



General Certificate of Secondary Education

Geography 3036 Short Course *Specification A*

3036/F Foundation Tier

Report on the Examination

2007 examination - June series

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3036/F

General

The paper appeared to be accessible to most candidates despite the fact that this Short Course is taken by pupils from a very wide ability range. However, it was disappointing to see that many more candidates made rubric errors this year – usually an attempt to answer all of the short answers and tick box sections in each question. Sometimes this was centre specific and teachers need to discourage this practice.

Some questions require candidates to use a case study in their answers. Detail about such case studies is essential in order to gain the higher levels of marks in those questions. There were many candidates who did write excellent detailed answers, but, there are still many who write a generic answer without any reference to real locations. Another way some candidates lost marks was because they failed to notice the requirement of plurals in a question e.g. in Question 4(b)(iii) 'advantages' are asked for and in Question 5(c)(i) the 'effects' of the floods. It would be beneficial to candidates if centres encouraged them to highlight such commands in a question.

Question 1

The first two parts of this question proved no problem for candidates, but very few seemed to know what latitude is and for the small number who did, it was rare to see 'North' or 'N' after the figures. Some candidates confused latitude with longitude.

Question 2

Correct answers were seen for most of the questions requiring short answers 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. Naming features on the photograph using the OS map was easy for most as well as deciding on the direction in which the camera was pointing. The last section of this question proved to be a good discriminator. This question asked for a description of the distribution of settlement on the Isle of Portland. Many answered by listing the names of places without any mention of distribution and so were limited to Level 1 marks. The skill of describing patterns on different types of maps needs to be practised in the classroom.

Question 3

Most candidates completed the graph accurately, but there is still a need to encourage candidates to use sharp pencils as sometimes the line joining points is far too wide and results in inaccuracy.

Question 4

This question produced some of the highest marks in section B. Cross sections of Mauna Loa were of a variable quality but the dimensions were usually correct. In the second part of the question, some candidates wrote about a volcanic eruption rather than the effects of one; few candidates made this error if they had chosen to write about an earthquake. The description of the effects had to ring true for the candidate's case study in order to score marks at the higher level. Answering questions using the map of Hawaii in the third part of this question was easy for the careful and 'fertile volcanic soil for growing crops' was the most frequent response in the final part of the question. In this final section, a mark was sometimes lost for giving only one advantage.

Question 5

River processes were not very well known, but most candidates were able to mark and label the delta and ox-bow lake on Figure 6. Completing the sentences about the formation of levées proved more difficult. The photograph of flooding in Boscastle resulted in some simple descriptions; Candidates need to make linked statements in order to access the higher marks in such a question. The question also asked for 'effects' so more than one effect needed to be described to gain the full marks in this part of this question. 'Dams' were the most common response given in answer to prevent flooding although some candidates explained how man-made levées or planting more trees in the upper course of the river could also give such a result.

Question 6

Few candidates attempted the whole of this question. Those who had studied the topic usually knew the processes in the first part of the question and were able to draw a sketch which had some similarity to the photograph of the drumlin, although appropriate labels were sometimes lacking. It was usually these candidates who were able to complete the sentences explaining the formation of the drumlin. The second part of (c) proved to be the weakest part of this Glacial Landscapes and Processes question. An amazing number of candidates described upland glaciated areas as 'flat' and 'having plenty of rain for growing good crops'. Some totally ignored the 'farming and/or forestry' of the question and wrote about the use of such an area for winter sports. Although a study of the tourism aspect of these areas is attractive to students, the specification clearly states that a study should be made of 'an upland glaciated area to include farming, forestry and tourism'.

Question 7

The correct boxes about coastal erosion processes were usually ticked by candidates but many gave human rather than physical features of the coastline of the Isle of Portland in the second part of this question. The difference between physical and human features of an area needs to be emphasised in the classroom and practised throughout the teaching of geography. For the many candidates who had learned longshore drift, the next part of the question allowed them easy and for most, full marks. Frequent problems cited in part (d)(i) were litter, traffic congestion and footpath erosion. Seasonal unemployment was rarely mentioned. The solutions tended to be listed rather than described – e.g. 'put out more bins. If candidates discussed the location of more litter bins, e.g. 'near the entrance to a beach where there are take away food shops which often result in litter from the wrappings of the food' it would be possible to access the higher levels of marks.

Again there were a number of candidates who gave only one problem/solution, thus preventing themselves from accessing the full marks in this section of the question.

Question 8

Candidates were able to give the link shown by the series of pie charts in figure 9 and the definition of the term 'urbanisation' was usually known. The locations for 'Park and Ride' sites had obviously been well studied and so candidates were able to notice their locations near main roads into the city of Bath and next to small settlements on the edge of the city. The term 'rural-urban fringe' was less well known and although the boxes in part (b)(ii) were often ticked correctly, they struggled to explain why such an area is being built on, although they were able to suggest what was being built in such places. Many creditworthy groups of people were mentioned as being against building in such a location but the reasons for their opposition were often no more than 'a loss of wildlife'. A better answer might include a brief explanation of how woodland could be cut down to make room to build a super store and this would result in a loss

of homes and/or shelter for birds, insects and other wildlife that might use the trees. The development of shanty towns on the edge of LEDC cities is a topic that is well understood by candidates, so the final part of this question often scored high marks.

Question 9

The link between wheat production and the use of fertilisers was correctly given by most and the definition of 'intensive agriculture' was known well. The next part of the question required two features about the distribution of irrigation in India and it did not prove difficult if candidates knew the directions of the compass, although the 'lack of irrigation in central areas' was creditworthy for one mark. The question requiring ticks in boxes was also one which many candidates answered correctly, but some found explaining why farming in LEDC's needs to change more difficult. Although most candidates knew the meaning of the term 'soil erosion', some did not gain the mark because they described it as soil being 'eroded' away – thus not explaining the word 'erosion'. Part (c) proved to be the discriminator in this question. Only the better candidates described EU policy; many wrote about mechanisation and some did not realise that this part of the question was about MEDC's and not LEDC's. This was an occasion when candidates could have highlighted the command words in a question to avoid such a mistake.

Question 10

As with the other questions in this section, candidates were able to state the link shown by the graphs in Figure 13 and most gave the correct meaning of the definition of the term 'international' tourist. A specific location was required to gain the higher levels of marks in part (b) and candidates needed to explain why certain factors about that location encouraged tourism, rather than just making statements about the attractions of the place. The final section of this question was about global warming and air pollution. Candidates often gave names from the map rather than statements such as 'along the rivers' about the distribution of the areas under threat as shown in Figure 14. However, most ticked the correct boxes in the next section and there was a clear understanding about how air pollution leads to global warming. However, when teaching this topic a distinction needs to be made about how air pollution can lead to both global warming and a hole in the ozone layer – but the two are very distinct occurrences, and the hole does not lead to global warming. In the final section of this question, most candidates were able to suggest a realistic way in which air pollution could be reduced.

Mark Ranges and Award of Grades

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