

GCSE

Geography B

40353 H/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 again, by far, the more popular.

What was done well

- describing changes using graphical evidence
- describing the global operations of a Transnational Corporation and suggesting reasons for changes in transport used by tourists

What could be improved

- careful reading of the wording of items to enable precise responses to be made
- knowledge and understanding of the impacts of industrial decline and of the growth of global tourism companies

Section A Investigating the Globalisation of Industry

Question 1

1(a)(i)(ii) Were map skills items. Students needed to give a 6-figure grid reference and a straight line distance between two points (to the nearest kilometre). While many succeeded, this was far from always the case. Students generally identified relevant evidence on the Ordnance Survey map and many achieved Level 1 (1-2 marks). However, not all students clarified why this evidence suggested that this was a good area to locate a modern factory. Those who did so achieved Level 2.

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, some students only gave simple statements about *jobs* and *money*, restricting themselves to Level 1. Some students mentioned the 'multiplier effect' but did not clearly explain what it was. Answers reached Level 2 when, for example, students made a clear link between increased revenue or new jobs on the one hand and socio-economic improvements on the other.

1(c) Most students successfully named a Transnational Corporation and were able to make at least simple statements about its operations to score Level 1 marks. More successful responses were clearer in describing global operations specific to the chosen TNC, referring, for example, to the spatial separation of its functions among named developing and more developed countries.

1(d)(i) Many students scored well, using data from the line graphs in **Figure 2** to help describe HDI changes shown. Some misread the question and wrote a comparison instead.

1(d)(ii) Less successful students offered only simple *jobs* and *money* statements for Level 1. More successful students gained Level 2 marks by suggesting how TNCs can help 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. Those students who understood this clearly gained further credit. The strongest, detailed responses accessed L3 by illustrating differences in relative growth rates through reference to example countries.

1(e)(i) Students generally scored at least one mark – often focusing on the growth of the tertiary sector. Others went on to gain the second available mark by describing the proportional reduction in the secondary or primary sector.

1(e)(ii) Simpler responses tended to use **Figure 3** to simply describe decline. Clearer answers scored 2 x 2 marks by clearly describing impacts of this decline, such as dereliction or increased levels of poverty in de-industrialised locations.

1(e)(iii) Clear answers made use of **Figure 7** and students' own knowledge to properly describe environmental problems caused by the development of industry and gained Level 2 credit (5-6 marks). However, some students' basic statements (as opposed to true descriptions) about polluting the environment were simplistic and generic (not clearly linked to **Figure 7** or drawing on own knowledge). These scored Level 1 marks (up to 4).

Level 3 (7-8 marks) answers were detailed answers. They were, unfortunately, relatively few. Detailed description, showing in-depth case study knowledge was needed. Raising future students' awareness of this expectation may help more of them to score higher marks where responses to items worth 6 or more marks are marked at three levels.

1(f) Successful students scored up to the full 3 marks available here by identifying a piece of map evidence that suggested a potential issue (loss of the nature reserve in Great Wood, for example) and describing a conflict that might ensue – such as between the developer and environmentalists.

1(g) Many students were able to gain Level 1 credit for simple, generalised statements about ways in which conflicts might be reduced. Level 2 answers (4-5 marks) offered clear explanations of how conflicts caused by industrial development can be reduced.

1(h) Students scored up to 2 marks by simply identifying ways in which alternative technology can be more environmentally-friendly, because of less reliance on non-renewable resources, for example. Stronger responses clearly described two ways in which appropriate technology can make industry more sustainable, showing how this would help conserve or protect the future.

Section B Investigating Global Tourism

Question 2

2(a)(i)(ii) Were map skills items. Students needed to give a 6-figure grid reference and a straight line distance between two points (to the nearest kilometre). While many succeeded, this was far from always the case. Students generally identified a variety of tourism-relevant features in part of the Ordnance Survey map extract (west of grid line 13) for **(iii)** and so they achieved Level 1 (1-2 marks). However, not all students clarified why these features attracted tourists – what tourist activities they might allow. Those who did so achieved Level 2.

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, some students only gave simple statements about *jobs* and *money*, restricting themselves to Level 1. Some students mentioned the 'multiplier effect' but did not clearly explain what it was. Answers reached Level 2 when, for example, students made a clear link between tourist expenditure or new jobs on the one hand and socio-economic improvements on the other.

2(c)(i) Many students scored well, using data from the line graphs in **Figure 5** to help describe HDI changes shown. Some misread the question and wrote a comparison instead.

2(c)(ii) Less successful students offered only simple *jobs* and *money* statements for Level 1. 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. Those students who understood this clearly gained further credit. The strongest, detailed responses accessed L3 by illustrating differences in relative growth rates through reference to example countries.

2(d)(i) Students generally scored at least one mark – often focusing on the growth in air travel. Others went on to gain the second available mark by describing the proportional reduction in sea travel or the advent of the Channel Tunnel.

2(d)(ii) There were some excellent answers, which scored full marks. The main error that some students made was to say that air travel has increased because it is quicker than sea transport – it always has been. Some others were too easily content with a simple, basic answer to each of the two parts of this item. Clear suggestions scored 2 x 2 marks. Such suggestions were clearly linked to the changes described in 2(d)(i).

2(e) The Specification required the study of one or more global tourism companies – large businesses that operate travel/visitor services internationally or worldwide. Thomas Cook, Tui, Virgin Atlantic and British Airways were some of the examples used successfully by students. Many answers gave general growth descriptions that could have applied to any such company. The most successful (Level 2) answers offered fact-based descriptions specific to the chosen company(ies).

2(f) Clear answers made use of **Figure 7** and students' own knowledge to properly describe local environmental problems caused by the development of tourism and gained Level 2 credit (5-6 marks). However, some students' basic 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.

Level 3 (7-8 marks) answers were detailed answers. They were, unfortunately, relatively few. Detailed description, showing in-depth case study knowledge was needed. Raising future students' awareness of this expectation may help more of them to score higher marks where responses to items worth 6 or more marks are marked at three levels.

2(g) Successful students scored up to the full 3 marks available here by identifying a piece of map evidence that suggested a potential issue (loss or congestion of the on-road cycle route, for example) and describing a conflict that might ensue – between the developer and cyclists in this case.

2(h) Many students were able to gain Level 1 credit for simple, generalised statements about conflict reduction. Level 2 answers (4-5 marks) offered clear explanations of conflicts can be reduced, often drawing on learned case studies, in the Lake District for example.

2(i) Students commonly scored up to 2 marks by simply identifying ways in which tourism can be made more environmentally-friendly – greater use of the ecotourism approach for example. Stronger responses clearly described two such ways showing how they would help conserve or protect the future.

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

- carefully read and respond directly to the wording of items
- thoroughly revise the meaning of technical terms such as development gap, sustainability and global tourism company
- write detailed responses to the higher-tariff questions, which are marked up to Level 3, drawing on their knowledge of case study examples.

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