B	<p>Brazil is hugely ^{inter}dependent on Portugal. Brazil is a former colony of Portugal, so has a shared language, culture and ancestral links links, making Portugal a desirable place to move to, especially for migrants seeking family reunification. Portugal could act as a gateway into the EU for Brazilian migrants, creating further opportunities to access higher-quality education, healthcare and employment</p>
	<p>unfamously found in Western European countries. There are well-established diaspora communities in both Brazil and Portugal which creates social networks between the two, and migrant remittances are hugely important for families and local economies in both.</p>

		<p> Brazil is also vicer interdependents on the USA. Many low-skilled Brazilians move to the USA and take up employment in agriculture or low-skilled services like taxi drivers, where wages are higher than in Brazil. This creates the opportunity to send significant migrant remittances to Brazil, benefiting local communities. Many high-skilled Brazilians can take up good opportunities in the large US services sector, in particular in education and teacher training, which fills the skills gap in the USA. Return migrants back to Brazil from the USA can share their acquired skills and knowledge, helping it to promote local growth and development. Brazil has also become more politically stable, with through regularly discussing and negotiating agreements with the USA about trade, education, ^{defence} finance and agriculture. </p>
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Exemplar 3 was awarded in Level 3 since it demonstrates knowledge and understanding of Brazil's interdependence with Portugal (economic and social) and USA (economic and political).

Option C: Human Rights overview

The essay question on Human Rights was derived from Key Idea 3b in the specification – global governance of human rights involves co-operation between organisations at scales from global to local, often in partnership. Specifically the question assessed the significance of the role/contribution of national government in the global governance of human rights in one chosen area of conflict.

Question 4*

Option C – Human Rights

4* 'National government is the organisation that has the most significant role in global governance of human rights.' Discuss in the context of **one** area of conflict. **[16]**

There were several strong responses in which candidates demonstrated thorough knowledge and understanding of the role of national government and other organisations in the global governance of human rights. These responses included accurate place-specific detail of one area of conflict. Afghanistan was the most cited area of conflict but others frequently seen, such as South Sudan and Mali, were equally valid. The better responses discussed the role of a national government during those time periods when it had been more effective, but they also addressed the many instances of current situations when national governments might be non-effective or even the perpetrator of human rights violations. The most successful responses were firmly set in the context of specifically stated human rights issues that exist within the chosen case study area such as the right to life, gender inequality, education, population displacement, rights of women and children and food insecurity.

Moreover, as might be expected the role of the national government was frequently evaluated relative to that of supranational organisations such as the UN and its many agencies, NATO, the inputs of other national governments, regional organisations such as IGAD and the role of NGOs operating in the chosen conflict area. In the more successful responses, the focus tended to be more explicitly directed towards the roles of these different types of organisations as suggested by the nature of the question. Less convincing responses tended to have limited knowledge and understanding of their roles and often they merely outlined the presence of the UN and/or NGOs in the area of conflict in a most general way. Some less successful responses set out pre-learned case study knowledge of an area of conflict in the hope that some of it might be relevant; these responses lacked focus on the national government, or any other relevant organisations involved in global governance, thereby not answering the question that had been set.

It might be of benefit to some candidates to reconsider the Quality of Extended Response level descriptors shown in the mark scheme at the end of each 16 mark question. In responses seen this year there has been a clear distinction between those essays that conform to the characteristics of Level 3 in contrast to those for which the Level 1 descriptor has been more applicable. Please see the Key Point call out box on essay writing above, in conjunction with the published mark scheme.

Option D: Power and Borders, overview

The essay question on Power and Borders was derived from Key Idea 3b in the specification – global governance involves co-operation between organisations at scales from global to local, often in partnership. Specifically the question assessed the significance of the role/interventions of national government in the global governance of conflict in one chosen area of conflict.

Question 5*

Option D – Power and Borders

5* 'National government is the organisation that has the most significant role in global governance of conflict.' Discuss in the context of **one** area of conflict. [16]

There were several strong responses in which candidates demonstrated thorough knowledge and understanding of the role of national government and other organisations in the global governance of conflict. These responses included accurate place-specific detail of one area of conflict. South Sudan was the most cited area of conflict but others seen such as Mali, Afghanistan and Ukraine were equally valid, although the latter was sometimes less effectively dealt with. The better responses discussed the role of a national government during those time periods when it had been more effective, but they also addressed the many instances of current situations when national governments have been non-effective or even the perpetrator of conflict. As might be expected the role of the national government was frequently evaluated relative to that of supranational organisations such as the UN and its many agencies, NATO, the inputs of other national governments, regional organisations such as IGAD and ECOWAS, and the role of NGOs operating in the chosen conflict area.

In the more successful responses the focus tended to be clearly directed towards the roles of these different types of organisations as suggested by the nature of the question. Less successful responses tended to have limited knowledge and understanding of their roles and often candidates merely outlined the presence of the UN and/or NGOs in the area of conflict in a most general way. Some lower level responses set out pre-learned case study knowledge of an area of conflict in the hope that some of it might be relevant; these responses lacked focus on the national government or any other relevant organisations involved in global governance, thereby not answering the question that had been set.

It might be of benefit to some candidates to reconsider the Quality of Extended Response level descriptors shown in the mark scheme at the end of each 16 mark question. In responses seen this year there has been a clear distinction between those essays that conform to the characteristics of Level 3 in contrast to those for which the Level 1 descriptor has been more applicable. Please see the Key Point call out box on essay writing above, in conjunction with the published mark scheme.

Misconceptions



Candidates are advised to consider the meaning of the Specialised Concepts - *Inequality* and *Interdependence* – which are outlined in the OCR A Level Geography textbook, 3rd edition, pages vi and vii. There is also a very useful glossary, from page 574, that includes other terms that were used in the questions of this 2023 examination such as *Global Governance* and *Social Inequality*.

Assessment for learning



A number of acronyms have been used in this report, please find these defined:

- Human Development Index (HDI)
- Non-governmental organisation (NGO)
- Transnational Corporation (TNC)
- North Atlantic Treaty Organisation (NATO)
- Intergovernmental Authority on Development (IGAD)
- Economic Community of West African States (ECOWAS)

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