

Cambridge O Level

GEOGRAPHY**2230/01**

Paper 1 Geographical Themes

October/November 2024

MARK SCHEME

Maximum Mark: 75

Published

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 **30** printed pages.

PUBLISHED**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 descriptions 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.

2230/01 (Geographical Themes) – Specific Marking Instructions

Examiners must use the following annotations:

Annotation	Meaning	Use
	Correct point	Point–marked questions only
	Incorrect	Point–marked questions only
	Reserve mark	Point–marked questions only
	Just	Point–marked questions only
	Level 3	Levels–marked (7–mark) questions only
	Level 2	Levels–marked (7–mark) questions only
	Level 1	Levels–marked (7–mark) questions only
	Level 0 – No creditable response	Levels–marked (7–mark) questions only
	Creditworthy part of an extended response	Levels–marked (7–mark) questions only
	Highlighting a significant part of an extended response – to be used with another annotation e.g.  or 	Levels–marked (7–mark) questions only
	Evaluative point	Levels–marked (7–mark) questions only

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Annotation	Meaning	Use
	Omission or further development/detail needed to gain credit	All questions
	Unclear or validity is doubted	All questions
	Repetition	All questions
	Developed point	All questions
	Appropriate example or case study	All questions
	Benefit of doubt	All questions
	Too vague	All questions
	Irrelevant	All questions
	Material that does not answer the question	All questions
	1. Diagram or essay plan has been seen but no specific credit given 2. Additional page has been checked	1. Any diagrams or essay plans 2. All blank pages in the provided generic answer booklet and/or extension answer booklet(s).
	Rubric error	Place at start of question not being credited

2230/01 (Geographical Themes) – Levels of Response Marking

Using the principle of ‘best–fit’ and the level descriptors:

- decide which level best describes the overall quality of the response
- annotate the script at the end of the response with the level annotation
- award a mark for the relative position of the response within that level

Level	Marks	Descriptors
Level 3 L3	6–7	Responses at this level: <ul style="list-style-type: none"> • demonstrate a good knowledge and understanding of the content • use detailed example(s) which are relevant and integrated effectively • make a clear argument using well-reasoned judgements • provide a clear conclusion/decision
Level 2 L2	3–5	Responses at this level: <ul style="list-style-type: none"> • demonstrate a sound knowledge and understanding of the content • use example(s) which are relevant and have some detail • make an argument using some reasoned judgements • provide a basic conclusion/decision
Level 1 L1	1–2	Responses at this level: <ul style="list-style-type: none"> • demonstrate a basic knowledge and understanding of the content • use example(s) which are generic or in name only • make an attempt at a basic argument • provide a yes/no statement
Level 0 0	0	No creditable response

Theme 1: Population and settlementAnswer **one** question from this theme.**EITHER**

Question	Answer	Marks	Guidance
1(a)(i)	<p>Describe <u>three</u> features of this regenerated area.</p> <p>Pedestrianised area/free from traffic <u>New</u> paving/pavement Open space/spacious/big space Street furniture – benches Trees Buildings/architecture has been improved/modernised/well-maintained Trams/railway lines/train Cafés Sculptures Street lamps/lighting/lamps Clean area/litter free/clean air</p>	3	<p>3 × 1</p> <p>= 0 Historical/old buildings/new buildings Bus Road Shops More space</p>
1(a)(ii)	<p>Suggest how <u>two</u> of the features you described in (a)(i) may improve the quality of life for people living in this area.</p> <p><u>Pedestrianised area</u> Less air pollution/noise pollution/area will be safer/less accidents from traffic</p> <p><u>Open space/spacious</u> Recreation/leisure/places to relax/less crowded</p>	2	<p>2 × 1</p> <p>Two features required</p> <p>The feature must be clearly stated but the credit is awarded for how the quality of life has improved, and not the feature.</p>

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Question	Answer	Marks	Guidance
1(a)(ii)	<p><u>Street furniture</u> Places to sit/socialise/meeting friends</p> <p><u>Trees</u> Clean air/provide shade/lower temperatures</p> <p><u>Buildings/architecture improved</u> More pleasant surroundings</p> <p><u>Trams/railway lines/trains</u> Better public transport/easier to travel around/less air pollution/cheaper to travel</p> <p><u>Cafés</u> Wider range of food and drinks/area to socialise/jobs</p> <p><u>Street lamps/lighting</u> Safer at night</p> <p><u>Clean area/litter free/clean air</u> Healthier environment</p>		<p>The feature can be different from the ones described in (a)(i) if the improvement to the quality of life is clear.</p> <p>No double credit</p> <p>= 0 New paving/pavement Tourism Activities</p>
1(b)(i)	<p>State the direction that this urban area could continue to expand in the future. Give a reason for your answer.</p> <p>North/north-west/towards rural area (Reserve) Coast/river/floodplain land (prevents further expansion)/open space in rural area (allows expansion)</p>	2	<p>Reserve 1 mark for correct direction</p> <p>= 0 Cheaper land Rural area</p>

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Question	Answer	Marks	Guidance
1(b)(ii)	Explain the problems for people and the environment caused by urban growth. Air/noise/visual/water pollution Health issues related to a named pollution such as breathing issues/asthma Deforestation/loss of greenfield land Loss of habitat (for wildlife) Traffic congestion/overcrowding More demand for housing/lack of housing/development of shanty towns More pressure on education/healthcare Pressure on utilities – electricity/water/waste collection Unemployment/lack of jobs Crime Increase in impermeable surfaces/lots of surface run-off	5	Reserve 1 mark for people and 1 mark for the environment = 0 More waste is produced Litter Land pollution Less food Flooding Overpopulation Acid rain Global warming High cost of living in urban areas
1(b)(iii)	Name the process that has taken place. Counter-urbanisation	1	
1(b)(iv)	Suggest why the new village developed in this area. Less air/noise pollution Land is cheaper <u>Space available/room for expansion</u> (bigger houses/better houses/gardens) Closer to nature/people want to live in a rural area/peaceful Close to urban area so people can <u>commute</u> Close to sea	2	= 0 To improve quality of life/better standard of living Safe Less crime Cheaper housing Jobs

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Question	Answer	Marks	Guidance
1(c)	<p>Describe how the urban population growth rate in Bangladesh has changed as shown in Fig. 1.3.</p> <p>Overall declines/falls From 5.2% to 2.85% A difference of 2.35% Decrease between any two periods No change 1990–94 to 1995–99</p>	3	<p>Only award credit for beginning and end figures and for the difference between these.</p> <p>Allow: 2.84 – 2.86% Difference: 2.34 – 2.36%</p> <p>% must be present in the answer</p>
1(d)	<p>‘People living in rural areas of LICs/MICs (low and middle income countries) have a higher quality of life than people living in urban areas of LICs/MICs.’ To what extent do you agree with this statement? Give examples to support your answer.</p> <p>Content Guide</p> <p><u>Answers are likely to refer to:</u></p> <p>Rural areas: Less pollution – air/noise/visual Less congestion Urban areas: More job opportunities More education/healthcare Access to food/clean water</p> <p><u>More developed answers are likely to refer to:</u></p>	7	<p>There must be reference to living in rural and urban areas and examples.</p> <p>Candidates must also refer to the evaluation part of the question. The answer can focus on either LICs or MICs, so the answer must be marked accordingly using the examples that have been given.</p> <p>The question is focusing on the differences in the quality of life of people living in rural and urban areas so this can be expressed in any clear way.</p> <p>Example – not a country. Reference to a town/city, etc.</p> <p>Levels marking</p> <p>Please ensure that you refer to the Levels of response marking section at the front of the mark scheme before marking this question.</p>

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Question	Answer	Marks	Guidance
1(d)	<p>People living in rural areas will experience less atmospheric pollution which is better for those living with breathing conditions.</p> <p>In urban areas many job opportunities are available due to the introduction of business and science parks.</p> <p>In urban areas young working people may have a higher quality of life in the city due to entertainment/leisure facilities available.</p> <p>In urban areas there is a much higher chance of gaining access to secondary school education than rural areas.</p> <p>In urban areas healthcare is much better including inoculations for babies/medical treatment for the elderly.</p>		

OR

Question	Answer	Marks	Guidance
2(a)(i)	<p>Define the term <i>GNI</i>.</p> <p>Gross National Income/The total amount of money earned by a country</p>	1	
2(a)(ii)	<p>State the combined percentage of agriculture and services shown in Fig. 2.1.</p> <p>43.5 (%)</p>	1	<p>As percentage is in the question it is not required in the answer.</p> <p>Tolerance: 43–44 (%)</p>

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Question	Answer	Marks	Guidance
2(b)	<p>Explain the physical and human reasons for the shortage of home-produced food in Brunei.</p> <p><u>Land</u> Lack of arable land/lack of farmland Hilly areas (Temburong District) Rainforest areas/protected areas Waterlogged areas/mangroves Infertile/acidic soil</p> <p><u>Weather</u> Floods can occur often Hot and wet climate encourages growth of pests/weeds</p> <p><u>Labour</u> Only 1–4% employed in agriculture People are not interested in farming work/attracted to work in offices Wages are lower in agriculture (compared to public sector/oil and gas industry)</p> <p><u>Economic</u> Brunei can afford to import food Lack of investment (in food production)</p> <p><u>Fishing</u> Restrictions on fishing/quotas</p>	4	<p>Reserve 1 mark for physical and 1 mark for human</p> <p>= 0 Lack of land Flat land Soil erosion Demand outstrips supply = shortage Lack of workforce Lack of highly skilled labour Shortage of fish</p>

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Question	Answer	Marks	Guidance
2(c)(i)	<p>Use Fig. 2.2 to describe how fish are caught using this type of fishing.</p> <p>The net is lowered into the water/sea/ocean The net is attached to the boat Floats keep the drift net in place Fish trapped/caught in the net Same type/size of fish caught Small/young fish can escape Net/rope is pulled back in</p>	3	<p>3 × 1</p> <p>= 0 Trawling</p>
2(c)(ii)	<p>Explain how important the fishing industry is to the people of Brunei.</p> <p><u>Large</u> amount of fish consumed/staple food Source of protein Jobs/income Becoming more self-sufficient with food supplies/less imports Increases wealth in the country/contributes to GDP/export Need to diversify from oil and gas (which will benefit the people in the future)</p>	3	<p>3 × 1</p> <p>= 0 Food Fishing is a hobby High demand Large population</p>
2(d)(i)	<p>Define the term <i>internal migration</i> and suggest <u>two</u> reasons why internal migration may occur.</p> <p><u>Definition</u> Refers to the (permanent) movement of people within a region or country</p> <p><u>Reasons</u> Less air/noise pollution (Urban) areas are expensive Job opportunities/better pay Education/healthcare</p>	3	<p>3 × 1</p> <p>Reserve 1 mark for correct definition</p> <p>=0 No examples such as movement from rural to urban areas</p>

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Question	Answer	Marks	Guidance
2(d)(i)	Entertainment Elderly people retire to coastal locations Improved housing War Famine Natural disasters Other relevant reasons		
2(d)(ii)	Describe the main changes shown in Fig. 2.3. Overall an increase From 2.4% to 12.7% By 10.3% Fall between 1911–1931 (dates in between) From 2.4% to 1.7% Increase between any two years From 1.7% to 12.7%	3	3 × 1 Max. 2 marks – data Only credit figures given
2(d)(iii)	With reference to an international migration example, evaluate the impacts of this migration on both the destination country and the country of origin. Content Guide <u>Answers are likely to refer to:</u> Young people leave the country of origin Less food is produced Destination country becomes overpopulated	7	There must be reference to the fact that it is from one country to another country. Reference also has to be made to the destination country/receiving country and the country or origin/sending country. Evaluation of this impact has to be referred to. Max. 3 marks if reference to individual and not the country. Max. 5 marks if reference to only destination country or country of origin.

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Question	Answer	Marks	Guidance
2(d)(iii)	<p><u>More developed answers are likely to refer to:</u></p> <p>The young people/the best and brightest leave resulting in a 'brain drain' in the sending country.</p> <p>Elderly people are left in the country of origin and struggle to produce the required food.</p> <p>Less investment in rural areas in the country of origin as there are not enough people to work or contribute to the area economically.</p> <p>There are fewer people to help improve the education and healthcare in the sending country.</p> <p>The country of origin may benefit from remittances/money sent back to families.</p> <p>The receiving country may face greater competition with regards to jobs.</p> <p>The destination country may receive more taxes/higher GDP.</p>		<p>Levels marking</p> <p>Please ensure that you refer to the Levels of response marking section at the front of the mark scheme before marking this question.</p>

Theme 2: The natural environment

Answer **one** question from this theme.

EITHER

Question	Answer	Marks	Guidance
3(a)(i)	<p>Name the disaster that killed the most people between 1995 and 2015.</p> <p>Storm</p>	1	
3(a)(ii)	<p>Describe the relative importance of flooding shown in Fig. 3.1.</p> <p><u>Very important (Reserve)</u> Flooding killed over a quarter of all people/157 000 people in total 3rd most important disaster/3rd highest cause of death Much more important than drought and landslides and wildfires</p> <p><u>Not very important (Reserve)</u> Storm was clearly the most important – 3/4 of deaths were caused by other types of weather disaster so flooding was not too important. Very similar to extreme temperature</p>	2	<p>Reserve 1 mark for stating it was important or not that important</p> <p>Reserve 1 mark for the statement to support the importance</p> <p>605 000 people killed in total</p>

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Question	Answer	Marks	Guidance
3(b)(i)	<p>Describe how a floodplain is formed. You may use an annotated diagram to support your answer.</p> <p>From deposition of sediment As a result of <u>river</u> flooding Following/due to heavy rain (a river may overflow its banks) Carrying a large load The floodwater loses energy And deposits clay/silt/sand/gravel/alluvium The heavier material is deposited close to the riverbanks The lighter material is deposited further away from the river</p>	5	5 × 1
3(b)(ii)	<p>Building settlements on floodplains can increase river discharge. Suggest reasons to explain why this may happen.</p> <p>Deforestation Less interception Concrete/tarmac (is put down in place of grass) Less infiltration/more impermeable surfaces Increases overland flow Drains bring water to the river quickly</p>	4	4 × 1
3(c)(i)	<p>State <u>three</u> factors that may cause a river to deposit material.</p> <p>Low rainfall A river enters a sea/lake A river is flowing around the inside of a meander bend A sudden increase in river load (due to landslides) The channel is obstructed by plants/large rocks Flows into an arid area Building of dams</p>	3	3 × 1 = 0 Litter in the channel

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Question	Answer	Marks	Guidance
3(c)(ii)	<p>Name the features labelled A, B and C.</p> <p>A = distributaries B = lagoon C = spit/bar</p>	3	<p>3 × 1</p> <p>= 0 Tributary</p>
3(d)	<p>With reference to a flood event that you have studied, describe the impacts on people. Evaluate the effectiveness of the management strategies used to reduce the impacts.</p> <p>Content Guide</p> <p><u>Answers are likely to refer to:</u></p> <p>People die/injured Loss of homes Embankments destroyed</p> <p><u>More developed answers are likely to refer to:</u></p> <p>Cholera and typhoid caused by dirty water. 13.3 million people affected – 1100 deaths and 400 000 displaced in the flood in Bangladesh in July 2007. 88 km of embankment destroyed and those that had been damaged previously had not been repaired. Previous warnings informing people about flooding were not accurate and so warnings were not always adhered to. Lack of shelters – 5000 needed but only 3000 available.</p>	7	<p>There must be reference to the impact on people and a named flood event. Candidates must also refer to the evaluation part of the question. The answer can focus on either LICs, MICs or HICs so the answer must be marked accordingly using the examples that have been given. It could be a river flood event or a coastal flood event.</p> <p>Levels marking</p> <p>Please ensure that you refer to the Levels of response marking section at the front of the mark scheme before marking this question.</p>

OR

Question	Answer	Marks	Guidance
4(a)(i)	Identify the boundary (A, B or C) where only earthquakes would be experienced. B	1	If more than 1 answer = 0
4(a)(ii)	At which boundary (A, B or C) would new land be created? C	1	If more than 1 answer = 0
4(a)(iii)	At which boundary (A, B or C) might subduction cause a violent volcanic eruption? A	1	If more than 1 answer = 0
4(a)(iv)	Explain what causes plate tectonic movement. The plates float on the mantle Convection currents/Movement of magma Magma rises and (cools) sinks Repeated cycle (moves the plate) Ridge push/slab pull <u>Constructive plate margins</u> Molten magma rises and cools To form new plate material Which becomes denser and pushes plates away from each other <u>Destructive plate margins</u> Subduction Denser plate sinks into mantle Under influence of gravity Pulls rest of plate behind it	3	3 × 1

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Question	Answer	Marks	Guidance
4(b)(i)	<p>Describe the pattern of volcanic eruptions shown in Fig. 4.2.</p> <p>Clustered together In long/narrow lines/belts Close to/on top of earthquakes Around the Pacific Ocean/Pacific Ring of Fire <u>Mostly</u> in the sea/ocean Some isolated areas – e.g. in the middle of the (Pacific) Ocean West coast of South America/Eastern Africa/named accurate location</p>	3	<p>3 × 1</p> <p>= 0 Reference to plate margins (as not shown on the map) Many areas/spread out In oceans/sea Near sea Ring of Fire</p>
4(b)(ii)	<p>Draw a sketch of a composite volcano and label the following features:</p> <ul style="list-style-type: none"> • crater • vent • magma chamber. <p>Sketch must resemble a composite volcano</p> <p>3 × 1 mark for labelling the crater, vent and magma chamber correctly</p>	4	<p>Reserve 1 mark for accurate sketch</p> <p>The words must be clearly linked to the correct location on the sketch. If this is not clear, no credit given.</p> <p>Magma chamber must be below the volcano for the reserve mark.</p>

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Question	Answer	Marks	Guidance
4(c)	<p>Suggest reasons why many people still live in areas at risk from volcanic eruptions.</p> <p>Fertile soil – nutrients promote plant growth/multiple cropping/higher yield Useful/valuable rocks/named rocks/minerals – provide jobs/income/mining Geothermal energy – heating/electricity Tourism – hot springs/attraction of volcanoes/beautiful scenery/jobs/income Family – lived in the area for a long time/jobs are there Monitoring/warnings given – Time to evacuate/move to safe place/low risk of living there</p>	5	<p>1 mark for listing reasons – but can achieve max. 2 marks for each line e.g. 1 mark for fertile soil and 1 mark for development point</p> <p>Do not double credit e.g. reference to jobs/income</p> <p>= 0 Good for farming Good soil Cheaper land/cheaper to live there Health spas Rocks Nowhere else to live</p> <p>Beautiful scenery needs to be linked to tourism.</p>
4(d)	<p>With reference to a volcanic eruption that you have studied, describe the impacts on people. Evaluate the effectiveness of the management strategies used to reduce the impacts.</p> <p>Content Guide</p> <p><u>Answers are likely to refer to:</u></p> <p>People killed Homes destroyed Jobs lost Tourism created Fertile soil People were warned A restricted zone was in place</p>	7	<p>There must be reference to the impacts on people. One volcanic eruption also has to be referred to. Candidates must also refer to the evaluation part of the question. The answer can focus on either LICs, MICs or HICs so the answer must be marked accordingly using the example that have been given.</p> <p>Name of the volcano required – not just country/date.</p> <p>Levels marking</p> <p>Please ensure that you refer to the Levels of response marking section at the front of the mark scheme before marking this question.</p>

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Question	Answer	Marks	Guidance
4(d)	<p><u>More developed answers are likely to refer to:</u></p> <p>57 deaths – mainly from inhaling hot volcanic ash. Stress and emotional problems of the survivors. Establishment of restricted zone helped to reduce death toll – but people got annoyed as some were away from their homes for weeks. People did not take all the warnings seriously as it took a long time for the actual eruption after the initial warning signs. Failure to warn people in areas affected by the ash.</p>		

Theme 3: Economic developmentAnswer **one** question from this theme.**EITHER**

Question	Answer	Marks	Guidance
5(a)(i)	Which sector is car production classified in (primary, secondary, tertiary or quaternary)? Secondary	1	
5(a)(ii)	Using Fig. 5.1, describe how the production of cars has changed between 1920 and 2020. Overall increase From 75 000 to 800 000 Increase of 725 000 Fluctuated overall <u>Decrease</u> Small decrease 1930–1940/2010–2020 Large decrease 1970–1980/2000–2010/2020 <u>Increase</u> Large increase with dates Moderate/small increase with dates	3	3 × 1 Refer to graph for dates Accept rapidly for large Need the term fluctuating – not just general increase/decrease idea over the answer
5(a)(iii)	Suggest <u>two</u> reasons for the changes in car production in the UK shown in Fig. 5.1. Greater disposable income Greater demand for cars/population increase Drop during WW2 Car production has switched to NICs Due to cheaper wages/less costs elsewhere More people use public transport	2	2 × 1 = 0 People want to work in tertiary/quaternary Raw materials Technology Reduce greenhouse gases Recessions

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Question	Answer	Marks	Guidance
5(b)(i)	<p>Explain the features of the area shown in Fig. 5.2 which make this a good location for industry.</p> <p>River location <u>for</u> transport/waste disposal River/water supply <u>for</u> production processes/cooling purposes/power generation Flats/apartments <u>for</u> labour force Road/bridge <u>for</u> transport/accessibility Flat land <u>for</u> ease of building/reduce the cost of building Open space <u>for</u> expansion/dumping waste Power station <u>for</u> energy supply</p>	3	<p>3 × 1</p> <p>Feature and explanation needed</p> <p>= 0 Location away from city so less chance of accidents</p>
5(b)(ii)	<p>Suggest possible consequences for the surrounding environment and the people living in the area from these industries.</p> <p>Air pollution Causes health issues/breathing problems/cancer/strokes/headaches Noise pollution Interrupts sleep/causes stress/causes disturbance of peace Water pollution Less fish to eat Damage to habitats Deforestation/removal of vegetation Job opportunities/increased income Visual/land pollution</p>	4	<p>These can be positive or negative consequences</p> <p>Reserve 1 mark for the surrounding environment and 1 mark for the people living in the area</p> <p>= 0 Global warming Acid rain</p> <p>Max. 1 mark for list of pollution types</p>
5(c)	<p>Describe strategies that can be used to reduce the impact of industry on the environment.</p> <p><u>Legislation/Pass laws</u> Countries have put laws in place to regulate potential polluters/Clean Air Act in USA in 1970/Limit greenhouse gases/smoke/impose fines</p>	5	<p>Max. 2 marks per strategy Credit strategy (title) and action</p> <p>= 0 Taxes</p>

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Question	Answer	Marks	Guidance
5(c)	<p><u>Green taxes/Pollution taxes</u> A tax charged on goods that cause pollution through their usage</p> <p><u>Incentives</u> Subsidies to support activities that are considered environmentally friendly</p> <p><u>Pollution permits</u> Allowances that are distributed to parties that emit pollution/CAP and Trade</p> <p><u>Pollution control boards</u> Organisations that coordinate and advise measures to prevent and control pollution/Restrict waste into rivers</p> <p><u>Monitoring and reporting</u> Countries are required under international conventions and protocols for reporting annual emissions of greenhouse gases and air pollutants</p> <p><u>Cleaner fuels</u> Switch to clean fuels such as ethanol and biofuels/biomass/use renewable energy/alternative energy</p> <p><u>Cleaner production</u> Preventive techniques aimed at minimising waste and emissions and maximising outputs/use of filters</p> <p><u>Emission control</u> Setting a limit for the emission of hazardous gases</p> <p><u>Recycling</u> Changing waste materials into new products to prevent waste of potential useful materials/reduces waste</p>		

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Question	Answer	Marks	Guidance
5(d)	<p>With reference to an industrial zone or factory in Brunei, identify the factors which have affected the development of the industrial zone or factory. Evaluate which factors have been the most important in locating the industrial zone or factory.</p> <p>Content Guide</p> <p><u>Answers are likely to refer to:</u></p> <p>Government assistance Flat land Large areas of population Infrastructure in the area</p> <p><u>More developed answers are likely to refer to:</u></p> <p>Government incentives to encourage the location of the zone/factory. Flat land for ease of building and expansion. Densely populated areas for a labour force or market. Roads/railways/airports in the area allow the input of raw materials and the export of the finished product from the factory.</p>	7	<p>There must be reference to an industrial zone or factory in Brunei e.g. Beribi Industrial Park/Sungai Liang Industrial Park (SPARK)/Seria oil refinery</p> <p>Factors must be identified and linked to the location of the zone or factory. An evaluation of which factors have been most important is also required.</p> <p>Levels marking</p> <p>Please ensure that you refer to the Levels of response marking section at the front of the mark scheme before marking this question.</p>

OR

Question	Answer	Marks	Guidance
6(a)(i)	Define the term <i>global tourism</i>. This involves travelling from one country to another/international (tourism)	1	
6(a)(ii)	Describe how the image in Fig. 6.1 is promoting global tourism. A <u>variety</u> of attractions/famous buildings/statues Natural attractions/palm tree/forest Methods of transport/different ways to travel/examples planes, train, ship The whole world is represented The role of airlines (airline tickets)	2	2 × 1
6(a)(iii)	Explain <u>three</u> factors which have encouraged the growth of global tourism. Increased disposable income <u>means</u> more money to travel More leisure time <u>means</u> more time to travel Better education about places <u>so</u> people learn about different places Diverse attractions/attractions not in their country <u>so</u> people want to travel Improved accessibility <u>means</u> easier to travel Advertising and promotion <u>so</u> people can learn about different places Package holidays <u>are</u> cheaper/includes flights and hotels Online booking <u>means</u> people can book easily Social media/word of mouth <u>increases</u> awareness of different places	3	3 × 1 No credit for simple listing of factors – command word in the question is ‘explain’

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Question	Answer	Marks	Guidance
6(b)(i)	What is happening to the tourist numbers between 2016 and 2017? Increasing	1	
6(b)(ii)	Suggest reasons why the countries in Fig. 6.2 contribute the largest number of tourists to Brunei. Countries are close to Brunei More accessible/easy to travel Cheaper to travel More advertising in these countries Cultural links Economic links with China/investment from China Links with 4 ASEAN Member States (Malaysia, Philippines, Indonesia, Singapore) High population countries	2	2 × 1
6(c)(i)	Describe the natural <u>and</u> cultural attractions of Brunei for tourists. <u>Natural attractions</u> Ulu Temburong National Park – large area of protected rainforest Seri Kenangan Beach/Muara Beach – sand spit/swimming/sunsets Wasai Wong Kadir – Labi waterfalls/recreational park Tasek Merimbun Heritage Park – based around the largest natural lake in Brunei, with facilities to promote hiking and photographing beautiful scenery	5	Do not give any credit to specific places – there needs to be some description of the attraction to get the credit Reserve 2 marks for natural attractions and 2 marks for cultural attractions

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Question	Answer	Marks	Guidance
6(c)(i)	<p><u>Cultural attractions</u> Sultan Omar Ali Saifuddin Mosque – located in the capital city it is known as one of the most beautiful mosques in Asia Pacific and in addition to being a place of worship it is a major landmark/architecture Royal Regalia – museum containing regalia of the Sultan and the royalty Kampong Ayer – historic settlement consisting of 42 ‘villages’ of traditional stilt-built properties built on the river and known as ‘water village’ Jerudong – Amusement Park Billionth Barrel Monument – links to oil industry in Seria, Belait Istana Nurul Iman – the Sultan’s residence/government offices</p>		
6(c)(ii)	<p>Explain the methods used to promote tourism in Brunei.</p> <p><u>Familiarisation trips</u> Encourage travel agents from other countries so they can learn about the area</p> <p><u>Hosting trade shows in Brunei</u> Brunei hosted the ASEAN Tourism Forum in 2010</p> <p><u>Participating in trade shows</u> Attending trade shows around the world</p> <p><u>Advertising</u> Television/radio/social media/magazines/leaflets/billboards/posters/internet</p>	4	<p>Max. 2 marks per method Credit method (title) and action</p> <p>= 0 Package holidays Discount</p>

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Question	Answer	Marks	Guidance
6(c)(ii)	<p><u>Role of embassies abroad</u> Provides assistance with travel advice</p> <p><u>Role of Royal Brunei Airlines</u> The national airline of Brunei and aims to make travel to Brunei fast and convenient/direct flights/wide network</p>		
6(d)	<p>With reference to an area in Brunei, explain the advantages and disadvantages of tourism for the local people. Do you think that these advantages outweigh the disadvantages? Justify your answer.</p> <p>Content Guide</p> <p><u>Answers are likely to refer to:</u></p> <p>Jobs are created More taxes More air, noise and water pollution Loss of culture/dilution of culture</p> <p><u>More developed answers are likely to refer to:</u></p> <p>The multiplier effect occurs. Increased taxes help improve education, healthcare or build infrastructure. Diversification and less reliance on the oil and gas industry which creates more jobs. Deterioration of the local culture as the local people may gradually become influenced by the tourists. Increasing demand for imported food – increase cost of prices for local people. Government laws to protect environment which enhances life for local people.</p>	7	<p>There must be reference to a specific area in Brunei. The advantages and disadvantages of tourism to the local people must be considered. It is essential that a judgement is made regarding whether the advantages outweigh the disadvantages or not as the candidate decides.</p> <p>Levels marking</p> <p>Please ensure that you refer to the Levels of response marking section at the front of the mark scheme before marking this question.</p>