



General Certificate of Secondary Education

Geography 3038 Short Course
Specification C

Higher Tier 3038/H

Report on the Examination
2007 examination - June series

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3038/H

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.

The majority of candidates showed a good understanding of the question in part (ii) and were able to use Figure 2 effectively to show a clear appreciation of the factors of migration. Most of the candidates picked up on the command 'and your own knowledge' and consequently developed their responses by either broadening a range of factors or using locational exemplification.

Responses in part (iii) varied from general comments about 'better housing' or 'clean water' to complex examples of self-help or government schemes which were often well located and showed a high level of understanding. Those candidates who had clearly located case studies at their command generally did very well on this question.

Part (b)(i) presented few problems and the majority of candidates achieved full marks. A minority of candidates either did not attempt the question or produced a very untidy/inaccurate graph due to the lack of a ruler.

In part (ii) there was evidence of some confusion in candidates' minds about 'attracting people' or 'attracting business' to the city centre. Those candidates who considered 'attracting people' in their response did not always make the link to business and consequently answers were slightly self-limiting. Candidates who focused on business and considered the costs of congestion, security, repairing vandalised buildings and limited customer appeal often produced excellent responses.

The idea of 'regeneration' in part (iii) was not always clearly understood and many candidates simply talked about new shopping centres, etc., without any real regeneration context. This was slightly self-limiting, although candidates that used a specific example and focused on the socio-economic/environmental improvements that it had brought to an area, generally did well.

Candidates showed a clear understanding in part (c)(i) of what is meant by the 'rural-urban fringe' and were able to list a range of developments that might be expected in these areas. Common ideas focused on housing estates, shopping centres, leisure centres and industrial estates. More sophisticated responses brought in examples of hospitals, golf courses and general infrastructural developments.

Part (ii) tended to generate two types of responses and both were evident in candidates' 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 had a clear understanding of what is meant by 'honeypot' and were able to describe the reasons why some places are popular, often using examples to help them. Why honeypots 'develop' was often seen as a more complex idea. Responses tended to focus on improvements to access, marketing, publicity, tastes and expectations. A small number of candidates defined 'honeypot' in more general terms and identified large areas as honeypots, the Lake District being the most popular example.

Candidates interpreted part (ii) of the question as either having to consider one of the options or to consider both. Either avenue gave the opportunity to show a clear understanding and the majority of candidates were able to do so. Economic benefits tended to focus on money and jobs, while environmental problems tended to focus on litter, pollution and footpath erosion.

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

Candidates generally had a good understanding of part (a) 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.

Part (b)(i) presented few problems for candidates. Most were able to identify different ways that public awareness might be raised. There was a wide range of sensible and appropriate suggestions.

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. The majority of candidates picked up the command about including both local and national points of view, with some candidates making quite sophisticated observations about the local/vocational debate in the context of this type of issue.

Mark Ranges and Award of Grades

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