



General Certificate of Secondary Education

Geography 3038 Short Course
Specification C

Foundation Tier 3038/F

Report on the Examination
2007 examination - June series

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

Copyright © 2007 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.

3038/F

General

Very few candidates failed to complete the examination paper, indicating time clearly was not a problem. The majority of candidates appear to be well prepared for the examination. General responses to the examination papers and the spread of marks suggest that both papers were accessible and a sound reflection of the specification. In most cases, candidates are identifying the commands of the questions. The use of locational or knowledge-based examples was variable. Candidates who developed their responses by using examples often scored highly, especially on the Higher Tier paper. It was evident that a small number of Higher Tier candidates might have been better suited to the Foundation Tier paper and that a small number of Foundation Tier candidates would have coped with the Higher Tier paper.

Focus for development

There are now a number of past papers available from the publications department and the AQA website and these clearly reflect the style of the examination. The use of these papers to ensure that candidates are familiar and comfortable with the style and layout of the paper is vital.

Given that candidates face only one examination paper it is important to fully appreciate that it has to be used to cover the whole range of the assessment criteria. As such, there will be skills based questions, use of data and the need to show knowledge and understanding. This demands both quick thinking and changes to thinking patterns. Candidates do not always find this easy, especially in a pressured situation, so practice is an essential part of the preparation for this paper.

The specification is essentially based on identifying issues and considering the management of issues. An issue-based teaching approach that generates thinking skills and careful use of resources is good preparation for the final written assessment.

The use of locational examples is important, especially in the Higher Tier examination paper where it is often a differentiator. Encourage candidates to learn one example for each unit. Practice using questions where the answer can be built around the locational example rather than giving a general answer and tacking a place name on at the end.

The testing of terminology is often done by using definition boxes on the Foundation Tier or using specific terms in Higher Tier questions.

Identify the key terms through the specification and build up a key definitions page as you work through the course.

Ensure that candidates are aware of the locational context of questions. The most common errors are mixing up MEDCs and LEDCs or rural and urban areas.

There will always be a small element of issues-analysis in the examination paper - often expressed through the decision-making exercise (DME) topic. Identify the key ideas from the DME topic and ensure that candidates have a clear understanding of them.

It is clear that a small number of candidates are not properly equipped for the examination. Encourage candidates to make sure that they have pens/pencils/rubber/ruler and perhaps some coloured pencils. They may have to draw or complete graphs and there could be a question where an annotated sketch /diagram might be useful.

The use of a revision grid for each sub-section is a helpful technique. The grid could be used to identify the key words or definitions. It might then be used to identify problems/challenges and suggestion management strategies. Locational or topic-based examples could be added.

Question 1

Managing Change in the Human Environment

In part (a)(i), a small number of candidates failed to attempt the question. Those that did generally scored all of the marks.

Part (ii) presented few problems. The majority of candidates were able to use the information in Figure 1 to identify the correct statements.

Responses to part (iii) varied from candidates simply copying elements of the text in Figure 2, which if appropriate could provide a useful answer, to a more detailed explanation of 'push' and 'pull' migration factors. Those candidates who identified the key points from Figure 2 and then either developed or explained them, generally scored highly.

Understanding of the key concept of the specification for part (iv) of the question was variable. At the lower level candidates simply listed basic ideas such as, 'better housing', 'more food', 'cleaner water', etc., without much explanation. Those candidates who developed their ideas and made specific points about improving living conditions or used examples such as self-help schemes, often produced excellent responses.

In part (b)(i), the majority of candidates scored all of the marks for the graph. Those that did not, had generally made elementary mistakes or were simply careless. A lack of pencils and rulers was evident in some cases and this did lead to a loss of marks due to inaccuracy for some candidates.

A number of candidates simply repeated the problems in part (ii) from Figure 3 and failed to develop their ideas beyond basic observations. This approach was generally self-limiting. Those candidates who identified the problem and developed it with specific reference to the question "discourage people from shopping", often scored very highly.

Part (iii) of the question presented few problems and nearly all candidates were able to identify the correct answers from Figure 4.

Understanding of 'regeneration' was variable in part (iv). Responses varied from simply repeating elements from Figure 4 with only tentative development, to quite complex observations about new business creating work and bringing money into the city. A small number of candidates considered the idea of regeneration in a holistic way by linking housing, work and leisure, and bringing in the idea of the positive economic multiplier. This avenue of approach produced very impressive responses.

Part (c)(i) present few problems. The majority of candidates either knew the terminology or were able to work it out from the definitions.

Part (ii) tended to generate two types of responses and both were evident in candidate's answers. The first type of response simply used words like 'pollution', 'litter', 'noise', etc., and offered very little explanation about the impacts of these factors on the environment. Indeed, simply saying 'pollution', with no qualification, was not worthy of any credit. The second approach took a more precise view about change and considered factors such as habitat loss, damage to wildlife, disruption of water courses, etc. This approach which was clearly more focused often provided the opportunity for excellent responses.

Question 2

Managing the Physical Environment

In part (a)(i), the majority of candidates showed some understanding of 'honeypot' and were able to express the idea in terms of 'attraction' or by using an example. Scale was an issue in a small number of cases, where candidates highlighted large areas (the whole of the Lake District) as a honeypot.

Responses varied in part (ii) from simply identifying factors from Figure 5 and repeating them with no real explanation, i.e. 'litter is a problem', 'there is lots of traffic which causes problems', to a more detailed approach which used the ideas from Figure 5 and developed them into clear responses. The most common approaches were discussions about footpath erosion causing damage and costing money to repair, and points about litter, traffic congestion and damage.

Part (iii) presented few problems and candidates were usually able to identify the economic benefits of tourism in National Parks. A small number of candidates considered the idea of revenue being used to help conserve the areas.

Part (b) was generally not completed very effectively and it was clear that there was quite a lot of confusion about the word 'erosion'. A number of candidates completely ignored the term 'physical feature' and simply talked about footpath erosion; this was clearly self-limiting. Those that did consider a physical feature often only had a basic understanding of process and were not able to fully develop their ideas.

Question 3

Managing Economic Development

Part (a) presented few problems and most candidates were either familiar with the ideas or were able to work out the sequence of the paragraph.

Candidates generally had a good understanding of part (b) and were able to identify flooding as a potential threat as a result of global warming. More developed responses brought in a wider range of ideas, including links to agriculture, health issues and potential links to tourism.

Responses to part (c) varied from candidates simply copying out appropriate observations from Figure 6 to support their decision, to developing an argument beyond the resource by bringing in other factors. The second approach often provided the opportunity for further detailed discussion which led to a more sophisticated response that was rewarded more highly.

Mark Ranges and Award of Grades

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