



## **General Certificate of Secondary Education**

### **Geography 4035** *Specification B*

**40353F**      **Investigating the shrinking world**

## **Report on the Examination** *2010 examination - June series*

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## General

This was the first Specification B Unit 3 paper to be examined. Of the two alternative sections (A Investigating the Globalisation of Industry and B Investigating Global Tourism), B was much more popular.

### What was done well:

- displaying some geographical knowledge and understanding through short answers and by making simple points in longer answers
- giving 4-figure grid references.

### What could be improved:

- developing simple points into clear explanations to score higher marks in longer answers
- using direction and distance.

Centres seeking to raise the attainment of future candidates should encourage them to:

- develop answers, especially explanations, beyond simple points
- revise case studies of all parts of the Specification including those sections that deal with sustainability.

Candidate responses suggested that those choosing Section A may have found it more challenging than Section B. It is obviously important that candidates answer the section for which they have been prepared. Some may not have done.

## Section A - Question 1

In **part (a)** many candidates recognised that a TNC is a company with factories in many countries and, using the map provided, that the USA is the country with most Intel silicon production factories. While it was common for candidates to be able to identify one reason why most of that TNC's silicon production factories are in more developed countries, fewer candidates were able to successfully choose two reasons. Using the map to provide a description of global distribution was a skill that many would have done well to practise more thoroughly.

In **part (b)** *Jobs* and *money* were two simple benefits of a new factory that many candidates advanced for Level 1 marks. More successful candidates at least attempted further development, typically through an explanation of the multiplier effect. Clear developments of this sort enabled candidates to gain Level 2 scores of 5 or 6 marks. Suggesting reasons why China is a good TNC location elicited points such as *cheap labour* from many with only the most successful able to add other thoughts such as *lenient environmental laws* or *close to where computers are often made*.

In **part (c)** most candidates correctly recognised that the distance asked was 3km. Many scored 1 or 2 of the 3 available marks for (ii)'s copy and complete exercise. Viborg was the least recognised correct answer due to confusion about direction in the minds of some candidates. Relatively few candidates picked up the significance of the *modern* description of the factory in the accompanying insert photograph. This caused difficulties for them in correctly answering (iv) about why its location is a good one for *modern* industry.

In **part (d)** science and research parks are required by the Specification. More successful candidates had indeed investigated the growth of such parks in the developed world. These candidates were able to quote examples of typical industries found there such as computing, pharmaceuticals, scientific equipment and electronics as well as to clearly explain their growth.

In **part (e)** candidates commonly successfully selected data from the table provided to complete (i) and score both of its marks. Similarly, many recognised that richer countries have a higher life expectancy than the poorer countries. While some struggled to complete the bar chart accurately, Bangladesh was commonly correctly labelled. Many candidates were able to advance simple points such as “It shows it very well because Bangladesh is the poorest country” in attempting to explain why the data given showed which country was least developed. Few were able to use their own knowledge as well as the table provided to suggest other measures such as the HDI that may have provided enhanced information.

In **part (f)** most candidates realised that £7 was the minimum wage quoted in Figure 5. They were also able to advance at least one simple correct point in offering a description of economic and social problems for workers such as those shown in Figure 5. Typically this was *low wages*. The most successful candidates provided several or developed problems including below the poverty line/in poverty and poor living conditions.

**Part (g)** on sustainability proved relatively difficult for candidates. Sustainability is a key concept. Centres are recommended to ensure that future candidates know a definition of the term and understand how the impacts of industrial development can be managed sustainably. It was apparent that many candidates had only a sketchy idea of an appropriate technology scheme. Future candidates would do well to study an example.

## **Section B - Question 2**

In **part (a)** most candidates correctly recognised, with the aid of the map provided, that the Broads are in the east of the United Kingdom and that most of the UK's National Parks are more than 200km from London. Many went on to score further marks for correctly identifying that visitor numbers to National Parks have increased because more advertising means that people know about National Parks and/or higher wages mean that people have more money. They were also able, in many cases, to give at least one reason why people living in Manchester can easily visit the Lake District and the Peak District.

In **part (b)** many candidates successfully named two activities that tourists to the Broads might do (having studied the OS extract provided). More struggled when it came to suggesting why tourism ‘is good for local businesses’. This was largely because of missing the significance in the question wording of *good for local businesses*.

In **part (c)** most candidates successfully gave the requested 4-figure grid reference and many correctly identified the specified distance to be 6km. Correctly stating *South-east* challenged some, with incorrect responses such as *North-west* and *East-south* seen. More successful candidates could competently suggest why the area on the OS extract attracts tourists and made links between clearly identified attractions and tourist activities such as bird-watching. Others picked up 1 or 2 marks by simple identification of attractions, sometimes encouragingly grid-referenced.

Conflicts occur between sets of people, in this case between tourists and local people. Impacts of tourism may not necessarily be such conflicts. Some candidates went off track in **part (d)** as a result. Successful candidates made clear in their description what the problem was between locals and tourists such as what the local farmer's problem is with tourists leaving gates open. Management ways were well described by the highest scoring Level 2 candidates. Others picked up Level 1 marks for identifying some approaches to conflict management such as redirecting footpaths.

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In **part (f)** the meaning of ecotourism was clear to a lot of candidates, but by no means all. It did seem that a minority of candidates were not familiar with this specified term. Understanding terminology used in the Specification is an expectation. Environmental and social problems were often taken from case study material, which is perfectly acceptable. However, a number of candidates struggled to correctly classify the problems they had learned as either environmental or social.

In **part (g)** effects of increased travel were generally seen as effects of air travel on the atmosphere. Impacts such as global warming and ozone depletion were commonly given. Actual description was less frequent than mark scoring through simple identification.

In **part (h)** benefits of tourism that were specific to less developed countries were described by the more successful candidates who scored 5 or 6 marks for such a clear Level 2 response. Level 1 marks were scored by other candidates who identified generic benefits such as the ubiquitous *jobs* and *money*. Simplistic responses that went no further than these two ideas scored a maximum of 2 marks.