



General Certificate of Secondary Education

Geography 3032 Full Course *Specification B*

3032/2F – Paper 2 Foundation Tier

Report on the Examination *2008 examination - June series*

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General

The quality of work in 2008 was similar in standard to 2007. The paper differentiated well and there was a wide range of marks. The questions seemed accessible to the majority of candidates and there were few questions with blanks where no attempts were made to answer the question. It is pleasing to report that the knowledge of geographical locations appears to have improved this year. Many candidates were able to locate areas on maps and use their knowledge to write about specific places which they have studied. Centres had clearly taken note of the advice given in previous reports and should continue to emphasise to their candidates the importance of knowledge of place in this specification.

However, there are a number of areas that centres could concentrate on in order to improve the performance of their candidates. Although a few candidates displayed an excellent grasp of the subject and achieved high marks, many candidates needed to give more detail and depth in their answers to the higher mark questions. Candidates should be encouraged to write in linked statements or developed points so they can access Level 2. Centres should stress to their candidates that the use of good linked statements allows them to access this Level and gain more marks. One of the main problems this year appeared to be the failure to respond accurately to the demands of the question, especially on question 3(b)(iv) on the Mezzogiorno, and the inability to use both own knowledge and stimulus material together, as on questions 3(b)(i) and 5(f). Therefore, centres should advise candidates to read the questions carefully and practise questions containing stimulus material with them. They should stress to their candidates the importance of using their own knowledge, as well as the stimulus material, if they are to access the higher level of marking.

There was alarming evidence this year of the use of frequent slang expressions such as 'kids', 'things' and 'stuff'. Candidates should be made aware that the use of such expressions is unacceptable and should stress to candidates the need for accurate English in their answers.

Question 1

There was reasonable locational knowledge on the two maps but there was weak understanding of the other questions. Many candidates experienced difficulties in interpreting the graphs on Question 1 and failed to understand both the compound bar graph on question (a)(v) and the climatic graphs on part (b). Centres are encouraged to practise the skill of drawing and describing different bar and line graphs, including climatic graphs and compound bar graphs.

Question 2

Question 2 produced some good answers, especially on parts (a), (b) and (d). Many candidates gained high marks on the conurbations on part (a) and were able to name the island of Honshu in (b)(i), although the Sea of Japan was less well known. It was pleasing to note that most candidates were able to gain at least 2 marks on part (b)(iii) on the low population density areas of Japan, with many candidates using clear, linked statements to access Level 2. Candidates generally responded correctly to the command word 'differences' on part (c)(iii) and gained 2 marks. But equally a significant number of candidates wrote separate statements without any differences and did not achieve any credit. Centres should stress to their candidates the importance of responding accurately to different command words, such as 'describe', 'explain' and 'give the differences'. Many candidates scored poorly on part (c)(ii) because they did not make it clear that 'goods' were being brought into the country. Some answers included slang expressions like 'stuff' being imported. These were not acceptable answers. Centres are

reminded of the need for clarity of expression in their answers and that candidates are expected to know the List of Geographical Terms, such as 'imports', given in the Specification.

Question 3

On part (b)(i) many candidates simply repeated the data on the sketch. Others tried to write in linked statements but the statements did not include any knowledge of their own. A typical answer was 'there was soil erosion following centuries of deforestation so the farming was difficult'. Such an answer is just copied from the sketch and does not include any own knowledge. However, there were also a few good answers to part (b)(i) where candidates used their own knowledge to develop their answers and were able to write in linked statements. The best candidates were able to give details about the permeability of the soils, the difficulties of using machinery, the hot summers with a lack of rain and the heavy winter rains causing soil erosion. Centres are encouraged to stress to candidates the importance of using their own knowledge as well as the stimulus material if they are to access the higher level of marking.

In (b)(ii) and (iii), although most candidates responded correctly to the term 'push factors', many candidates invalidated their answers by writing about the pull factors emanating from the north of Italy. There are clearly a significant number of candidates who do not know the difference between push and pull factors. The answers to part (b)(iv) were also very disappointing. Many candidates had clearly been taught about the improvements in the Mezzogiorno and possessed reasonable knowledge. However, the key words of the question 'farming practices' were either misunderstood or ignored. Many candidates, therefore, wrote about irrelevant improvements such as the roads, autostrada and break up of the latifundia, none of which gained credit. Few answers contained any real geographical information about the farming practices, so only the most able reached Level 2. Of the latter it was encouraging to find a few good candidates who were able to give relevant details of recent developments, such as the use of fertilisers and machinery, the terracing of slopes, the planting of new crops like salad and citrus fruits, and the change from growing grapes to producing their own wines on the farms.

It was pleasing to note that the answers to question (c)(iii) on the port infrastructure were much better than in previous years. Many candidates were able to name a port and describe some of the port facilities, although a significant number were not able to accurately locate the port on question (i). The most commonly chosen port was Dover and there were some good descriptions of the facilities and many candidates were able to access Level 2. However, some candidates wrote about the facilities on board the ferries from Dover to Calais which invalidated their answers. Centres should stress to candidates that they are expected to have studied the facilities at the port and not those on board the ferries. There were some good ideas on the problems of the Channel Tunnel in (c)(v), which included potential terrorism, possible fire, asylum seekers and darkness/lack of scenery. However, a common misconception amongst candidates on (c)(iv) and (v) was the belief that the Channel Tunnel is a road and that cars drive through it.

Question 4

There were some good answers to (a) and (b)(i) and (ii). Many candidates were able to label two correct features of the vegetation, although there was some confusion over the location of the canopy and the emergents. Many candidates scored full marks on (b)(ii) and were able to explain the adaptations of the vegetation. However, the answers to (c)(ii) were disappointing as the majority of candidates simply repeated the data in Figure 13 and failed to access Level 2. Such answers are indicative of the lack of thought in the responses to questions with stimulus material. As mentioned above, candidates should not simply repeat the stimulus material but should use it, together with their own knowledge, to develop their answers. Responses to (d)(i) on rice farming were also disappointing and most candidates had insufficient knowledge to access Level 2, even with the assistance of the photograph. Very few candidates were able to

construct coherent linked statements on this question. Responses to (d)(iii) varied considerably. Some candidates were able to access this question and gain high marks. However, it would appear that others had inadequate knowledge of the topic, believing the Green Revolution to be related to helping the environment.

Question 5

Those candidates who understood the requirements of (a)(iv), and found differences, scored well but too many wrote unconnected statements and simply described the data. Accurate calculations were accepted in the answer to this question but the calculations were often incorrect. Many candidates wrote that Europe's population had declined but gave no time scale and invalidated their answer. Once again centres are advised to practise the description of different graphs with their candidates to improve their skills. Question (d) produced some good answers and it was encouraging to see not only the use of linked statements on this question but also the ability to give accurate descriptions of the improvements to squatter settlements. However, questions (e)(i) and (ii) were poorly answered by the majority of candidates. On (e)(i) there were many vague, confused and factually incorrect answers (including CO₂ being trapped and prevented from leaving the atmosphere). Candidates frequently referred erroneously to the effect of the ozone layer on the greenhouse effect. Many answers showed a complete lack of understanding of the effects of the atmosphere on incoming and outgoing radiation. On (e)(ii) most candidates referred simply to the effects of car pollution without appearing to appreciate that car engines burn petrol, a fossil fuel based on oil. Question (f) was also disappointing and once again many candidates failed to include any of their own knowledge. Surprisingly few candidates made any mention of the potential flooding of low lying areas of the world like the Ganges Delta.

Mark Ranges and Award of Grades

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