AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Geography 3032 Full Course
Specification B

3032/1H   Paper 1 Higher Tier

Report on the Examination

2007 examination - June series

3032/1H – Paper 1 Higher Tier

The paper achieved a wide range of marks so that it differentiated across the ability range that this tier targets, although there is still some evidence that a number of candidates were entered at the wrong level. Centres should consider whether a candidate's written communication skills are sufficient to cope with the questions on the higher tier paper. The candidates seemed to cope with this year's paper slightly better than last year's cohort. As ever there was the usual variety in the degree of thoroughness with which the candidates approached the paper. Candidates scored poorly on the questions which were aimed at testing assessment objective AO1, the recall of knowledge and the use of appropriate geographical terminology, possibly because they had undertaken limited revision. In order that candidates have time to complete the paper it is important that they do not spend too long writing long wordy answers to the early questions on the paper.

Question 1
This was generally answered well with parts (a) and (d) scoring particularly strongly. The weakest answers by far were for part (e) dealing with 'break-of-bulk'. Very few candidates recognised that such locations are typified by products being broken down or split up. Centres should ensure that candidates are familiar with the list of geographical terms identified in the specification booklet. The other question which was answered weakly was part (g), but this may have resulted from carelessness in drawing the arrow to represent the through flow. Many candidates showed the arrow below the water table.

Question 2
Carelessness in reading the question or the inability of candidates to draw a simple cross section were the main reasons that marks were lost in this question. Many candidates drew a plan of a meander from above. Candidates must recognise when a question is based on a photograph. They must then draw from this resource, in this case an accurate cross section of the river shown. This would have ensured that the cross section was not shown the wrong way around. Candidates however, usually recognised the position of the river cliff and the slip-off slope. It was pleasing to see some concise and accurate answers to part (b) showing detailed understanding of river processes.

Question 3
Most candidates could extract the correct answer from the graph and it was pleasing to note that the majority recognised the need for the figure to be given with the appropriate units. Most candidates could describe the distribution of rainfall in the Lake District as shown on Figure 6b but a significant number failed to interpret the rainfall key correctly, not realising that each gradation of shading represented a range rather than a specific rainfall figure. Part (c) was very poorly answered. Candidates must recognise the importance of the key command word 'explain'. Some candidates identified relief rainfall, and that it was caused in some way by the high land but quite a number wrote about 'clouds bursting'. There were very few generic descriptions of relief rainfall, which is what the examiner was expecting. It was only the most able candidates who could link the explanation of relief rainfall specifically to the Lake District by quoting evidence to support their answers from Figure 6. This question therefore proved to be a good discriminator.

Question 4
Relatively few candidates identified chalky boulder clay as the soil in the main arable growing area of East Anglia. It is perhaps significant that the textbook used most widely in conjunction with this specification uses a Fenland farm as its case study. Candidates should have recognised that the map on Figure 7 did not include the Cambridgeshire Fens. It is important for centres to recognise that the specification specifically requires a study of arable farming in

East Anglia, and that they should therefore cover all the soil types of the region where arable farming is important. Silt and alluvium was the most common incorrect answer given. The Norfolk Broads is certainly not an important arable farming area. In order that there was not a knock on effect of an incorrect answer in part (a), the mark scheme allowed the qualities of silt and alluvium, which favour the production of cereal crops in the Fens, to be credited. It is important that candidates are made fully aware that the word 'fertile' without any qualification does not gain credit. This is particularly true when referring to chalky boulder clay, which is definitely not fertile. There were some very good answers to part (c). The main weakness was the lack of representative climate statistics for temperature and rainfall and perhaps also hours of sunshine. There were also too many candidates who failed to link the information about the climate of East Anglia to arable farming. All parts of the question needed to be answered in order to gain full marks.

Question 5
Part (a) was generally well answered but Level 2 proved difficult for candidates in part (b). It is important that candidates tailor their answers more closely to the needs of the question. Candidates concentrated on the advantages of the developments shown in Figure 8, failing to recognise that there was a need for some kind of comparison in order to show why the urban renewal scheme in Stoke-on-Trent had advantages over a comprehensive redevelopment of the area. Candidates must always make use of the stimulus material provided and not merely write generally about the topic being examined, in this case urban renewal. There were on the other hand some excellent answers about keeping heritage, preserving community and affordability. Surprisingly few candidates recognised the down side of the gentrification of inner city areas.

Question 6
Although there were some vague answers, obviously based on guesswork, a large number of candidates were able to specify the aims of National Parks as laid down in the original Act of Parliament. The formation of the features of a highland glaciated area was not well explained. There was often confusion with corrie lakes and a significant number of candidates ignored glaciation completely, relating the formation of ribbon lakes to fluvial processes. Those candidates who had studied ribbon lakes frequently failed to go beyond Level 2. They were able to get the sequence of events in the formation of a ribbon lake correct, made reference to the processes involved, but only by name. Centres should be aware that all geomorphological questions have the same mark scheme. Level 1 covers an incorrect sequence, Level 2 a correct sequence with named processes and Level 3 must, in addition to the correct sequence, have detail of the processes involved. So for instance this question needed details of plucking and abrasion. Failure to make use of the information in Figure 9 was a feature of part (c)(i). Centres must ensure the candidates do not just quote information from a piece of stimulus material but use it to enhance their responses. There were too many generalised answers that could refer to anywhere. This specification requires detailed knowledge of a Lake District honey pot. Centres should realise that candidates' preoccupation with the problems of litter rarely gains much credit. No credit at all is given for any unqualified reference to pollution. The requirement to use the information in Figure 9 meant that there needed to be some reference to the effect on water activities in the Lake District. In part (c)(ii) some candidates failed to recognise that the speed limit was on the lake and wrote their answer as if there has been a speed limit imposed on roads. There were some excellent and precise answers to part (d) which has been a very common question in this examination. On the other hand there was much evidence of vague generalisations. There is a very simplistic view that all tourists in the Lake District are litter louts, vandals and very rowdy. This is surely a serious misconception about the vast majority of visitors to this area. The best answers were those where the candidates took two or three effects of tourism on either employment or farming and discussed them in detail. If candidates tried to cover a very wide range of advantages and disadvantages, there was a tendency for them not to deal with any of them in the depth of detail required for

Level 3. Centres should also recognise that where two aspects need to be discussed in a particular question, e.g. advantages and disadvantages, there should be a reasonable balance between the two for full marks to be awarded.

Question 7
Part (a) was poorly answered, with too many candidates only referring to the human geography of the Thames valley. This was a map-reading question aimed at testing the candidates' ability to describe the physical features of a river, as shown on an O.S. map extract.   There needed to be map evidence in the form of grid references or located examples for full credit. Although some candidates thought the nearby woodland was a source of sawdust for the power station, part (b) was generally well answered. Candidates should have taken notice of the grid lines identified and based their sketch map of the area around the power station as closely as possible to the O.S. extract. Only two correctly located features were required, such as the N-S and the W-E railway lines, the ring road around Didcot, the gravel pits and the electricity transmission lines. This question was only partly set to test map reading and it was hoped that the candidates' case study knowledge of a coal-powered power station would have been of use here, though it was unlikely that any had specifically studied the one at Didcot. It was therefore hoped that it would have been recognised that the railways, rather than the roads, would have been used for the transportation of the coal. There are still too many candidates who do not appreciate the difference between labels and annotations. It was hoped that the example given would have helped them. Too many thought the development of the villages was related entirely to the existence of the power station, as shown by the answers to (c)(i). Those candidates who recognised the significance of commuting produced some good answers, well supported by map evidence. The final question was understood well, but candidates should endeavour to bring as much detail into their answers as possible. Examples such as 'bring more money' and 'cause conflict' should be developed into linked statements in order to move the answer out of Level 1. There were a surprising number of candidates who wrote about urban sprawl and inner city issues, rather than the effects on the villages. In answering this question candidates did attempt to present a balance between the advantages and the disadvantages.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the results statistics page of the AQA website at www.aqa.org.uk/over/stat.html