

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.













All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Omission mark. Further development needed, missing point or link between points.
	Level one – to be used on the final, 9 mark part of Section A questions only.
	Level two – to be used on the final, 9 mark part of Section A questions only.
	Level three – to be used on the final, 9 mark part of Section A questions only.
	Unclear, inaccurate or dubious validity.
	Irrelevant, a significant amount of material that does not answer the question.
	No example(s) used or provided.
	Rubric error (place at start of question not being counted).
	Highlighting an issue eg irrelevant paragraph. Can be used in conjunction with another stamp eg  or  .
	Point has been seen and noted.
Highlighter tool	Highlighting a particularly creditworthy part of the response. Can be used in conjunction with another stamp.

All answers and pages with a response must have at least one annotation to show that they have been seen.

Question			Answer	Marks	Guidance	
					Content	Levels of response
1	(a)	(i)	<p>Indicative content:</p> <p>Changes might include broad ideas about growth/development or individual changes to specific functions.</p> <p>Change can be an additional/developed function or the removal of a function.</p>	4	<p>Use of map to locate changes (grid ref./direction/key/place names). Describes TWO or more changes.</p> <p>Use of map to describe changes (more roads/more housing). Identifies TWO changes.</p>	<p>Level 2 (3–4 marks) Describes a range of changes with clear use of map evidence.</p> <p>Level 1 (0–2 marks) Describes a narrow range of changes with limited or no use of map evidence.</p>
		(ii)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • industrial, housing and communication developments • recreation/leisure demands • planning decisions • population growth • cost of land • environmental awareness • Increased wealth 	6	<p>If reasons do not relate to changes identified in (a)(i) – max 2 marks.</p>	<p>Level 2 (5–6 marks) Well developed reasons with clear cause-effect.</p> <p>Level 1 (0–4 marks) Descriptive reasoning with little attempt to consider cause-effect.</p>
	(b)		<p>Indicative content may include:</p> <ul style="list-style-type: none"> • industrial decline/recession • urban deprivation • spiral of decline/outward migration ideas • areas waiting to be redeveloped • low incomes/unemployment • changing social structure • natural disasters • civil unrest/conflict 	6	<p>One developed cause plus one less developed cause can get into Level 2.</p> <p>General points about decline with no real reference to dereliction – max Level 1.</p>	<p>Level 2 (5–6 marks) Two well developed causes with clear cause-effect linked to urban dereliction.</p> <p>Level 1 (0–4 marks) One well developed cause or two partially developed causes. Cause-effect idea not always well linked to urban dereliction.</p>

Question		Answer	Marks	Guidance	
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	(c)	<p>'Waste' can include solids, liquid and gases.</p> <p>Indicative content may include:</p> <ul style="list-style-type: none"> • consideration of a small area/part of a city • general policy or specific waste management projects • part of an eco-settlement management structure • increasing use of biodegradable materials <p>Specific ideas could include: the use of landfill, collection and recycling, incineration, energy from waste, sewage treatment.</p>	9	<p>Idea of waste not being managed effectively – max Level 2.</p> <p>Using a named country without specific urban area – max Level 1.</p>	<p>Level 3 (8–9 marks) Appropriate detailed example(s) used to explain how increasing amounts of waste are being managed. Answer is well structured with clear use of geographical terminology.</p> <p>Level 2 (5–7 marks) Clearly identified example(s) used to explain how waste is being managed. Answer has a clear structure with some use of geographical terminology.</p> <p>Level 1 (0–4 marks) Limited use of example(s). Basic description of a number of ways that waste is being managed. Answer has a poor structure with a limited use of geographical terminology.</p>

Question			Answer	Marks	Guidance	
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2	(a)	(i)	<p>Indicative content:</p> <p>Changes might include broad ideas about growth/development or individual changes to specific functions.</p> <p>Change can be an additional/developed function or the removal of a function.</p>	4	<p>Use of map to locate changes (grid ref./direction/key/place names). Describes TWO or more changes.</p> <p>Use of map to describe changes (more roads/more housing). Identifies TWO changes.</p>	<p>Level 2 (3–4 marks) Describes a range of changes with clear use of map evidence.</p> <p>Level 1 (0–2 marks) Describes a narrow range of changes with limited or no use of map evidence.</p>
	(a)	(ii)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • housing developments • the need for road development • demand for leisure facilities • greenfield development • government policy • suburban (commuter) growth • farming change • population change • cost of land • environmental awareness • increased wealth 	6	<p>If reasons do not relate to changes identified in (a)(i) – max 2 marks.</p>	<p>Level 2 (5–6 marks) Well developed reasons with clear cause-effect.</p> <p>Level 1 (0–4 marks) Descriptive reasoning with little attempt to consider cause-effect.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • agricultural change/decline • industrial/resource closure/decline • rural depopulation • decline in service demand/activity • lack of local/government investment • changes to CAP • rising unemployment • changing social structure • natural disasters • civil unrest/conflict 	6	<p>One developed cause plus one less developed cause can get into Level 2.</p> <p>General points about decline with no real reference to dereliction – max Level 1.</p>	<p>Level 2 (5–6 marks) Two well developed causes with clear cause-effect linked to rural dereliction.</p> <p>Level 1 (0–4 marks) One well developed cause or two partially developed causes. Cause-effect idea not always well linked to rural dereliction.</p>
	(c)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • conservation methods of farming (organic/set aside/managing desertification) • stewardship schemes • conservation linked to tourism • protection through legal designation • pollution control/regulation • management of traffic • planning controls • appropriate development (housing/industry/resource exploitation) 	9	<p>Answers about protecting rural environments with no reference to land degradation – max Level 2.</p> <p>Using a named country without specific rural area – max Level 1.</p>	<p>Level 3 (8–9 marks) Appropriate, detailed example(s) used to express an understanding of how land degradation can be managed. Answer is well structured with clear use of geographical terminology.</p> <p>Level 2 (5–7 marks) Clearly identified example(s) used to describe how land degradation can be managed without full explanation. Answer has a clear structure with some use of geographical terminology.</p> <p>Level 1 (0–4 marks) Limited use of example(s). Basic description of how land degradation can be managed. Answer has a poor structure with a limited use of geographical terminology.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
3	(a)	(i)	<p>Might describe the whole energy mix or consider elements of the energy mix.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Nepal largely renewable/Canada largely fossil fuels • Nepal has 5 methods/Canada has 6 methods • Nepal dominated by one method/Canada is not • Nepal has no gas/nuclear. Canada has no fuelwood/agricultural waste • individual comparisons of elements (using %) 	4	<p>Describes TWO or more differences.</p> <p>Max Level 1 if a copy of each data set with no appreciation of differences.</p>	<p>Level 2 (3–4 marks) Describes a range of differences with use of accurate data.</p> <p>Level 1 (0–2 marks) Describes a narrow range of differences with limited or no use of data.</p>
		(ii)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • general points about development/access to technology • specific points about industrial differences or individual wealth • urban/rural differences • points about remoteness/infrastructure • points about resource availability • levels of capital investment • government policy 	6	<p>One developed reason plus one less developed reason can get into Level 2.</p> <p>If reasons do not relate to differences identified in (a)(i) – max 2 marks.</p>	<p>Level 2 (5–6 marks) Two well developed reasons with clear cause-effect.</p> <p>Level 1 (0–4 marks) One well developed reason or two partially developed reasons. Cause-effect not clearly considered.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • employment opportunities (with social link) • development of community facilities (eg leisure) • improvements to infrastructure • access to energy supply • points about socio-economic multiplier • development of social services • influx of different cultures 	6	<p>One developed way plus one less developed way can get into Level 2.</p> <p>If the focus is totally economic – max 2 marks.</p>	<p>Level 2 (5–6 marks) Two well developed ways with clear cause-effect linked to idea of energy resource exploitation.</p> <p>Level 1 (0–4 marks) One well developed way or two partially developed ways. Cause-effect idea not always well linked to social opportunities.</p>
	(c)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • reducing pollution (climate change) • consideration of the insecurity of non-renewables/need for energy security • consideration of technological advances, reducing costs of renewables • links to political decisions – education, business, environmental management • relative costs of different energy sources might be considered • economic subsidy as a significant factor • political/geopolitical points • pressure groups 	9	<p>Detailed description but no explanation – max Level 1.</p>	<p>Level 3 (8–9 marks) Appropriate, detailed example(s) used to express a detailed understanding of the increasing use of renewable energy. Answer is well structured with clear use of geographical terminology.</p> <p>Level 2 (5–7 marks) Clearly identified example(s) used to express some understanding of the use of renewable energy. Answer has a clear structure with some use of geographical terminology.</p> <p>Level 1 (0–4 marks) Limited use of example(s). Basic description of renewable methods with limited appreciation of their increasing use. Answer has a poor structure with a limited use of geographical terminology.</p>

Question			Answer	Marks	Guidance	
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4	(a)	(i)	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • Europe less dominant in 2010 • fall in % Europe, North America • Growth of Middle East, Southern Asia, East Asia • marginal growth in LEDCs • individual comparison of areas (%) 	4	<p>No credit for describing areas of no change.</p> <p>Describes TWO or more changes.</p> <p>Max Level 1 if a copy of each data set with no observation about change or misinterpretation of data.</p>	<p>Level 2 (3–4 marks) Describes a range of changes with use of accurate data.</p> <p>Level 1 (0–2 marks) Describes a narrow range of changes with limited or no use of data.</p>
		(ii)	<p>The question is not about general increases in global tourist numbers.</p> <p>Indicative content may include:</p> <ul style="list-style-type: none"> • development of transport routes/ reduced cost of travel • infrastructural developments in some areas • general points about development/ rising incomes • the use of tourism as a development tool • changing demand (type and place) • improvements to safety • developments in advertising • increasing amounts of information available • political changes • global economic change 	6	<p>One developed change plus one less developed change can get into Level 2.</p> <p>If reasons do not relate to changes identified in (a)(i) – max 2 marks.</p>	<p>Level 2 (5–6 marks) Two well developed reasons with clear cause-effect.</p> <p>Level 1 (0–4 marks) One well developed reason or two partially developed reasons. Cause-effect not clearly considered.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>“Local communities” can be seen in social/cultural, economic or environmental terms.</p> <p>Change can be positive and/or negative.</p> <p>Indicative content may include:</p> <p>Positive factors:</p> <ul style="list-style-type: none"> • economic and social opportunities • multiplier impacts • improvements to communal social facilities • opportunities for environmental management etc • increased understanding of different cultures <p>Negative factors:</p> <ul style="list-style-type: none"> • environmental damage due to land-use change or over-use • community pressures due to population movement/seasonality or second home issues • conflicts arising from tourist pressures • over-reliance on a narrow range of economic opportunities, economic exploitation • loss/damage to local culture 	6	<p>Accept general points about tourism (without reference to growth).</p> <p>One developed way plus one less developed way can get into Level 2.</p>	<p>Level 2 (5–6 marks) Two well developed ways with clear cause-effect linked to the change to local communities.</p> <p>Level 1 (0–4 marks) One well developed way or two partially developed ways. Cause-effect idea not always well linked to local communities.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>Accept a broad definition of ecotourism which might consider specifically developed ecotourism resorts, areas that are “sold” as eco-friendly, nature reserves/wildlife reserves and national parks.</p> <p>Guidance:</p> <ul style="list-style-type: none"> the “environment” can be seen as the physical, built or socio-economic environment “protect” can mean conserve and might consider cultures and/or landscapes/flora/fauna the general use of eco-resorts is acceptable the idea of sustainability or elements of sustainability may be a useful vehicle the use of national parks is acceptable as long as the focus is protection/sustainability <p>Indicative content may include:</p> <ul style="list-style-type: none"> income from tourism used for conservation/education/management use of quotas/managing carrying capacity use of scientific research 	9	Detailed description but no explanation – max Level 1.	<p>Level 3 (8–9 marks) Appropriate detailed example(s) used to express how ecotourism helps protect the environment. Answer is well structured with clear use of geographical terminology.</p> <p>Level 2 (5–7 marks) Clearly identified example(s) used to describe how ecotourism/sustainable tourism helps protect the environment without fully explaining why. Answer has a clear structure with some use of geographical terminology.</p> <p>Level 1 (0–4 marks) Limited use of example(s). Basic description of ecotourism/sustainable tourism methods. Answer has a poor structure with a limited use of geographical terminology.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>Guidance:</p> <ul style="list-style-type: none"> types of differences may be determined by the choice of examples can be based on examples from any context, including slum areas in LEDCs <p>Indicative content may include:</p> <p>Descriptions which may include socio-economic differences.</p> <p>Explanation which may include:</p> <ul style="list-style-type: none"> quality of physical environment industrial decline/unemployment residential decline uncontrolled growth social segregation crime/vandalism government policy social issues historical context land value 	25	<p>Detailed description but no explanation – max Level 1.</p> <p>Max Level 1 if focus is clearly not economic differences.</p>	<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the reasons for economic differences within urban areas. Cause and effect is considered effectively through the use of detailed exemplar(s).</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the reasons for economic differences within urban areas. Cause and effect is considered through the use of exemplar(s).</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of the reasons for economic differences within urban areas. Cause and effect is not well understood and there is limited exemplification beyond naming places and making generalised observations.</p> <p>Max Level 1 if no use of located examples.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of the reasons for economic differences within urban areas with detailed links to examples.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Detailed description but no explanation – max Level 1.</p> <p>Max Level 1 if focus is clearly not economic differences.</p>	<p>Level 2 (3–4 marks) Some analysis of the reasons for economic differences within urban areas with links to examples.</p> <p>Level 1 (0–2 marks) Limited analysis of the reasons for economic differences within urban areas. Poor use of examples.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p>Guidance:</p> <ul style="list-style-type: none"> types of differences may be determined by the choice of examples can be based on examples from any locational context <p>Indicative content may include:</p> <p>Descriptions which may include socio-economic differences.</p> <p>Explanation which may include:</p> <ul style="list-style-type: none"> agricultural decline/unemployment lack of services lack of ownership/security social issues distance from urban areas accessibility quality of physical environment economic potential land value demography planning regulations government policy historical context 	25	<p>Detailed description but no explanation – max Level 1.</p> <p>Max Level 1 if focus is clearly not economic differences.</p>	<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of economic differences between rural areas. Cause and effect is considered effectively through the use of detailed exemplar(s).</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of economic differences between rural areas. Cause and effect is considered through the use of exemplar(s).</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of economic differences between rural areas. Cause and effect is not well understood and there is limited exemplification beyond naming places and making generalised observations.</p> <p>Max Level 1 if no use of located examples.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of economic differences between rural areas with detailed links to examples.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>Detailed description but no explanation – max Level 1.</p> <p>Max Level 1 if focus is clearly not economic differences.</p>	<p>Level 2 (3–4 marks) Some analysis of economic differences between rural areas with links to examples.</p> <p>Level 1 (0–2 marks) Limited analysis of economic differences between rural areas. Poor use of examples.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>Guidance:</p> <ul style="list-style-type: none"> question is considering “how” rather than “why” could be based on one energy type energy supply can include resource exploitation, transportation and energy generation <p>Indicative content may include:</p> <ul style="list-style-type: none"> observations about physical geography and links to energy generation possibilities resource availability National/International political decisions (nuclear energy) points about conflict/war level of technology on energy supply levels of environmental protection changes in demand/price leading to changes in supply cost of exploitation 	25	Lack of global context but use of small scale examples – max Level 2.	<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of how the global pattern of energy supply is influenced by a variety of factors. Use of detailed exemplar(s).</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of how the global pattern of energy supply is influenced by a variety of factors. Use of exemplar(s).</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of how the pattern of energy supply is influenced by a variety of factors. Limited or no exemplification.</p> <p>Max Level 1 if no use of located examples.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of how the global pattern of energy supply is influenced by a variety of factors with detailed application of geographical knowledge.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					Lack of global context – max Level 2.	<p>Level 2 (3–4 marks) Some analysis of how the global pattern of energy supply is influenced by a variety of factors with some application of geographical knowledge.</p> <p>Level 1 (0–2 marks) Limited analysis of how the global pattern of energy supply is influenced by a variety of factors. Limited or no application of geographical knowledge.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
8		<p>Guidance:</p> <ul style="list-style-type: none"> question is considering “how” rather than “why” could be based on one type of tourism growth could be positive or negative (shock – natural disaster) <p>Indicative content may include:</p> <ul style="list-style-type: none"> economic development policy global economic development “Shrinking world” idea, linked to the growth of transport increasing range of global possibilities growth of global package holidays changing fashions political changes/political stability reducing fear (safety/illness) increasing information available (awareness) increasing disposable time/money (growth of long haul tourism) increasing environmental awareness growth of activity/event tourism demographic change 	25	Lack of global context but use of small scale examples – max Level 2.	<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of how the global pattern of tourism growth is the result of a variety of factors. Use of detailed exemplar(s).</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of how the global pattern of tourism growth is the result of a variety of factors. Use of exemplar(s).</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of how the pattern of tourism growth is the result of a variety of factors. Limited or no exemplification.</p> <p>Max Level 1 if no use of located examples.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of how the global pattern of tourism growth is the result of a variety of factors with detailed application of geographical knowledge.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					Lack of global context – max Level 2.	<p>Level 2 (3–4 marks) Some analysis of how the global pattern of tourism growth is the result of a variety of factors with some application of geographical knowledge.</p> <p>Level 1 (0–2 marks) Limited analysis of how the pattern of tourism growth is the result of a variety of factors. Limited or no application of geographical knowledge.</p> <p>AO3 Skills and communication</p> <p>Level 3 (6–7 marks) Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn.</p> <p>Level 2 (4–5 marks) Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 (0–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.</p>

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