



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2019**

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## **Geography**

**Assessment Unit A2 2**  
*assessing*

**Processes and Issues in Human Geography**

**[AGG21]**

**THURSDAY 6 JUNE, AFTERNOON**

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**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

**1 (a) Ethnicity**

There might be a hierarchy of esteem for various ethnic groups within a country. Attempts to bring them closer together sometimes belittle the lower status groups. Discrimination against ethnic groups might reach extreme proportions.

**Gender**

Social inequality with regard to gender largely relates to discrimination against women. Even language treats women as second class. Women remain an underprivileged group in many cultures with less political representation and lower pay. Women are sometimes subjected to harassment and because of their gender, women's behaviour is restricted. Issues over gender are complicated by social class. Over time in societies where women have become better educated and more assertive, changes are taking place.

**Social class**

Social class is the division of society into different groups based on occupation, wealth and status, but carrying with it other baggage relating to things like attitudes and behaviour. In recent decades, change in the range and type of jobs on offer has blurred sharp class boundaries once based on occupation. However, simple distinctions between 'middle class' and 'working class' people remain, are widely understood and are reflected in significant matters such as place of residence, quality of education and life chances.

Any two from the list of three. Mark as  $2 \times [4]$  with higher marks for detail and command of the material. Award the best two if three are attempted. [8]

- (b)** How does this resource exemplify the expression of cultural nationalism? is the task, so they are not obliged to bring in extra material. If the Resource is not used at all, Level 2 max. Candidates need to explain what cultural nationalism is – people of a nation celebrating shared culture, history and experiences – and then show how the Kangaroo Island memorial relates to this.

They might note the monument is dominant – on a hill above the capital – so it is obviously important to island society. They should note that it celebrates the arrival of the Europeans in 1836; the four blocks as representing the four ships' hulls. This monument is to commemorate the 'pioneer settlers', not the aborigines whose land it had been, even though they had died out on Kangaroo Island well before colonisation. There is acknowledgement of indigenous people, but it is not a monument to them but to European settlement.

**Level 3 ([7]–[9])**

There is clear familiarity with the idea of cultural nationalism. The answer is well written using appropriate terminology. There must be significant use of the resource. Quality of written communication is excellent.

**Level 2 ([4]–[6])**

There is some familiarity with the idea of cultural nationalism. The answer is written in an acceptable manner with some use of relevant terminology. There is probably valid reference to the Resource. Quality of written communication is good.

**Level 1 ([1]–[3])**

Answers at this level will be flawed. Perhaps the writing and/or understanding is poor and/or not appropriate. There could be no or inadequate resource use and/or a lack of understanding. Quality of written communication may be basic. [9]

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- (c) There are several things to do here in this case study question: service provision, economic activity and social stability related to out-migration. Do not seek equal attention to each but for Level 3 all must be covered to some extent. Look for some general points, with the analysis deepened by case study detail.

**Service provision:** out-migration can ease pressure on services if the area was over-populated. However, usually service provision will deteriorate as demand falls in fields such as education, health provision, retailing and public transport. Some services might no longer be viable and have to shut down.

**Economic** activity might benefit in the short term as emigration releases jobs and reduces unemployment. However, those who have moved might be the better skilled, and the jobs they leave might not be suited to those who remain. Another economic problem is that the source country receives no further benefit from the training it invested in its people if they emigrate, except through remittances.

Emigration might damage the local economy as well as service provision and **social instability** could result, particularly if the sending area loses its young adults, leading to a fall in the birth rate and the ageing of the population. This could start a spiral of decline and encourage further emigration.

### Level 3 ([13]–[18])

All four elements of the question are covered. The language and terminology are appropriate for the question. The case study detail is comprehensive and the candidate displays command of the material. Quality of written communication is excellent.

### Level 2 ([7]–[12])

An otherwise good answer, which neglects one of the four elements should be placed here. The language and terminology is at least competent and there are some useful case study references. Quality of written communication is good.

### Level 1 ([1]–[6])

Partial answers are here, unless covered by the rulings above. The use of language and terminology might be flawed or scant and/or the answer lacks the depth and understanding of migration to get better reward.

Immigration maximum Level 1. Quality of written communication may be poor. [18]

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- 2 (a) Migration is a response to a belief that the circumstances in which a person currently lives will be improved by relocating. **Push factors** are negative aspects of the potential migrant's current residence – things that make them want to move. They are subjective, relating to individual experiences and perceptions, though there might be some shared forces to which individuals react. **Pull factors** are the perceived attractions of the potential destination, such as employment opportunities.

**Economic** push factors might be a lack of employment opportunities, low wages or an uncertain future, perhaps because of economic restructuring. The reception areas at scales from cities (e.g. rural–urban migration) to countries (e.g. Mexican migration to the USA) pull migrants because they do offer economic opportunities.

**Cultural** push factors might be a lack of religious or cultural freedom leading to voluntary migration or, in extreme cases, to ethnic cleansing as minorities are cleared out. A desire to move to an area with co-religionists or speakers of the same language makes some areas pull 'cultural' migrants.

**Environmental** factors pushing migrants would include a poor, or especially a worsening environment: drought, flood, disaster, desertification, rising sea levels on islands etc. Migrants with a choice would be pulled to areas where these problems do not occur

If the answer is not integrated and you see two stand alone pieces, mark as  $2 \times [4]$ . If either push or pull are not given, mark out of [4]; if only one rather than two of economic, cultural or environmental are seen, mark out of [4]; writing on all three is a rubric violation.

### Level 3 ([6]–[8])

An integrated answer dealing with both push and pull factors written competently in appropriate terminology will be at this level. The candidate will display good knowledge and command of both sorts of factors. Migration barriers might be discussed to aid understanding, but this is not a requirement. Quality of written communication is excellent.

### Level 2 ([3]–[5])

Both push and pull factors are seen, if not necessarily in a balanced fashion. The language and terminology are at least acceptable but the answer might lack depth. Quality of written communication is good.

### Level 1 ([1]–[2])

Answers lacking understanding of push and pull factors will be at this level. There will be a lack of command and depth and perhaps, too, weaknesses in use of terminology. Quality of written communication may be basic. [8]

- (b) **Resource 2A** shows how mobile phones are used, in this case relating to India. Social life and entertainment predominate but getting news and shopping are other activities; a few years ago none of this was possible. Cyberspace has led to changes in social activity as people arrange and to an extent practise their social life through cyberspace – consider the 45% of mobile use devoted to entertainment. The use of the phones for shopping and banking demonstrates economic uses.

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**Level 3 ([7]–[9])**

There is clear command of the material. The resource is used fully with figures quoted. The understanding of what the resource shows is clear. The answer uses appropriate terminology. Quality of written communication is excellent.

**Level 2 ([4]–[6])**

There is some valid use of Resource 2A. The candidate shows some evidence of understanding the question but the answer may lack depth and/or focus. Quality of written communication is good.

**Level 1 ([1]–[3])**

Answers which make no or only cursory use of the resource will be here, as will those where the candidate has not been able to demonstrate understanding of the issues. Quality of written communication may be basic.

[9]

- (c) **Resource 2B** demonstrates that Internet penetration and thus use varies spatially with more advanced economies making more use: Africa lags behind the rest of the world. Economic issues explain this, there is a clear relationship between penetration/use and wealth/development status. Global contrasts are clear, whilst **Resource 2C** exemplifies social issues, in this case gender differences in use, with a trend for women to use the Internet less than men in less developed and/or more traditionally socially conservative countries such as Saudi Arabia and Morocco. By contrast more liberal and developed nations such as New Zealand and Ireland have greater proportions of women online.

The Resources are there to be used; penalties apply if they are neglected. Candidates must bring in their own material, too, Level 2 maximum if they do not.

**Level 3 ([13]–[18])**

There is good reference to each of the resources and the candidate enhances the answer with reference to their own material. The answer is competently written and uses the correct terminology. The candidate demonstrates clear understanding of the topic. Quality of written communication is excellent.

**Level 2 ([7]–[12])**

Otherwise excellent answer without use of own material or resources can be here. There is reasonable focus on the question asked and the answer is couched in acceptable language and terminology. Quality of written communication is good.

**Level 1 ([1]–[6])**

If neither resource or own material is used, the candidate will be here. Full answers at this level will be flawed in some way perhaps by being poorly written and expressed or unable to convey proper understanding of this topic of cyberspace. Quality of written communication may be poor. [18]

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- 3 (a) They may split the answer into separate sections on leisure and then sports activities, but this is not necessary and it is to be expected that most candidates will deal with leisure and sports together. Also urban planning and design need not be separated. Beware of them straying too far into a discussion of parks, unless specifically tied to leisure: this is more about the benefits of exercise than the contribution of trees to the amelioration of climate change. So, entertainment and its contribution to social well-being as well as the health benefits of activity and sports: playing fields, community gardens and allotments; sports fields and stadiums. These things are necessary and planning/design needs to see them provided appropriately. Exemplification is not required but good answers will probably have some to add depth.

**Level 3 ([6]–[8])**

The answer encompasses leisure and sports facilities if not necessarily in separate paragraphs. Any exemplification is valid. The answer has focus, deals with planning and design issues and uses appropriate terminology. Quality of written communication is excellent.

**Level 2 ([3]–[5])**

At this level the candidate is still in control of the topic and the material but the response might lack some focus or depth regarding leisure activities and sports facilities in relation to planning and design. Quality of written communication is good.

**Level 1 ([1]–[2])**

An answer that does not address the question asked will be here, together with others that lack command of the topic, its language and terminology. Quality of written communication may be poor. [8]

- (b) In MEDCs especially, policies in urban areas now encourage the use of bicycles to transport people at low cost without pollution. There are also health benefits, although cyclists are vulnerable if involved in an accident. Cities often encourage bicycle use by providing cycle lanes or shared public bike schemes as part of their traffic management strategies. The resources contain some general material about the benefits of cycling that inform the Dublin case. If candidates only deal with the general issues with or without the use of the Resource, maximum Level 2. The Dublin case must be considered for high reward, with drawbacks to cycling mentioned, which some of the photographs show. Candidates are not obliged to bring in any case study material.

**Level 3 ([7]–[9])**

The Dublin material is used within a discussion of cycling, which considers some of the drawbacks as well as the benefits in a reasonably balanced discussion. The answer is presented at least competently with the candidate able to use appropriate terminology. Quality of written communication is excellent.

**Level 2 ([4]–[6])**

Answers here will be sound but might lack a comprehensive coverage of the cycling issue. Perhaps there will be too slight treatment of the resources or a too sketchy discussion of traffic management. Terminology will be competent. Quality of written communication is good.

**Level 1 ([1]–[3])**

Answers which neglect the resource will be here, together with those that are slight and/or lack command of the topic of cycling within a traffic management strategy. Quality of written communication may be poor. [9]

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- (c) **Waste** has always had to be managed to enable societies to exist and reproduce. In the past wastes were not always handled effectively, dumping of wastes in streets or water bodies being particularly troublesome. Some LEDC cities still do not manage waste properly; in more prosperous places, dumps – landfill sites – are carefully managed with anything of value from waste material being collected and recycled. Often waste not recycled is burnt to produce energy. Waste is now seen almost as a resource and its management related to sustainability. The ‘reduce, reuse, recycle’ mantra will doubtless be used by candidates.

**Energy Consumption.** The mix of sources of energy varies from country to country. Cities tend to reflect their national situations, but can also bring in local circumstances such as opportunities for solar power. Energy consumption reduction is now important in many cities with attention paid to better insulation and more efficient heating infrastructure.

The details will depend upon their case studies. If either waste or energy is excluded, mark in levels out of 9 (Level 3 ([7]–[9]); Level 2 ([4]–[6]); Level 1 ([1]–[3])). If there is no case study, confine to Level 1.

**Level 3 ([13]–[18])**

Answers rewarded with Level 3 display properly detailed case study references with a considered discussion of waste management and energy consumption practices. A range of material and ideas are used in an answer couched in appropriate terminology. Quality of written communication is excellent.

**Level 2 ([7]–[12])**

There is case study material used, if not in sufficient detail and depth of those awarded the higher grade. There may not be sufficient about either waste or energy. The answer is sound and expressed competently but may lack full command of the topic. Quality of written communication is good.

**Level 1 ([1]–[6])**

Answers without reference or with insufficient reference to their case study will be here. Others will perhaps be poorly written and presented and/or fail to convince regarding command of urban waste management and energy consumption. Quality of written communication may be poor. [18]

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- 4 (a) Planners turned attention towards brownfield sites from the late 1980s. Such redevelopment or regeneration, be it for industrial, commercial, residential, recreational or transport uses can contribute to sustainability in a number of ways. Jobs are created, whilst improved public transport can limit commuter journeys by car. New buildings usually incorporate principles of sustainability in their design; reuse of brownfield sites improves the overall environment of the area. Further, the rural areas at the edge of the city are protected from urban sprawl, although note that this question does not require a comparison between brownfield and greenfield sites. No place references are required although they might well be seen and might contribute positively to an answer.

**Level 3 ([6]–[8])**

There is a focus on the question set about brownfield sites and sustainability. Any place references or examples contribute to the answer, which is set up with reference to appropriate terminology. Quality of written communication is excellent.

**Level 2 ([3]–[5])**

The answer is sound but may lack a little regarding focus or depth: perhaps there is more on greenfield sites than brownfield. Use of terminology is competent. Quality of written communication is good.

**Level 1 ([1]–[2])**

Answers at the lowest level have flaws. They might be too slight, lack competence and/or understanding or simply lack the necessary focus on brownfield sites and sustainability. Quality of written communication may be poor. [8]

- (b) From the late 1960s an increasing proportion of retail outlets were found in out-of-town **retail parks**, which were often greenfield developments, with good transport links attractive to customers from a wide area, offering free and plentiful car parking. These malls attracted shoppers with cars, which had the environmental effect of causing pollution, especially as traditional high street retail areas accessible by public transport lost market share. Greenfield development contributed to urban sprawl and the loss of biodiversity. Although most of the new retail centres were served to some extent by public transport, they were developed with car owners in mind and poorer and/or older people without private cars were disadvantaged. Retail change saw these groups become ever more marginalised and affected with social problems.

On-line shopping has adversely affected bricks and mortar shops insofar as they have not proved to be sustainable in face of this new competition. Many retailers, also banks, and even whole malls, especially in America, have closed in recent years as physical shopping has declined. Even groceries can be ordered online and it is perfectly possible to live fully without ever entering a shop. Elderly and disabled customers are particularly disadvantaged, with these groups least likely to use e-commerce, the rise of which led to the closure of retail and other services in the first place.

If the Resource is not used, Level 2 maximum. If there is no additional material, Level 2 maximum.

**Level 3 ([7]–[9])**

Both elements of the question are covered and the resource used well. The candidate brings additional material which is valid and to the point. There is confidence and command and the answer is couched in appropriate terminology. Quality of written communication is excellent.

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**Level 2 ([4]–[6])**

Sub-optimal answers to be awarded Level 2 were detailed above. Full answers, whilst still sound and written competently using both the Resource and their own material, may lack something in depth or detail. Quality of written communication is good.

**Level 1 ([1]–[3])**

Answers here are the partial ones not strong enough for Level 2 or if full, they lack understanding and command of the topic and/or the focus of the question. The use of terminology may be poor. Quality of written communication may be poor. [9]

- (c) In order to attain a sustainable transport policy, planners need to implement strategies to challenge the supremacy of private cars. Most governments use disincentives for motorists and incentives for public transport users, cyclists and pedestrians: road pricing; pedestrianisation; car parking policies; cycling policies, public transport; integrated transport networks. They do not have to cover every possible policy area but there must be strategies, plural. Details will depend on their case study.

If there is no evaluation, only description, confine to Level 2 max. If Dublin is their case study watch out for them lifting directly material on cycling from Resource 3. Do not credit such material.

**Level 3 ([13]–[18])**

Case study material is detailed both in the description of the various policies and evaluation thereof. The candidate understands the issues and writes about them competently, with clarity and the use of appropriate terminology. Quality of written communication is excellent.

**Level 2 ([7]–[12])**

The answer is competent using satisfactory terminology and language. However there might be limitations, especially to the evaluation of the policies or the case study, though present, may want detail. Quality of written communication is good.

**Level 1 ([1]–[6])**

Answers with no or very slight reference to case study material will be here together with answers with no evaluation whatsoever of their city's traffic management policies. There could also be a lack of understanding and poor use of terminology. Quality of written communication is may be poor. [18]

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- 5 (a) **Race:** Race classifies people according to the colour of their skin, visible facial features or hair type. Traditionally there were four major races: Caucasian (white or European), Mongoloid (Asian or Chinese), Negroid (black or African) and Australoid (Aboriginals). Early studies of these divisions assumed that there was some biological difference between the groups. However, modern studies consider race is just a social construct. Racial divisions are a visible sign of ethnic division but movements of people and intermarriage means that there is now no such thing as a 'pure' race.

**Nationality:** A strong unifying element for large numbers of people is their country of origin or ancestral home, with its national flag and anthem. The aspirations of an ethnic group, defined by national identity, to break away from their current political rulers have often led to bitter conflict.

**Language:** Language unites and divides groups of people. Worldwide there are approximately 5–6000 different languages. Language is often regarded as an outward expression of ethnicity. It has been shown that people who are unable to communicate with another group because of language differences are more likely to maintain other differences as well.

**Religion:** Religion often provides a code of behaviour sometimes including dress that makes its followers instantly recognisable. Many people identify with a specific religious group even if they do not regularly attend religious services.

Any **two** from the list of four. Mark as  $2 \times [4]$  with higher marks for detail and command of the material. Watch out for rubric violations; award the best two if there are more than two attempted. [8]

- (b) **Ethnic and social identity:** These are personal, subjective assessments of how individuals perceive the distinctiveness or uniqueness of their group from that of others in society. This assessment is often made up of a combination of factors. It can be influenced by **residential concentration**. People often live in clusters with others of similar ethnicity and/or social class. This is partly for social and cultural reasons, so that they can avail of places of worship, shops and services, as well as the desire to socialise with those from similar backgrounds. Similarities in wealth would also see various social classes inhabiting neighbourhoods with housing of appropriate cost. The sense of security that comes from living in an ethnically homogeneous area is another reason. Ethnic neighbourhoods develop a unique ethnicity and individuals living there adopt this identity. Many cities in Britain contain communities that are almost completely segregated from each other, living parallel lives with people of other groups.

No reference to place, Level 2 maximum.

### Level 3 ([7]–[9])

The candidate is aware of the complexities of ethnic and social identity and how this is reflected/reinforced by residential concentration. There is valid and detailed reference to place. The candidate displays command of the topic and its terminology. Quality of written communication is excellent.

### Level 2 ([4]–[6])

Answers that deal only in theory without reference to place can be here if they are otherwise competent including quality of language and terminology. Full answers will be sound but lacking in depth and detail, especially regarding place reference. Quality of written communication is good.

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**Level 1 ([1]–[3])**

Candidates who do not convince regarding their understanding of the issues will be here. Otherwise answers will be short and/or unfinished and may be poorly presented. Quality of written communication may be poor. [9]

- (c) As the Resource shows the conflict in Myanmar between Buddhists and the Rohingya Muslims is longstanding. It is particularly hot as these words are written and the eventual outcome, of course, is not known. Allow credit for answers which use only the material in the Resource, no matter what may have happened subsequently. The task is to use the Resource material in conjunction with their own material. If theirs is also of this conflict, seek substantial additional material, as such candidates were instructed on the paper. **Causes** included territorial disputes, historical animosities, racism, cultural conflicts, discrimination and abuse. The **nature** of conflict is what happened be it civil disobedience, war, terrorism. **Outcomes** can be socio-economic, political including autonomy or redrawing of boundaries; outside intervention may result. There is no need for all these headings, just a recognition of some of the issues in both Myanmar and their own place.

No additional material, Level 2 maximum.

No resource use, Level 2 maximum.

If one of causes, nature and outcomes is missed, Level 2 maximum; if two, Level 1.

**Level 3 ([13]–[18])**

Causes, nature, and outcomes are discussed in detail both for the Resource and their own place. Better answers might coalesce the resource and the case study but stand alone answers can get Level 3 if they are good enough. Quality of written communication is excellent.

**Level 2 ([7]–[12])**

Sub-optimal ways of entry into Level 2 were listed above for candidates whose work was otherwise good. Full answers will be sound and presented competently but may be wanting in depth, especially regarding their own material. Quality of written communication is good.

**Level 1 ([1]–[6])**

Weaker sub-optimal answers will be here together with answers which do not convince regarding the depth of their knowledge and understanding.

Quality of written communication may be poor. [18]

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- 6 (a) Colonisation involves setting up settlements in a new colony, certainly administrators and military were sent and in some colonies also a settler population, all of which created ethnic diversity. Sometimes slaves and/or indentured labourers added to the mix. Sub-division of territory, particularly in Africa, often cut through tribal homelands, leaving formerly united ethnic groups in different countries. Following the end of World War II, European nations often attracted migrants from their former colonies to fill the gap in the labour market, creating ethnic diversity at home. For high marks the diversity in both colony and the colonial power should be acknowledged. Exemplification is not specifically required but it would seem inevitable that they will give some to deepen their analysis.

**Level 3 ([6]–[8])**

The candidate is aware of colonisation's role in the creation of ethnic diversity in both countries that were colonised and/or the colonial power. There may well be helpful exemplification to deepen the analysis, which is cast in appropriate terminology. Quality of written communication is excellent.

**Level 2 ([3]–[5])**

The answer might miss one of the two trends, but otherwise be sound. Full answers will lack something in depth or detail to be at Level 2 although there will still be reasonable quality regarding use of terminology. Quality of written communication is good.

**Level 1 ([1]–[2])**

Answers here will lack command and knowledge of the role colonisation has played in the creation of ethnic diversity. They might be unfinished, certainly will be unconvincing and/or presented poorly. Quality of written communication may be poor.

[8]

- (b) Multiculturalism is a political policy, which permits ethnic groups to maintain their separate identities. From the Resources the better candidates will take the fact that the Australian Chinatowns are relatively recent. There might have been some early Chinese migration, but for much of its history Australia after colonisation excluded Chinese people through the White Australia policy, that the influx of Chinese and the Chinatowns themselves are modern. Australian multiculturalism is thus a fairly recently adopted policy deliberately imposed to maintain ethnic diversity – note the lion statues were donated by the governments of Australia and China. Also key in maintenance of ethnic diversity in Adelaide is the fact that the supermarket's shelves are full of Chinese foods and, especially significant, is a poster encouraging people to speak Mandarin, rather than requiring them to conform to national norms and speak English.

Full credit can be given to answers based entirely on the Resources, though there is nothing to stop them bringing in other material as long as they use the Resources, too.

No Resource use, Level 2 max.

**Level 3 ([7]–[9])**

Answers here make full use of the opportunities presented by the Adelaide resources. The answer shows the candidate in command of both the topic and its terminology and the quality of written communication is excellent.

**Level 2 ([4]–[6])**

There is resource use and a decent understanding of the topic. However, the depth of the analysis might be somewhat wanting and the quality of written communication is good.

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**Level 1 ([1]–[3])**

Answers where the level of understanding of the role played by multiculturalism in maintaining ethnic diversity is weak. Quality of written communication may be poor. [9]

- (c) **Economic:** This would involve the cost of dealing with any issues from repair and restoration or damage from conflict, through to the discouragement of tourism. In some cases there could be a positive spin put on ethnic diversity for tourism as in the Adelaide Chinatown. And there is dark tourism – to look at sites associated with, say, warfare might be a post-war benefit.

**Social:** Ethnic diversity is often associated with social inequality and discrimination and all that entails, leading to political unrest, civil disobedience, etc. Details are dependent upon the case study.

**Spatial:** Spatial outcomes of ethnic diversity might well include segregation, which would lead to the duplication of services, etc. Much depends on the case study chosen.

If one of the outcomes is missing, Level 2 maximum; if two are missing, Level 1. If there is no case study, Level 2 max.

**Level 3 ([13]–[18])**

Answers here will be full, all three outcomes covered if not with perfect balance. The case study will be appropriate and detailed and the answer written with the aid of appropriate terminology. Quality of written communication is excellent.

**Level 2 ([7]–[12])**

At least two of the outcomes are dealt with reasonably. There is some detail in the case study and the answer is expressed using some proper terminology. An issue may be a lack of depth. Quality of written communication is good.

**Level 1 ([1]–[6])**

Common here will be answers with a weak, inadequate case study. If more than one of the three outcomes is considered, place here. 'Full' answers will be flawed through a lack of focus and understanding and might be presented in inadequate English. Quality of written communication may be poor. [18]

AVAILABLE MARKS
35



- 7 (a) With reference to places for illustration, the candidate is asked to describe how any **two** of the following challenges may arise from mass tourism: pollution; honeypot sites; competition for resources.

**Pollution** associated with mass tourism may be caused, for example, by: lack of attention to long-term impacts; rapid proliferation of apartments and hotel blocks; increased numbers of tourists in specific sectors such as cruising and skiing; excessive seasonal demands in particular locations; overcrowding of beaches and pressure on facilities. The nature of the resulting pollution may include, for example, waste disposal issues, damage to landscapes and habitats; visual pollution; noise pollution.

**Honeypot sites** are those that attract large numbers of tourists. Often located in rural areas, honeypot sites attract high tourist numbers to specific locations, where car parks, restaurants and other facilities are provided. Consequently, the honeypot site may suffer from overcrowding and its associated problems, which, in turn, damage the tourism potential of the area and threaten the quality of life of local people.

Although tourism offers potential for economic gain, investment in infrastructure and amenities is required to support the industry; consequently there is **competition for resources**. Conflicts of interest can result between the needs of the industry and those of the community, especially when the tourist numbers are high. Although competition for resources occurs worldwide, some of the most serious issues have occurred in LEDCs, where the needs of indigenous populations have been sacrificed.

Candidates must provide a description of how the challenge results from the factor selected.

Award a maximum of [4] for a well-developed response with strong reference to challenge including place.

(2 × [4])

[8]

- (b) The candidate is asked to use the resources to help them describe and explain the economic and environmental benefits that ecotourism can bring.

No resource use max Level 2.

No additional material Level 2 max.

**Level 3 ([7]–[9])**

Each of the elements of the question is addressed with clarity and detail (resource use, additional information, reference to economic/environmental benefits of ecotourism). There is good use of appropriate terminology. The quality of written communication is excellent.

**Level 2 ([4]–[6])**

Although each of the elements of the question is addressed (resource use, additional information, reference to economic/environmental benefits of ecotourism), there may be a lack of range/depth/detail or clarity. There may be restricted use of relevant terminology. The quality of written communication is good.

**Level 1 ([1]–[3])**

One or more of the elements of the question may be neglected, or the response may be cursory. There is very limited use of appropriate terminology. The quality of written communication may be basic.

[9]

AVAILABLE  
MARKS

- (c) The candidate is asked to describe and evaluate the potential negative impacts of ecotourism with reference to a small scale study.

If there is no case study Level 2 max.

**Level 3 ([13]–[18])**

The answer refers in detail to an appropriate and relevant case study. Candidates at this level address explicitly – case study detail and potential negative impacts – with validity and clarity. A high level of appropriate detail is given. There is good use of appropriate terminology. Quality of written communication is excellent.

**Level 2 ([7]–[12])**

Although answers in this level address most elements of the question, the response is imbalanced or lacks clarity, validity or depth. Detail may be restricted. There may be restricted use of relevant terminology. Quality of written communication is good.

**Level 1 ([1]–[6])**

The answer may make inadequate reference to a case study. Alternatively the case study may be at an inappropriate scale or nature. Detail may be very restricted. There may be poor use of terminology. Quality of written communication may be basic.

[18]

AVAILABLE  
MARKS

35

- 8 (a) With reference to places for illustration, the candidate is asked to explain how any two of the following have contributed to the development of mass tourism: developments in transport; increase in disposable incomes; Internet access.

**Developments in the efficiency and affordability of transport** (e.g. increased availability of regional airports and affordable air travel, expansion of ferry routes, opening of the Channel Tunnel) have enabled people to travel more frequently and to further distances than previously possible.

In the UK, mean **disposable incomes** (income remaining after taxation and National Insurance contributions have been deducted from wages) have more than doubled since 1977 and, therefore, luxuries such as holidays have become relatively more affordable. In addition, credit card payments are now commonplace and workers are guaranteed paid holiday time.

**Internet access** – the digital revolution has had a direct effect upon tourism. In the UK 89% of the population have Internet access, enabling people to search for, select and book a holiday best suited to their interests, needs and finances.

Candidates must provide a description of how the selected factor has contributed to the development of mass tourism.

Award a maximum of [4] for a well-developed response with strong reference to mass tourism.

(2 × [4])

[8]

- (b) The candidate is asked to use the resources, to help explain how designation as a UNESCO World Heritage Site may be used to regulate ecotourism.

No resource use max Level 2.

No additional information max Level 2.

**Level 3 ([7]–[9])**

Each of the elements of the question is addressed with clarity and detail (resource use, additional information, explanation of the way in which designation may assist in ecotourism regulation). There is good use of appropriate terminology. The quality of written communication is excellent.

**Level 2 ([4]–[6])**

Although most of the elements of the question are addressed (resource use, additional information, explanation of the way in which designation may assist in ecotourism regulation) there may be a lack of range/depth/detail or clarity. There may be restricted use of relevant terminology. The quality of written communication is good.

**Level 1 ([1]–[3])**

Two or more of the elements of the question may be neglected, or the response may be cursory. There is very limited use of appropriate terminology. The quality of written communication may be basic.

[9]

AVAILABLE  
MARKS

- (c) With reference to a regional or national scale case study of a tourism management policy, the candidate is asked to: outline the strategies used to reduce the negative social impacts of mass tourism; and evaluate the success of these strategies.

**Level 3 ([13]–[18])**

The answer refers in detail to an appropriate and relevant case study. Candidates at this level address each element of the question explicitly – case study, strategies, evaluation – with validity and clarity. A high level of appropriate detail is given. There is good use of appropriate terminology. Quality of written communication is excellent.

**Level 2 ([7]–[12])**

The answer refers to an appropriate and relevant case study. Although answers in this level address each element of the question – case study, strategies, evaluation – the response is imbalanced or lacks clarity, validity or depth. Case study detail may be restricted. There may be restricted use of relevant terminology. Quality of written communication is good.

**Level 1 ([1]–[6])**

The answer may make limited reference to a case study, alternatively the case study may be at an inappropriate scale or nature. One or more elements of the question – case study, strategies, evaluation – may be neglected. Case study detail may be very restricted. There may be poor use of terminology. Quality of written communication may be basic. [18]

**Total**

**AVAILABLE  
MARKS**

35

**70**