



General Certificate of Secondary Education

Geography 3031 *Specification A*

3031/2F Foundation Tier

Report on the Examination *2007 examination - June series*

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3031/2F

General

The paper differentiated well across the ability range targeted for this tier. The range of answers on the two questions in each section was similar, suggesting that the balance within the options was fair to the candidates. Centres should encourage candidates to use their case studies as much as possible. This year for the first time candidates were informed, both on the front of the paper and before the first question, to make use of their case studies whenever possible. Centres should bring this to their candidates' notice and encourage them not to restrict their use of case studies to a question where they are specifically asked to use them. Examination technique also remains an area on which centres could profitably spend time. Better understanding of key command words such as 'describe' and 'explain' would have a beneficial effect on many candidates' answers. Other profitable areas for centres to emphasise would be, the correct definitions of geographical terms within the specification, and more careful reading of questions. This is to ensure that candidates do not fail to make use of the stimulus material provided, when it is a requirement of the question. As mentioned in a number of previous examination reports the word 'pollution' fails to get any credit unless it is qualified. The other word used frequently by many candidates is 'better' when referring to factors such as 'climate', 'jobs', and 'standard of living'. Such use of the word does not gain credit, even at a basic Level 1. The use of the published mark scheme allows centres to recognise the 'trigger' that allows a candidate's answer to be considered for a move up from Level 1 to Level 2. Candidates should be encouraged to write linked statements or developed points, which will give their answers the necessary clarity to reach Level 2. Centres should encourage their candidates to write as clearly as possible in the best possible English. It should be remembered that quality of written communication, although it cannot take them out of the level they gain for the geographical content of their answer, could raise or lower them within that level.

SECTION A

Question 1 Population

Centres should encourage candidates to look carefully at tables of figures. In (a)(i) it is not true to say that the birth rate fell every year. Generally this question differentiated well with stronger candidates able to gain credit, but the weaker ones were not able to identify the relevant factors, which showed the impact of the birth control programme from the table. Centres should recognise that the specification requires coverage of more than one strategy adopted by LEDCs for coping with a rapid rise in their population. The candidates have a fixation with birth control and many still use the 'One Child Policy', even stating that it took place in Japan, in answer to part (c)(iii). Migration was well understood and most candidates could get to at least Level 1 in part (c)(iv). The need for linked statements was important here and the 'trigger' was the impact on the migrants' lives. Less able candidates focused on the advantages to the leaving or receiving country rather than the migrant. Centres could use this question as a way of discouraging vague generalisations and banning the word 'better' in the sense of 'better lives' and 'better' jobs. Centres have successfully instructed candidates on the use of diagrams and this was reflected in the quality of answers where there was some kind of stimulus provided. This was particularly true of those questions, which required the candidates to compare two maps or diagrams. Most candidates could reach Level 1 in part (d)(ii) and a significant number could move to Level 2 by linking the sparseness of the population to the difficulties of growing crops, providing food or housing. Centres should make sure that candidates use appropriate geographical terminology when referring to locations. The use of 'top', 'left' or 'right' gains no credit. Compass directions or reference to lines of latitude is what is required.

Question 2 Settlement

Centres should encourage candidates to highlight key words or phrases in a question. In part (a)(ii) the key phrase was *'has grown into a trading centre'*. Candidates often failed to get beyond Level 1 because they merely discussed the site and situation of Dorking without showing how the location would encourage the growth of trade. They appreciated its position as a gap town, but failed to realise that this would lead to the town becoming a focus of routes, and so would be likely to encourage people to set up businesses. The importance of the River Mole was over estimated. Centres should encourage candidates to read questions as carefully as possible. Many candidates gave reasons for the change in the population of inner and outer London when all that was required was a description of the changes. In part (c) quite a number of candidates failed to recognise that the question referred to the situation in recent years and gave accounts of the changes associated with the Industrial Revolution in the 19th Century. Despite reference to this in previous reports, there still is a misconception among candidates that the inner city includes the CBD. It was pleasing to see better candidates making use of case studies such as Manchester and the London Docklands in answer to this question. Centres should encourage this wherever possible. The problem of misunderstanding the difference between 'describe' and 'explain' meant that parts (c)(ii) and (c)(iii) were sometimes answered the wrong way around. The need for linkage to reach Level 2 was the main weakness in candidates' answers to (c)(iv). Many answers gave simple statements without making the links to how the conditions of the people had been improved. Candidates will benefit if centres encourage the greater use of highlighting or underlining of key phrases. There was some excellent use of case studies in answer to this question.

SECTION B

Question 3 Agriculture

Candidates' grasp of the agriculture section has been a cause for concern among examiners for a number of years. It is not clear whether it is because they find the topic particularly difficult or because it places greater demands on their ability to recall factual information. Dairy farming has not been examined in recent papers and the topic seems to have caused some difficulty among candidates. The same was said about market gardening in last year's report. Centres should recognise that the specification requires coverage of the UK dairying, arable, hill sheep, mixed farming and market gardening. There were surprisingly few explanations of the importance of a long growing season for dairy farming. Centres when preparing candidates for the agriculture topic should emphasise the need to avoid the use of vague generalisations in their answer. The answers to part (b)(iii), unfortunately continued the trend evident in recent years for candidates to use vague terms such as climate, temperature, relief and flat land rather than the specific physical factors that attract dairying such as rainfall totals, mild winters and clay soils. Centres should encourage candidates to recognise that the use of the mark allocation can indicate how much they need to write. The two marks allocated to part (c)(ii) indicated that it was not sufficient to recognise that both the population and the cereal production had gone up. There needed to be some qualification of the amount of the increase or recognition of the cereal production's apparent faster rate of increase. Candidates answers to part (d)(i) gained more credit than the equivalent part of question 4. The main weakness here was once again the use of non- geographical jargon. Centres appear to have recognised the change in emphasis in modern farming from the need for the production of plenty of cheap food to the importance of the environmental impact of agriculture. This was seen in the good answers to part (e) where stewardship schemes were frequently referred to, and there was good understanding of the process of eutrophication. This was another question which centres could use to emphasise the need for linked statements in order to reach the clarity needed to reach Level 2. There were too many answers which merely described the changes without indicating their advantages. Most candidates chose soil erosion in part (g), but the best answers were seen from those candidates who chose salinisation as their option. Soil erosion was frequently defined as 'soil which had been eroded'. Closer reading of part (g)(ii) should have indicated that the question did not require an explanation of the causes of soil erosion.

Question 4 Industry

Part (b) produced some good answers and showed an improvement in the candidates' ability to describe geographical patterns on a map and their knowledge of the effect of governments on industrial location. These are areas which centres have concentrated on to the benefit of their candidates. Very few candidates were able to give a correct definition of a 'heavy industry', often merely giving an example. Part (c)(ii) proved an exception to what was seen in other parts of the paper. For some reason few candidates were able to make the link between the raw materials and the resulting heavy industries in Bihar. It is not clear why these candidates did not do as well as the candidates who chose the agriculture option and were able to link crops to rainfall in Nigeria. On the other hand the description of the industrial graph was more successful than the equivalent one in the agriculture question. Candidates on this tier have difficulty with the definition of the term 'footloose industry'. Part (e)(i) was a question which centres preparing candidates to answer the industry option could use to emphasise the need for linked statements in order to reach the clarity needed to reach Level 2. There were too many answers which merely described the changes without indicating their advantages.

SECTION C**Question 5 *Managing Resources***

The use of a foreign map did not appear to cause any difficulties for the candidates. Centres had obviously trained them well in the use of a key. Centres should discourage the use of lists in answering questions, such as (a)(iii). The word 'describe' should indicate to candidates that complete sentences are required. There are still too many candidates who merely list words such as 'money' and 'jobs'. Question (c)(iv) was not the question many candidates appeared to be expecting. They tried unsuccessfully to turn the question around in order to describe the advantages to tourism to LEDCs, a question that has frequently been asked in the past. This question appeared to attract a number of 'model' answers that candidates had learnt. Centres should be aware of the danger of anticipating particular questions. The specification is very clear in the requirement for candidates to know one case study of a renewable energy source. Very few were able to give a precise location and even when a location was given, the description given was generic and could have applied to anywhere. There were some good case studies of wind farms in Cornwall, Blackpool and Morecambe Bay. Global warming has been well covered by centres, but still too many candidates have a fixation about holes in the ozone layer. Most candidates had a vague idea about the importance of international agreements between countries, but few were able to develop it sufficiently to gain full credit in part (d)(iii).

Question 6 Development

Candidates were able to recognise the importance of long-term aid in their answers to (a)(ii), but less able candidates tried to use Figure 23 in their answer to (a)(iii). There is still a failure of candidates to distinguish between loans and aid. There is a widespread feeling that aid has to be paid back with interest, causing increasing debts to the LEDCs. It was pointed out in the 2006 report that this was only accepted in that examination, because it was mentioned on the cartoon used in the equivalent question. Question (a)(iv) has been asked several times in the past but few good answers were seen. Corruption and dependency were the ideas most frequently given and even these were often not developed. Part (b), like the equivalent part of question 5, showed a poor grasp of case study knowledge. Centres should examine the specification closely to ensure their candidates have covered a case study where one is specifically required. Part (c)(iv) differentiated well, with the better candidates noting the dominance of manufactured goods in imports and foodstuffs in exports. Candidates struggled with the final section of the question. It is an area of the specification that has not been examined recently and so candidates may not have been faced with a similar type of question in their revision. Centres should recognise that all parts of the specification have to be examined within the lifetime of an examination. The candidates who chose literacy rate as their example were able to relate this to the state of a country's education. Those choosing GNP or birth rate were less successful.

Mark Ranges and Award of Grades

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