General Certificate of Secondary Education
June 2012

Geography B   **40353F**

(Specification 4035)

Unit 3: Investigating the shrinking world (Foundation)

Report on the Examination

General

This was the third sitting of this Full Course examination. The unit again attracted a larger entry than for the previous sitting (June 2011).

Of the two alternative sections (A Investigating the Globalisation of Industry and B Investigating Global Tourism), B was once again, by far, the more popular.

What was done well
- using clearly learned geographical knowledge to make sound attempts at answering most questions
- knowing the meanings of many of the technical terms of the specification, including *globalisation* and *package holiday*, for example.

What could be improved
- selecting the most appropriate case study examples to support answers
- showing knowledge of the effects of industrial and tourism decline
- some candidates mistakenly answered at least some question parts from the wrong section of the paper

Questions

Section A Question 1

1 (a) (i) Most candidates correctly identified the objects as examples of global *consumption* and *computer* as a manufactured object.

1 (a) (ii) Many candidates knew that globalisation was to do with 'worldwideness' (i.e. what *global* means) and they could often link Figure 1's items with that to illustrate their meaning. To achieve full marks, an awareness, drawn from own knowledge, that global*isation* is a process occurring over time was needed.

1 (b) Candidates were often able to make simple suggestions as to how up to three of the reasons from Figure 2 would help industry. They could score up to half marks doing that. Fewer were also able to develop their suggestion(s) to show how each helps industry become more globalised.

1 (c) (i) Most candidates correctly recognised, from Figure 3, Mitsubishi as a TNC and that GE was not making the largest investment.

1 (c) (ii) Variations on the jobs and money theme accounted for two of the three marks available. Multiplier and spin-off effects such as increased social spending and the development of labour force skills were options for the 3rd mark.

1 (d) (i) Simple, yet valid, points that candidates made here included creating business and profits for the manager's firm and the need to avoid foreign competition cornering the market first. Candidates could achieve all four marks either through four separate ideas or else by developing one idea within each of the two sentences.

1 (d) (ii) Many candidates realised that the less developed countries' factory managers might see the comments as meaning a likely loss of business for them. Both marks were available for answers that made a second point or developed the first, for example by pointing out that such a loss of business would not help close the development gap between less developed countries and the UK.

1 (d) (iii) Problems such as increased congestion, specific pollution, putting local firms out of business and the issue of over-dependence were advanced, scoring one mark each, up to a maximum of three in total.

1 (e) (i) and (ii) Marks were awarded for changes within the specified time period (1950-2010) that were described by date and percentage data.

1 (f) Careful question reading was key here. The effects of decline were relevant, the causes were not. Unfortunately, it was not uncommon for candidates to mistakenly take the latter path. Level 2 marks were available for answers that supported points about decline's effects with relevant case study material.

1 (g) This was common to both F and H tiers. It was a challenge for F tier candidates. Emphasis within the question itself was on 'what can be done" so measures such as tax incentives and infrastructure improvement were appropriate. Level 2 marks (5 and above) were achievable for responses that back up points using relevant case study information. Level 1 answers, characterised by simple points could still score up to 4.

1 (h) (i) Many candidates successfully and correctly completed the paragraph, though some made mistakes or chose incorrectly because of weaker geographical understanding.

1 (h) (ii) Candidates could often advance simple, mark-scoring points, about recycled materials being used or about the use of unskilled labour to make the newspaper bags. Such points revealed some understanding of *appropriate technology.* To reach Level 2, candidates needed to develop their answer by clearly explaining why such points mean that the making of the bags is *appropriate technology.*

Section B Question 2

2 (a) (i) was generally correctly answered. Some candidates wrongly connected *long-haul* with *travelling on your own country.*

2 (a) (ii) Credit was given for identifying photographic evidence of *mass tourism.* Most candidates succeeded in pointing out pieces of evidence such as many, high-rise buildings likely to be hotels/holiday apartments and lots of sunbathers on the beach. Some, however, misread the question as asking about the attractions of the resort for tourists.

2 (a) (iii) Many candidates were clearly aware of the term 'package holiday' and were able to score at least one mark here by realising that separate components typically including accommodation and transport including airport transfers are bundled together to be sold for a single price. Weaker candidates confused *package holiday* with *all-inclusive holiday* and missed out on a mark or two in consequence.

2 (a) (iv) Candidates were commonly able to score marks by stating what had happened to leisure time, transport and wealth since the 1950s. Stronger candidates were then able to make clear links with the actual changes to holidays shown in Figure 8. Weaker answers often stated facts that were not actually changes shown in Figure 8 or simply did not refer to Figure 8.

2 (a) (v) This question was common to both tiers. It challenged many foundation candidates, who found it difficult to access Level 2. However, many candidates were able to score in Level 1, up to 4 of the available 6 marks, by making simple statements about jet engine emissions and about the implications of clearing land and vegetation for airport construction. Stronger candidates were able to write clearly about links to global warming and its likely effects and about the damage to habitats caused by building airports and hotels to accommodate international travellers. There was some confusion of global warming, acid rain and holes in the ozone layer, with some sensationalised comments about the effects of ice cap melting.

2 (b) (i) and (ii) Many candidates gained full marks on **Q 2 (b) (i)**, as well, in quite a number of cases, as both marks for **2 (b) (ii)** - where they appreciated that the question was about the tourism company and not just about tourism.

2 (c) (i) Those candidates who did not go beyond quoting management measures from the colour insert scored up to the 2 marks available in Level 1. Stronger answers applied learned knowledge to explain how these measures help reduce tourism's negative impacts on the environment in the Galapagos Islands, using Figure 10 as an aid.

2 (c) (ii) Stronger candidates realised that the question did not ask for the Galapagos Islands but was intended to provide an opportunity to come up with a method not shown in Figure 10. Developed suggestions, showing how the impact of tourism would be influenced, scored both available marks.

2 (d) While a large number of candidates were able to point out some economic benefits of tourism generically, fewer made use of example case study material, which was a requirement of the question. Some that did refer to a case study chose an eco-lodge or similar development rather than a *destination*. These candidates often spent time describing that development or pointing out its benefits to tourists rather than *explaining* benefits to a destination and its people. The best answers did make use of a destination case study, such as the Gambia or Negril in Jamaica, and explained the positive impacts that tourism has had there. The weakest answers were simple 'jobs' and 'money' responses.

2 (e) This was generally well answered and many students gained 5 or 6 of the total available marks.

2 (f) (i) and (ii) Many candidates correctly plotted the height of the bar on the graph and gave the correct figure for (ii). Some again omitted the graph completion task (i).
However, many were able to correctly describe how visitor numbers had changed according, to the graph shown and scored up to full marks for these skills tests. A small minority only mistakenly offered an explanation instead of the requested description.

2 f (iii) This proved difficult for many candidates who wrote about the causes of decline in an area they had studied – not the effects as they should have done. Some others seemed not to understand the meaning of decline, confusing it with impact. Both terms appear in the specification. The strongest responses did describe the effects of tourism decline in places that candidates had studied. Blackpool and Benidorm, as well as smaller UK seaside towns (possibly local ones) were successful examples that were used.

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

- be sure to read the question wordings carefully
- respond directly to command words such as *describe* and *explain*
- carefully choose case studies to use in their responses, especially where the question asks for an example(s).

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results statistics page of the AQA Website.

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