



General Certificate of Secondary Education

Geography 3033 Full Course *Specification C*

3033/1H Paper 1 Higher Tier

Report on the Examination

2007 examination - June series

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Set and published by the Assessment and Qualifications Alliance.

3033/1H

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. Practise 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) presented few problems. The majority of candidates completed the graph with a high degree of accuracy and consequently scored full marks. A small number of candidates failed to include the names of the countries and as a result, missed out on what were quite straightforward marks.

Candidates showed a good understanding of the idea of 'life expectancy' in part (ii) and were able to write accurate definitions which included the idea of the figure being an 'average'.

In part (iii), a number of candidates failed to identify both of the commands 'describe' and 'explain', and consequently responses were at times self-limiting.

Descriptions were generally sound with clear use of the data to identify the basic relationship between 'people per doctor' and 'infant mortality'. Explanation was more variable; at the lower level, candidates made basic points about 'more doctors leading to better care', while at the higher level a number of candidates suggested that high numbers of people per doctor was a clear reflection of spending on health which also might reflect an access to hospitals, drugs and health education, etc.

In part (b)(i), the majority of candidates identified India as the poorest country and then went on to make clear points to support their choice, often going beyond the basic data in Figure 1. A minority of candidates simply identified India as having the lowest income, highest infant mortality, etc., with no real reasoning. This was often self-limiting.

A number of candidates adopted a more sophisticated approach and made the point that Egypt or even Brazil might be equally poor if other data was considered. Some then went on to talk about regional differences in wealth, often with particular focus on urban-rural differences. This avenue of approach was often very impressive.

Candidates showed a good understanding of part (ii) and were able to make a wide range of thoughtful points. At the simplest level, basic observations about countries in the 'south' often having different characteristics were made, in some cases backed up by data from Figure 1. At the higher level, points were made about areas of rapid development (NICs), oil rich countries and middle income countries classified alongside the poorest countries. Candidates also identified the fact that there might be significant regional differences which do not show up on a basic 'north-south' map. A small number of candidates mentioned more appropriate ways of dividing the world and included points about the Human Development Index (HDI).

Question 2

Part (a) presented few problems for the majority of candidates. A small number clearly had no understanding of the terminology or simply listed job types, often incorrectly.

Part (b) also presented few problems. The majority of candidates used the data from Figure 2 to produce a neat and accurate graph.

Again in part (c), the majority of candidates used the data in Figure 2 effectively to describe the differences in employment structure. Responses to the 'explain' part of the question were more variable, with many candidates making simple observations about India being more 'agricultural' with limited reasoning. At the higher mark levels candidates began to make increasingly detailed observations about the link between employment structures and development. A small number of candidates developed this theme further by expressing recent changes in India in terms of the growing secondary and tertiary sectors.

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

The majority of candidates had no difficulty with part (a) of this question. The expected response was a point about Argentina being close to Brazil and therefore, it would be easy and relatively cheap to travel there. In the event candidates produced a range of responses, the largest number of which were sensible and realistic, and consequently creditworthy.

It was evident in part (b) that not all candidates fully understood the terms 'environmental' and 'cultural' and this was clearly self-penalising. Those that did understand the terminology either listed a range of points from the resource with limited attempt to explain, or selected key factors and offered clear explanation as to why they might appeal to visitors. This approach provided some thoughtful and imaginative responses.

Responses to part (c) were generally sound with the majority of candidates showing a clearly understanding of the concept of 'the other face of Brazil'. Many brought in their own ideas and case studies based on shanty towns that they had studied and consequently produced excellent answers. It was evident that a few candidates had not really read Figure 4 carefully and therefore, failed to identify the part about 'Rio's shanty towns'.

Question 5

In part (a) the development decision 'yes' or 'no' was fairly evenly split. It is clear that candidates are 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 then repeating evidence from the resources to support that decision, to developing the ideas within the resources to build up a strong case in relation to the chosen position. Those candidates who adopted the second approach often produced detailed and sophisticated responses 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 of these candidates.

The most successful responses tended to adopt a more holistic approach by reflecting on the resources and issues expressed throughout the examination paper in order to support their decision.

Candidates showed a good general understanding of part (b) 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 damaged. A significant number of candidates identified the clear socio-economic/environmental conflicts that existed 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.