



**General Certificate of Secondary Education**

**Geography 4035**

*Specification B*

**40351H Managing places in the 21<sup>st</sup> century**

**Report on the Examination**

*2010 examination - June series*

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## Introduction

Candidates had to answer one question on either The Coastal Environment or The Urban Environment. A number of candidates attempted both questions. The coastal environment option was the more popular choice.

## General points

- Very few candidates failed to complete the paper.
- Feedback suggested that centres had found the examination a sound reflection of the specification and a good test of the knowledge and understanding embodied within the specification.
- It was evident that the majority of centres had prepared their candidates effectively. Teachers are to be congratulated on their efforts towards ensuring that candidates had a sound grasp of the concepts that underpin the course.
- The use of resources was generally good. A significant proportion of candidates used clearly and appropriately quoted evidence from resources in their answers. However, the use of the Ordnance Survey map extract in Question 2 was variable. It was evident that a number of candidates did not really understand the demands of map reading skills and interpretation. Consequently straight forward marks were lost.
- The use of examples was variable. In many cases candidates brought in well developed, appropriate case studies while in others the instruction to include 'examples' or 'own knowledge' was largely ignored.
- The instruction to include 'own knowledge' can be the development of ideas expressed in the question or locational knowledge (examples).

**KEY POINT:** Remember the key instruction at the beginning of every examination paper: 'Use case studies to support your answers where appropriate'. Encourage candidates to do this – it is often one of the ways that the higher level marks can be accessed.

- The majority of candidates responded to the question commands effectively.
- The use of the mark allocations and writing spaces was generally good, the majority of candidates taking the opportunity to use 'extra space'. A small number of candidates used a 'listing' approach to some of the longer questions. This was often self-limiting and should be discouraged unless time is an issue.
- It was encouraging to see the use of annotated diagrams to explain physical processes and the developmental sequence of landforms. Done well, this is a very effective way of showing knowledge and understanding.
- It was evident that a small number of candidates were not properly equipped. The lack of a ruler can affect levels of accuracy when completing graphs or measuring distances. At this level, basic skills demand a high level of accuracy.

## Focus for development

- **Addressing commands:** make sure that candidates are aware of the question commands and understand what they mean. The most common misunderstanding is between 'describe' and 'explain' commands. Responding to a 'describe' command by offering detailed explanations will waste time, while using description in response to an 'explain' command will restrict the possible marks for the question.
- **Addressing the full instruction:** question instructions which ask for : 'examples', 'own knowledge', 'using Figure ... and your own knowledge' are making clear points that there are marks available for those candidates who address these instructions.

- **Use the resource effectively:** questions will often ask for use of a resource or use of a resource and own knowledge. Using a resource does not simply mean copying parts of it: to access higher marks there is a need to select appropriate evidence from the resource and bring in linked ideas that have been studied. Candidates would benefit from practising for the examination by using a range of resources, especially visual resources. Note, too, simple exercises identifying and annotating key evidence from resources can help to develop understanding and interpretation skills.
- **Rehearse basic skills:** stress the need for high levels of accuracy when dealing with skill based questions. Simple errors can lose marks and have the potential to impact on performance.
- **Identify and define key words:** there are a number of key words which are fundamental to the specification. Make sure that students understand these words and are comfortable with them. Examples include: economic, environmental, environmental pressures, issues/conflicts, sustainability. The use of geographical terminology is often one of the triggers for higher levels of responses.
- **Selecting examples:** look for locational examples which cover a number of aspects of the specification unit, especially when building up revision sheets.
- **Use precise revision:** break the specification down into smaller key components and build up a revision sheet on each component.
- **Look for different types of revision:** adopt a 'fit for purpose' rather than a 'one size fits all' revision strategy. For example: the use of annotated sketches to revise physical processes and landforms or the use of photographs would be helpful when revising elements of the course that have strong visual possibilities such as pressures in urban areas.
- **Examination training:** train students to adopt good practice in examinations. For example: identifying commands, marking up resources, checking all short answers at the end of the examination (they will invariably find an error or something they can add).

## Higher Tier (40351H)

### Section A

- 1(a)(i)** The majority of candidates were able to identify ways in which the natural environment attracts tourists to the Bahia coastal area. The main focus was the beach and sea, with many candidates identifying the coastal ecosystem as a major attraction. A small number of candidates simply listed points with no real explanation, which tended to be self limiting. A very small number of candidates failed to pick up the idea of ‘natural environment’ and focused on the built environment. This was clearly inappropriate.
- 1(a)(ii)** Candidates showed a sound general understanding of the question and were able to identify a range of economic opportunities that exist in coastal areas. Those candidates who developed this basic descriptive theme by offering specific reasons for the development of activities generally produced excellent responses. A number of candidates based their answer around a multi-use coastal example. This approach produced some well documented and detailed answers.
- 1(b)(i)** There were some excellent responses to this question with many candidates bringing in appropriate case studies. Responses were often well developed with detailed observations about direct impacts from tourism (footpath erosion, destruction of coral reefs) or general points about habitat loss linked to the development of the built environment.
- At the lowest level general points about ‘pollution’ or ‘litter’ were considered. Unless qualified these generic ideas were worthy only of marginal credit.
- 1(b)(ii)** The idea of ‘protection’ was considered in a number of ways. In many cases the vehicle of environmental protection (nature reserves, SSSI’s etc) were used, often quite effectively. In other cases a broader interpretation was used, bringing in wider ideas about sustainable management. Although not always detailed, most of the responses showed a sound awareness of the question.
- Those candidates who used a locational example to support their answer generally produced sound responses.
- 1(c)(i)** This question was answered very effectively by virtually all candidates. It was clear that candidates had a good understanding and a sound appreciation of technical language.
- 1(c)(ii)** This question was answered effectively by the majority of candidates who showed a sound awareness of the idea. A small number of candidates appeared to be slightly confused in relation to the terms weathering and erosion and offered a second example of erosion.
- 1(d)(i)** It was evident that a considerable number of candidates were not fully aware of the characteristics of a coastal spit and consequently failed to identify the features on Figure 2 accurately. Relatively few candidates scored more than three marks, suggesting a need for more detailed revision of this topic.

**1(d)(ii)** The majority of candidates showed a good understanding of the question and were able to identify the area as having valuable ecosystems which would attract wildlife.

**1(e)** Responses to this question were variable. Most candidates showed awareness of the movement of material and deposition but only a limited number fully developed the idea and related it to the particular characteristics of a coastal area. Those that did produced excellent answers, especially when linked to a specific example. A number of candidates used a diagram; when done well they were very effective.

A small number of candidates clearly had no idea what was meant by 'coastal bar'. These candidates often did not perform on both this question and 1(a)(i) and 1(d)(i) suggesting that this part of the unit requires more attention.

**1(f)(i)** The majority of candidates clearly understood the concept of 'soft coastal engineering' and were able to offer a clear definition, often including an impressive range of technical language.

**1(f)(ii)** Responses to this question were very good, often using considerable detail to describe a wide range of hard engineering methods. The use of locational examples was impressive, with many candidates producing very well documented responses. At the higher level candidates developed the ideas beyond 'describing methods' and offered detailed explanation about how the identified methods actually worked. It was evident that the great majority of candidates had an excellent understanding of this topic.

**1(g)** Many candidates found the concept of 'managed retreat' challenging and were not able to fully explain how it works. However, in the majority of cases candidates were able to gain credit by effective descriptive use of figure 4, even if they did not fully appreciate how it worked.

A small number of candidates used case studies to help them answer the question, often to great effect.

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**Section B**

**2(a)(i)** This question presented few difficulties and the majority of candidates used Figure 4 effectively to describe the changes to global urban population.

A point worth remembering is that actually quoting appropriate data to help make a point is generally worth some credit.

**2(a)(ii)** The majority of candidates identified the fact that by 2030 the world will be virtually 75% urban, meaning that rates of growth will inevitably slow. A number of candidates identified the growing trend towards counter-urbanisation as a potential factor.

**2(a)(iii)** There were a significant number of excellent responses to this question with the majority of candidates identifying a wide range of factors which encourage migration. These generally include both ‘pull’ and ‘push’ factors. In many responses these ideas were based around locational example(s), often with a considerable amount of depth and detail. It was evident that the majority of candidates had an impressive understanding of this part of the unit.

**2(b)** Many candidates saw this question as a real challenge and failed to pick up the idea of ‘economic development’. Vague references to ‘jobs’ and ‘money’ gained some credit but failed to fully address the question. Those candidates who developed this theme by expressing how cheap labour might encourage industrial development or the importance of growing urban markets often produced excellent responses. The use of an appropriate case study gave a number of candidates an excellent vehicle to base a detailed answer upon.

**2(c)(i)** This question presented few difficulties in terms of identification. Most candidates were able to select a number of pieces of evidence to show that the area is part of the town centre.

In a number of cases candidates used a symbol on the map and failed to name it or include a key, making the answer incomplete.

**2(c)(ii)** There were a number of interesting responses to this question, many of which showed a clear understanding of the idea expressed in the question and sound use of the map. Many candidates identified the rivers and the risks of flooding associated with heavy rainfall. Some developed this theme by expressing links to slope and the idea of lag time/rising rivers after storms.

The fact that building had taken place alongside the river was seen as a risk, as was the development of ‘hard surfaces’ in urban areas. In a small number of cases candidates suggested a lack of flood management evident on the map might add to potential risks.

Overall, a very impressive range of ideas was expressed.

**2(d)** Responses varied from simple generic ideas such as ‘management plans’ or ‘better buildings’ or ‘flood warnings’ to very complex discussions which were built around appropriate case studies. Where case studies were used effectively responses were often very impressive, picking up a range of ideas about preparation and planning.

A small number of candidates appeared to consider that the question had to be answered using 'flooding' and were clearly not prepared for this, often producing vague and generic responses.

- 2(e)(i)** This question presented few problems. Although a lack of a ruler in some cases prevented candidates achieving the expected level of accuracy.
- 2(e)(ii)** Candidates used the Ordnance Survey map effectively to identify a number of reasons why traffic congestion might be a problem in Shrewsbury town centre. Ideas included points about the compact nature of the town centre and the number of roads converging on it; the fact that there are few river crossings and the general point about commuters and lack of parking in the town centre. A number of candidates suggested thoughtfully that there were a number of tourist attractions and increasing numbers of visitors might add to the problem of congestion.
- 2(e)(iii)** This question presented few problems with the majority of candidates identifying the correct answer.
- 2(e)(iv)** Many candidates failed to use the key and identify the Park and Ride facility. Answers such as 'traffic lights' and 'roundabouts' were expressed. This was all the more surprising since a number of these candidates had got the grid square question 2(c)(i) correct and went on to use 'Park and Ride' as an example on question 2(f).
- 2(f)** The idea of 'public transport' was interpreted in a fairly broad sense to include 'Park and Ride' schemes. This often provided a useful idea, especially when developed alongside other public transport initiatives. The majority of candidates showed a good understanding of the question and were able to use well documented examples to express their ideas.
- 2(g)** A number of candidates found the idea of 'sustainable settlement' challenging. In many cases the idea was expressed by identifying 'eco-friendly' elements of Sherford described in the resource, without fully exploring why these elements might be considered sustainable. Those candidates who showed some awareness of the idea of sustainability often produced thoughtful and well considered responses, using the resource to back up their points. A number of candidates brought in examples of actual or proposed 'eco-settlements', explaining how a range of management ideas can help to make settlements increasingly sustainable. Ideas about house building, recycling, the use of renewable energy, dealing with waste effectively and transport management were expressed, in some cases in considerable detail and to real effect.

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

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