

GCSE

Geography B

40352 F/Hostile world

Report on the Examination

4035

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General comments

The paper proved to be an effective discriminator of geographical ability. It allowed students of all abilities at this tier to demonstrate positive achievement. The majority of students gave good responses to the range of data provided. Geographical skills such as interpreting tables of figures, climate graphs, photographs, articles and maps of various scales and types were good. Opportunities for extended writing were given in one or more parts of each question, and even the least able students were able to offer a response, which demonstrated some geographical understanding. The more able of the students were able to offer more developed responses, demonstrating good understanding of geographical issues, backed up with some correct use of geographical vocabulary and some use of case study examples. They were able to apply their knowledge and understanding in unfamiliar contexts.

As with previous series, there was an imbalance between the numbers of students completing Sections A and B of the examination paper. A vast majority of students opted for Section A - Living with Natural Hazards, whilst few chose Section B - The Challenge of Extreme Environments. In Section A,

The vast majority of students completed the paper and there were relatively few parts of the questions that were not attempted.

Section A - Living with Natural Hazards

Questions 2 and 3 were the best answered, the subject matter appearing to be the most familiar to the majority of students.

Question 1

Part (a) was generally well answered with most students being able to interpret the map. Where errors did occur they tended to be due to an inability to use direction. Part (b) elicited a range of responses. Earthquakes was the most popular choice and many students seldom gave more than a simple idea of movement and/or named the different types of plate interaction. For both types of natural hazard, there was often a lack of precise knowledge of physical process and use of geographical terminology. The better students at this tier did link together the plate boundary with divergence or other plate interactions and were also able to show some knowledge of processes such as subduction at a destructive plate boundary, or evaporation and condensation of water over Tropical oceans and therefore, 34% gained a Level 2 mark.

Question 2

Parts (a)(i), (a)(ii) and (a)(iii) did not prove problematic for the majority of the students with good interpretation of the map. However, part (a)(i) was not attempted by a number of students. Part (a)(iv) was not always well answered with many students unable to use the map scale. In part (a)(v) many students were unable to use direction or show understanding of the key to the map. In part (a)(vi) the majority of the students were able to offer two valid reasons as to why people continue to live in volcanic areas and learned knowledge was evident. Part (b) also elicited a range of responses. Some students had difficulty in fully understanding and applying the information shown in Figure 2. It should be emphasised that students are expected to interpret data rather than simply 'lift' it if they are to access Level 2.

There were many inappropriate references to prediction of earthquakes rather than preparedness. However, the more able students demonstrated sound knowledge of specific 'high tech' building technologies likely to be found in Country B and linked these to high GNI and compliance to building codes and 41% gained a Level 2 mark.

Question 3

Part (a)(i) was well answered with most students being able to allocate the correct rankings. Part (a)(ii) was also well answered with most students being able to interpret the data. Part (b) again elicited a range of responses. Many students used the photograph well to identify basic problems caused by tropical storms. However, approximately 50% were able to clearly develop these points or take a case study approach to clearly describe specific effects of a tropical storm to achieve a Level 2 mark. Part (c)(i) did not prove problematic for the majority of the students with good interpretation of the map. In part (c)(ii) the majority of the students were able to offer two valid reasons how forecasting can help to reduce damage from tropical storms and learned knowledge was again evident.

Question 4

Part (a)(i) was not always well answered with many students being unable to interpret the graph or the map. Part (a)(ii) was well answered with most students being able to extract appropriate examples from the resource. In part (b) some students focused on prevention an education about the dangers of wildfires and therefore failing to score any marks. However, the majority of students were able to offer a range of valid methods, with 10% gaining the maximum mark. Part (c) elicited a range of responses. Many students were able to offer simple reasons for their chosen viewpoint; these were often taken directly from the resource provided. These were valid statements and many students were able to gain a top Level 1 and score 4 marks. Use of the resource was generally good. Many of the students did develop these ideas further to gain a Level 2 mark through good use of the resource along with the application of their own their own knowledge and understanding in constructing an argument for or against the issue. There was some use of case study examples to develop points and there were some well-developed descriptions of a range of reasons why climate change may cause an increase in the number of wildfires in the future, along with clear arguments for the main driver of change being increased human activity in wildfire-prone areas and approximately 40% gained a Level 2 mark. The best responses were those that used case studies of past events as pointers towards possible future trends.

Section B - The Challenge of Extreme Environments.

Questions 6 and 7 were the best answered, the subject matter appearing to be the most familiar to the majority of students.

Question 5

Part (a) was generally well answered with most students being able to interpret the map. Where errors did occur they tended to be due to an inability to use direction. Part (b) elicited a range of responses. Part (b) was poorly done by most students, with many vague statements and incorrect statements. For many students, their knowledge and understanding of the formation of hot desert, or cold environments and the climatic effects on vegetation in extreme environments is very limited and this is an area for future development, as only 4% of students were able to show sufficient

knowledge to gain a Level 2 mark. Some students lost marks as they focused on localised desertification, rather than the long-term climatic causes of extreme environments.

Question 6

Parts (a)(i), (a)(ii) and (a)(iii) did not prove problematic for the majority of the students with good interpretation of the map. Part (a)(iv) was well answered by most students. Part (b) elicited a range of responses. Many students used the photograph well to identify basic problems caused by oil spills. However, approximately 20% were able to clearly develop these points or take a case study approach to clearly describe specific effects of an oil spill to achieve a Level 2 mark. In part (c) the majority of the students were able to offer two valid reasons how forecasting can help to manage tourism and learned knowledge was evident with 26% gaining the maximum mark.

Question 7

Part (a)(i) was well answered with most students being able to allocate the correct rankings. Part (a)(ii) was also well answered with most students being able to interpret the data. Part (a)(ii) was well answered with most students being able to extract appropriate examples from the resource with many gaining the maximum mark. Part (b) also elicited a range of responses. Some students had difficulty in fully understanding and applying the information shown in Fig. 13. It should be emphasized that students are expected to interpret data rather than simply 'lift' it if they are to access Level 2. The more able students demonstrated sound knowledge of specific causes of desertification likely to be found in Country A and linked these to the indicators given and 25% gained a Level 2 mark.

Question 8

Parts (a)(i) and (a)(ii) were well answered with most students being able to interpret the map/graph and describe the pattern of temperature. However, some students lost marks through describing the pattern of rainfall. Part (b) elicited a range of responses. Many students were only able to offer very simplistic explanations and there were many responses that did not address the demands of the question. Once again, explanation of climatic factors was generally poor and only 10% gained the maximum mark.

Part (c)(i) was generally well answered with most students being able to correctly label the diagram. Where errors did occur, these tended to be mistaking reforestation for ecotourism. Part (c)(ii) was generally well answered with most students being able to correctly identify at least one advantage. However, some students merely restated information from Figure 14 and the nature of the advantage was not clear. Part (d) elicited a range of responses. Many students were able to offer simple reasons for their chosen viewpoint; these were often taken directly from the resource provided. These were valid statements and many students were able to gain a top Level 1 and score 4 marks. Use of the resource was generally good. Many of the students did develop these ideas further to gain a Level 2 mark through good use of the resource along with the application of their own knowledge and understanding in constructing an argument for or against the issue. There was some use of case study examples to develop points and there were some well-developed descriptions of a range of reasons why climate change may cause a decrease in the amount of tropical rainforest in the future, along with clear arguments for the main driver of change being increased human activity and approximately 35% gained a Level 2 mark. The best responses were those that used case studies of past or current events as pointers towards possible future changes.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion