



General Certificate of Secondary Education

Geography 3031 *Specification A*

3031/1F Foundation Tier

Report on the Examination *2007 examination - June series*

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3031/1F

General

The Foundation Tier paper in 2007 was a straightforward and well-balanced paper that allowed candidates to show their geographical skills, knowledge and understanding. The range of marks scored suggested that the paper discriminated and differentiated well. The paper was clearly accessible to all candidates and overall relatively few parts of any question attempted remained unanswered. All parts of the paper included some challenging questions, although the level marked questions gave plenty of opportunity for the more able students to demonstrate their greater depth of knowledge and understanding. All questions were represented although the most popular combination in Section B was questions 4, 6 and 8 and fewer responses were seen in response to questions 7, 9 and 10. The time allowed for this examination was sufficient and the vast majority of the candidates completing all the required questions.

Section A

Question 1

The majority of candidates answered sections a b and c accurately and they proved an effective introduction to the paper. In part (c) some candidates misread 'county' as 'country' and gave answers such as England. Part (d), a common question, was less well done with common errors being to confuse latitude and longitude and/or to omit 'North'. Atlas skills are a clear requirement in the skills section, and a basic geographical skill, and hence centres should expect them to be examined periodically.

Question 2

The short answer questions were generally well answered although the distance along the A354 was not always measured accurately and there was the usual problem of 'from' and 'to' in deciding the direction along Chesil Beach. Using the map and photograph together to name features was generally well done as was part (g), deciding the direction the photograph had been taken. Part (h) proved to be an effective discriminator and responses were variable. The majority of candidates were able to recognise some elements of the distribution, such as 'more settlements in the north', although few candidates linked named settlements to the overall pattern. Pleasingly, most responses were descriptive with few candidates straying into explanations.

Question 3

The graph was generally well completed. Loss of marks was usually the result of careless/imprecise plotting, often a result of the absence of a sharp pencil. In part (b) the majority of candidates gained at least one or two marks by identifying correctly the main rises and falls in house building over this period. Many candidates further supported their answers with figures and gave a more complete account to reach Level 2.

Section B

Question 4

In part (a)(i) many candidates were able to draw an accurate cross-section of the volcano. The instructions provided were accurately interpreted by many although there were a number of varied responses. These included some 'interesting interpretations', such as a continuous straight line drawn across the graph at a height of 10,000m. Part (a)(ii) discriminated well. In part (b) the vast majority of candidates gained one or two marks, but no more, due to the omission of any example, although a few candidates incorrectly focused on the eruption itself and not its after effects. Many candidates referred to the effects of a specific volcano / earthquake but few responses included detailed information relating to their case study example. Answers do have to ring true for the example they have chosen so that massive loss of life in relation to Mount St Helens is clearly only creditworthy in Level 1. Part (c)(i) proved straightforward for the majority as did (c)(ii). In (c)(iii) most candidates scored one or two marks with many of these referring to 'fertile soils good for growing crops'. Few candidates, however, achieved full marks on the question and references to the use of geothermal energy were rare. Many candidates failed to appreciate the significance of the plural for full marks to be achieved.

Question 5

In part a most candidates knew that metamorphic rocks had been changed by heat and/or pressure but answers to the other statements were very variable. The cloze procedure in part (b) was accurately completed by many but there was a significant number of candidates who lacked the knowledge and understanding to complete the sentences correctly. Part (c)(i) was well answered with most candidates answering correctly and in (c)(ii) a significant majority of candidates accurately referred to the white/grey "colour" of the rock as an indication of rock type but few other alternative reasons were suggested. In (c)(iii) it is pleasing to report an improvement in candidates photographic interpretation skills. This question was well answered on the whole with most candidates scoring at least one or two marks on this question making reference to the loose rocks/spoil heaps, the 'dip' in the landscape, the track for machinery, the terraced sides etc. In part (c)(iv) there were many good answers seen including examples such as the Eden Project and the Blue Water shopping centre etc. However, a significant number of candidates did not refer to a specific example and therefore were limited to one or two marks.

Question 6

River processes tested in part a were not well known by some candidates although the majority could label the delta and ox-bow lake in part (b). Other candidates either confused the two features or appeared to have little idea what an ox bow lake or delta looked like. The cloze procedure on levee formation in part (b)(ii) proved more difficult and few candidates scored the maximum 4 marks. The most frequent error was to write level rather than velocity in the first gap. In (c)(i) responses varied. Whilst there were a number of very good answers, few candidates referred specifically to the photograph itself with many candidates instead describing the effects of flooding in very general terms. To attain Level 2 candidates needed to provide some locational detail that linked the effect directly to the photograph e.g. several cars are overturned in front of the houses or to add clarity by developing a point e.g. part of a house has been demolished and the people will have been evacuated. In part (c)(ii) most candidates were able to identify one way in which a flood might be prevented but the quality of explanation varied considerably. The most common answers made reference to dams but man made levees and tree planting also featured. A common misconception included reference to 'floodplain zoning' as a means of preventing a flood.

Question 7

This question appears to be less popular for the Foundation Tier. The processes were more accurately recalled by candidates here than in question 6. In part (b)(i) there were some very good sketches of the drumlin with most candidates drawing its shape correctly. However, some candidates seemed to resort to their text book diagrams and to ignore the photograph completely. The quality of labelling was more varied and whilst the best responses indicated steepness of slope and/or quoted accurate dimensions, too many responses made reference only to the vegetation cover and/or confused the drumlin with a roche moutonne or crag and tail. It was often these same candidates who then found difficulty completing the cloze procedure in part (ii). In part (c)(i) many candidates listed at least one tourist related job, but a common mistake was to refer to an activity or a job not specifically related to tourism, e.g. a farmer. Part (c)(ii) was an effective discriminator. There were some very good answers but a significant number of candidates demonstrated misconceptions such as assuming that the soils were fertile and/or the climate was favourable for growing crops in glaciated areas, rather than recognising that it is a 'marginal' area for farming. A minority of candidates misread the question and wrote about the use of such areas for winter sports.

Question 8

In part (a) the processes were generally known and in part (b) most candidates were able to identify physical features, often by using names from the map. However, some candidates lost marks by repeating features, such as listing two or more bays, whilst other candidates listed human features such as a sea wall. In part (c) there were some excellent diagrams of longshore drift and overall most candidates scored at least one or two marks. Common errors included a failure to label land and sea and/or not drawing the backwash arrows at right angles to the shoreline. In part (d)(i) most candidates identified at least one problem and many candidates gave two, the most common being litter, traffic congestion and footpath erosion. Seasonal unemployment was rarely mentioned. In part (d)(ii) responses varied; in very good answers candidates made clear reference to their own studies and fieldwork and most candidates made reference to at least one solution, the most popular of which was to 'provide more litter bins'. Weaker answers offered 'unrealistic' solutions such as 'ban all cars from the resort' or ignored the plural nature of the question.

Question 9

This is a less popular question for Foundation Tier candidates although some good answers were seen where centres had prepared the candidates for this topic. In part (a)(i) the graph was completed accurately by many although it did prove problematic for a number of candidates and especially with regard to accurately plotting the temperature point in the 'middle' of the bar. In part (a)(ii) most candidates were able to include one or two simple statements but few candidates examined temperature and rainfall systematically and included relevant and clearly compared figures. Part (iii) was generally well answered. Part (b) proved a challenge for many candidates. Few candidates could accurately identify an appropriate area or give an accurate description of the climate and most importantly relate it to a human activity. Part (c) was well done by many candidates although too many focused on winter in general terms, describing it as cold and wet rather than specifically focusing on the features of a winter anticyclone.

Question 10

Part (a)(i) was generally well answered. Many candidates referred to different levels with the best answers including details of height and/or other features e.g. buttress roots, drip tips and lianas. Part (a)(ii) was generally well done although some candidates were confused by conifers and thought they grew in rain forests. Part (b) was generally well answered with most candidates offering at least one reason why deforestation was taking place. Part (c)(i) was well completed by the majority, the most frequent error being to transpose overcultivation and soil erosion. In part (c)(ii) the term 'desertification' was poorly defined, with many candidates instead making references to 'soil erosion' and/or 'over cultivation'. Part (c)(iii) was a good differentiator although few candidates were able to develop simple statements, such as 'less animals could be kept'.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.