



General Certificate of Secondary Education

Geography 3033 Full Course *Specification C*

3033/1H Paper 1 Higher Tier

Report on the Examination *2008 examination - June series*

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX
Dr Michael Cresswell Director General.

3031/1H

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

Part (a)(i) presented few problems and the majority of candidates although a number did confuse the word 'county' for 'country' and consequently put the United Kingdom.

In part (ii), virtually all candidates used Figure 1 effectively to identify and locate the M6 motorway.

In part (b)(i), the majority of candidates completed the map accurately and clearly found this question straightforward. A small number either failed to attempt the question or simply wrote the numbers on the map. It was evident that a significant number of candidates did not have rulers in the examination.

Responses to part (ii) were variable. A significant number of candidates simply repeated the data and consequently failed to fully address the question which required them to show some appreciation of 'pattern'. Those that did respond to the full command of the question generally produced an excellent answer – identifying both the distance/decay pattern and particular anomalies within the general pattern.

Part (c) presented few problems and the great majority of candidates scored full marks. For those candidates that did not score full marks it was often a question of lack of care and accuracy rather than a lack of understanding that prevented them scoring full marks.

Part (d)(i) presented few problems and the majority of candidates used Figure 1 effectively to identify changes to the number of visitors travelling to the Lake District. A small number of candidates failed to recognise the idea of 'rate' of change and simply used actual changes in numbers. This was generally self-penalising.

In part (d)(ii), 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), the majority of candidates used the photograph in Figure 2 very effectively to identify the physical and human attractions of the landscape shown. A significant proportion developed this idea further by linking particular aspects of the landscape with specific activities. This avenue of approach proved very successful and allowed many candidates to score full marks.

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)(i), (ii) and (iii), basic map use skills were variable and a significant proportion of candidates did not achieve full marks for these questions. In many cases it appeared that candidates had not been well prepared for these skills or had simply been careless in their application.

Part (b)(i) was completed effectively by most candidates. Very few failed to score marks; a small number either did not attempt the question or selected the incorrect squares on the Ordnance Survey map extract.

A small number of candidates found the interpretation of the physical landscape a challenge in part (ii). In a significant number of cases, candidates simply made basic points such as 'there is a river and it is hilly'. Those that developed this idea further by mentioning differentiated slopes, the idea of a valley, the characteristics of the water features, etc., generally scored full marks. It was evident that a significant number of candidates did not understand the term 'physical features' and consequently described roads, buildings, etc.

Question 4

Part (a) presented few problems and the majority of candidates were able to give a clear definition of 'honeypot site', often bringing in appropriate examples to develop the idea.

In part (b), the majority of candidates produced an excellent answer to this question which both used Figure 4 and brought in a considerable number of individual ideas. In most cases, the idea of 'advantages' and 'disadvantages' was well considered and thoroughly developed.

Question 5

Part (a) presented few problems and the majority of candidates used Figure 5 effectively to suggest why variations to the speed limit existed. The most popular responses centred around the idea of multi-use creating potential hazards or the need for speed restrictions in relation to protected environments.

Responses in part (b) 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.