



**General Certificate of Secondary Education
June 2011**

Geography B

40353

(Specification 4035)

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

Report on the Examination

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General

This was the second series for this Full Course paper. However, it was the first year when full certification was possible and so the Unit attracted a considerably larger entry this year.

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

What was done well

- using learned case study examples to support answers
- understanding and expressing geographical links such as between economic growth and increased tax revenue for social/development spending

What could be improved

- understanding sustainability – a key concept for this unit
- knowledge of recent changes in world trade patterns (Question 1)

Questions

Section A Question 1

1 (a) (i) and (ii) These were short answer questions about transnational corporations. Although there were a few exceptions, most candidates recognised in (i) that a mobile phone assembled in Hungary and sold in the UK is a UK import and knew in (ii) that a TNC is a company that operates in many countries.

1 (b) (i) Many candidates scored both available marks by knowing the key operations of transnational corporations.

1 (b) (ii) There were exceptions but many candidates coped well with this question and successfully read the correct country/continent names from the map in Figure 2.

1 (c) (i) This question did discriminate between candidates. The more successful gained two or three marks by successfully identifying at least two truthful statements about Nokia's move to Romania using information from Figure 3.

1 (c) (ii) This question was common to both H and F tiers. Even so, although many candidates found it straightforward to identify at least one effect in Germany of the closure of the Nokia factory there (typically, the loss of jobs), relatively few were able to clearly describe two. Those that did often referred to a spiral of economic decline and the possible heightened risk of copy-cat closures by TNCs.

1 (d) (i) Many candidates identified simple benefits of industrial growth (more jobs, more money in the economy) for Level 1 marks. Some more successful candidates wrote clearer, Level 2, answers that genuinely described benefits – often through reference to the multiplier and to social spending made possible by raised tax revenues. It was pleasing to see relatively sophisticated thinking like this.

1 (d) (ii) Asked to explain disadvantages of TNC growth, some candidates were able to make use of learned case study material and write a clear Level 2 response, often related to the risk of sudden closure. Others employed native wit and came up with simple points related to pollution levels.

1 (e) (i) Many candidates successfully completed the line graph in Figure 4.

1 (e) (ii) Candidates were asked to describe change in the value of trade between 2001 and 2008, as shown by a line graph. Candidates on this tier frequently scored 1 mark for this common question

although a significant number missed the fact that there was an overall increase between the two years.

1 (e) (iii) The meaning of ‘globalisation’ was well known and understood by a pleasing number of F tier candidates. Some responses were clearly learned “textbook definitions” - good.

1 (e) (iv) This question proved to be difficult for a number of candidates. Their answers were often at Level 1, making simple points such as the increased export trade in manufactured goods from China. Some candidates described the traditional pattern of imperial trade, rather than the changing pattern of recent years. Changing patterns of world trade are part of the unit Specification so candidates do need to learn about them.

1 (f) This question did discriminate between candidates. The more successful gained two or three marks by successfully identifying at least two truthful statements about differences between the UK and Ghana using information from Figure 5.

1 (g) (i) Candidates were asked the meaning of ‘fair trade’. Those who avoided repetition of the word ‘fair’ normally scored at least one mark, referring to the payment of a ‘reasonable’ or ‘decent’ price that would help keep the producer’s business alive or provide for an acceptable standard of living.

1 (g) (ii) Some candidates were able to access Level 2 marks by giving clear explanations of the social and economic benefits of the actions taken by Cadbury, as outlined in Figure 6. These referred to such links as libraries helping reading standards, with improved educational opportunities allowing access to more well paid jobs.

1 (h) (i) Candidates were asked the meaning of ‘sustainability’. The concept of sustainability is an important part of the unit Specification, and some candidates do find it challenging. More successful candidates scored well by showing they understood it to include controlling actions today in the interests of protecting the future.

1 (h) (ii) Candidates were quite often able to identify one or two ways of managing industry in ways that are environmentally-friendly and so sustainable in that sense. The most successful candidates could clearly show how the management approaches they identified were actually sustainable.

Section B Question 2

2 (a) (i) and (ii) These questions were common to both tiers. Many F tier candidates scored well on (i). A number of candidates misunderstood Figure 7’s rankings for (ii) but some were able to identify at least one correct change in country rankings.

2 (a) (iii) Candidate performance did vary here. The more successful gained two or three marks by successfully identifying at least two truthful statements about differences between France and Mexico using information from Figure 8.

2 (a) (iv) Many candidates identified simple economic benefits of tourism (more jobs, more money) and picked up one or two marks as a result. Some more successful candidates wrote clearer answers that genuinely described benefits – often through reference to the multiplier. It was pleasing to see relatively sophisticated thinking like this from Foundation tier candidates.

2 (b) (i) Some candidates scored one or both available marks for this common question by identifying the general change in international tourist numbers shown by the graph (increase), backing up their answer with qualitative description (such as continuous increase) or by using quantitative data.

2 (b) (ii) Reasons given for the growth in international tourism since 1990 often included the availability of cheap flights, growth in disposable income and more available time. Many candidates were able to score one or more of the three marks on offer.

2 (b) (iii) While positive impacts of tourism were acceptable, most candidates identified negative ones. Typically these included increased pollution from aircraft and increased road traffic as well as either noise from nightspots or visual pollution due to tourism developments.

2 (c) (i) Candidates typically chose beach or mountain environments to answer this question. Many scored Level 1 marks by pointing out the attractions of such places – ‘clear blue sea’, ‘beautiful scenery’ etc. The more successful gained Level 2 marks by clearly explaining why they attracted tourists – what advantages they offered them, such as ‘beautiful scenery to admire and photograph on mountain treks’.

2 (c) (ii) What is a ‘package holiday’? Package holidays and all-inclusive hotels are not of course the same thing but some candidates did seem to confuse them. Nevertheless, many candidates were able to score at least one mark here realising that separate components including accommodation and transport are bundled together and sold for a single price.

2 (c) (iii) This question required candidates to describe how tourist activities can cause conflict with local communities. ‘Conflict’ is a key word here. Successful candidates showed how a tourism impact led to conflict while less successful ones came up with problems or issues without actually saying how they constituted a conflict. For example, congestion in small towns in the Lake District is a problem that becomes a conflict when it means that local people cannot go about their daily business of going to the shops or dropping the kids off at school without being ensnared in tourism-created traffic jams that hold them up and annoy them. Level 2 candidates could describe such instances of genuine conflict.

2 (d) (i) and (ii) These questions were common to both tiers. An encouraging number of F-tier candidates had learned a definition of a ‘tourist honeypot’ and scored one or both available marks for (i) as a consequence. While it is recognised that it may be difficult to define the maximum size a honeypot can be, it is nevertheless a small-scale feature, such as an individual attraction or beauty spot. A significant number of responses misconstrued a honeypot to be a larger region. More successful candidates were able to identify conflicts, with examples within the Lake District and on the Great Barrier Reef most frequently quoted. Actual management was less well described, although some stronger responses did show some knowledge of how management has tackled conflict issues.

2 (e) (i) Many candidates knew that ecotourism was environmentally friendly and they scored at least one mark as a result. Others were also aware that it is generally small-scale and/or that it seeks to maximise positive benefits to local communities. Such candidates scored both available marks.

2 (e) (ii) Candidates could give pieces of evidence to suggest that Lisu Lodge is an ecotourism development from the text as well as the photograph in Figure 10. Many picked up one or both of the available marks by referring to its small size, the naturalness of its surroundings, the apparently local material used in its construction or the environmental-friendliness of the activities on offer.

2 (e) (iii) Some candidates’ answers were quite good on methods of managing eco-tourist developments. The most successful candidates clearly explained the sustainability aspect of these management actions. A clear expression of how actions are sustainable actions was the key to accessing Level 2. A number of candidates were able to name an appropriate example, although some weaker answers inappropriately dealt again with conflict resolution in UK National Parks.

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

- be familiar with all aspects of the unit Specification, including those that refer to trade and to sustainability
- clearly describe the effects of industrial and tourism globalisation on people and places
- use case study information to enhance their responses to the longer, higher-tariff questions.

Mark Ranges and Award of Grades

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