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General Certificate of Secondary Education

Geography 3033 Full Course

Specification C

3033/2F Paper 2 Foundation Tier

Report on the Examination

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3033/2F

General

The paper proved to be a very effective discriminator of geographical ability. It was accessible to candidates of all abilities at this tier and allowed them to demonstrate positive achievement. The majority of candidates gave very good responses to data. Geographical skills such as interpreting line graphs, divided bar graphs, pie charts and choropleth maps were very good. Ordnance survey mapwork was not always well done in some cases. Opportunities for extended writing were given in one or more parts of each question, and even the least able candidates were able to offer a response which demonstrated some geographical understanding. The more able of the candidates were able to offer more developed responses, demonstrating good understanding of geographical issues, backed up with some correct use of geographical vocabulary and some case study examples.

The vast majority of candidates completed the paper and there were relatively few parts of the questions that were not attempted.

Question 1 was the best answered, the subject matter appearing familiar to the majority of candidates.

Question 1

Managing change in the human environment

Parts (a)(i), (ii) and (iii) were generally well done and most candidates were able to interpret the model of the demographic transition. However, some candidates lost marks by giving more than one stage as their answer. There was also some misunderstanding of the instructions as some candidates ticked a box rather than giving a number.

Parts (b)(i) and (ii) did not prove problematic for a vast majority of the candidates with most being able to interpret the pie chart.

In part (iii), most candidates showed some knowledge of the problems caused by an ageing population (Country A). Of those choosing Country B, some were able to describe a simple problem caused by a youthful population, such as many young people will not be able to work', many merely described the pie chart or referred to birth rates and death rates.

Part (iv) elicited a wide range of responses, most candidates showed knowledge and understanding of at least one method of reducing population growth, but only the better candidates were able to recall more than two, or develop one point further. There were very few actual examples of schemes. Where these were given it tended to be China's one child policy and these were often confused.

Parts (c)(i), (ii), (iii) and (iv) were well done by many candidates, but there remains a significant number who have limited Ordnance survey mapwork skills.

In part (d) there are still many candidates who list schemes, without describing them. However, the better candidates at this tier were able to develop their answers, especially in the case of 'Park and Ride' schemes.

Part (e) was well answered by the vast majority of candidates.

Part (f) elicited a wide range of responses. Many candidates made only simplistic references to, or listed problems such as air pollution, visual pollution, noise pollution, congestion or loss of greenery. Some of the better candidates did develop their answers to clearly describe the nature of the problem, but the highest marks tended to come from candidates who used case study examples.

Question 2

Managing the physical environment

Parts (a)(i) to (iv) were well answered by the majority of candidates, with good use of the resource.

In part (b)(i), a significant number of candidates showed no knowledge and understanding of the formation of tropical storms, whereas part (ii) which dealt with the features of a tropical storm was well answered by a majority of candidates.

Parts (c)(i) and (ii) did not prove problematic for a vast majority of the candidates.

In part (d), the term ‘National boundary' in the key was interpreted as being a plate boundary by some candidates. Also, a significant number were unable to go beyond the information in the key. Some of the better candidates did clear explanations of physical processes with some use of geographical terminology, such as ‘conservative plate margin’, which was encouraging at this tier.

Part (e) elicited a range of responses. Some candidates were able to offer only simple references to ‘buildings collapsing’, ‘loss of life’ or ‘fires’. Many candidates however, were able to develop responses to show a clear understanding of earthquake effects by linking fires to ‘rupturing gas pipes and falling electricity pylons’, or loss of life to ‘people being trapped under rubble from collapsed buildings’ or they used case study examples such as the events at Kobe and San Francisco to develop their answers. A significant number of candidates started their answers with a long preamble about the causes of the earthquake, before starting to describe the effects. This restricted the amount of space given over to the correct part of the answer, meaning that some candidates did not describe in as much detail as they were able to. There remain some candidates who still confuse cause and effect and only write about the causes of an earthquake.

In part (f)(i), most candidates were able to correctly identify the feature found at the six-figure grid reference, but their remains a significant number who are unable to use grid references correctly.

In part (ii), most candidates were able to correctly locate the features onto the grid. However, there were candidates who do not locate the features with sufficient accuracy or who merely write the name of the features across an area of the grid that approximates to its location, when the instruction was to mark and label.

Part (iii) did not prove problematic for a vast majority of the candidates.

In part (iv), most candidates were able to interpret the map and identify one piece of evidence for flooding.

Part (g)(i) was not always well done, especially the natural cause of flooding. Many candidates explained in very general terms about rivers 'filling up' without stating why or how. Few referred to saturated ground increasing surface run-off when explaining the effect of heavy rainfall. The human cause of flooding was often well done, especially the effects of deforestation or urbanisation. In this question, the majority of candidates were able to offer some reference to physical process or use correct geographical vocabulary such as 'infiltration', 'interception' or 'impermeable'. However, there were candidates who gave two human causes of flooding and therefore lost marks.

In part (ii), many more candidates were able to sustain their answer to reach the maximum mark. Schemes to reduce flooding, such as building a dam, were developed with a statement such as 'to control the flow of the water'. There were still candidates who persisted in merely listing schemes without explanation.

Question 3

Managing economic development

In part (a)(i), the question was missed by a majority of candidates and was left unattempted. Candidates must read the questions carefully.

Part (ii) did not prove problematic for a vast majority of the candidates and most were able to interpret the map and key to gain the maximum mark.

Part (b)(i) was well answered by the majority of candidates, with most being able to accurately interpret a divided bar graph.

On part (ii), most candidates showed some knowledge of the advantages brought by a TNC to an LEDC; many were able to offer two correct, simple statements.

Part (iii) was less well answered, with some candidates leaving the question unattempted. Many were however, able to give simple references to 'low wages' or 'money going out of the host country'. Some of the better candidates at this tier did attempt to develop these and give clear descriptions of the disadvantages. There were few case study examples used to support answers at this tier.

Part (c)(i) did not prove problematic for a majority of the candidates and in part (ii), candidates displayed a good range of ideas and most were able to gain the maximum mark.

In part (d)(i), most candidates showed knowledge and understanding of at least one reason why energy resources are being used up rapidly, the better candidates were able to recall two.

In part (ii), there was a range of responses, many candidates tended to offer simple, undeveloped responses such as naming alternative energy sources, to gain 1 or 2 marks, but the better candidates were able to give clear descriptions of alternative energy sources such as HEP, solar power, geothermal energy, tidal and wind power and explained how these ensured energy supply in the future. Others gave developed responses, which explained how recycling or conservation schemes would help to preserve stocks of non-renewable resources. In a very small number of cases the better candidates added some case study examples of these schemes.

Mark Ranges and Award of Grades

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