



**General Certificate of Secondary Education**

**Geography 40302**

*Specification A*

**40302H Full Course**

**Report on the Examination**

*2010 examination - June series*

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## General

The paper differentiated well between the candidates. There was evidence that the relative immaturity of the Year 10 candidates impacted on their overall performance. This was largely reflected in poor examination technique and unfamiliarity with the style of the question paper. Candidates should be encouraged at an early stage of the course to practice deconstructing a question by highlighting or underlining keywords and phrases. Chief among these will be the command instructions particularly 'describe' and 'explain'. Candidates should appreciate that on this tier there may be more than one aspect of a topic examined or that the existence of a plural means that more than one has to be covered. It was disappointing to see how few candidates highlighted or underlined these command words and key words or phrases. It is not possible for a candidate to access the highest level available in a particular question if they have not answered all parts of the question. The generic descriptions of the three levels should be made clear to candidates and the fact that they do not have to go through each level to get to the highest. It is perhaps useful for centres to know the descriptions used by examiners when marking levels of response questions.

### Levels Marking - General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

#### Level 1: Basic

Knowledge of basic information

Simple understanding

Little organisation; few links; little or no detail; uses a limited range of specialist terms

Reasonable accuracy in the use of spelling, punctuation and grammar

Text is legible.

#### Level 2: Clear

Knowledge of accurate information

Clear understanding

Organised answers, with some linkages; occasional detail/exemplar; uses a good range of specialist terms where appropriate

Considerable accuracy in spelling, punctuation and grammar

Text is legible.

#### Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organized, demonstrating detailed linkages and the inter-relationships between factors

Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate

Accurate use of spelling, punctuation and grammar Text is legible

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

Candidates should always write in linked statements which will give them the necessary clarity to jump directly to level 2. The use of the 'so what' scenario is useful here. Detail is one key to level 3 as is the use of case studies. Often the question will demand a case study but even if it does not then candidates should be advised to make use of one. A case study should indicate to the examiner that it represents a particular scheme or location on the earth's surface. This means it should incorporate precise statistics, special identifiable place names and other details. The mere name of a place is not sufficient, especially if the details that follow are

largely generic and could thus refer to anywhere. It was pleasing to see some excellent case study exemplification, particularly on sustainable urban settlements and tourist destinations in extreme environments. Centres should make particular notice of those parts of the specification that specify a need for up to date information. These include government initiatives for rural areas and inner cities as well as the changes to China's One Child Policy from the 1990s. This sort of recent information was a requirement for access to the highest level in these questions. The lack of knowledge of recent changes was particularly noticeable in the question on China's population policy. The effective use of stimulus material was a problem noted by examiners. Candidates should appreciate that they gain very little credit by merely lifting information from a figure. Most questions based on stimulus material are now worded to show that candidates are required to 'use your own knowledge' in addition to using the figure. As regards geographical skills, many candidates had difficulty with the compound graph. As Ordnance Survey maps are no longer a guaranteed part of Paper 1, it is hoped that this skill will not be undervalued as a map could appear in any part of the human options paper. Candidates should be familiar with a variety of scales and also be introduced to the map types specified in the geographical skills section of the specification. Photographs are still not used well and centres would be advised to give as much time to their use in their schemes of work as they do to other forms of graphicacy.

Tourism was the single most popular question answered but was often the weakest. The other popular options were Population and Changing Urban Environments. The least popular option was Changing Rural Environments. Globalisation and The Development Gap were approximately equal in popularity.

## **SECTION A**

### **Question 1 Population Change**

Candidates could define the term 'migrant', without any problems. As part (a)(ii) showed GCSE candidates have difficulty in describing a pattern, the understanding of which is fundamental to the spatial nature of our subject. The use of the formula 'general, specific, exception' has proved a useful tool in this area when considering patterns or trends on a graph. Many candidates dealt with each segment on the graph in turn. There was some disappointing geographical knowledge in terms of place, e.g. not understanding that Poland is part of the EU. The language was also often careless or imprecise, e.g. 38% is not 'most', nor is it the majority. Some kind of ranking would have been creditworthy and an appreciation that the majority of the migrants came from the EU. Many candidates tried to explain when the question only required a description. In part (a)(iii) candidates were often restricted to level 1 as they failed to explain the factors quoted. Many merely listed the various push and pull factors. A significant number misread question (a)(iv) and wrote about the impact of migration on the receiving country rather than the migrants' home country. If this was not a problem then most candidates appreciated that both advantages and disadvantages had to be considered and so had the possibility of access to level 2. Part (b) was well answered particularly if they chose education of women or farming changing. Urbanisation was handled less well and candidates struggled to give valid reasons for population change. Only a few chose their own factor and those who did tended to pick government policy as in China. China was almost ubiquitous in the answers to (c) and had been learned in some detail by the majority of candidates. Only a minority were able to access level 3 by describing the policy since the 1990s. Examiners wondered if centres had picked up on this in the specification and hence had taught it. There were some good answers also on Kerala and Indonesia

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## **Question 2 Changing Urban Environments**

Mexico City was recognised as the most polluted city by virtually every candidate. There were some very vague answers to part (a)(ii) e.g. cars cause pollution. Candidates should be made fully aware that unqualified pollution gains no credit at all. There was much generalised material here with many suggesting that poorer cities simply didn't know they were causing a problem or how to solve it. Better candidates used case study examples with many having good knowledge of Mexico City itself. Many candidates did not refer to Figure 3 in part (b)(i) and so were restricted to Level 1. Examiners did their best here by allowing access to the higher level if candidates referred to the photograph merely by default. Centres should be encouraging candidates to make more explicit reference to stimulus material to show they have used it. Some candidates made good use of Meadow Hall and Merry Hill in their answers. There were those who did not read the question and wrote about the improvements and not why they are needed. There were some good answers to (b)(ii) but there was some evidence of poor examination technique here in that candidates failed to show how the suggested improvement would improve the CBD. Some chose their own solutions such as pedestrianisation, congestion charges or some aspect of car parking. The weakest answers concerned the development of residential accommodation above shops, with a failure to appreciate the impact that people living in the CBD would have on shops' business. There were some very good responses to (c) with well developed case-studies of BedZED, New Islington in Manchester, Malmo and Curitiba. There were some unsuitable exemplars used such as London Docklands, Liverpool and Leicester, with some candidates confusing sustainable urban living with eco-tourism or even squatter settlement redevelopment.

## **Question 3 Changing Rural Environments**

In parts (a)(i) and (a)(ii) the key to reaching level 2 was evidence of the use of the O.S. map extract. Here was a prime example of a lack of examination technique with a failure to answer all parts of a question. Those who did made good use of grid references and other place name evidence. Centres should appreciate that where a map extract is included it is there to satisfy the assessment objective testing geographical skills and that they are likely to be fully integrated with the subject topic rather than being there merely to test the usual map conventions. There was evidence however that most candidates appreciated why the rural-urban fringe is under pressure. The definition of 'agribusiness' produced a wide range of responses from those who had learnt the standard textbook definition or appreciated that it involved running an agricultural operation like an industry with high inputs and outputs to those who had no idea other than it was an agricultural business. The answers to (b)(ii) were almost entirely concerned with supermarkets and many showed good understanding. There were few references to food processing and therefore most answers were restricted to level 1. The significance of a crop's perishability was not understood. There were some good answers that linked supermarkets and food processing plants in a food chain. This was another example of the importance of answering all parts of a question. The main problems in (b)(iii) were the tendency for candidates to discuss the environmental problems of the factors without describing improvements or to describe an improvement without linking it to an environmental effect. Part (c) was generally of a low standard. Most had little understanding of tropical agriculture with many thinking in terms of equatorial 'slash and burn' and deforestation which should not be the main focus of this section of the specification. Centres should recognise that these are separate issues in the specification. This was intended to be a very open ended question so candidates had a wide range of approaches they could have chosen. The best examples used case study exemplification of an irrigation scheme or grower/producer partnerships such as Green and Blacks in Latin America.

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### **Question 4 The Development Gap**

Most could define HDI, but (a)(ii) showed why it is so important to read the question. Many candidates knew why HDI was a better measure of development but were held in level 1 as they had not made use of Figure 5. There was some evidence of this also in part (a)(iii) where some had problems linking what they knew about the natural hazard to the effect on development. There were however some excellent case studies especially of the Asian tsunami and the Haiti earthquake. In (b)(i) many remained in level 1 because of poor knowledge of conservation swaps, a new part of the specification which may not have been taught thoroughly. Several confused conservation swaps with Fair Trade and also tied aid. The key to answering (b)(ii) is the knowledge of an appropriate case study. There were some very good ones such as the Oxfam South Asia rivers programme or the Send a Goat scheme. Any weaker candidates failed to see that the term sustainable can refer to many facets such as improvements in life, and they tried to link it entirely to the idea of renewable energy. There were examples also of unsustainable projects such as large HEP schemes. Trading groups are another new part of the specification and they were not well understood.

### **Question 5 Globalisation**

There was a need to stress the interconnection in part (a)(i) where countries rely on each other rather than one country relying on another. A few candidates merely described the cartoon, though most were able to express some ideas about global connections and the removal of space/time barriers to communication. Some drifted into general reasons for TNCs and failed to focus on the cartoon. There was tendency to re-state rather than explain in (a)(ii). (a)(iii) was answered well by the majority of candidates, with the Motorsport valley being the most common exemplar. There were however, a sizeable number who confused a localised industrial region with a TNC such as Nike. The compound graph has already been referred to in this report. There were many inaccuracies in quoting the figures, some did not understand the accumulative nature of the compound graph at all, e.g. they gave the Rest of the World as having increased from 6 to 20 billion tonnes. Many grouped USA, Western Europe and Russia together as having decreasing emissions. This is obviously an area that centres should consider covering with their candidates. Manufacturing in China was a topic that many centres appeared to be anticipating and there were some detailed case study answers although there were some detailed answers which failed to link it to why manufacturing industry has developed so quickly in that country. Weaker candidates' answers lacked detailed information or were focused on TNCs rather than China specifically.

### **Question 6 Tourism**

There were some candidates who missed this question out. Candidates sometimes assume that if there are no lines to write on there is nothing for them to answer. Generally this question was well answered, but candidates must realise the importance of accuracy and should make sure they take a ruler into the examination room. Some good answers were spoiled by the failure to show an arrow which crossed the Canada/Alaska border. Antarctica featured strongly in (a)(ii), though only the better answers were able to focus on the attractiveness of the environment or able to describe the genuinely extreme elements that attracted people to these areas. There were some answers referring to Snowdonia and winter sports areas in the Alps which gained no credit. A significant number misread the question and wrote about why extreme tourism had increased rather than concentrating on the area's attractions. There were also some examples of inappropriate exemplars in (a)(iii) such as the Galapagos Islands or British National Parks. On the other hand there were some excellent answers focusing on Antarctica and Everest Base Camp. The most common weakness was the failure to tailor the

information even if it was detailed to the needs of the question. They concentrated on the problems rather on what the area was doing in order to cope with the increasing number of tourists. While candidates had no difficulty in answering parts (b)(i) and (b)(ii) the failure to describe a pattern was again evident in part (b)(iii). Many candidates' answers were generalised or had an emphasis on explanation rather than description. Mass tourism is generally well understood although some gave details of the effect of large numbers visiting one area rather than a definition. The final question was answered well by those candidates who could use case study information although one was not required and were able to link the information to the idea of sustainable development. However, there were some very vague answers too often confusing the issue with sustainable cities or sustainable tourism, such as cycle paths in the Peak District.