



## Cambridge O Level

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**GEOGRAPHY**

**2230/01**

Paper 1 Themes

**October/November 2020**

**MARK SCHEME**

Maximum Mark: 75

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<p><b>Published</b></p>
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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **20** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**LEVELS OF RESPONSE MARKING**

It is the quality of the response which determines the mark achieved and differentiates between candidates rather than the quantity of comments. However, once assigned to a level, the mark achieved within that level is determined by the number of points made.

**Level 1** [L1] is characterised by simple statements.

**Level 2** [L2] will contain statements which are developed / elaborated. A candidate can immediately enter L2 by making developed points from the outset, without making any L1 statements.

For **Level 3** [L3], a candidate must have achieved the top end of L2 [6 marks] with an answer containing developed statements which address all aspects of the question and include at least one clear example, if required [7 marks].

LEVEL	CHARACTERISTICS	MARKS	CONTENTS
<b>L1</b>	Simple statements	1 2 3	1 simple statement 2 simple statements 3 simple statements
<b>L2</b>	Developed statements	4 5 6	1 developed statement 2 developed statements 3 or more developed statements
<b>L3</b>	Top of L2 statements [i.e. 3 or more developed statements]	7	3 or more developed statements All aspects of question covered [A] At least one example, if required

Question	Answer	Marks
1(a)(i)	<p><b>Study Fig. 1.1, which shows a plate boundary.</b></p> <p><b>Identify the type of plate boundary and the hazard that occurs on it.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Conservative/transform</li> <li>• Earthquakes</li> </ul>	<b>2</b>
1(a)(ii)	<p><b>Explain how the plates move on the boundary shown in Fig. 1.1.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Plates move past each other/slide past each other</li> <li>• Due to convection currents</li> <li>• Friction occurs</li> <li>• Plates become stuck</li> <li>• Movement is not smooth</li> <li>• Pressure builds</li> <li>• Sudden movement (due to release of energy)</li> </ul>	<b>3</b>
1(a)(iii)	<p><b>Study Table 1.1, which shows information about two earthquakes with the same magnitude.</b></p> <p><b>The strength of the earthquakes was the same, but the number of deaths was very different. Suggest reasons for the difference in the number of deaths.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Distance from the epicentre</li> <li>• Population density/higher population</li> <li>• Depth of the focus</li> <li>• Type of soil</li> <li>• Time of day</li> <li>• Level of preparedness/education</li> <li>• Earthquake proof buildings/building height/more secure buildings</li> <li>• Automatic shut-off valves</li> <li>• Level of development in the country</li> <li>• Tsunamis/landslides</li> </ul>	<b>5</b>
1(b)	<p><b>Draw a labelled diagram to show the shape and structure of a shield volcano.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Broad/wide base</li> <li>• Gently sloping sides</li> <li>• Crater</li> <li>• Vent/pipe</li> <li>• Magma chamber</li> <li>• Layers of (basic) lava</li> </ul>	<b>4</b>

Question	Answer	Marks
1(c)(i)	<p><b>Study Fig. 1.2, which shows the location of Brunei on a map of the plate boundaries.</b></p> <p><b>Name the plate on which Brunei is located.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>Eurasian</li> </ul>	1
1(c)(ii)	<p><b>Study Fig. 1.2 again. To what extent is Brunei at risk from volcanic activity? Justify your answer.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>Yes/no/safe/low risk/high risk</li> <li>It is not on a plate boundary/it is in the middle of a plate/far away from the Philippine trench</li> <li>Brunei has no volcanoes</li> <li>Climate change from large amounts of ash and gases</li> <li>Volcanic ash from neighbouring volcanoes (e.g. Mt Pinatubo)</li> </ul>	3
1(d)	<p><b>‘Living close to any plate boundary is very dangerous.’ How far do you agree with this statement? Explain your answer and support it with examples.</b></p> <p>Examples = Names of plate boundaries/earthquakes/volcanoes/suitable country, e.g. Japan/Philippines/Iceland/Indonesia</p> <p>Levels marking</p> <p><u>Examples of simple statements</u></p> <ul style="list-style-type: none"> <li>All plate boundaries have risks</li> <li>Earthquakes and volcanoes take place here</li> <li>MEDCs will experience less damage than LEDCs</li> </ul> <p><u>Examples of developed statements</u></p> <ul style="list-style-type: none"> <li>Some volcanoes erupt so frequently that their behaviour is generally predictable and loss of life is reduced – Mt Etna</li> <li>In MEDCs more monitoring takes place at these locations and so early warnings can be given</li> <li>Earthquake proof buildings can be made – e.g. Japan and along the San Andreas Fault, so less damage will be caused</li> <li>Volcanoes along convergent boundaries can be very violent</li> </ul>	7

Question	Answer	Marks
2(a)	<p><b>Explain the difference between weather and climate.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• <b>Weather</b> refers to the conditions of the atmosphere at a specific place and time/day to day</li> <li>• <b>Climate</b> refers to the average weather conditions of a place over a long period of time – 30 to 35 years</li> </ul>	<b>2</b>
2(b)(i)	<p><b>Study Fig. 2.1, which shows the global distribution of areas with a tropical monsoon climate.</b></p> <p><b>Describe the global distribution of areas with a tropical monsoon climate shown in Fig. 2.1.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• 10 to 23.5 degrees north and south of the equator</li> <li>• SE Asia/named country</li> <li>• West Africa/Central Africa/named country</li> <li>• Northern South America/Central America/named country</li> <li>• Between tropics</li> </ul>	<b>3</b>
2(b)(ii)	<p><b>Study Fig. 2.2, which shows the climate graph of an area with a tropical monsoon climate.</b></p> <p><b>Describe the temperature and rainfall shown on the climate graph.</b></p> <p>Credit the following:</p> <p><b>Temperature</b></p> <ul style="list-style-type: none"> <li>• Hot/high temperatures (all year)/mean 26–28 degrees</li> <li>• Temperature has a small range/range 3 degrees or 3.5 degrees/25.5 to 29 degrees</li> <li>• Highest in April/lowest in July</li> </ul> <p><b>Rainfall</b></p> <ul style="list-style-type: none"> <li>• Rainfall uneven</li> <li>• Seasonal rainfall/wet season with months/dry season with months</li> <li>• High total rainfall/3700 mm–3800 mm</li> <li>• Highest in July/no rainfall in Jan (and Feb)</li> </ul>	<b>4</b>
2(c)	<p><b>Describe the main features of typhoons and the weather associated with them.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Low pressure areas</li> <li>• Last for 3–7 days</li> <li>• Strong winds/118–149 km/h</li> <li>• Heavy rain</li> <li>• Thunder and lightning</li> <li>• Eye</li> <li>• Calm/clear skies in the eye/centre</li> </ul>	<b>4</b>

Question	Answer	Marks
2(d)(i)	<p><b>Study Fig. 2.3 (Insert), a photograph which shows an area of tropical rainforest.</b></p> <p><b>Describe and explain how plants have adapted to growing in the environment shown in Fig. 2.3.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Branches at the top (1) to receive more sunlight (1)</li> <li>• Tall trees/straight trunks (1) to reach sunlight (1)</li> <li>• Bark is smooth and thin (1) constant temperature all year (1)</li> <li>• Evergreen forest (1) growth occurs all year round (1)</li> <li>• Drip tip/waxy leaves (1) rainwater runs off rapidly (1)</li> <li>• Buttress roots (1) to support large trees (1)</li> <li>• Wide/shallow roots (1) to access nutrients (1)</li> <li>• Lianas/epiphytes (1) climb towards the sunlight (1)</li> <li>• Bright/colourful flowers (1) increase visibility to attract insects/animals for pollination (1)</li> <li>• Fruits are sweet smelling (1) to attract insects/animals for seed dispersal (1)</li> </ul>	<b>4</b>
2(d)(ii)	<p><b>Give <u>one</u> reason why deforestation may occur in tropical rainforest areas.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Mining/industry</li> <li>• New settlements/housing</li> <li>• HEP schemes/dams</li> <li>• Wood/timber</li> <li>• Farming/cattle ranching</li> <li>• New roads</li> <li>• Forest fires</li> </ul>	<b>1</b>

Question	Answer	Marks
2(e)	<p><b>Describe strategies that can be used to conserve and manage tropical rainforests. How successful do you think these strategies have been? Use examples to support your answer.</b></p> <p>Examples = Names of tropical rainforests</p> <p>Levels marking</p> <p><u>Examples of simple statements</u></p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Replanting trees after trees have been cut down</li> <li>• Make National Park areas</li> <li>• Areas where tourists cannot go</li> <li>• Limit the number of tourists</li> </ul> <p><u>Examples of developed statements</u></p> <ul style="list-style-type: none"> <li>• Classify forests as in Indonesia and ensure that some are for protection/others for production, etc.</li> <li>• Betung Kerihun National Park established to protect 800 000 hectares of forest</li> <li>• Reforestation – ensure a wide variety of trees are planted</li> <li>• Selective logging and controlled logging where licences have to be given</li> </ul>	<b>7</b>



Question	Answer	Marks
3(a)(i)	<p><b>Study Fig. 3.1, which shows the population pyramid for a country.</b></p> <p><b>State the number of males aged between 25–29.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• 0.9 million</li> </ul>	<b>1</b>
3(a)(ii)	<p><b>Describe the age structure of the country shown in Fig. 3.1.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Few/low elderly</li> <li>• Many young/children</li> <li>• Economically active low</li> <li>• Expansive/expanding (structure)/as age increases number decreases/more young than old</li> </ul>	<b>2</b>
3(a)(iii)	<p><b>Suggest how an age structure like that shown in Fig. 3.1 may cause problems for a country.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Pressure on education/more young people to educate</li> <li>• Pressure on health care/lack of doctors</li> <li>• High dependency ratio/many young dependants/not enough economically active (to support dependant population)</li> <li>• <u>Future</u> unemployment</li> <li>• Poverty</li> <li>• Lack of services such as water/electricity/sanitation</li> <li>• Food shortages/malnutrition</li> <li>• Lack of housing</li> </ul>	<b>3</b>
3(b)	<p><b>The United Nations has developed the Human Development Index (HDI) to measure the level of development in a country. State the <u>three</u> factors that are used to measure HDI.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Health/life expectancy</li> <li>• Education/years of schooling</li> <li>• Income/wealth/GNI</li> </ul>	<b>3</b>
3(c)(i)	<p><b>Define the term ‘counter-urbanisation’ and explain why it occurs.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• When people move out of cities to the countryside/rural areas</li> <li>• Any relevant push factor from the city/pull factor from the countryside</li> </ul>	<b>2</b>

Question	Answer	Marks
3(c)(ii)	<p><b>Study Fig. 3.2 (Insert), a photograph which shows a greenfield site.</b></p> <p><b>Define the term ‘greenfield site’ and outline the problems that may arise from developing land like that shown in Fig. 3.2.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Land which has not been built on before/farmland/countryside/rural area</li> <li>• Deforestation</li> <li>• Soil erosion</li> <li>• Increased risk of flooding</li> <li>• Loss of habitat</li> <li>• Less area used for food production</li> <li>• More traffic congestion in the area</li> <li>• Poor public transport in the area</li> <li>• Lack of services in the area</li> <li>• Urban sprawl</li> <li>• Spoils views/scenery</li> <li>• Noise from construction</li> </ul>	<b>3</b>
3(d)	<p><b>Identify the problems for people living in squatter settlements (shanty towns).</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Lack of healthcare</li> <li>• Lack of employment</li> <li>• Poor quality housing/unsafe housing</li> <li>• Insufficient educational facilities</li> <li>• Poverty</li> <li>• Crime</li> <li>• Lack of privacy</li> <li>• Dirty water/lack of sanitation</li> <li>• Increased risk of disease</li> <li>• Overcrowding/houses very close together</li> <li>• Lack of security of tenure</li> <li>• Lack of electricity</li> <li>• Food shortage/malnutrition</li> <li>• Health problems related to cooking with fuelwood in a small area</li> <li>• Named pollution (noise/visual/air/light)</li> </ul>	<b>4</b>

Question	Answer	Marks
3(e)	<p><b>Outline the strategies that can be used to increase the birth rate of a country. How successful have these strategies been? Use evidence to support your answer.</b></p> <p>Examples = Singapore</p> <p>Levels marking</p> <p><u>Examples of simple statements</u></p> <ul style="list-style-type: none"> <li>• Provide financial support</li> <li>• Tax relief is given</li> <li>• Advertising campaigns</li> </ul> <p><u>Examples of developed statements</u></p> <ul style="list-style-type: none"> <li>• Cash gift of S\$4000 for first and second child/S\$6000 for third and fourth</li> <li>• Childcare help includes subsidies, rebate on maid levy, child care leave and no pay leave</li> <li>• Media campaigns to promote marriage and childbearing</li> <li>• Government sponsored matchmaking through the Social Development Network to encourage and help singles meet prospective partners</li> </ul> <p><u>Success</u></p> <ul style="list-style-type: none"> <li>• Limited success in first few years – increase in births from 43 616 in 1987 to 49 402 in 1992</li> <li>• This was not sustained – in 2011 the number of births was 39 630.</li> <li>• Fertility rate of 1.2 remains below the replacement of 2.1</li> </ul>	7

Question	Answer	Marks
4(a)(i)	<p><b>Study Fig. 4.1, which shows the demographic transition model (DTM).</b></p> <p><b>Describe how the birth rate changes over time in the model shown in Fig. 4.1.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Birth rate has fallen</li> <li>• 40/000 to 10/000 / decrease of 30/000</li> <li>• Birth rate becomes lower than death rate</li> <li>• Stage 1 decrease</li> <li>• Stage 2 constant</li> <li>• Stage 3 dramatic decrease</li> <li>• Stage 4 fluctuating</li> <li>• Stage 5 large decrease</li> </ul>	3
4(a)(ii)	<p><b>Describe and explain the change in total population in Stage 2 of the model shown in Fig. 4.1.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Increasing</li> <li>• Birth rate is higher than death rate</li> <li>• Birth rate is high</li> <li>• Death rate is falling</li> </ul> <p><b>Birth rate</b></p> <ul style="list-style-type: none"> <li>• Lack of birth control</li> <li>• Religious beliefs</li> <li>• High infant mortality rate</li> <li>• Children needed as labour on farms</li> <li>• Early marriage</li> </ul> <p><b>Death rate</b></p> <ul style="list-style-type: none"> <li>• Advances in healthcare/vaccinations</li> <li>• Improved services, e.g. sanitation/clean water supply</li> <li>• More/better food</li> <li>• Education regarding lifestyle</li> </ul>	4
4(a)(iii)	<p><b>How useful is the demographic transition model (DTM) for predicting population growth?</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Very useful/not useful</li> <li>• Based on the development of European countries/not all countries will develop in this way</li> <li>• Some countries miss out stages</li> <li>• Effect of migration not shown</li> </ul>	2

Question	Answer	Marks
4(b)(i)	<p><b>Study Fig. 4.2 (Insert), which shows an area where rice is grown.</b></p> <p><b>Describe what has been done to help grow rice in this area.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Terraces</li> </ul>	<b>1</b>
4(b)(ii)	<p><b>Describe the ideal climatic factors for the growth of rice.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• High rainfall/1200 mm</li> <li>• High temperatures/20–30 degrees</li> <li>• High levels of sunshine</li> </ul>	<b>3</b>
4(c)(i)	<p><b>Study Fig. 4.3, which shows rice production in an African country from 2000–18.</b></p> <p><b>Describe how rice production changed over time.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Overall increase</li> <li>• Fluctuates</li> <li>• 150 (000 MT) to 450 (000 MT)</li> <li>• Increase of 300 (000 MT)</li> </ul>	<b>2</b>
4(c)(ii)	<p><b>Suggest the advantages that the change in rice production shown in Fig. 4.3 will have for farmers.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Increased food</li> <li>• Higher output/more rice</li> <li>• Able to sell rice</li> <li>• Incomes rose</li> <li>• Ability to pay off debts</li> <li>• Reinvest/buy machinery/fertiliser/better seeds</li> <li>• Employ more workers</li> </ul>	<b>3</b>

Question	Answer	Marks
4(d)	<p><b>'Too little food consumption can lead to malnutrition and this causes far more problems for people than too much food, which results in obesity.'</b></p> <p><b>How far do you agree with this statement? Explain your answer and support it with examples.</b></p> <p>Examples = Names of countries/diseases</p> <p>Levels marking</p> <p><u>Examples of simple statements</u></p> <ul style="list-style-type: none"> <li>• Both provide poor physical health</li> <li>• Both can result in low quality of life</li> <li>• Both can affect the future economic development of a country</li> <li>• Stunted growth due to malnutrition</li> <li>• High blood pressure – obesity</li> <li>• Heart problems and diabetes – obesity</li> <li>• Encourage healthy eating</li> <li>• More education about food</li> <li>• Import more varieties of food</li> </ul> <p><u>Examples of developed statements</u></p> <ul style="list-style-type: none"> <li>• Malnutrition can cause vitamin deficiency – Vitamin A may be less due to rice-based diets which can cause blindness in children</li> <li>• Poor physical health, so less energy to work and economy suffers</li> <li>• Providing school meals to undernourished children</li> <li>• Preventing hunger (WFP) by equipping communities with the ability to meet their own needs</li> <li>• Great burden of obesity related illnesses on health care systems</li> <li>• More sick leave due to illnesses linked to obesity conditions and impact on the businesses employing these people</li> <li>• Health campaigns to encourage more exercise and healthy eating</li> <li>• Banning advertising of junk food – UK during children's programmes</li> </ul>	7

Question	Answer	Marks
5(a)(i)	<p><b>Study Fig. 5.1, which shows the employment structure for an MEDC and an LEDC.</b></p> <p><b>Describe the differences in the employment structure between the MEDC and LEDC. Use data to support your answer.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Primary is lower in MEDCs/higher in LEDCs</li> <li>• Primary MEDC 5% and LEDC is 40% / 35% higher</li> <li>• Secondary is higher in MEDCs/lower in LEDCs</li> <li>• Secondary MEDC is 25% and LEDC is 20% / 5% higher</li> <li>• Tertiary is higher in MEDCs/lower in LEDCs</li> <li>• Tertiary MEDC 70% and LEDC is 40% / 30% higher</li> </ul>	4
5(a)(ii)	<p><b>Explain the difference in the primary sector employment between the MEDC and the LEDC shown in Fig. 5.1.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Less machinery</li> <li>• Less educated workers, so restricted to certain jobs</li> <li>• MEDC preference for office jobs/better working conditions/higher incomes/more stable</li> <li>• Demand for food</li> <li>• Raw materials in LEDC</li> </ul>	4
5(a)(iii)	<p><b>Define the term ‘quaternary sector’ and give an example of a job in this sector.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Knowledge based part of the economy/IT/Media/Research and Development/information based services</li> <li>• Computer programmers/researchers/product manager/scientist/professional bloggers/IT specialists</li> </ul>	2
5(b)(i)	<p><b>Study Fig. 5.2, which shows some of the factors affecting the location of secondary industry.</b></p> <p><b>Name <u>three</u> factors which are missing from the diagram.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Raw materials</li> <li>• Capital/money</li> <li>• Labour</li> <li>• Water</li> </ul>	3

Question	Answer	Marks
5(b)(ii)	<p><b>Using the factors in Fig. 5.2 and those you named in (b)(i), suggest which factors have been important in attracting secondary industry to Brunei.</b></p> <p>Credit the following:</p> <p><u>Government</u></p> <ul style="list-style-type: none"> <li>• Industrial parks</li> <li>• e.g. Sungai Liang Industrial Park</li> <li>• Government investment</li> </ul> <p><u>Transport</u></p> <ul style="list-style-type: none"> <li>• Better public transport</li> <li>• Improved road links</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• Improved internet and phone connection</li> <li>• Better/more reliable electrical service</li> </ul> <p><u>Market</u></p> <ul style="list-style-type: none"> <li>• Local demand for products</li> <li>• International demand for oil and gas</li> </ul> <p><u>Capital/Money</u></p> <ul style="list-style-type: none"> <li>• Secure banking</li> <li>• Tax relief</li> </ul> <p><u>Land</u></p> <ul style="list-style-type: none"> <li>• Flat land available in certain places along the coast</li> <li>• Room for future expansion</li> </ul> <p><u>Labour</u></p> <ul style="list-style-type: none"> <li>• Easy ways of getting workers to the factories</li> <li>• Skilled workforce available</li> <li>• Large/abundant workforce</li> </ul> <p><u>Raw materials</u></p> <ul style="list-style-type: none"> <li>• Oil and gas available</li> <li>• Also offshore gas fields – gas is transported by pipeline</li> </ul> <p><u>Energy</u></p> <ul style="list-style-type: none"> <li>• Industrial areas have a reliable source of energy</li> <li>• Due to the locations being close to Seria</li> </ul> <p><u>Water</u></p> <ul style="list-style-type: none"> <li>• Water available for processing</li> <li>• Brunei River/Belait River/Tutong River/Temborong River</li> </ul>	5



Question	Answer	Marks
5(c)	<p><b>Outline negative impacts that industry can have on people and the natural environment. Assess how successful strategies have been in reducing the impact of industry on people and the natural environment. Support your answer with examples.</b></p> <p>Examples = Names of areas/greenhouse gases/name of industry</p> <p>Levels marking</p> <p><u>Examples of simple statements</u></p> <ul style="list-style-type: none"> <li>• Basic statement supported with example could be L2 (once only)</li> <li>• Low wages</li> <li>• Poor working conditions</li> <li>• Deforestation takes place</li> <li>• Air pollution</li> <li>• Laws introduction</li> </ul> <p><u>Examples of developed statements</u></p> <ul style="list-style-type: none"> <li>• Pressure on infrastructure due to increased demand for water supply/power</li> <li>• Urban sprawl occurs and deforestation takes place</li> <li>• Labour exploitation by cheap wages/unsafe working conditions (some locations)</li> <li>• Animal habitats are lost and damaged</li> <li>• Land degradation as waste has made it unsuitable to produce food</li> <li>• Greenhouse gases such as carbon monoxide are released</li> <li>• Legislation brought in to tax polluters</li> <li>• Incentives to companies to develop cleaner energy production</li> </ul>	<b>7</b>

Question	Answer	Marks
6(a)(i)	<p><b>Study Fig. 6.1 (Insert), a photograph which shows a popular tourist destination in the UK.</b></p> <p><b>Suggest reasons why this area would attract tourists.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Scenery/views/beautiful</li> <li>• Rural/countryside/natural environment/green environment</li> <li>• Clean/fresh air</li> <li>• Forested areas/trees/leaves</li> <li>• Stone walls</li> <li>• Remote/isolated</li> <li>• Peaceful/quiet/calm</li> <li>• Hills/mountains</li> <li>• Walking/photography/birdwatching/sightseeing</li> </ul>	<b>3</b>
6(a)(ii)	<p><b>Suggest the disadvantages of the growth of tourism on the natural environment and the people living in the area shown in Fig. 6.1.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Increased congestion/crowded/busy</li> <li>• Walls could get knocked down</li> <li>• Air pollution</li> <li>• Noise pollution/less peace and quiet for locals</li> <li>• Litter/land pollution/visual pollution</li> <li>• Deforestation</li> <li>• Damage to wildlife/habitats</li> <li>• More buildings/roads built</li> <li>• Disrupts the way of life of locals</li> </ul>	<b>4</b>
6(a)(iii)	<p><b>Study Fig. 6.2, which shows the number of visitors a year to selected locations in the UK and the amount of money tourists spent in these locations.</b></p> <p><b>State the general relationship between the number of visitors and the amount of money spent by tourists. Use data to support your answer.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Positive relationship</li> <li>• As tourist numbers increase, the amount of spending increases</li> <li>• Lake District has the highest number of visitors and the highest spending/Exmoor has the lowest number of visitors and the lowest spending</li> <li>• Lake District has 16.4m visitors and £1160m spending/Exmoor has 1.4m visitors and £80m spending</li> <li>• Yorkshire Dales has high number of visitors but low spending/9.6m visitors and £400m spending</li> </ul>	<b>3</b>

Question	Answer	Marks
6(b)	<p><b>Explain the factors that have resulted in the growth of global tourism.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Increased disposable income/wealth (1) more people in higher paid jobs (1)</li> <li>• More leisure time (1) paid leave encourages people to take time off and holiday (1)</li> <li>• Improved education (1) desire to learn about places that have been studied (1)</li> <li>• Diverse attractions (1) lots of really interesting places to visit (1)</li> <li>• Improved advertising (1) encourages people to travel (1)</li> <li>• Social media (1) increased awareness of different locations (1)</li> <li>• Improved accessibility (1) better roads/airports, etc. (1)</li> <li>• New types of tourism (1) ecotourism/adventure tourism (1)</li> </ul>	<b>5</b>
6(c)	<p><b>Define the term ‘seasonal employment’ and explain why this may occur in tourist areas.</b></p> <p>Credit the following:</p> <ul style="list-style-type: none"> <li>• Employees only work for part of the year/not permanent</li> <li>• Weather/wet season/too hot/hurricane season</li> <li>• Low demand/high demand according to number of tourists</li> <li>• Areas closed for regeneration works/gives the area time to recover</li> </ul>	<b>3</b>

Question	Answer	Marks
6(d)	<p><b>Outline the strategies which have been used to limit the negative impacts of tourism in Brunei. Evaluate how successful these strategies have been. Use examples to support your answer.</b></p> <p>Examples = Names of places in Brunei/government strategies used</p> <p>Levels marking</p> <p><u>Examples of simple statements</u></p> <ul style="list-style-type: none"> <li>• Maintaining trails</li> <li>• Laws passed</li> <li>• Increasing awareness/education to tourists</li> <li>• Ecotourism</li> <li>• Encourage public transport</li> <li>• Litter bins in place in tourist areas</li> <li>• Limit numbers to certain areas</li> <li>• Appropriate clothing</li> </ul> <p><u>Examples of developed statements</u></p> <ul style="list-style-type: none"> <li>• Laws to protect and conserve the valuable species of flora and fauna</li> <li>• Increasing awareness such as the 50 000 Trees Project</li> <li>• Encourage the growth of local industry – craft industries</li> <li>• Avoid mass tourism and invite visitors who will enjoy the rich tradition and natural beauty it has to offer</li> <li>• Trails have been carefully maintained and tourist movements have been limited to the trails, reducing the impact on the forest environment</li> <li>• It is an offence to enter the conservation forests without a very good reason and there are penalties in place</li> <li>• Areas in Temburong National Park accessible to tourists are limited to boardwalks, nature trails or the canopy walkway</li> <li>• The 7 km boardwalk protects the ground vegetation and prevents soil erosion</li> </ul>	<b>7</b>