New Specification

Rewarding Learning

ADVANCED
General Certificate of Education
2018

Geography

Assessment Unit A2 2
assessing
Processes and Issues in Human Geography

[AGG21]

MONDAY 4 JUNE, MORNING

MARK SCHEME

MARK SCHEMES

Foreword

Introduction

Mark Schemes are published to assist teachers and students in the preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- to 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published; the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

Introductory Remarks

The assessment objectives (AOs) for this specification are listed below. Students must:

AO1   demonstrate knowledge and understanding of the content, concepts and processes;

AO2   analyse, interpret and evaluate geographical information, issues and viewpoints and apply understanding in unfamiliar contexts;

AO3   select and use a variety of methods, skills and techniques (including the use of new technologies) to investigate questions and issues, reach conclusions and communicate findings.

General Instructions for Markers

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements so far as this is possible. Markers must apply the mark scheme in a consistent manner and to the standard agreed at the standardising meeting.

It is important to recognise that in some cases there may be other correct responses that are equally acceptable to those included in this mark scheme. There may be instances where certain judgements have to be left to the experience of the examiner, for example, where there is no absolute, correct answer.

Markers are advised that there is no correlation between length and quality of response. Candidates may provide a very concise answer that fully addresses the requirements of the question and is therefore worthy of full or almost full marks. Alternatively, a candidate may provide a very long answer which also addresses the requirements of the question and is equally worthy of full or almost full marks. It is important, therefore, not to be influenced by the length of the candidate's response but rather by the extent to which the requirements of the mark scheme have been met.

Some candidates may present answers in writing that is difficult to read. Markers should take time to establish what points are being expressed before deciding on a mark allocation. However, candidates should present answers which are legible and markers should not spend a disproportionate amount of time trying to decipher writing that is illegible.

Levels of Response

For questions with an allocation of six or more marks three levels of response will be provided to help guide the marking process. General descriptions of the criteria governing levels of response mark schemes are set out on the next page. When deciding about the level of a response, a "best fit" approach should be taken. It will not be necessary for a response to meet the requirements of all the criteria within any given level for that level to be awarded. For example, a Level 3 response does not require all of the possible knowledge and understanding which might be realistically expected from an AS or AL candidate to be present in the answer.

Having decided that the level is, it is then important that a mark from within the range for that level, which accurately reflects the value of the candidate's answer, is awarded.

General Descriptions for Marking Criteria

Knowledge and Understanding	Skills	Quality of Written Communication	Level
The candidate will show a wide-ranging and accurate knowledge and a clear understanding of the concepts/ideas relevant to the question. All or most of the knowledge and understanding that can be expected is given.	The candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.	Excellent quality of written communication. The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. It will involve the use of specialist vocabulary and be written legibly and with few, if any, errors in spelling, punctuation and grammar.	3
The candidate will display an accurate to good knowledge and understanding of many of the relevant concepts/ ideas. Much of the body of knowledge that can be expected is given.	The candidate will display evidence of the ability to analyse and interpret the resource material but gaps, errors or misapprehensions may be in evidence.	Good quality of written communication. The candidate will express ideas using an appropriate form and style of writing. Material included will be relevant and organised but arguments may stray from the main point. Some specialist terms will be used and there may be occasional errors in spelling, punctuation and grammar. Legibility is satisfactory.	2
The candidate will display some accurate knowledge and understanding but alongside errors and significant gaps. The relevance of the information to the question may be tenuous.	The candidate will be able to show only limited ability to analyse and interpret the resource material and gaps, errors or misapprehensions may be clearly evidenced.	Basic quality of written communication. The candidate will have a form and style of writing which is not fluent. Only relatively simple ideas can be dealt with competently. Material included may have dubious relevance. There will be noticeable errors in spelling, punctuation and grammar. Writing may be illegible in places.	1

Option A: Cultural Geography

1 **(a)** The key terms are 'voluntary' and 'forced'. The former says that the migrant has made their own decision for whatever reason to move their location. By contrast, 'forced' says that there was no choice. Forced can be at an individual level, perhaps a person gets into trouble with a political regime and has to flee for reasons of personal safety. Or there might be a program of ethnic cleansing or clearance of unwanted residents, which is not necessarily just a recent phenomenon, think back to the Highland Clearances of the 18th and early 19th centuries. Sadly, there are many examples and we might expect to see some used to deepen good answers, though there is no requirement for examples. If only one type of migration is considered, confine to Level 1.

Level 3 ([7]–[8])
Both voluntary and forced migration are considered at depth and the answer makes a conscious effort to compare the two types of migration as required. The answer is in control of the material and its terminology and there may well be some use of examples to explain the material.

Level 2 ([4]–[6])
Both types of migration are covered, but the answer may not adopt as comparative an approach as would have been wished. There is some decent material to be seen but the depth of the answer may be wanting.

Level 1 ([1]–[3])
Either voluntary or forced migration is neglected, perhaps entirely. The answer may be partial in other ways or, if full, fail to convince the reader that the candidate has proper grasp of the material. [8]

(b) The changes caused by cyberspace have been profound from the development of entirely new industries to massive changes in the way pre-existing industries operate. If there is no place/s reference maximum Level 1.

Level 3 ([7]–[9])
The answer displays command. Valid terms are used, set within an extended answer, which is well-written generally. It may be seen that a wide range of cyberspace activities are mentioned and a number of examples shown.

Level 2 ([4]–[6])
The answer is aware of the influence of the development of cyberspace on socio-economic activity and makes valid points. However the depth and range of the answer may be insufficient for the higher level. Some reference to place. Language use is good.

Level 1 ([1]–[3])
The answer is partial and/or lacks command through misunderstanding of the question or insufficient knowledge of the area. Language use may be poor. [9]

(c) Here reference to places is again specifically required, so any who fail to comply should be confined to Level 1. Those who do not use the Resource will also be at Level 1. Candidates do not have to make reference to all measures in the diagram, just so long as they use some of them. Better answers will pick up on the range of scales mentioned in the Resource from individuals to 'society as a whole'.

Level 3 ([13]–[18])
There is good Resource use and their own material comes through with their reference to places. The candidate is confident in the use of material, its language and terminology. The focus is on why social inequalities exist.

Level 2 ([7]–[12])
There is both Resource use and reference to places. The answer deals with the requirement to explain why social inequalities exist, but maybe lacks depth and detail. Language use is good.

Level 1 ([1]–[6])
Flawed answers are here, perhaps because either Resource use or their own material is absent. Full understanding of the area is not seen, perhaps because the answer is not finished. Language use may be poor.   [18]

35

2 (a) The resource is telling. Continents which contain MEDCs use the internet more than Asia and especially Africa. It is a straightforward developmental difference, although better candidates may realise that the use of such large scale regions conceals major internal differences: within Asia the penetration rate of Japan and South Korea would be much greater than Laos and North Korea. Age differences are also not seen. Resource use will be limited probably to citing a few figures, but it has to be there; Level 1 maximum if it is not and the answer is otherwise excellent.

Level 3 ([7]–[8])
The answer cites the Resource and explains how wealth and development largely go hand in hand with using the internet. The explanation has depth and detail and the candidate writes well using appropriate language.

Level 2 ([4]–[6])
Candidates with weak Resource use can be here if the answer is otherwise good. Full answers have credit but maybe lack some depth. Language use is good.

Level 1 ([1]–[3])
Most of those without Resource use will be here, along with candidates whose understanding is limited and those who may have described the pattern but not explained it. Language use may be poor. [8]

(b) Immigration is not just a political issue but in some places the most significant political issue. This mark scheme was written shortly after the Brexit referendum in 2016, which was a case in point. So they should say why immigration is important and refer to their case study. They are not required specifically to detail any policies in response, but such may help with understanding.

Level 3 ([7]–[9])
The task is carried out competently. The answer has case study detail, is well-written and couched in appropriate terminology. Focuses on question set.

Level 2 ([4]–[6])
There is some detail but the entirety of the situation in the place used may not be covered in depth. Language use is good. May lack clear focus.

Level 1 ([1]–[3])
The case study detail may be too sketchy. Full answers will lack understanding and/or be written in an uncertain and inappropriate manner. Language use may be poor. [9]

(c) Ask.com says Cultural Nationalism is 'A form of nationalism in which the nation is defined by a shared (inherited) culture, as opposed to, for instance, its ethnicity or its institutions.' Shared culture; shared historical experiences. So in Kagoshima (and more widely in Japan given what happened subsequently regarding modernization) the events of 1863 have had a long-lasting effect that became a significant part of inherited experience and culture. Thus, there is extensive memorialization of the bombardment and its after-effects. In Britain, the other player in the Anglo-Satsuma War (Satsuma is the area around Kagoshima), the events had no impact and are forgotten rather than being commemorated in statues and museums. If there is nothing from the Resource, confine them to Level 1. Similarly, if there is no extra material confine to Level 1. 'Expression' is there in the question (and in the specification) so we need to see beyond what cultural nationalism is, to how it is shown – expressed – on the ground and/or within society.

AVAILABLE MARKS

Level 3 ([13]–[18])
There is valid use of the Resource together with extensive reference to their own material. The candidate clearly knows about cultural nationalism and writes competently about it using correct terminology. There is a focus on the expression of the material.

Level 2 ([7]–[12])
Resource use is accompanied by some of their own material. The answer is reasonably competent but may lack some depth and the desired focus may not be seen. Language use is good.

Level 1 ([1]–[6])
Answers which neglect the Resource or their own material will be confined to this Level. Properly structured answers here will lack command and understanding or be unfinished. There might be problems with language and terminology.   [18]   35

Option B: Planning for Sustainable Settlements

3 **(a)** Greenfield and brownfield and how they relate to sustainability. For entry into Level 3 everything must be seen. Better answers will incorporate all material into an essay form, which would have the sustainability theme running through it. Another, weaker, approach would be to present a list without attempting to present a coherent answer. Such answers would be limited to maximum Level 2. Examples are not specifically required but they might well add to the depth of an answer. No mention of sustainability max Level 1.

Level 3 ([7]–[8])
All tasks are attempted, with reasonable balance. There is a conscious effort to deal with the 'distinguish between' instruction and a focus on sustainability. There is command of the material and its terminology. Examples, if provided, have useful detail. Language use is excellent.

Level 2 ([4]–[6])
At least greenfield and brownfield are covered and understood; the last part of the question on their relation to sustainability might be weaker. A decent 'list' answer can get into Level 2 but most will be discursive, showing some grasp of the material. Language use is good.

Level 1 ([1]–[3])
All the tasks may not be attempted. Full answers will be handicapped by a lack of depth and/or understanding. Language use may be poor. [8]

(b) This is the urban ecological footprint, not the carbon footprint. An answer which uses entirely the wrong one must be confined to Level 1. There are two tasks, to say what it is and then to say how its understanding might affect planning; there is a sustainability angle here which should be seen. If the definition is missed, maximum Level 2; if they do not move beyond the definition, maximum Level 1. They are not obliged to make place reference but answers that do will not be harmed by it.

Level 3 ([7]–[9])
Both tasks are covered and in good depth. There is clear understanding of the urban ecological footprint, what it shows and how this can feed into urban planning via sustainability. Any place material is relevant. The answer is handled competently and couched in appropriate terminology.

Level 2 ([4]–[6])
See above for a sub-optimal route into Level 2. Otherwise the answer has competence but may lack some focus on the understanding aspect feeding into planning or it may be wanting in depth. Language use good.

Level 1 ([1]–[3])
Missing the second part of the question puts them here. Other answers might be unfinished or, if full, be flawed through poor language use and/or understanding. [9]

(c) Minamata is a coastal town on the island of Kyushu in southwest Japan. It is notorious for Minamata Disease, which was mercury poisoning caused by eating fish from the local area which had been affected by effluent pumped into the sea for decades by a chemical company. Largely in response to that environmental tragedy, Minamata now tries to be green, including being declared officially as an eco-town. Other places have their own reasons for going green, unrelated to a history of ecological disaster. Candidates should explain why eco-towns were established. Note that the section of

the specification that deals with eco-towns does not have a spatial context requirement, so we cannot insist on case study detail here. That is the first task. The second seeks an explanation into how sustainability is promoted in relation to eco-towns or cities. If either task is omitted this is a serious flaw and the penalty is to confine them to Level 1.

Level 3 ([13]–[18])
There is extensive reference to Resource 3 both in regard to the establishment of Minamata Eco-Town and the policies its authorities now pursue. There is also a more general reference to eco-town or city establishment and policies as required by the question. This is handled in depth with the answer being well-written and in command of the appropriate terminology.

Level 2 ([7]–[12])
Both Minamata and other material are seen, so the answer deals with all aspects of the question. There is reasonable command of the material but there may be some lack of depth. Language use is good.

Level 1 ([1]–[6])
One of the tasks is omitted. Alternatively, full answers are flawed in terms of their understanding of the material; they might be unfinished or not written properly. Language use may be poor.   [18]

35

4 **(a)** As the specification notes in the introduction to the option 'Sustainability relates to both the environment and society' and the question is taken directly from the Learning Outcomes box. So the candidates should have the information required, perhaps backed up by reference to places for illustration. In answering the question they do not have to use spatial references but answers which do may benefit thereby. Candidates have to answer the question in the form in which it is set, so they have to deal with 'why?'.

Level 3 ([7]–[8])
The answer has the focus required by the question. Social and environmental considerations are detailed (perhaps with place reference) and the focus is on what makes both necessary in the study of sustainable development. The candidate understands the material, writes competently about it, using the appropriate terminology.

Level 2 ([4]–[6])
Both social and environment considerations appear, but perhaps not in a balanced way. The candidate does deal with the question asked but in a way that may lack some depth. Language use is good.

Level 1 ([1]–[3])
If either social or environmental considerations are largely or completely omitted the answer will be here. There may be a lack of focus on applying them to the study of sustainable development or, if a full answer, the candidate might display a lack of understanding or write inappropriately. [8]

(b) They have to deal with both waste management and water supply. If only one is covered, put into Level 1. There needs to be detail for high reward, they have a case study they can use, though they are not obliged by the question to do so. There should be a reasonable balance between the two matters and a focus on sustainability.

Level 3 ([7]–[9])
Both waste management and water supply are covered. The answer has detail, maybe related to a case study. The focus is on the relation between the two systems with sustainability and the candidate has command of the topic and its terminology. Language use is excellent.

Level 2 ([4]–[6])
Both matters are covered, though perhaps not in a balanced way. The level of depth and detail may be such that higher reward is not appropriate. Language use is good.

Level 1 ([1]–[3])
Answers which omit either of the topics will be at this level. Full answers will lack understanding, perhaps not relating the material to sustainability in the manner required. Language use may be poor. [9]

(c) There must be Resource use and use of their own case study. If either is absent, place within Level 1. They do not have to mention the photograph of Paris specifically but it does show that car-free Sundays do nothing for the ordinary working day in the city, which informs their evaluation. The thrust of their answer must be this evaluation aspect. If there is only limited evaluation of the strategy of limiting car usage, Level 2 maximum. Look for depth and detail especially in their own case study, allowing a wide interpretation of car usage restriction strategies, for example, encouraging public transport can be seen as a car restriction policy.

AVAILABLE
MARKS

Level 3 ([13]–[18])
Both the Resource and their own study are present, with decent detail given. There is useful and valid evaluation of the strategy within an answer that shows command of the topic and its language. Language use is excellent.

Level 2 ([7]–[12])
Both the Resource and their own study are used if not with as much depth and detail as for a Level 3 answer. An otherwise excellent answer that fails to evaluate fully enters this level. Language use is good.

Level 1 ([1]–[6])
As mentioned above, either the resource or their own study may be missing. Answers without evaluation are here. Full answers will lack understanding and fail to deal adequately with the demands of the question. Language use may be poor. [18]

35

Option C: Ethnic Diversity

5 (a) (i) Factors that help define ethnicity from Resource 5 are language, nationality and religion. Award 2 × [1] mark for correctly identifying any two of these. The specification also includes race as a factor in ethnic identity but there is no reference to race in Resource 5. Therefore, no marks are available to any candidate who discusses race.
(2 x [1])

Language: A shared language unites people and enables effective communication. It is the medium through which knowledge and information are disseminated. Friendships are established through a shared language. Participation in and access to a country's legal system, culture, etc. depend on a shared language. David Cameron believed that ethnic communities needed to learn English to enable them to integrate into British society and adopt a British identity. He also believed that isolation and segregation were a result of not learning English.

Nationality: Nationality refers to the country with which people identify. This national identity is at once unifying and divisive. Nationality is closely associated with shared values, beliefs, codes of behaviour, etc. It is a portable form of ethnicity even when people move across international boundaries. Resource 5 details concern about some ethnic communities who have maintained the identity of their home country rather than adopting British identity. In particular, Resource 5 highlights how the role of women differs in some nationalities.

Religion: Religion provides a code of behaviour which unites members. As with language and nationality, religion is also divisive. Resource 5 deals with Muslim communities and attitudes towards women. In particular, religious courts associated with Sharia law are unique to Muslim communities.

[3] marks are awarded for an answer giving a sound explanation of how each factor defines ethnicity and is linked to the Resource. Verbatim use of resource max [1]

If there is no reference to the Resource award [1] maximum for an otherwise good explanation.
(2 × [3])   [8]

(ii) Resource 5 deals with perceived ethnic identity so candidates will need their own material to deal with perceived social identity. Resource 5 suggests that **residential concentration** in urban areas influences perceived ethnic identity by effectively segregating these communities from the wider community. Ethnic minorities are increasing in numbers and they are permitted to establish their own places of worship, schools, dress code, religious courts and language. In this way these groups have maintained their links to their country of origin and have little in common with British identity. In addition, **gender** has further influenced perceived ethnic identity through the almost complete isolation of Muslim women. Many are not permitted to learn English or leave the house alone, thereby preventing them acquiring many aspects of British identity. In addition, Muslim women attend Sharia councils which are run by men. In essence this means that women do not have equal rights with men. Candidates will have to use their own material to discuss how residential concentration and gender can influence perceived social identity. There are a number of ways to approach this question, so accept anything

plausible. Possible answers may discuss how traditional inner city areas are associated with working class groups. Such areas frequently had their own football clubs, social clubs, etc. Perceived social identity is also influenced by gender where women do not share equal rights with men.

- Either residential concentration or gender is omitted, **Level 1 maximum**
- No additional material, **Level 1 maximum**
- No use of the Resource, **Level 1 maximum.**

Level 3 ([7]–[9])
This is a thorough answer that has excellent resource use and additional material. The influence of residential concentration and gender in perceived ethnic and social identity is discussed fully. Use of English is very good.

Level 2 ([4]–[6])
Answers at this level are still adequate but lacking some depth and detail. The influence of residential concentration and gender in perceived ethnic and social identity is examined and extra material is included. However, the answer may be unbalanced. Use of English is quite good.

Level 1 ([1]–[3])
Apart from the suboptimal situations described above, an answer at this level is seriously flawed by inaccuracies or irrelevant material. There may also be grammatical errors. Language use may be poor.   [9]

(b) The specification lists migration, colonisation and annexation as processes creating ethnic diversity. This question directs them towards international migration but they may refer to the others when they 'discuss the extent to which you agree' with the statement. And note that both colonisation and annexation might well be associated with migration.
There must be use of a valid case study; if not Level 1 maximum. If the answer does not focus on the creation of an ethnically diverse country, Level 1 maximum.

Level 3 ([13]–[18])
International migration must be discussed in the context of the creation of ethnically diverse countries. There is good case study material using valid terminology and the answer has the necessary focus leading to a clear conclusion. Language use is excellent.

Level 2 ([7]–[12])
Case study material of reasonable quality is presented and there is some focus on the creation of ethnically diverse countries. However, the depth and detail may not merit a higher grade. Language use is good.

Level 1 ([1]–[6])
Suboptimal routes to Level 1 were listed above. Other entries will be lacking in focus and/or detail. Case study material might be sparse, if present. Language use may be poor.   [18]   35

6 (a) (i) Territorial disputes, historical animosities and discrimination are all causes of ethnic conflict in Azerbaijan mentioned in Resource 6. Award 2 × [1] mark for correctly identifying any 2 of these.
(2 × [1])

Historical animosities: Paragraph 2 mentions past atrocities on both sides. Such events become embedded in the collective memory of the victimised group and a potential source of conflict. Resource 6 mentions both sides have been accused of war crimes in recent times. Under such circumstances it is difficult to establish long-lasting peace.

Territorial disputes: Nagorno-Karabakh wants to join with Armenia and declared independence from Azerbaijan. This led to civil war and the Armenian occupation of part of Azerbaijan. These disputes are a major source of conflict in this region which is ongoing.

Discrimination: Paragraph 2 mentions claims of discrimination of ethnic Armenians by the Azeris in Nagorno-Karabakh during Soviet rule. Discrimination creates an underclass of people who do not enjoy full access to jobs, housing, etc because of their ethnic background. Such action engenders dissent which can easily lead to ethnic conflict.

3 marks are awarded for an answer giving a sound explanation of how each factor causes conflict and is linked to the Resource. Verbatim use of resource maximum [1].

If there is no reference to the Resource award 2 marks maximum for an otherwise good explanation.
(2 × [3])   [8]

(ii) Resource 6 details how atrocities during the conflict in Azerbaijan especially during the civil war resulted in over 1 million being displaced. Most of these people were displaced by ethnic cleansing. This refers to minorities caught on the wrong side of the conflict who have to move for survival. Resource 6 also mentions international intervention in this conflict. Armenia has intervened to protect the ethnic Armenians in Nagorno-Karabakh. Russia has strategic interests in the region as well as economic interests in oil and gas reserves. The USA and France represent western interests in the region. They have to use the Resource and some additional material to explain why ethnic cleansing and international intervention often result from ethnic conflict situations.

- Omitting either ethnic cleansing or international intervention, award maximum **Level 1**.
- If there is no resource use confine to **Level 1.** The map is there to help them but do not penalise if there is no specific reference to it.
- If there is no additional material confine to **Level 1.**
- Multiple errors, **Level 1.**

Level 3 ([7]–[9])
Both outcomes are discussed showing clear understanding. The Resource is used to good effect, the discussion has both depth and detail. The answer is written in grammatically correct English.

Level 2 ([4]–[6])
At this level there is still a competent answer but there is less depth and detail. There may also be imbalance between the 2 outcomes. Use of English is still good.

AVAILABLE MARKS

Level 1 ([1]–[3])
An answer at this level will show incomplete understanding of the question or have so little detail that a higher mark cannot be justified. There may be weaknesses in English also. **[9]**

(b) This is their urban case study. They have to describe the economic social and spatial outcomes of ethnic diversity in their chosen city. Allow some flexibility in the interpretation of social and economic outcomes as they do overlap. However, if either social or economic or spatial outcomes are omitted completely award from **Level 2 maximum.** They only have one case study to use here but if anyone should answer at the national scale award from **Level 1 maximum**.

Level 3 ([13]–[18])
There is a correct choice of case study. There is good understanding shown with depth and detail in all three aspects. The answer is well written using appropriate terminology.

Level 2 ([7]–[12])
The case study is still correctly chosen but there is less detail and depth throughout or one aspect is absent or only dealt with in a superficial manner. English is still good.

Level 1 ([1]–[6])
This answer is lacking in detail and depth on all aspects or there may be incorrect information or only one outcome of the three required.
Use of English may be flawed. **[18]**

35

Option D: Tourism

7 (a) The definition should show an understanding of mass tourism. Mass tourism refers to large numbers of tourists going to a specific resort usually at peak holiday times. It has largely occurred in the last 50 years. For **2 marks** they need to include both the large numbers and place/time.

Transport developments have played a large part in the development of mass tourism. Expect to see some elaboration on this such as a discussion of the role of budget airlines, improvements in road and rail transport. These make places more accessible.

An increase in disposable income for workers means people have more money to spend on luxuries. Holidays are no longer the privilege of the rich with most people taking at least one holiday annually. No need for examples, so full marks are available for a sound explanation of how both of these factors have contributed to mass tourism.

- Award out of 2 marks for a clear definition of mass tourism.
- Award 2 × [3] marks for the explanation of how transport improvements and increased disposable incomes have contributed to its growth. [8]

(b) **Social sustainability** refers to the stability that exists within a society that has evolved over time. Mass tourism introduces outside values, ideas and behaviours into a region. These in addition to the changes in employment and services can impact on traditional values in society. Increased employment opportunities in the tourism sector often providing a higher income than traditional jobs encourage the younger people to leave the rural areas. This can be beneficial when money is sent back to the rural areas but it can lead to an ageing population, breakdown in family cohesion, etc. In addition, much of tourist employment is seasonal leading to seasonal unemployment.

Competition for resources. Mass tourism makes huge demands on resources such as water, land and essential services. If these resources are not in plentiful supply competition between the needs of tourism and local needs exists. Examples include Mediterranean golf resorts which make massive demands for water in areas of seasonal rainfall. Other examples include the demand for building land and transport developments.

No examples are required but many may use them. However, full marks are available for a thorough answer with no reference to examples.

If either social sustainability or competition for resources is omitted completely, confine to Level 1.

Level 3 ([7]–[9])
Both social sustainability and competition for resources are discussed showing clear understanding. The impacts of each on mass tourism is understood and explained. There is balance between the discussion of social sustainability and competition for resources. The answer is written in grammatically correct English.

Level 2 ([4]–[6])
At this level there is still a competent answer but there is less depth and detail. There may also be imbalance between social sustainability or competition for resources. Use of English is still good.

Level 1 ([1]–[3])
Apart from the suboptimal situation above an answer at this level will show incomplete understanding of the question or have so little detail that a higher mark cannot be justified. There may be weaknesses in English also.   [9]

(c) Resource 7 provides information on negative environmental impacts of tourism such as 5% of global greenhouse gases and mentions negative impacts on land, water and ecosystems. Their case study will have information on negative social impacts. They will need to make reference to Resource 7 along with their case study which will also have information on the need for a management policy. Their answer must focus on attempts to reduce the negative social and environmental impacts of mass tourism. This should be seen through the detail of their case study. Resource 7 has detail on the UN Sustainable tourism programme and the *10 Million Better Campaign* .

There are several things to do here:
• make reference to Resource 7
• outline the negative social and environmental consequences of mass tourism
• describe and evaluate the attempts made to reduce these negative consequences in Resource 7 and in their regional/national scale case study.

A number of suboptimal situations are possible:
• if Resource 7 is ignored completely confine to **Level 1**.
• if the answer does not focus fully on describing and evaluating the attempts made to deal with the negative consequences of mass tourism award from **Level 2 maximum**.
• multiple errors, confine to **Level 1**.

Level 3 ([13]–[18])
The challenge of reducing the negative social and environmental impacts of mass tourism is addressed from Resource 7 along with detail from their case study. The management strategies employed to achieve this are described and evaluated. There is detail from the case study linked effectively to the requirements of the question. There is good understanding shown with depth and detail in all aspects. The answer is well written.

Level 2 ([7]–[12])
Apart from the suboptimal situation described above, an answer at this level is still sound. Resource 7 is used and the case study is still correctly chosen but there is less detail and depth throughout or one aspect is only dealt with in a superficial manner. English is still good.

Level 1 ([1]–[6])
Apart from the two suboptimal situations described above, an answer at this level is lacking in detail and depth on all aspects or there may be incorrect information. Use of English may be flawed. Answers without evaluation are here.   [18]

35

8 **(a)** Pleasure Periphery focuses on the changing demands of tourists over time. With increased prosperity and improvements in transport technology, long distance travel has become more affordable. Mass media and advertising promote new and more exotic locations. Expectations are raised and tourism is envisaged as a 'fashion industry' with the tourist wanting to obtain the latest fashion in tourism. The physical boundaries of tourism are seen as a tidal wave spreading outwards from the tourist's home area. These boundaries widen with time as transport developments make longer distance travel possible. That is the pleasure periphery but answers need to focus on how this explains changes in tourism demand over time. Candidates may use examples to show how for example British tourist demands have progressed from local 'bucket and spade' British seaside holidays to the package holidays to the Spanish costas and now through the use of the internet personalised holidays on a global scale. However, there is no requirement for examples so an answer which addresses how pleasure periphery explains changing demands in tourism over time without reference to examples can be awarded from the full range of marks. Diagrams may also be used as part of the answer but they too are not compulsory.

Level 3 ([7]–[8])
A clear understanding of Pleasure Periphery is shown. The candidate is able to show how Pleasure Periphery explains changing tourist demands over time. Examples/diagram may be included to illustrate the answer, which has been written in grammatically accurate English.

Level 2 ([4]–[6])
The concept of Pleasure Periphery is described in a general way. The candidate presents some explanation of how Pleasure Periphery explains changing tourism demands over time but there is less detail than above. Alternatively, there may be imbalance between the description of Pleasure Periphery and its use in explaining changing tourism demands over time. Use of English is still good.

Level 1 ([1]–[3])
Answers confined to this level will show inaccuracies, lack of understanding and detail. There may be grammatical errors. Language use may be poor. [8]

(b) Ecotourism is an environmentally friendly tourism development. However, some ecotourism developments have resulted in negative economic impacts such as leakage as well as environmental problems associated with greenwashing.

Leakage refers to a situation where most of the economic gain from ecotourism leaves the ecotourism destination to foreign tour operators. The economic gain in the source region is minimal. This situation can occur in areas where there has been limited local experience of tourism development and/or where the necessary skills are lacking. Only the low waged jobs are available to the locals.

Greenwashing refers to so-called ecotourism developments which do not adhere to the principles of ecotourism. Such developments provide luxury accommodation in ecotourism destinations. They are not environmentally friendly and are often wasteful of resources and can cause damage to fragile environments. There could be an attempt to make a destination appear more sustainable than is actually the case.

No examples are required but many may use them. However, full marks are available for a thorough answer with no reference to examples.
If either leakage or greenwashing is omitted completely, confine to Level 1.

AVAILABLE MARKS

	AVAILABLE MARKS

Level 3 ([7]–[9])
Both leakage and greenwashing are discussed showing clear understanding. The negative impacts of each is understood and explained. There is balance between the discussion of leakage or greenwashing. The answer is written in grammatically correct English.

Level 2 ([4]–[6])
At this level there is still a competent answer but there is less depth and detail. There may also be imbalance between leakage or greenwashing. Use of English is still good.

Level 1 ([1]–[3])
Apart from the suboptimal situation above an answer at this level will show incomplete understanding of the question or have so little detail that a higher mark cannot be justified. There may be weaknesses in English also.   [9]

(c) Resource 8 mentions how those planning ecotourism in Wakatobi are keen to avoid the negative impacts which have occurred elsewhere. The programme envisages involvement of the local community along with international and national organisations. The project has been carried out successfully in other parts of Indonesia. Profits from ecotourism will be spent on social improvements or distributed among the community. They have to use their small scale case study to show how there have been benefits from ecotourism development. The specification lists social, economic and environmental benefits, so we should expect to see at least 2 of these covered in their case study.

There are several things to do here:
- make reference to social and economic benefits from Resource 8
- describe the benefits that have occurred in their chosen case study
- explain why the benefits occurred

A number of suboptimal situations are possible:
- if Resource 8 is ignored completely confine to **Level 1**.
- not focussing on why the benefits occurred, award from **Level 2 maximum**.
- only dealing with one benefit in their case study, confine to **Level 1**.

Level 3 ([13]–[18])
Resource 8 is used effectively. Social and economic benefits are extracted from the Resource. More than one benefit is discussed in their case study. The answer focuses on description and explanation of the benefits of ecotourism. There is good understanding shown with depth and detail in all aspects. The answer is well written.

Level 2 ([7]–[12])
Apart from the suboptimal situation described above, an answer at this level is still sound. Resource 8 is used and the benefits are accurately described but there is less detail and depth throughout or one or more of the benefits may be dealt with in a superficial manner. English is still good.

Level 1 ([1]–[6])
Apart from the suboptimal situations described above, an answer at this level is lacking in detail and depth on all aspects or there may be incorrect information. Use of English may be flawed.   [18]

	AVAILABLE MARKS
	35
Total	**70**