MARKING GUIDE

1   Cluster 1: Geography in Everyday Life

(a)   Describe two pieces of information that the students could refer to on the internet to find out more about tourism impacts in Bali. [2]

Award 1 mark for each description of a piece of information, to a maximum of 2 marks.

Possible responses include:

- Statistics about employment rates over time [1 mark].
- News articles about tourism impacts on Bali [1 mark].
- Satellite images of changing landscapes (showing infrastructural development or forest encroachment [1 mark].
- Maps showing natural vegetation changes due to tourism development over several years [1 mark].

AO1

(b)   The questionnaire used by the students is shown in Fig. 1.1 (insert).

(i)   With reference to Fig. 1.1, suggest a possible improvement to be made to Question 1 in the close-ended questionnaire to test the hypothesis. [1]

Award 1 mark for a possible improvement to be made to the close-ended questionnaire, to a maximum of 1 mark.

Possible responses include:

- More specific statement: Q1 change to 'People in Bali enjoy higher standards of living because of tourism. / People in Bali enjoy better infrastructure because of tourism' [1 mark].
- More options to differentiate those who have stronger opinions: Strongly agree, agree, neutral, disagree, and strongly disagree [1 mark].

AO2

(ii) **Suggest how the students could manage the limitations of unforeseen factors affecting the study. [3]**

Award 1 mark for each suggestion on how students could manage the limitations of unforeseen factors affecting the study, to a maximum of 3 marks.

Award a maximum of 1 additional mark for further development of each suggestion, where applicable.

Possible responses include:

- Students could check relevant websites and social media before deciding on the locations and timing to collect data so as to avoid areas which may be inaccessible/ closed [1 mark]. For example, the students would have a more difficult time in finding local residents to respond to the questionnaire when their shops are closed/ are too busy during peak hours [1 additional mark].
- Students could check the weather forecast published in the news to avoid collecting data during rainy days where there will be fewer people to interview [1 mark]. If light rain is expected, students could continue collecting data at sheltered locations nearby where they are able to interact with the interviewees without getting drenched by the rain [1 additional mark].
- Students could create an online version of the closed-ended questionnaire survey for locals who are unwilling to participate on the spot due to bad weather or a lack of time [1 mark]. A QR code could be generated for locals to scan using their mobile device to access the questionnaire at their convenience [1 additional mark].

AO2

(iii) **They selected 20 local residents to interview using random number tables. The interviewees consisted of equal number of males and females and an equal number from different age groups.**

With reference to Fig. 1.1, evaluate the validity of the findings. [6]

Award 1 mark for each explanation of whether the findings are valid or invalid, to a maximum of 6 marks.
Award a maximum of 1 additional mark for further development of explanation, where applicable.

Possible responses include:

Valid
- The questionnaire addresses the variables outlined in the hypothesis (i.e. positive and negative impacts of tourism) [1 mark]. For instance, question 6 collects data on people's perception of tourists in Bali which may inform students of how locals feel about the overall impacts of tourism development [1 additional mark].
- The questionnaire features more than one question to find out about people's perception of various types of tourism impacts, ensuring reliability of data collected [1 mark]. For instance, questions 1, 4 and 5 ask respondents about the sociocultural impacts / questions 2 and 3 ask respondents about the economic impacts [1 additional mark].
- The students' sampling method considers the diversity in the p̲ ̲ ̲ ̲ **[Turn over** representing it better [1 mark]. In this case, the diversity is reflected b ̲ deliberate attempt to survey people of different gender and ages [1 additional mark].
- It is free from researcher bias as every subject in the population has an equal chance of being selected [1 mark].

Not valid
- The sample size of 20 respondents is too small to generalise what local residents feel about the impacts of tourism in Bali [1 mark].
- The questionnaire does not address the environmental impacts of tourism [1 mark]. For instance, there are no questions that ask respondents about the litter/ noise problem in Bali or the conservation of wildlife and natural habitats [1 additional mark].

AO3

(c) **The results of questions 1 to 6 in the questionnaire are shown in Table 1.1.**

Table 1.1

Qn.1) The lives of people in Bali are better now because of tourism.			Qn.2) Tourism has created jobs for people in the community.		
Response	**Male (%)**	**Female (%)**	**Response**	**Male (%)**	**Female (%)**
Agree	67.5	40.7	Agree	77.8	60.0
Neutral	2.6	5.3	Neutral	6.0	8.0
Disagree	29.9	54.0	Disagree	16.2	32.0

Qn.3) Local businesses earn more revenue because of tourism.			Qn.4) The culture of the people has lost its authenticity because of tourism.		
Response	**Male (%)**	**Female (%)**	**Response**	**Male (%)**	**Female (%)**
Agree	60.4	57.3	Agree	56.9	45.0
Neutral	9.4	14.7	Neutral	19.0	12.0
Disagree	30.2	28	Disagree	24.1	43.0

Qn.5) Criminal activities have increased in the community because of tourism.			Qn.6) Overall, I feel happy when I see tourists in the community.		
Response	**Male (%)**	**Female (%)**	**Response**	**Male (%)**	**Female (%)**
Agree	17.2	21.6	Agree	79.3	56.0
Neutral	2.6	2.7	Neutral	4.3	14.7
Disagree	80.2	75.7	Disagree	16.4	29.3

(i) **With reference to Table 1.1, describe how the data in Question 1 could be presented on a graph. [3]**

Award 1 mark for each description of how the data could be presented on a graph, to a maximum of 3 marks.

Possible responses include:
- Use a comparative bar graph to represent different responses by gender shown in the table [1 mark]
- X axis would be the responses by gender for each question and the Y axis would be the % of respondents [1 mark]
- Use different colours/ symbols to represent the percentages of male and female/ differentiate using a legend [1 mark].
- Create a suitable title such as using the question statement. [1 mark].

AO2

(ii)   Using Table 1.1, explain how well the data supports the students' hypothesis. [5]

Award 1 mark for each evaluation on how well the data supports the hypothesis, to a maximum of 5 marks.

Award a maximum of 1 additional mark for further development of each evaluation, where applicable.

Possible responses include:

Support:
- Most of the questions showed that both males and females perceived tourism having positive impacts. [1 mark]
- For instance, 4 out of 6 questions scored positively/ had more than 50% of both males and females who agreed that there were positive impacts. [1 additional mark]
- Majority of both males and females agree that tourism has created jobs and income for the locals/ led to positive economic impacts [1 mark].
- For instance, for question 2, 77.8% of males and 60% of females agreed that tourism created jobs for locals/ for question 3, 60.4% of males and 57.3% of females agreed that tourism generated revenue for local businesses [1 additional mark].
- Majority also perceived tourists positively [1 mark].
- For instance, for question 6, 79.3% of males and 56% of females feel happy to see tourists in the community [1 additional mark].

Don't support:
- Majority of females disagreed that the lives of locals are better due to tourism, with 54% [1 mark].
- Majority of both males and females feel that tourism had negative cultural impacts [1 mark].
- For instance, 56.9% of males and 45% of females felt that the culture has lost its authenticity [1 additional mark].

AO3

2   Cluster 2: Tourism

(a)   Study Fig. 2.1 (Insert), which shows the share of all trips taken by car in 2015 and the projected trend for 2050.

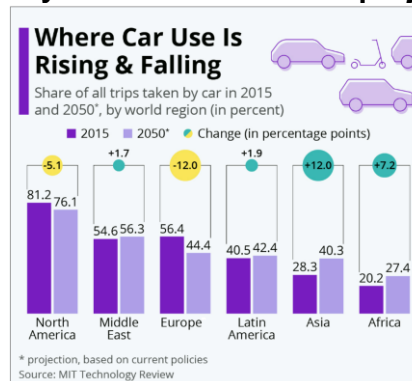**Share of all trips taken by car in 2015 and 2050 projection, by world region**

Fig. 2.1

Using Fig. 2.1, compare the projected change of trips taken by car from 2015 to 2050 among the different regions. [3]

Award 1m for each description that shows a comparison on the projected change of trip taken by car from 2015 to 2050 among the different groups.

Possible responses include:

- Among all regions, there was an increase except for North America and Europe. [1 mark]
- Highest projected increase in Asia at 12% [1 mark]
- Lowest increase in Middle East at 1.7% [1 mark]
- Despite showing a projected decrease, North America still has the highest proportion of car use in 2015 and 2050. [1 mark]
- While Africa had the lowest car use for 2015 and 2050 amongst all the regions. [1 mark]

AO2

(b) **Study Fig. 2.2 (Insert), which shows a comparison of hotel prices on Agoda, a website that compares accommodation prices and offers at travel destinations.**

With reference to Fig. 2.2, explain how business innovations in the tourism related industry has led to the growth of tourism. [3]

Award 1 mark for each explanation on how business innovations in the tourism related industry has led to the growth of tourism.

Award a maximum of 1 additional mark for further development of each explanation, where applicable.

Possible responses include:

- Business innovations provide value-for-money experiences / affordable travel options which increases the demand for tourism. [1 mark]
- Business innovations such as the Agoda website have search engines specifically for travellers to compare trip reviews and prices. [1 mark]
- Tourist are also able to book their trips directly onto the website. [1 mark]
- Often, these websites such as Agoda, offer promotional prices for transport and accommodation. [1 mark]

AO1

(c) **'Sustainable tourism can only continue to develop if sustainable tourism production is prioritised.' To what extent do you agree with this statement? Explain your answer. [9]**

Relevant content

-   Sustainable tourism production
-   Sustainable tourism consumption
-   Equitable tourism distribution

A possible evaluation:

Sustainable tourism development requires a balance between tourism production and consumption. Prioritising sustainable tourism production—such as eco-friendly infrastructure and responsible business practices—lays a strong foundation. However, sustainable consumption, involving tourists' responsible behaviours and community engagement, is equally vital. I agree to a large extent that sustainable production is essential, as it drives the industry's environmental and social standards. Yet, without addressing consumption patterns, achieving truly equitable and sustainable tourism distribution is challenging.

Generic Level Descriptors for 9-mark AO3 Questions		
Level	Marks	Descriptors
3	7–9	Develops arguments that support both sides of the discussion clearly, using a range of points with good elaboration. Examples used demonstrate a comprehensive understanding of the issue or phenomenon. Evaluation is derived from a well-reasoned consideration of the arguments.
2	4–6	Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Example(s) used demonstrate a good understanding of the issue or phenomenon. Evaluation is well supported by arguments.
1	1–3	Arguments are unclear with limited description or may be listed. No examples provided or examples are generic, demonstrating a basic understanding of the issue or phenomenon. Evaluation is simple, missing or unclear.
0	0	No creditworthy response.

AO3

3 **Cluster 3: Climate**

(a) **Study Fig. 3.1 (insert), which shows the projected global changes in average yields for corn, potatoes, rice, and wheat in 2050 due to climate change.**
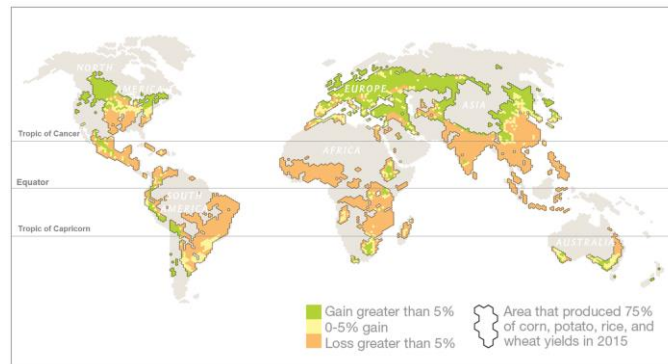
Fig. 3.1

(i) **Using Fig. 3.1, describe the projected global changes in average yields for corn, potatoes, rice, and wheat in 2050. [3]**

Award 1 mark for each description of change in in average yields for corn, potatoes, rice, and wheat in 2050.

Award 1 additional mark for further development of the description, where applicable.

Possible responses include:

- There are more areas for loss as compared to gains. [1 mark]
- Generally, lower latitudes between Tropic of Cancer and Tropic of Capricorn shows crop [1 mark] loss greater than 5%. [1 additional mark]
- Higher proportion of losses are found in the Southeast Asia and South Asia regions. [1 mark]
- Higher latitudes beyond the Tropic of Cancer and Tropic of Capricorn shows gain greater than 5%. [1 additional mark]
- Higher proportion of gains are found within Europe. [1 additional mark]

AO2

(ii) **With reference to Fig. 3.1, suggest how the projected losses in crop yields may impact people in developing countries indirectly. [3]**

Award 1 mark for each reason how the projected losses in crop yields may impact people in developing countries indirectly, to a maximum of 3 marks.

Award a maximum of 1 additional mark for further development of each reason, where applicable.

Possible responses include:

- When food production falls food prices increases. [1 mark]
- This affects people in developing countries more as a larger proportion of their income is spent on food, [1 mark] leading to a higher possibility of malnutrition and starvation. [1 additional mark].
- Economic livelihood of farmers negatively affected as they have lesser crops to sell. [1 mark]
- People in Sub-Saharan Africa and South Asia, the two poorest regions in the world, are most vulnerable to food insecurity due to climate change. [1 mark]

AO1

(b)   Fig. 3.2 shows an incomplete diagram on the formation of land breeze.

Fig. 3.2

   (i)   Draw an arrow to show the direction of land breeze in Fig. 3.2. [1]

   Award 1 mark for drawing of arrow (land to sea) in Fig 3.2.

   AO1

   (ii)   Explain the formation of land breeze. [4]

   Award 1 mark for each explanation on the formation of land breeze.

   Possible responses include:
   -    At night, both land and sea lose heat through longwave radiation. [1 mark]
   -    The sea and the air above it loses heat slowly – the warm air is less dense and rises, forming lower pressure over the sea. [1 mark]
   -    The land and the air above it lose heat quickly – the cooler air is denser and sinks, forming higher pressure over land. [1 mark]
   -    Air moves from an area of HP to LP over the sea, forming land breeze. [1 mark]

   AO1

(c) **Study Fig. 3.3 (Insert), which shows computer models simulated changes to marine fisheries with increasing temperatures.**

Using Fig. 3.3, explain how the projected increase in temperatures is expected to change the geographic distribution and composition of aquatic ecosystems in the three regions. [4]

Award 1 mark for each explanation on how the projected increase in temperatures is expected to change the geographic distribution and composition of aquatic ecosystems in the three regions.

Award a maximum of 1 additional mark for further development of each explanation, where applicable.

Possible responses include:
- Due to warming oceans, aquatic species migrate to areas where temperatures are more favourable. [1mark]
- In general, aquatic species move poleward and into deeper, cooler waters. [1 mark]
- Tropical region will experience a decrease in biodiversity [1 mark], at 3.5°C warming, there is only 1 species left as compared to 2 at the start. [1 additional mark]
- whereas the Artic region (poleward region) will experience and increase in biodiversity. [1 mark] where 2 different species are found at 3.5°C warming as compared to 1 at 1.5°C warming. [1 additional mark.]
- As the geographic distribution of species changes, the mix of prey, predators and competitors in the ecosystems also change, [1 mark] disrupting existing food webs and changing aquatic ecosystems. [1 additional mark]
- Some species such as the subtropical and temperate species flourish at higher latitudes as they might find an abundance of suitable sources of food. [1 mark]

AO2