

GCSE

Geography B

40353 F/Investigating the shrinking world
Report on the Examination

4035
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General comments

This was the fourth sitting of this examination.

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

- choosing the correct terms for completion tasks and identifying true and false statements of geography
- using learned geographical knowledge to support clear descriptions and explanations.

What could be improved

- choosing relevant and appropriate case study examples to support answers
- always completing skills (often graph) tasks
- always answering the intended section of the paper – some students did not.

Section A Investigating the Globalisation of Industry

Question 1

1 (a)(i)(ii)(iii) While many students were able to use the Ordnance Survey map extract to correctly choose the terms *0.9km* and *north east*, fewer were able to pick the correct grid square for the Industrial Estate to the north of the Motor Works and its area.

1(a)(iv) Successful students produced answers which recognized, for example, that space is available for expansion and that the primary (A419) dual carriageway road offers good access to the site. Some less successful answers displayed little knowledge of factors affecting the location of modern industry.

1(b) While stronger responses accessed Level 2 (3-4 marks) by clearly explaining how new industry can benefit local people, usually through a clear explanation of the multiplier effect, often connected to social or infrastructural improvements, many students only gave simple statements about *jobs* and *money*, restricting themselves to Level 1. Some students mentioned the 'multiplier effect' but clearly did not understand what it was. They were consequently unable to explain the multiplier clearly and their answers did not reach Level 2.

1(c)(i) Was well answered by most of those students who realised what was necessary to complete the graph in **Figure 2**. Some students, however, did not answer at all, seeming not to realise what to do to complete the graph. The majority of students scored full marks for

1(c)(ii) by correctly choosing terms to complete the paragraph about **Figure 2**.

1(d) Most students gained full marks for **(i)** by correctly identifying statements about the globalisation of industry as *true* or *false*. For **(ii)**, less successful students could offer only simple *jobs* and *money* statements. More successful students gained Level 2 marks by suggesting how tourism helps poor countries develop, with the strongest responses of all clearly suggesting how tourism helps to *reduce the development gap*. Clearly, the gap can only be narrowed if poor countries develop at a faster rate than richer ones. A few students understood this clearly and they were rewarded with the full four marks.

1(e)(i) Was generally well answered by those students who realised what completion of **Figure 3** 2010 pie chart was necessary, so many gained both available marks for correct plotting and shading.

1(e)(ii) identified change in industrial structure in **Figure 3**'s more economically developed country. Only the strongest responses went on to clearly suggest effects of such changes.

1(e)(iii) Students frequently responded to this question about environmental problems caused by the development of industry in quite a 'listy' way – coming up with a series of simple statements types about types of pollution and making basic references to global warming. Such Level 1 answers were credited up to 4 marks. More successful students were able to use their own knowledge, as well as **Figure 4**, to offer clear case study-based descriptions of problems that were often related to global warming or acid rain.

1(f)(i) Students who successfully located the relevant grid square on the OS map extract scored marks by quoting map evidence that suggested why some local people might object to any new industrial development. Such evidence included loss of farmland and the nature reserve located there.

1(f)(ii) Many students knew something of the planning process and were able to gain some Level 1 credit by making simple statements about it, recognising, for example, elements of planning such as consultation, the raising of objections, granting permission or the zoning of land uses. Level 2 answers (4-5 marks) offered clear explanations of how such planning elements can help to reduce conflicts.

1(g)(i) The meaning of the term *appropriate technology* seemed to be not clearly understood by a number of students. This resulted in some inappropriate example choices. The best answers were clear descriptions of the appropriate technology schemes, such as a micro-hydro-electricity generating scheme, that students had studied.

1(g)(ii) While many students were able to come up with an environmentally-friendly suggestion, based on the scheme described in (i), only the strongest answers clearly expressed how this scheme was sustainable – that is to say how it conserves or protects the future.

Section B Investigating Global Tourism

Question 2

2(a)(i)(ii)(iii) While many students were able to use the Ordnance Survey map extract to correctly choose the terms *western* and *3km*, fewer were able to correctly identify the area of the Country Park and pick the correct grid square for the hotel at South Marston.

2(a)(iv) Stronger students were able to score the full four marks for this question by suggesting *tourist activities* that attract visitors to the area west of grid line 13 on the extract, using supportive map evidence. Less successful students did not mention an activity and, therefore, missed out on some possible marks.

2(b) While stronger responses accessed Level 2 (3-4 marks) by clearly explaining how tourism can benefit an area, usually through a clear explanation of the multiplier effect, many students only gave simple statements about *jobs* and *money*, restricting themselves to Level 1. Some students mentioned the 'multiplier effect' but clearly did not understand what it was. They were consequently unable to explain the multiplier clearly and their answers did not reach Level 2.

2(c)(i) Was well answered by most of those students who realised what was necessary to complete the graph in **Figure 5**. Some students, however, did not answer at all, seeming not to realise what to do to complete the graph. The majority of students scored full marks for **2 c (ii)** by correctly choosing terms to complete the paragraph about **Figure 5**.

2(d) Most students gained full marks for **(i)** by correctly identifying statements about trends in tourism as *true* or *false*. For **(ii)**, less successful students could offer only simple *jobs* and *money* statements. More successful students gained Level 2 marks by suggesting how tourism helps poor countries develop, with the strongest responses of all clearly suggesting how tourism helps to *reduce the development gap*. Clearly, the gap can only be narrowed if poor countries develop at a faster rate than richer ones. A few students understood this clearly and they were rewarded with the full four marks.

2(e)(i) Was generally well answered by those students who realised what completion of **Figure 6's** pie charts was necessary and many gained both available marks for correct plotting and shading. Good answers to **2 e (ii)** suggested clear reasons for the increase in tourists travelling by air that included the increased use of the internet to book air tickets, the increased size of some planes to accommodate more passengers, increased advertising and budget airline prices. Less effective were responses gave short, simple statements such as *quicker* and *cheaper*.

2(f) Stronger answers made use of **Figure 7** and students' own knowledge to clearly describe local environmental problems caused by the development of tourism and gain Level 2 credit (5-6 marks). However, many students' statements (as opposed to true descriptions) about polluting the local environment were simplistic and generic (not clearly linked to **Figure 7** or drawing on own knowledge). These scored Level 1 marks (up to 4). Some responses to this question about the local environment branched off into writing about global warming in a way that was irrelevant at this scale.

2(g)(i) Students who successfully located the relevant grid square on the OS map extract scored marks by quoting map evidence that suggested why some local people might object to a new tourist development. Such evidence included loss of farmland and proximity to a residential area.

2(g)(ii) Many students knew something of the planning process and were able to gain some Level 1 credit by making simple statements about it, recognising, for example, elements of planning such as consultation, the raising of objections, granting permission or the zoning of land uses. Level 2 answers (4-5 marks) offered clear explanations of how such planning elements can help to reduce conflicts.

2(h)(i) There were some good, case study-based descriptions of ecotourism developments, but there were also some rather vague attempts by students who did not understand the term *ecotourism* and chose inappropriate examples as a consequence.

2(h)(ii) While many students were able to come up with an environmentally-friendly suggestion, only the strongest answers clearly expressed how this was sustainable – that is to say how it conserves or protects the future.

Centres seeking to raise the attainment of future students should encourage students to:

- respond directly to question wordings
- carefully revise specified terms and concepts, such as, for this examination, *sustainability*, *ecotourism* and *development gap*
- use their knowledge of case studies, especially where prompted by the question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion