



**General Certificate of Secondary Education
June 2012**

Geography B

40353H

(Specification 4035)

**Unit 3: Investigating the shrinking world
(Higher)**

Report on the Examination

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General

This was the third sitting of this Full Course examination. The unit attracted a larger entry than the previous sitting (June 2011), which itself was an increase on the 2010 entry.

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

What was done well

- using learned case study examples to support answers
- understanding what is meant by geographical terms, including *globalisation* and *appropriate technology*
- explaining environmental impacts.

What could be improved

- careful reading of the question and responding carefully to its exact wording
- knowledge and understanding of the effects of industrial/tourism decline on places.

Questions

Section A Question 1

1 (a) Many candidates understood the idea of globalisation, though fewer developed their answer to clarify how 'the range' of objects in Figure 1 showed it.

1 (b) Most candidates used the information appropriately, often reaching Level 2 by identifying reasons for increased globalisation. Some answers reached into Level 3 by giving a detailed explanation and/or providing good exemplification.

1 (c) (i) This question was generally well done, with candidates often achieving Level 2 by developing ideas around skilled workforce, market size/share and government support. Access without trade barriers to the European single market and the relative 'windiness' of the UK as a site for wind farms were suggestions that were also seen and credited. Some candidates misunderstood or misread the question and dealt with the negative effects of wind farms.

1 (c) (ii) 'Jobs' and 'money' were simple responses that were often seen in various guises. Successful candidates developed their answers through links via the multiplier to clearly describe boosts to the local economy and reach into Level 2.

1 (c) (iii) Suggestions as to why some people in the UK did not welcome the news of further TNC investment in the UK wind turbine production industry. Increased competition, impact on the environment of the factory and its construction were frequently offered suggestions that gained credit. Some responses, however, slightly miscued and discussed wind farms themselves, overlooking the fact that the question is concerned with a turbine factory.

1 (c) (iv) This question was generally answered well, with many candidates reflecting on the perceived ability of the business to raise its profits, secure jobs and to ensure its economic sustainability.

1 (c) (v) A mostly well-answered item, with responses focusing on the loss of income for the factory in question or of jobs or of business that would help in developing less developed countries.

1(d) Successful responses to this skills question part described two changes shown in Figure 5 using dates and percentages correctly read from the graph. They scored all four available marks.

1(e) (i) Some candidates wrote good explanations of industrial decline's effects but a number did digress into dealing with the causes of decline. Appropriate case studies were used to support the better answers: South Wales, Clydeside and Detroit were among these. The strongest candidates

were able to develop a chain of links or series of ideas generating a Level 3 mark for detailed exemplification about real-place decline and its effects on that place. At Level 2, loss of jobs and money were simple initial ideas that had been developed by links to negative multiplier effects and to urban dereliction.

1(f) This proved to be an unexpectedly tricky question for some candidates who mistakenly described general industrial location factors and not, as they should have done, measures that can be taken to attract industry to an area. This is a specification requirement. Some successful candidates explained government incentives or initiatives to improve the skills base. Those that did so clearly were able to score at Level 2.

1(g) This was a well-answered question. Candidates often used ideas about employment for the unskilled (as a way to beat the poverty trap), and sustainable use of recycled or readily, cheaply available resources, without the need for complicated machinery, to access Level 2 marks by offering clear explanations.

1(h) (i) While many answered well, often referring to indicators of development, a number of candidates indicated only that the development gap is the gap between rich and poor without mentioning that it exists between countries (or regions).

1(h) (ii) Many candidates could advance an idea as to how industrial growth would aid development but only stronger candidates could then show this would close or narrow the gap between a less developed and relatively more developed country.

Section B Question 2

2 (a) (i) Many candidates scored at least one of the two available marks but some missed out on full marks by not giving evidence of mass *tourism*, for example by referring too vaguely to lots of people, rather than to many tourists/sunbathers. Marks were typically scored for noting the size/scale of tourist accommodation, numerous sun loungers/parasols on the beach.

2 (a) (ii) Many candidates were able to clearly explain at least some of the changes shown in Figure 8 and to access Level 2 as a result. Fewer successfully reached Level 3. Such candidates were able to give a number of linked, valid reasons for the changes with useful examples such as the Channel Tunnel, Thailand, Inca Trail supporting their detailed answers.

2 (a) (iii) There were some very good answers. Many candidates reached level 2 by clearly linking carbon dioxide emissions to global warming. Aircraft engine emissions, global warming, and rising sea levels were typical effects included in candidates' answers. Some successful responses included explanation of thermal expansion, or acid rain or habitat destruction due to the development of international travel infrastructure such as airports.

2 (b) This question was also well-answered, usually from the tourist's perspective, with valid suggestions including the greater ease of holiday booking, the greater awareness of resorts/destinations made possible by the internet, the greater ability to select appropriate choices and to search out well-reviewed destinations, comparing prices to secure the best deals.

2 (c) (i) Most candidates drew on the resource for their answers, but many responses were largely descriptive and did not give reasons why the features of the physical environment they mentioned should attract tourists. They gained Level 1 marks for making simple points such as *warm sea* or *unique wildlife*. Successful candidates were to link such points to their attraction for tourists with reasons such as not being seen in the home environment, the ability to enjoy watersports in a warm sea or the opportunity for a complete break from modern urban life.

2 (c) (ii) Many candidates used the resource to correctly identify management policies but some of their explanations were vague, for example *to prevent damaging the environment, to avoid harming the animals*. Successful answers at Level 2 explained the lack of distress caused to animals due to the guided tours and the one visitor site with marked trail meaning that habitat and soil is not trampled or eroded by the passage of many people.

2 (d) (i) Many candidates reached at least Level 2, with some excellent, detailed answers achieving Level 3. Answers often mentioned the multiplier effect but the quality of explanation of it varied. Candidates scored higher marks when they linked their points together clearly. A frequent example was that while many candidates mentioned increased government spending, some failed to go on to detail the tax revenue source of such. Good, clear, typical Level 2 responses seen here included developing the multiplier from jobs and money through to enhanced infrastructure and well-being. Specific, detailed links such as increased life expectancy, raised educational opportunity leading to breaking out from poverty and more thoughtful responses about cultural benefits or positive impacts on the environment gained Level 3 credit. As a cautionary note, some candidates/centres had apparently prepared (well) for an anticipated ecotourism question, which was not asked. Candidates tried to amend their prepared answer to suit this question. This was often not successfully done. Appropriate case study selection is important.

2 (d) (ii) While many answered well, often referring to indicators of development, a number of candidates indicated only that the development gap is the gap between rich and poor without mentioning that it exists between countries (or regions).

2 (e) (i) Marks were awarded to successful responses for their correct identification of two of three key characteristics of tourist honeypots: small in size, overcrowded, very attractive (scenically or otherwise). Weaker answers gave general characteristics of tourist attractions that are not necessarily honeypots.

2 (e) (ii) Candidates had few problems in suggesting possible measures, but weaker answers lacked clarity when it came to actually explaining the effects these measures could be expected to have. For example, how a 'Park and Ride' scheme could reduce congestion conflict.

2 (f) (i) Successful responses to this skills question part described two changes shown in Figure 5, using dates and percentages correctly read from the graph. They scored all four available marks, typically by dealing firstly with the decline between 1992 and 2006 and secondly with the subsequent rise from 2008.

2 (f) (ii) This was a question about the impacts of tourism decline, not its causes. Some candidates mistakenly dealt with the latter. That said, it was well-answered by many candidates who developed one or both of two simple initial points. 'Businesses close so jobs are lost and people are obliged to migrate to search for work' was a typically appropriate train of thought.

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

- read the questions carefully
- clearly explain the effects of management measures such as those used to attract industry or to alleviate the negative impacts of tourism
- use appropriate case studies to detail their responses to the longer, higher-tariff questions, especially where the question prompts the use of an example(s).

Mark Ranges and Award of Grades

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