



General Certificate of Secondary Education

Geography 4035 *Specification B*

40353H **Investigating the shrinking world**

Report on the Examination *2010 examination - June series*

Copyright © 2010 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.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX

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 clear geographical knowledge and understanding
- showing some awareness of a global perspective in answers to longer questions.

What could be improved:

- developing clear descriptions and explanations by using case study knowledge to broaden answers given
- understanding that all parts of the unit specification fit in with this unit's central theme - one shrinking world.

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

- read question wordings carefully and frame their responses accordingly
- develop longer answers, accessing top, Level 3 marks, by using case study material to illustrate clearly made points.

Section A - Question 1

In **part (a)** many candidates stated either that a TNC is a large company or that it operates in more than one country. Using the map to provide a description of global distribution was a skill that many would have done well to practise more thoroughly. Whilst the more able candidates could provide such a description, many more simply listed locations from the figure. Again, the more able candidates were able to give clear (Level 2) reasons for the location of assembly and testing factories as shown on the map provided explaining, for example that SE Asia might be attractive because of its cheaper labour supply so that producers can manufacture at a reduced cost and increased profitability. Weaker answers simply stated one or two factors, such as *cheaper labour*.

In **part (b)** *Jobs* and *money* were two simple benefits of a new factory that many candidates advanced for Level 1 marks. For those two simple points alone a maximum mark of 2 was awarded. 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. The most successful candidates who could develop points by showing a more detailed or, through judicious use of case study material, broader locational understanding were able to score Level 3 marks of 7 or 8. More able candidates should aim to include such case study material in their developed answers to longer questions.

In **part (c)** most candidates correctly recognised that the direction asked was South-east. Many were challenged by the use of the term 'site' in (ii). Marks were awarded only for relevant description of the space on which the factory is built and not for its broader location or situation. Relatively few candidates picked up the significance of the word 'modern' in the accompanying insert photograph. This caused difficulties for them in correctly suggesting reasons why its location is a good one for *modern* industry. H tier candidates are expected to read questions carefully and frame their responses accordingly.

Science and research parks are required by the Specification. In **part (d)** more successful candidates had indeed investigated the growth of such parks in the developed world. These candidates could quote examples of typical industries found there such as computing, pharmaceuticals, scientific equipment and electronics as part of clearly explaining their growth. As with all explanations, Level 2 marks were scored by those candidates who linked factors such as 'close to universities' to the question through 'so' links such as 'so that a large number of highly skilled graduates are available in the area'. The most successful candidates achieved Level 3 by developing 'chain reaction' answers such as 'The growth in demand for new products such as mobile phones means that new technology needs to be developed. This builds on research so science parks have been developed to take ideas from research and develop them'.

In **part (e)** candidates commonly and correctly stated that as GNI per person rises so, as a general rule, does life expectancy and many went on to score a second mark by quoting supportive data from the table provided. Full marks were gained by those candidates who clarified an anomaly such as the lower life expectancy of Botswana compared to Bangladesh. Most completed the bar chart accurately and 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. Relatively 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 were 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 the figure provided. Typically this was *low wages*. Many successful candidates provided several examples 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 investigate a case study example.

Section B Question 2

In **part (a)** most candidates, with the aid of the map provided, could correctly describe the location of The Broads. Successful candidates realised that part (ii) was asking about increased visitor numbers to UK *National Parks* over *the last 20 years* and answered appropriately referring to such aspects as the increased grey market and greater demand for second and even third holidays that they specifically linked to the question. 4 marks could be scored either by making four simple points or by developing one or two points.

In **part (b)** some candidates were challenged when it came to suggesting why tourism 'is good for local businesses'. This was largely because they missed the significance in the question wording of *good for local businesses*. Others picked up on this wording and developed clear points such as "if more local people are employed they will have more money to spend in local businesses such as restaurants and shops".

In **part (c)** most candidates successfully gave the requested 6-figure grid reference and many correctly determined the specified distance to be within the acceptable range of 6.0 – 6.4 km. Some gave their answers in miles. This was accepted although candidates are normally expected to answer using metric units. Some candidates drew diagrams to

show how height is represented on the extract. Expected answers were *contour lines* or *spot heights*. 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. The most successful scored within Level 3 because they gave a detailed answer which showed why the area as a whole attracts tourists. 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 are not necessarily 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.

In **part (e)** candidates commonly and correctly stated that as GNI per person rises so, as a general rule, does life expectancy and many went on the score a second mark by quoting supportive data from the table provided. Full marks were gained by those candidates who clarified an anomaly such as the lower life expectancy of Botswana compared to Bangladesh. Most completed the bar chart accurately and 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. Relatively 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)** the meaning of ecotourism was clear to a lot of candidates, but by no means all. Some candidates struggled to get beyond a simple statement such as 'tourism that doesn't harm the environment'. They seemed not to know that ecotourism is tourism to a place because of its natural environment or that ecotourists strive to ensure maximum positive benefit to local people.

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. However, the most successful candidates were able to develop a detailed answer, for example by using case study material to show a broader locational understanding.

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