



**General Certificate of Secondary Education
June 2011**

Geography B

40353H

(Specification 4035)

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

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

Questions

Section A Question 1

1 (a) and 1 (b) (i) were short answer questions about transnational corporations. Although there were a few exceptions, most candidates answered them correctly.

1 (b) (ii) Many successful candidates gained Level 2 marks by recognising from the map provided that the global distribution pattern of Nokia's operations is largely of production in less developed countries and research and development in more developed countries. Most but not all of these candidates also used the map to give supportive examples.

1 (c) (i) Many candidates were able to achieve Level 2 by clearly suggesting at least one likely reason why Nokia moved mobile phone production from Germany to Romania. Such clarity came through comparison of one factor between the two countries – often referring to the relative wage levels.

1 (c) (ii) This question was common to both H and F tiers. Even so, although many candidates found it straightforward to describe one effect in Germany of the closure of the Nokia factory there (typically, the loss of jobs and consequent negative impact on other businesses or social well-being), relatively few were able to clearly describe two. Those that did often referred to the possible heightened risk of copy-cat closures by TNCs.

1(d) Less successful candidates often limited their explanations of the benefits of industrial growth to an economically developing area to simple points about jobs and money, perhaps with something about improved infrastructure, without clarifying how growth can help finance such development. Other Level 1 responses included reference to the multiplier, but without clear explanation of its mechanism. Such clear explanation was the key to accessing Level 2.

1(e) (i) All three parts of 1 (e) were common questions asked at both tiers. In (i) candidates were asked to describe change in the value of trade between 2001 and 2008, as shown by a line graph. Many H-tier candidates scored at least 1 mark for this common question although a significant number omitted to include the simple fact that there was an overall increase between the two years.

1(e) (ii) The meaning of 'globalisation' was generally well known and understood by H tier candidates, with a good number of responses that were clearly learned "textbook definitions.

1(e) (iii) This question proved to be quite 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) (i) and (ii) These were generally well done with quite a number of full mark answers. Some weaker answers mentioned generalities such as 'Education' and 'Health' rather than specific HDI indicators of life expectancy, standard of living and level of education for (i).

1(g) (i) Candidates were asked for the meaning of 'fair trade'. Those who avoided repetition of the word "fair" normally scored well, 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) Many candidates were able to access Level 2 marks by giving clear, straightforward explanations of the social and economic benefits of the actions taken by Cadbury, as outlined in Figure 6. The most successful candidates were able to develop their explanations to Level 3 standard by providing detailed sets of links between the TNC's actions and improved social and economic conditions.

1(h) While many candidates were able to describe industrial developments that are sustainable, stronger answers accessed higher level marks by showing clear understanding of how such developments are sustainable. Less successful responses simply listed a series of "green" actions such as recycling and reduced energy use. However, it was clear that many candidates had completed at least one case study of sustainable industrial development, supplying answers that provided factual detail alongside a clear understanding of the principle of sustainability.

Section B Question 2

2 (a) (i) and (ii) These questions were common to both tiers. Many H tier candidates scored well. A minority of candidates misread Figure 7 for (ii) but most had no difficulty in identifying a correct change in country rankings. More successful candidates went on to suggest a pertinent reason for the change they had identified, such as more tourism to the Ukraine following increased demand from former eastern bloc countries.

2 (a) (iii) and (iv) These were also asked in Question 1. They were generally well done with quite a number of full mark answers. Some weaker answers mentioned generalities such as 'Education' and 'Health' rather than specific HDI indicators of life expectancy, standard of living and level of education for (i).

2 (a) (v) Candidates were asked to explain how tourism could help improve social and economic conditions in less developed countries. This is slightly different from being asked about positive impacts. Some candidates unfortunately digressed and wrote irrelevantly about positive social impacts of tourism, such as the learning of different languages and improved cultural understanding. Weaker responses scored at Level 1 by pointing to simple improvements such as more jobs, more money and developed infrastructure. Many were able to access Level 2 typically by offering a clear description of the effects of the multiplier, referring to governments re-investing tax revenues. The strongest answers developed the explanation to Level 3 standard by providing detailed sets of links between tourism and improved social and economic conditions for people living in less developed countries.

2 (b) (i) Many candidates scored both available marks for this common question by describing the change in international tourist numbers shown by the graph in terms of its general trend (continuous increase), backing up their answer with quantitative data.

2 (b) (ii) This question was specifically about how international tourism affects the global environment. Stronger responses were appropriately at the world scale. Weaker ones showed some tendency to digress into more general 'problems of tourism' responses, while others focussed inappropriately on local environmental problems. However, many scored well, referring to aircraft CO₂ emissions and their links to and subsequent consequences of global warming. Successful candidates dealt with rising sea levels, flooding and the destruction of habitats, often earning full marks.

2 (c) (i) In describing impacts of the decline of tourism in an area they had studied, some candidates disappointingly got no further than 'jobs and money'. Better responses explained knock-on effects often in the form of physical resort decay, and the downward economic spiral.

2 (c) (ii) Although this question about why local communities do not always welcome increased tourism also generated some simple ‘problems of tourism’ Level 1 responses, many candidates did provide clear explanations and scored in Level 2, using a variety of examples, from the UK and abroad, often Spain and the Maldives. The most successful responses were detailed explanations, scoring at Level 3. Some were excellent answers related, for example, to the damage done to traditional Spanish culture on the Costa del Sol.

2 (d) (i) and (ii) These were common to both tiers. Many had learned a definition of a ‘tourist honeypot’ and scored 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 location, such as an individual attraction or beauty spot. A significant number of responses misconstrued a honeypot to be a larger region. Most candidates were nevertheless well-versed in conflicts, with examples within the Lake District and on the Great Barrier Reef most frequently quoted. Actual management was less well described in weaker answers, although many stronger ones did show clear knowledge and understanding of how management has tackled conflict issues.

2 (e) (i) Many candidates accessed Level 2 by clearly describing how evidence in Figure 10 (photographic and/or textual) suggested that Lisu Lodge is an ecotourism development. They not only pointed out environmentally-friendly features but also showed clear understanding of what makes a development ecotourism, referring not only to its environmental sustainability but also to its positive community benefits.

2 (e) (ii) Many candidates’ answers were good on methods of managing eco-tourist developments and some gave excellent accounts. The most successful 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. Most 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 explain the effects of industrial and tourism globalisation on people and places
- use case study detail to develop their responses to the longer, higher-tariff questions.

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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