



General Certificate of Secondary Education

Geography 3036 *Specification A*

3036/F Short Course

Report on the Examination *2008 examination – June series*

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Dr Michael Cresswell Director General.

3036/H

General

This paper which covers all of the elements of the specification appeared to be accessible to candidates and the range of marks scored suggested that it differentiated well across the ability range. The questions were straightforward, but there are still candidates who misread what is being asked and so fail to score marks. Candidates do need coaching in examination techniques, including command words, definitions and the need to include case study detail.

Some questions proved to be more popular than others; in the physical section, the questions on Tectonic Activity and Coastal Landscapes and Processes were most frequently answered and in the human section it was the answers to the Settlement and Managing Resources questions which were most frequently seen. Rubric errors continue to occur and sometimes they are found in all candidates in a centre. It is unlikely that candidates who attempt all of the questions will secure a high overall mark in the examination.

There is also the issue of illegible handwriting; if examiners cannot read what has been written then the candidate will not get marks. Help should be given to candidates whose handwriting is known to be difficult to read long before the time of the public examinations.

Section A

Question 1

There seemed to be little difficulty in using grid references to name a settlement at a particular location or to give the direction between two places. Measuring the distance proved more challenging but many candidates scored both of the marks available for this question, displaying accurate use of this skill. The main road and the river were usually named correctly and the possibility of flooding was the most common response to the final section of this question.

Question 2

In this question, candidates needed to compare two OS map extracts of the same area but with different dates. Most coped well with this although a few candidates did muddle up the maps and so were suggesting that features had been removed.

In part (c), there were some excellent drawings of the built-up area of Birchwood in the earlier year seen from some centres who had obviously trained their students in this type of skill. A description of the changes in the settlement between the two years tended to be very generalised, e.g. it got bigger. For the higher level of marks, examiners were expecting some locational detail of changes.

Question 3

Candidates usually numbered the y axis correctly, but marks were often lost because the label was missing or incomplete. A few candidates did draw the bar graph despite the instruction not to!

Section B

Question 4 Tectonic Activity

Many candidates scored full marks for ticking the correct boxes in (a)(i) and labelling the diagram of the plate boundary. In the next part, there were plenty of possibilities on the resource to be able to name attractions of the area around Mount St Helens, although a few candidates confused the words 'physical' and 'human'. 'Dying' from falling into the crater or from an eruption featured high on the list of responses about why certain activities are not allowed in the Restricted Area, but credit was not given if a candidate just stated that it was dangerous without further explanation.

Many candidates were able to give accurate descriptions of the effects of an earthquake, but not all were able to distinguish primary from secondary. For those who used a case study (although one was not asked for) they were more likely to distinguish between the primary and secondary effects and so gain the full marks in this section. Some candidates lost marks because they described the responses to an earthquake and some mistakenly wrote about volcanoes.

Question 5 River landscapes and Processes

Candidates who knew this topic found no difficulty in naming the features on the photograph and completing the paragraph about waterfalls. These candidates were also likely to give the correct response in the first two sections of part (b). Using the resource concerning flooding in Carlisle in January 2005 in order to locate the area of flooding was less well done, with the most common response being 'around the river'. However, many candidates were able to make creditworthy suggestions about the cause of the flood, beyond lifting the obvious response from the sub title of the resource concerning the amount of rainfall.

Question 6 Glacial landscapes and Processes

This question was not answered by many candidates and few scored high marks. However there were some who correctly named the features located by an arrow and a letter on the photograph and were able to label the diagrams to show the formation of the glacial trough.

The second part of this question concerned the proposed tourist development in Snowdonia. Candidates were able to describe the location but few noted the contours on the map which suggested that the area would have a suitable slope for the activities, although many mentioned the view. The responses in the last section which was asking candidates to explain why some people might be against this proposed development tended to be restricted to stating simple points such as litter, noise, congestion and footpath erosion. To get the higher levels of marks candidates need to develop these points further. Few considered the possible effects there could be on the local shops and housing.

Question 7 Coastal Landscapes and Processes

The differences between destructive and constructive waves appeared to be known well, but some candidates struggled to name all three landforms correctly. Many wrote 'flat rocks' instead of 'wave-cut platform' which suggests that they had not used OS maps when studying this topic.

Candidates displayed sound knowledge about the sequence of events in the formation of a stack, but often did not include the processes involved.

The photograph of coastal defences at Mappleton elicited responses about groynes and rock armour but not always an explanation of how these work to protect the coast. Some candidates lost marks because they did not use the photograph and wrote about defences such as curved sea walls.

Section C

Question 8 Settlement

Candidates read the graph accurately to give the correct amount in the first part of this question and in the second section, although many were able to give two differences in the patterns of travelling on the Metro between weekdays and Saturdays, some lost marks by describing the pattern only. Candidates were able to complete the spaces in the sentences about solutions to traffic problems in towns accurately, but most did not know the term 'urban morphology'.

Placing the correct letter on the urban model in order to describe each zone was an easy question for those candidates who knew this topic, as were creditworthy suggestions as to changes in land use if a new road was built on the edge of the city and an area of derelict land was cleared. The correct boxes were usually ticked concerning cities in MEDCs and LEDCs but in the final question, although candidates were able to describe changes in inner cities in MEDCs and in shanty towns in LEDCs, few actually described how these changes would affect the quality of life of the inhabitants of these areas.

On the whole, this question gave many candidates an opportunity to display their knowledge about the topic.

Question 9 Agriculture

A very small number of candidates attempted this question. For those who did, a number left out the word 'million' when reading the graph although they had no problem in describing from the graph how food supply is keeping up with population increase in the world. The sentences about increase in food production were easily answered by most, but the term 'salinisation' was not known, although many candidates managed to place the correct letter in the boxes on figure 20.

Part (c) did not prove a problem but few candidates knew the terms intensive and extensive farming and so used inappropriate case studies.

Question 10 Managing Resources

As in the previous question, many candidates omitted the word 'million' when reading the graph. Most candidates completed the sentences about the development of tourism in LEDCs accurately but in the last section of part (a) although tourist development was often described in detail with many candidates using detailed case study material, not all gave the effects of such development on the environment.

It was a pleasure to see that most candidates have a sound knowledge of global warming, the topic of the final part of the paper, and many scored full marks in this section.

Mark Ranges and Award of Grades

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