



General Certificate of Secondary Education

Geography 3033 Full Course *Specification C*

3033/2H Paper 2 – Higher Tier

Report on the Examination *2008 examination - June series*

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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 bar graphs, line graphs, pie charts, tables of figures and maps were very good.

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 2 was the least well answered.

Question 1: Managing change in the human environment

Part (a)(i) did not prove problematic for a vast majority of the candidates, but the question was missed by some and was therefore, not attempted. Candidates must read the questions carefully. Parts (a)(ii) and (a)(iii) were well done, with good interpretation of the graph.

Part (b) was generally well answered, but some candidates did give reasons for forced migration.

Part (c)(i) did not prove problematic for a vast majority of the candidates. Part (c)(ii) was generally well answered with many candidates citing figures to support their answer. Part (c)(iii) was also well answered with many candidates developing ideas, especially on contraception and China's one child policy, to gain the maximum mark.

Part (d)(i) did not prove problematic for a majority of the candidates and part (d)(ii) elicited a wide range of responses. Although there were simplistic ideas about 'building better houses' and 'putting in clean water', there were also many developed answers, describing examples of actual schemes. Some of the best candidates however, did write detailed descriptions, especially of 'self-help' schemes, set in the context of a named shanty town. Descriptions of schemes from urban areas tended to be more detailed than those from rural areas and advantages of schemes were dealt with better than disadvantages.

Parts (e)(i) and (e)(ii) did not prove problematic for a vast majority of the candidates and in (e)(iii) most were able to offer at least one reason how the plan would benefit businesses in the central area, not all were able to expand upon this to gain the second mark.

Part (f) elicited a range of responses. Some candidates were able to offer only simple suggestions, lifted from the resource, but a significant number were able to develop responses to show a clear understanding of how the stated improvement impacted upon the environment. Few however, were able to sustain this to give a detailed explanation of environmental benefits. Some candidates failed to score as they gave general benefits to people or the economy e.g. 'more jobs', 'more shops'.

Question 2: Managing the physical environment

Part (a)(i) was well answered by a vast majority of candidates. In part (a)(ii) the term distribution was not always fully understood and relatively few candidates referred to the lines of latitude. In some cases the causes of tropical storms were given.

Part (b) elicited a wide range of responses with many candidates only able to offer simple explanations such as 'because desertification has taken place' or 'it is too hot and dry'. Some candidates did attempt to develop their answers by explaining the effects of soil erosion and increasing population pressure. There were relatively few detailed responses, but these tended to employ a case study example, such as the Sahel, to support answers.

In part (c) there was good interpretation of the graph and use of figures to support answers.

Part (d) also elicited a wide range of responses. There were some simple explanations such as 'strengthen buildings to make them earthquake proof', but most were able to develop responses to give a clear explanation of actual schemes. The better candidates did give detailed explanations with widespread use of geographical terminology and detailed case study examples such as the events at Kobe, Montserrat, and New Orleans, referring to actual events to give a real sense of place. As with the F tier, there appears to be a misunderstanding amongst a significant number of candidates, that earthquakes can be predicted within a very short time frame.

Question 3: Managing economic development

Part (a) was well answered by a majority of candidates, with good use of the figures. However, some candidates failed to make a comparison and merely referred to one country.

In part (b), some candidates were only able to give simple explanations such as 'a lack of resources', or 'war and corruption', but many did clearly develop these explanations to show their effects and gain a level 2 mark. Relatively few were able to sustain this further to give a detailed explanation, but those who did tended to discuss ideas about debt and interest repayments, unequal terms of trade, or the impact of corrupt regimes.

Part (c)(i) did not prove problematic for a vast majority of the candidates, but again the question was missed by some and was therefore, not attempted. Candidates must read the questions carefully. Part (c)(ii) was not well answered by a significant number of candidates. At this tier there still remain a number of candidates who do not complete skills questions with sufficient accuracy. In part (c)(iii) many candidates were unable to state a non-renewable primary product.

Part (d) was well answered by a majority of candidates, with most opting for recycling or renewable energy and often sustaining development of the point in order to reach the maximum mark.

In part (e)(i) most candidates were able to link the spread of acid rain to the prevailing wind, but a significant number did not develop their answer sufficiently in order to gain the second mark. In part (e)(ii) there was a wide range of responses, some candidates tended to offer simple, undeveloped statements such as 'sea levels will rise' or 'risk of skin cancer will increase. Others gave developed responses, which also gave the effects of sea level rise, in a relatively small number of cases the better candidates added some good case study examples relating to

these issues e.g. Bangladesh or the Maldives, or continued with the development of the point. Some candidates misunderstood the question and chose acid rain.

Part (f) also elicited a wide range of responses, but a majority of candidates were able to develop correctly sequenced responses which showed some understanding of process. There were some detailed explanations of processes with very good use of geographical terminology, accompanied by a diagram that illustrated the answer well. There was however, considerable confusion between the causes of global warming and the causes of ozone depletion. Some candidates also gave the effects of global warming or acid rain, when this was not required by the question.

Conclusion

There is a need for accuracy when answering skills questions e.g. completing graphs and pie charts.

Candidates should check carefully at the end of the examination, to ensure that no questions have been missed out.

Case study examples help to give a sense of a real scheme or event.

Candidates should use an answer plan and try to give as much depth as possible on one point before moving on to the next point.

The best answers directly address the demands of the question. A well focused, planned answer helps to avoid the inclusion of peripheral information or giving causes when effects are required by the question.

Mark Ranges and Award of Grades

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