



## **General Certificate of Secondary Education**

# **Geography 3033 Full Course** *Specification C*

**3033/1F Paper 1 Foundation Tier**

## **Report on the Examination** *2008 examination - June series*

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## 3031/1F

### General

- Initial reports from centres indicated that candidates had found the examination a fair and positive experience which was closely related to the specification.
- The topic of the decision-making exercise was seen as topical and appropriate.
- Most candidates attempted every part of each question with only a few gaps, indicating that they had sufficient time to complete the paper.
- The use of resources was generally good with a number of centres clearly encouraging candidates to highlight key points on the resources prior to answering the questions. The exception to this was the Ordnance Survey map extract where the use of map reading and interpretation skills was variable.
- It was evident that centres continue to grow increasingly 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.

### Key Point

It was evident that basic map reading skills were often inadequate and a number of candidates lost marks because of simple errors. This pattern was seen on both the Foundation and Higher Tier papers. This may have been because Ordnance Survey maps had not featured in the previous two examinations papers. However, they had featured in Paper 2 and are, therefore, a common feature of the whole examination cycle. Consequently, it is important that candidates are thoroughly prepared in terms of both basic map reading skills and the interpretation of features shown on the map.

### 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 decision-making exercise 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 identify the commands and appreciate what they mean. The most common misunderstanding is between '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 by at least one level.

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 get 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 question.
4. Build up a revision worksheet on the decision-making exercise 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 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 classwork or homework situation is a good way to develop confidence. The key is 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 questions. The questions are not always very difficult and so will demand a high level of accuracy.
- Check answers carefully, particular 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.
- Practise by using a range of resources and getting students to identify the key points on them.
- 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.
- Make candidates aware of the distinction between copying the resource and actually using it to help them answer a question.
- Issues based questions are often about socio-economic/environmental conflicts. Ensure that candidates have an awareness of 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**

Parts (a)(i) and (ii) presented few problems. The majority of candidates were able to use Figure 1 effectively to identify the location of the Lake District and the motorway which runs through the area.

In part (b), 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 complete the key and consequently missed out on what were relatively straightforward marks. It was evident that a number of candidates had not brought a ruler to the examination.

Part (c)(i) presented few problems and the majority of candidates were able to identify the missing numbers and complete the table.

There were two main approaches to part (ii). Candidates either described the data which was generally self-limiting since it did not address the question or described the relationship, which was the requirement. Candidates who addressed the command effectively, usually scored full marks relatively easily.

Part (iii) showed that candidates generally had a good understanding of the question and used Figure 1 effectively to recognise the particular issues associated with travelling from Northern Ireland. In most cases, points about cost, time, or general inconvenience, were made.

In part (d), candidates illustrated a good understanding of the question and were able to identify a number of reasons for the increase in visitor numbers to National Parks. At the highest level, candidates used Figure 1 and their own knowledge (as requested) to develop a broad range of thoughtful and imaginative ideas. A small number of candidates failed to identify the word 'increased' as a key part of the question and made general points about the scenery, etc., which were not focused on the idea of change. This was generally self-limiting since it failed to fully address question.

### **Question 2**

In part (a), candidates used the photograph in Figure 2 effectively to suggest how the landscape might encourage a wide range of recreational activities. Many candidates mentioned the more obvious activities such as walking, climbing or water sports. A number then developed the theme further by bringing in more passive activities such as photography, painting or simply studying the environment.

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Virtually all candidates made the obvious link to footpath erosion in part (b) and the wearing away of the landscape. At the higher mark levels, candidates developed the idea by bringing in a range of points including habitat loss, problems of littering, the cost of managing and repairing footpaths and the need to close footpaths because of overuse. A small number of candidates adopted a more sophisticated approach and brought in the idea of conflicts created by different user groups. This often provided an excellent avenue for a detailed answer to the question.

### **Question 3**

In parts (a), (b), (c) and (d), basic map reading skills were variable with a number of candidates scoring 100% of the marks, while others scored zero or even failed to attempt some the questions. It was clear that for many candidates this had not been included in their preparation or revision.

In part (e), the majority of candidates attempted the question and in most cases the level of accuracy was acceptable. A small number failed to recognise the land accurately or failed to complete the key.

In part (f), candidates used the key in the Ordnance Survey map effectively to identify a wide range of tourist related facilities and a high proportion of candidates scored full marks. A number of candidates brought in additional skills, using grid references or direction to describe the precise location of their chosen features.

### **Question 4**

Part (a) presented few problems and the majority of candidates showed a good understanding of the terminology or were able to use Figure 4 to recognise the definitions of the words in question.

In part (b), candidates used Figure 4 effectively to identify the advantages that tourism can bring to local communities, often quoting key points from the resource. In many cases these points were developed further or additional information was brought in to extend the ideas and produce a detailed and thoughtful response.

Many candidates failed to appreciate the element of choice in part (c) and consequently made observations about both traffic problems **and** housing problems. This often led to responses being quite vague and lacking development and was consequently self-limiting. Those candidates who focused on one aspect (as requested in the question) generally produced a more detailed answer, often bringing in a range of points and frequently using examples to develop their ideas.

### **Question 5**

Part (a)(i) presented few problems and the majority of candidates were able to identify the correct answer.

In part (ii), candidates used Figure 5 effectively to identify the different speed limits on Lake Windermere and then went on to suggest a number of reasons for the variations. In most cases the reasons were thoughtful and logical and consequently the majority of candidates did well on this question. The most common responses were observations about multiple use and safety issues and the need to protect environmentally sensitive areas.

In parts (b)(i) and (ii) it was clear that the majority of candidates understood the idea of conflict in this context and were able to both identify and explain a potential conflict.

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Responses in part (c) varied from simply copying points from the resources and offering limited development to a more detailed analysis of the issue and a reasoned judgement using the resource to support particular points. The majority of candidates clearly showed a good understanding of the issue and an appreciation of the context of the whole examination paper. In a number of cases points were quoted from throughout the examination paper and reference made to previous ideas and questions.

In general terms, responses were thoughtful and well-developed and showed a balanced understanding of the issue. It was evident that candidates had been well prepared for this element of the examination.

### **Mark Ranges and Award of Grades**

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