

# **Geography B**

General Certificate of Secondary Education

Unit **B561/02**: Sustainable Decision Making (SDM) (Higher Tier)

## **Mark Scheme for January 2011**

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Question			Expected Answer	Mark	Rationale/Additional Guidance
1	(a)		<p><b>How many more international tourists were there in 2010 than in 1990?</b></p> <p>550 m / 550 million / 550,000,000 Allow range 540-560 million</p>	[1]	<p>Point marked.</p> <p>(1990 = 400m, 2010 = 950m) MUST NOT accept 550 on its own</p>
	(b)	 	<p><b>Explain <u>one</u> factor which shows why tourism has become so important to the global economy</b></p> <p>A factor can be taken from any part of resource 1 (a/b/c) = LM (or if not lifted material)✓ First development ✓ Second development ✓</p> <p>1+1+1</p>	[3]	<p>Point marked. ✓</p> <p>Development points must relate to the one factor that the candidate has chosen</p> <p>Development must link to <b>global</b> or <b>national</b> economy, not individual people.</p>
			<b>Total</b>	<b>[4]</b>	

Question	Expected Answer	Mark	Rationale/Additional Guidance
2	 <p><b>Suggest how the attractions shown in Resource 2 would appeal to <u>two</u> different types of tourist. Refer to both physical and human attractions in your answer.</b></p> <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>Identifies attraction(s)</li> <li>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>States which physical and human attractions would appeal to which type of tourist</li> <li>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</li> </ul> <p><b>If <u>only</u> physical or human discussed - can only achieve Level 2 (max 3 marks).</b></p> <p><b>Level 3 (5-6 marks)</b></p> <ul style="list-style-type: none"> <li>Suggests how physical <b>and</b> human attractions would appeal to different types of tourist</li> <li>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</li> </ul>	<b>[6]</b>	<p>Examiners are reminded Quality of Written Communication is integrated within the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 and L3.</p> <p>For this question accept a broad interpretation of type of tourist eg people who like to get a tan, honeymooners, people who like culture, people who like sailing, eco-tourists, extreme sports enthusiasts. Some people/other people who... could be accepted</p> <p>The attraction – beautiful scenery  Tourist type – honeymooners  Appeal – quiet, not many people around</p>
	<b>Total</b>	<b>[6]</b>	

Question	Expected Answer	Mark	Rationale/Additional Guidance
3 <div style="display: flex; flex-direction: column; align-items: flex-start; margin-top: 10px;"> <div style="margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;"></div> <div style="background-color: yellow; width: 15px; height: 15px; margin-bottom: 5px;"></div> </div>	<p><b>Use <u>Resources 3 and 4</u> and your own knowledge. Explain how <u>one</u> type of tourism may damage the environment, but <u>one</u> other type may help to protect the environment.</b></p> <p><b>Level 1 (1-3 marks)</b></p> <ul style="list-style-type: none"> <li>Contains simple or lifted points</li> <li>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</li> </ul> <p><b>An answer that does not have any development cannot go above Level 1 – even if types of tourism are stated.</b></p> <p><b>Level 2 (4-5 marks)</b></p> <ul style="list-style-type: none"> <li>Contains any developed point Clearly shows damage and/or protection of the environment</li> <li>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</li> </ul> <p><b>If <u>only</u> damage or protection discussed – can only achieve Level 2 (max 4 marks).</b></p> <p><b>Level 3 (6-7 marks)</b></p> <ul style="list-style-type: none"> <li>Contains developed point(s) related to <b>specific type(s) of tourism</b></li> <li>Clearly shows damage and/or protection of the environment</li> <li>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</li> </ul>	<p><b>[1-3]</b></p> <p><b>[4-5]</b></p> <p><b>[6-7]</b></p>	<p>Examiners are reminded Quality of Written Communication is integrated within the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 &amp; L3.</p> <p>Use highlighter annotation to identify types of tourism.</p> <p>A type of tourism can be implied eg “lots of tourists” for Mass Tourism.</p> <p>Types of environment can be economic, physical or social.</p> <p>A developed point must show a cause <b>or</b> effect related to the environment.</p> <p><b>Example of developed point not linked to specific type of tourism:</b> Tourists help the economy by buying locally made goods</p> <p><b>Example of a developed point with specific reference to type of tourism:</b> Mass tourism damages the environment as habitats are destroyed in order to clear land to build new hotels Mass tourism leads to increased traffic and this causes global warming</p>
	<b>Total</b>	<b>[7]</b>	

Question	Expected Answer	Mark	Rationale/Additional Guidance
4   	<p>Use <u>Resources 5 and 6</u> and your own knowledge.</p> <p>Resource 6 shows a model of change in a tourist area over time.</p> <p>Describe to what extent Benidorm's development is following this model.</p> <p><b>Level 1 (1-3 marks)</b></p> <ul style="list-style-type: none"> <li>Brief description of how Benidorm has developed over time.</li> <li>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</li> </ul> <p><b>Level 2 (4-5 marks)</b></p> <ul style="list-style-type: none"> <li>Clearly describes how Benidorm has moved through the stages.</li> <li>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</li> </ul> <p><b>Level 3 (6-7 marks)</b></p> <ul style="list-style-type: none"> <li>Excellent description of how Benidorm has moved through all the stages.</li> <li>To include recognition of redevelopment/ re-branding/ re-imaging in Stage 5</li> <li>Overt reference to extent to which Benidorm follows the model</li> <li>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</li> </ul>	<p>[1-3]</p> <p>[4-5]</p> <p>[6-7]</p>	<p>L1 Uses lifted material from resources 5 and 6 but ideas not linked</p> <p>L2 Ideas linked using lifted material from both resources 5 and 6 Sequencing of all five stages for top of Level 2 (5 marks)</p>
	<b>Total</b>	<b>[7]</b>	



Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• Two developed reasons for rejecting one of the other options and giving a possible advantage of this rejected option.</li> <li>• Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</li> <li>• Use of appropriate geographical terminology.</li> </ul> <p><b>Level 4 (13-16 marks)</b></p> <ul style="list-style-type: none"> <li>• Advantages and disadvantages of chosen option, well developed in both.</li> <li>• Clear understanding of sustainability with developed explanation why chosen option is more sustainable than others.</li> <li>• Two well developed reasons for rejecting one of the other options and giving a possible advantage of this rejected option, developed.</li> <li>• Written work is legible and spelling, grammar and punctuation are very accurate and meaning very clearly communicated.</li> <li>• Use of and showing understanding of, appropriate geographical terminology.</li> </ul>	<b>[13-16]</b>	
	<b>Total</b>	<b>[16]</b>	

## Question 5 – Guidance for markers– suggested content (NB this is not an exhaustive list)

Option	Advantages	Disadvantages
<b>Option 1</b> <ul style="list-style-type: none"> <li>Develop a series of big resort complexes on the east coast to attract large numbers of European and North American visitors</li> </ul>	<ul style="list-style-type: none"> <li>EU and NA tourists bring in high levels of income to the tourist industry</li> <li>Big complexes mean lots of jobs for locals/multiplier effect</li> <li>Infrastructure will be improved and may be paid for/partly paid for by foreign owned tourism companies</li> <li>Relieves pressure on west coast resorts and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Bad for the environment in these areas – areas cleared for development</li> <li>Jobs in tourism often poorly paid with long hours</li> <li>Many of large resorts owned by foreign tourism companies, much of the income from tourism will leave the country so little benefit to the locals</li> <li>May lead to loss of local culture and traditions</li> </ul>
<b>Option 2</b> <ul style="list-style-type: none"> <li>Develop a number of smaller beach resorts on the east coast to attract tourists mainly interested in water sports and other physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Smaller resorts tend to try to blend into the local environment eg set on a slope covered in forest, rather than clearing the whole area</li> <li>Jobs for locals in dive schools / other water sports</li> <li>These facilities and the hotels could be locally owned as they are quite small, so the money stays on the island</li> <li>More sustainable as unlikely to suffer from over development</li> </ul>	<ul style="list-style-type: none"> <li>Smaller numbers of tourists so not as much income as large resorts</li> <li>Foreign owned hotels/airlines still make most of the money</li> <li>Diving and other water sports can damage fragile coastal environments eg coral reefs</li> <li>Jobs still low paid</li> </ul>
<b>Option 3</b> <ul style="list-style-type: none"> <li>Develop several small ecotourism areas on the east coast</li> </ul>	<ul style="list-style-type: none"> <li>Attract small numbers of tourists and so less likely to impact on the environment</li> <li>More likely to respect local traditions and support local enterprises</li> <li>These facilities and the hotels could be locally owned as they are quite small, so the money stays on the island</li> <li>More sustainable as unlikely to suffer from over development</li> </ul>	<ul style="list-style-type: none"> <li>Still opening up previously unexploited areas</li> <li>Jobs still low paid</li> <li>Foreign owned hotels/airlines still make most of the money</li> <li>Ecotourism is expensive so attracts smaller numbers of people so less income from the industry for the island</li> </ul>
<b>Option 4</b> <ul style="list-style-type: none"> <li>Develop the island's existing areas and not develop the east coast at all</li> </ul>	<ul style="list-style-type: none"> <li>Saves the east coast as pristine undeveloped land – good for the environment</li> <li>EU and NA tourists bring in high levels of income to the tourist industry</li> <li>Big complexes mean lots of jobs for locals/multiplier effect</li> <li>Infrastructure already developed on west coast – so cheaper to develop/money goes into improving the facilities already there</li> </ul>	<ul style="list-style-type: none"> <li>Over development of one area may put tourists off – similar in time to Benidorm</li> <li>Bad for the environment in these areas – areas cleared for development</li> <li>Jobs in tourism often poorly paid with long hours</li> <li>Many of large resorts owned by foreign tourism companies, much of the income from tourism will leave the country so little benefit to the locals</li> </ul>

## Assessment Objectives Grid (includes QWC)

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
1a	1			1
1b	3			3
2	2	4		6
3	2	5		7
4		3	4	7
5		4	12	16
<b>Totals</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>40</b>

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