AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Geography 3033 Full Course
Specification C

3033/1F   Paper 1 Foundation Tier

Report on the Examination

2007 examination - June series

3033/1F

General

Feedback from centres was generally positive and suggested that candidates had found the examination interesting.

The decision-making exercise (DME) topic was seen as a challenging mainstream issue with very clear links to the specification. The locational nature of the topic, being based outside of the United Kingdom, appeared to present no particular difficulties. Most candidates attempted every part of each question and there appeared to be no particular time issues. The use of the resources was generally sound, with a number of centres clearly encouraging candidates to highlight key points prior to attempting the questions. Only in a small number of cases were the resources largely ignored.

It was evident that centres continue to grow ever more comfortable with the style of the paper. An increasing number of candidates are identifying the commands effectively and responding to them with precision. The use of the mark allocation and spaces provided was generally very good. In relatively few cases 'lists' were used to address the longer questions. This was usually self-limiting. The use of additional ideas and/or examples was variable. In some cases candidates brought in some impressive additional detail while in others, the question instruction 'and your own knowledge' was virtually ignored.

Focus for development

The paper has a specific topic focus which is used to test the full range of the assessment criteria. It is always worth using the pre-released idea alongside the specification in order to consider how each of the assessment criteria might be reflected in the chosen topic. In order to prepare candidates effectively, the following points might be worth considering.

1. Make sure that candidates can identify the commands and appreciate what they mean. The most common misunderstanding is between the 'describe' and 'explain' commands. Responding to a 'describe' command by offering detailed explanation simply wastes time; while using detailed description in response to an 'explain' command will restrict the marks to Level 1.

2. The question instruction 'and your own knowledge' is making a clear point that there **are marks available** within the question for additional ideas or appropriate examples. This is especially relevant to resource based questions where the use and development of the resource will achieve far higher marks than simply copying parts of it without any real justification.

3. Encourage candidates to appreciate the whole 'story' of the paper. It is **not** a list of isolated questions but is designed to show an understanding about a particular idea. A useful technique is to encourage candidates to look at the **whole** paper to gain an understanding about where it is going before they start writing. This would also help in appreciating that resources are often useful for more than one part.

4. Build up a revision worksheet on the topic which identifies the key words and offers definitions. Also include observations about the issues associated with the topic and remind candidates about comparative examples used during the course.

5. Issues based examination papers are always about identifying issues and conflicts and identifying management strategies. A philosophical element of the specification is an understanding that issues can have positive as well as negative impacts. This is a point worth emphasising - especially at the Higher Tier level.

6. There are a large number of marks linked to the application of skills and use of resources. Prastice by using a range of resources throughout the course and ensure that candidates have a clear understanding of the types of skills required.

7. This is a different style of assessment and can come as a surprise to candidates if they have not practised it. The use of a whole paper as part of a 'mock' examination may be helpful or using parts of questions in a classroom or homework situation is a good way to develop confidence. The key is to ensure that good practice is built up throughout the course so candidates feel comfortable and confident in the final examination.

In particular, the following points need to be stressed:

- ensure that candidates are well equipped. A pencil, ruler and a few coloured pencils would be useful for this type of paper

- stress the need for accuracy in the skills based question. The questions are not always very difficult and so will demand a high level of accuracy

- check answers carefully, particularly the skills based questions. A number of small errors can add up to a significant loss of marks

- use past papers to enable candidates to appreciate the style and concept of the paper

- encourage students to mark up the key points in the resources (highlight/underline) in order to identify the relevant factors in relation to the questions

- stress the need to relate length and depth of response to the mark/space allocation

- encourage candidates to appreciate the developmental nature of levels marking, i.e. show them what a Level 1 response looks like and what it would take to make it a Level 2

- Issues based questions are often about socio-economic/environmental conflicts. Make sure candidates have an awareness about this

- make sure the key ideas and words are identified from the specification and clearly linked to the pre-release statement. Questions may use some of the key terminology and if this is not understood it may limit access to the question.

Question 1

Part (a)(i) and (ii) presented few problems for the majority of candidates.

The majority of candidates showed a clear understanding of MEDC/LEDC in part (b)(i) and were able to use the data in Figure 1 to answer the question correctly.

In part (ii), candidates appreciate that Japan is an MEDC and that it consequently has high levels of wealth. Responses tended to either simply list indicators which reflected this, for example high income, low infant mortality, high literacy rates, etc., with no real explanation or use the data to explain how this suggested high living standards. The second approach gave a good opportunity to address the question effectively.

A wide range of socio-economic indicators were suggested in part (c), most of which were appropriate. The most commonly used indicators were demographic. A number of candidates repeated the indicators from Figure 1, despite the instruction in the question.

Question 2

Part (a) presented few problems for the majority of candidates. Most either fully understood the terminology or were able to work it out using the information given.

The graph in part (b) was completed effectively by the majority of candidates. However, it was evident that a number of candidates did not have a ruler.

The majority of candidates in part (c) made the point about India being a poor country and as a consequence most people would be farmers. Beyond that, only a small number of candidates developed the idea further by making points about the way employment structure might be linked to levels of economic development.

Question 3

Part (a) presented few problems for the majority of candidates.

There were two main types of response to part (b). The first was where candidates tended to describe the approach and then made basic points about how it might improve living conditions. This approach often provided excellent descriptions of fair trade or aid projects but really failed to fully address the question. The second approach looked more specifically at how the approach worked to increase the quality of life. This was clearly more focused on the question and was consequently more creditworthy.

Question 4

Candidates used Figure 4 effectively to describe the changes that tourism could create in an area, often by simply picking points from the diagram with only limited explanation. This approach did not fully address the question and was consequently often self-limiting. Those candidates who used the diagram to identify specific points and developed them using individual knowledge, generally did very well. It was evident that a small number of candidates did not really understand the meaning of the word 'environment'.

Question 5

Part (a) presented few problems for the majority of candidates.

The pie diagram in part (b)(i) was completed accurately by the majority of candidates. A small number left the diagram and/or the key blank or failed to complete the diagram accurately due to the lack of using a ruler.

The majority of candidates had no difficulty answering part (ii). The expected response was a point about Argentina being close to Brazil and therefore, it would be easy and relatively cheap to travel there. Candidates produced a range of responses, the great majority of which were sensible and realistic, and consequently creditworthy.

A significant proportion of candidates produced excellent responses to part (c) by using the resource effectively to identify a wide range of natural features that would encourage visitors to Brazil. The most common examples used were the rainforest and its habitats, the beaches (often linked to climate observations), waterfalls and individual locations such as Sugar Loaf Mountain, and The Iguacu Falls. It was evident that a minority of candidates did not really understand the term 'natural environment'.

Question 6

In part (a), the development decision 'yes' or 'no' was fairly evenly split. It was clear that candidates were increasingly comfortable with this type of question and a 'structured' approach was evident in a number of cases.

Responses varied from simply making a decision and repeating evidence from the resources to support the decision, to developing ideas within the resources to build up a strong case in relation to the chosen position. Candidates who adopted the second approach often produced detailed and sophisticated response which showed an impressive understanding about the issues involved. A small number of candidates adopted a 'reviewing' type of structure by summing up both the positives and negatives in support of their decision. This proved to be a useful approach for many candidates.

In part (b), candidates showed a good general understanding of the question and were able to make a number of reasonable and appropriate suggestions. These were largely based on improving social conditions for local people or protecting the environment from further damage. A significant number of candidates identified the clear socio-economic/environmental conflicts that exist in the area and based their ideas upon trying to resolve these issues. This was often a very successful approach to the question.

Mark Ranges and Award of Grades
Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.