



General Certificate of Secondary Education

Geography 3032 Full Course *Specification B*

3032-2H Written Paper

Report on the Examination *2007 examination - June series*

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3032/2H – Paper 2 Higher Tier**General**

This year the higher tier paper produced a wide range of marks and enabled candidates to perform well and show a thorough knowledge of many of the topics. More able candidates were able to score well on the higher mark questions, although few candidates were able to gain maximum marks on the 9 mark questions. Very few questions went unanswered but less able candidates did not score as highly on certain questions, particularly question 2(a)(iii) on the planning issue, question 3(c)(ii) on the comparison of distributions and question 3(b)(i) and (ii) where explanations were required. These proved to be very discriminatory questions. Only the best candidates scored highly on question 2(a)(iii) on the planning issue. However, less able candidates did find a number of sections that they could score well on, especially question 1 and question 4(b) on squatter settlements. Better understanding of key command words such as 'describe', 'explain' and 'compare' would have a beneficial effect on many candidates' answers.

Detailed comments on questions deserving of special mention

Candidates were again presented with the phrase 'and with your own knowledge' on a number of questions and seemed to appreciate that they should not restrict themselves solely to the data provided if they were to access the higher levels. Consequently, many candidates did use their own knowledge to write about the problems of the Mezzogiorno and the conditions in squatter settlements. This was, however, often to the detriment of the use of the stimulus material provided for them. Centres should therefore remind their candidates that when the question asks for 'use of the figure and their own knowledge' they should use both the stimulus material and their own knowledge to access the higher levels.

One of the most disappointing outcomes of the paper was the lack of knowledge of geographical locations. For example, surprisingly few candidates were able to locate accurately the conurbation they had studied. This was especially true of Paris and the Milan/Turin/Genoa triangle. The tourist resorts on the Costas and the maps of Amazonia and the Mezzogiorno invariably produced a similar response. Centres are reminded to emphasise to their candidates that knowledge of place is the major characteristic of Specification B.

Candidates are again requested to read the questions carefully before answering. For example, most candidates showed good knowledge about the reasons for recent developments in Amazonia in 3(b)(iii) but very few actually answered the question correctly and described the 'effects' of these developments. Most candidates restricted themselves to simple effects of deforestation and global warming (the latter gained no credit unless the answer showed how it affected Amazonia). Similarly on 2(c)(ii) the majority of answers were about environmental problems which gained no credit unless they could be shown to affect the economy in some way. For example, the answer of 'lager louts' could have been made relevant if it had been linked to the extra expense incurred by providing extra policing in tourist resorts.

Question 1

Question 1 was generally answered well with many candidates achieving high marks. However, question (b)(i) proved beyond all but the most able candidates, who appreciated that both maps had to be studied to gain the answer of 'disproportionate amounts' of CO₂ produced by United States and Europe. In (c)(i) nearly all candidates knew the Bay of Bengal but many candidates did not know the city of Dhaka, often believing it to be Kolkata, (Calcutta). In 1(d)(iii) there was a very good appreciation of the Japanese investment in the EU and sound understanding of the role of EU quotas, the EU market and government incentives. But in (e)(iii)

there was weak locational knowledge and a significant number of candidates did not know the tourist resorts of the Costas; these questions were based on the specified regions.

Question 2

Question (a)(i) showed weak locational knowledge. Many students could not locate their chosen conurbation on the map of Europe. Question (a)(iii) proved to be a very discriminatory question. It provided many vague answers such as 'dams and dykes were built' but also allowed the more able candidates, who knew specific detail about a planning issue, to score highly and provide some excellent answers. Flooding in Rotterdam proved to be the most popular planning issue. In (b)(i) few candidates knew the Apennines and Naples, but Sicily was well known. In (c)(ii) there was much irrelevant material. The benefits were generally well described but only the most able candidates appreciated the question required 'economic' and not 'environmental' problems.

Question 3

Question (b)(i) was misread by the many candidates who gave descriptive answers, when the question clearly asked candidates to 'explain' the features of the temperature. Only the best candidates were able to give good explanations such as the high angle of sun and the concentration of the sun's rays on a small area. Even amongst the better candidates there was a widespread misunderstanding that the sun is 'directly overhead' at the equator all year. Question (b)(iii) provided some less successful answers with many candidates achieving only Level 1. The reason for this was the lack of effects, despite some excellent knowledge of examples of clearance, e.g. Caracas, cattle ranching schemes, Avanca Brasil project. Only a minority of candidates managed to go beyond deforestation/habitats as their 'effects'. However, some candidates were able to give details of air/river pollution from mining, effects of western diseases on the people, as well as improvements in the environment such as Ecotourism (Alta Floresta), afforestation schemes and forest protection schemes. Such answers showed an excellent knowledge of recent geography and gained high credit.

Question 3(c)(ii) proved to be a good discriminator as the majority of candidates were unable to respond correctly to the term 'compare', producing separate accounts without any comparisons. On question (d) there were some vague, confused and factually incorrect answers (including CO₂ being 'a poisonous gas', destroying the ozone layer and causing acid rain). Such answers often lacked reference to specific details and only reached Level 1 in marking. However, there were many excellent accounts provided by students who had detailed knowledge of pollution incidents in Japan, especially Minimata Bay and Lake Biwa.

Question 4

In (a)(ii) the term 'urbanisation' was not understood by the overwhelming number of candidates, despite its appearance in many previous exam papers. Questions (b) and (d) were generally well-answered but some candidates penalised themselves and failed to go beyond Level 2. On question (b) this was because they failed to give a named example of an urban area in an LEDC and/or failed to make use of the photograph, both of which were required to access the top level. In (b) it was because they failed to discuss how to 'manage' the consequences. Centres should give guidance aimed at improving their candidates' examination technique. This should include the highlighting of key words and phrases in a question. This would help candidates to appreciate the importance of the command word and ensure answering all parts of the question.

Mark Ranges and Award of Grades

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