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ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Secondary Education

Geography 3033 Full Course

Specification C

3033/2H Paper 2 Higher Tier

Report on the Examination

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3033/2H

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 generally well done by a majority of the candidates. Opportunities for extended writing were given in one or more parts of each question, and even the lesser ability candidates at this tier were able to offer a response which demonstrated some good geographical understanding. The more able of the candidates were able to offer high quality, well developed responses, demonstrating excellent understanding of geographical issues, backed up with the correct use of geographical vocabulary and some detailed 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

In part (a), the vast majority of candidates were able to interpret the model of the demographic transition and make a direct comparison between Stages 2 and 4. Most candidates considered all three elements, but some did not refer to total population. However, some candidates did not make a comparison and described overall changes.

Part (b)(i) was best done by those candidates choosing Country A. Many were able to gain the maximum mark by describing the problems caused by an ageing population. Those choosing Country B tended to describe the problems caused by a youthful population in very general terms and some merely described the pie chart.

In part (ii), many candidates showed good knowledge and understanding of methods of reducing population growth, but there were relatively few actual examples of schemes. Where these were given it tended to be China's one child policy.

Parts (c)(i), ii) and (iii) were generally well done, although at this tier there still remain a number of candidates who did not locate the route with sufficient accuracy.

In part (d), the majority of candidates were able to give detailed, well-developed descriptions of schemes to reduce traffic congestion, often with supporting case study examples. 'Park and Ride' proved to be a very popular choice. However, there are still candidates who list schemes, without describing them.

In part (e)(i), the majority of candidates were able to correctly identify a locational factor and support this with map evidence. Use of the key was not always good with some candidates referring to the 'Motorway' when none were present on the OS extract.

Part (e)(ii) 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. Many 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 to good effect. There were some excellent descriptions of problems directly associated with named out of town shopping centre, football stadia or airport runway developments and some good examples of the loss of recreational land and associated environmental issues. There were also well-developed case study examples of the effects of out-of-town developments on the central areas of cities. In some cases an example was named, but its inclusion did not add to the overall quality of the answer, in that the description of the associated problems did not evoke a sense of place.

Question 2

Managing the physical environment

Part (a) was well answered by a vast majority of candidates, with good use of the resource.

Part (b) elicited a range of responses. Many candidates made only simplistic references to 'warm oceans' or 'warm air rising' without clear reference to actual physical process. The better candidates did give detailed explanations of physical processes with use of geographical terminology accompanied by a diagram that illustrated their answer. A small number of candidates showed no knowledge and understanding of the formation of tropical storms.

Part (c) was well answered by the majority of candidates, with most able to give very clear explanations of physical processes with widespread use of geographical terminology. Plate tectonics is a popular and well-understood aspect of physical geography.

Part (d) elicited a wide range of responses. Some candidates were able to offer only simple references to 'buildings collapsing', 'loss of life' or 'fires'. Most 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'. Those that gained Level 3 marks gave detailed case study examples such as the events at Kobe and San Francisco, referring to actual events to give a real sense of place.

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

In part (ii), most candidates were able to correctly identify and locate the features onto the grid. However, there were candidates who did not locate the features with sufficient accuracy.

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

Part (f)(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 area, the majority of candidates were able to offer some reference to physical process or use correct geographical vocabulary such as 'infiltration', 'interception', 'impermeable' or 'lag-times'.

In part (iii), many 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), the vast majority of candidates were able to interpret the map and key to gain the maximum mark.

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

In part (ii), there was some confusion amongst a small number of candidates as to what a TNC was, but most displayed a good range of ideas and a significant number were able to develop these and give clear descriptions of the disadvantages of the effects of 'low wages' or 'money going out of the host country'. The best candidates used case study examples to support their answer and there were some detailed descriptions of environmental issues associated with TNCs.

Part (c)(i) did not prove problematic for the vast majority of candidates and in part (ii), candidates again displayed a good range of ideas and most were able to develop these, and give clear reasons for environmental problems to gain the maximum mark.

In part (d) there was a wide range of responses, some 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 very good 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 relative small number of cases the better candidates added some good case study examples of these schemes.

Some general points for development

- There is a need for accuracy when answering skills questions e.g. completing graphs, using grid references.
- Questions that demand knowledge and understanding of physical processes are not always well done.
- The best answers directly address the demands of the question.
- A well-focused answer helps to avoid the inclusion of peripheral information.
- There is no need for candidates to re-state the question before starting to answer it.
- Case study examples should give a sense of a real scheme or event.

Mark Ranges and Award of Grades

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