



General Certificate of Education

Geography 6031

Specification A

GGA5 Challenge and Change in the Human Environment

Mark Scheme

2007 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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GGA5

General Guidance for A Level Geography Assistant Examiners

Quality of Written Language

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications but where questions are “Levels” marked, written communication will be assessed as one of the criteria within each level.

Level 1: Language is basic, descriptions and explanations are over simplified and lack clarity.

Level 2: Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.

Level 3: Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Levels marking – General Criteria

The following general criteria relate to knowledge, understanding and their critical application and the quality of written communication as outlined in the AQA Geography A subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates’ performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1: An answer at this level is likely to:

- display a basic understanding of the topic;
- make one of two points without support of appropriate exemplification or application of principle;
- demonstrate a simplistic style of writing, perhaps lacking close relation to the term of the question and unlikely to communicate complexity of subject matter;
- lack organisation, relevance and specialist vocabulary;
- demonstrate deficiencies in legibility, spelling, grammar and punctuation, which detract from the clarity of meaning.

Level 2: An answer at this level is likely to:

- display a clear understanding of the topic;
- make one or two points with support of appropriate exemplification and/or application of principle;
- demonstrate a clear style of writing which clearly addresses the terms of the question
- demonstrate a degree of organisation and use of specialist terms.
- demonstrate sufficient legibility of and quality of spelling, grammar and punctuation to communicate meaning clearly.

Level 3: An answer at this level is likely to:

- display a detailed understanding of the topic;
- make several points with support of appropriate exemplification and/or application of principle;
- demonstrate a sophisticated style of writing incorporating measured and qualified explanation and comment as required by the question and reflecting awareness of the complexity of subject matter and/or incompleteness/tentativeness of explanation;
- demonstrate a clear sense of purpose so that the responses are seen to closely relate to the requirements of the question with confident use of specialist vocabulary;
- demonstrate legibility of text, and qualities of spelling, grammar and punctuation, which contribute to complete clarity of meaning.

NB A perfect answer is not usually required for full marks. Clearly it will be possible for an individual candidate to demonstrate variable performance between the levels. In such cases the principle of best-fit should be applied. Experience suggests that the use of exemplars within this mark scheme and the discussion which takes place during the Standardisation Meeting normally provides sufficient guidance on the use of levels in marking.

Annotation of Scripts

- Where an answer is marked using a levels of response scheme the examiner should annotate the script with a 'L1' 'L2' or 'L3' at the point where that level is thought to have been reached. The consequent mark should appear in the right-hand column. Where an answer fails to achieve Level 1, zero marks should be given.
- Where answers do not require levels of response marking, each script should be annotated to show that one tick equals one mark. It is helpful if the tick can be positioned in the part of the answer which is thought to be credit-worthy.

General

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Question 1

- a) Consumption is dominated by three continents but this has no bearing on reserves, (1-2 marks with detail or elaboration). The obvious anomaly being the Middle East whose consumption lies well below its reserves (1 mark). Accurate manipulation of data for example to highlight the anomaly of the Middle East (1 mark). Some students may calculate the estimated reserves in years by multiplying the daily consumption by 365 and then dividing total reserves to give 54.06 years (1-2 marks). There must be trade (1 mark). There is a mismatch between levels of consumption and reserves (1-3 marks with detail). Max 2 marks for handling two aspects of table separately. **(4 marks)**
- b) Africa has reserves but minimal consumption (1 mark). Oil extraction often takes place in environmentally sensitive areas and the construction of drilling equipment often scars the landscape and destroys the surrounding natural environment (1-3 depending on detail and exemplification). The transport of the raw material often involves the construction of pipeline which has a similar impact (1-3 depending on detail and exemplification). The danger of spillage presents the greatest risk to natural environments (1 mark). An outline of a case study such as that of Exxon Valdez is creditable (1-3 marks depending on detail). Allow for primary processing as part of extraction. Flaring of vases linked to global warming (1-2 marks). **(4 marks)**
- c) It may depend upon the resource that the candidate selects here. However, candidates are expected to come to view in this response. If a candidate chooses timber exploitation in Brazil or Indonesia for example, there is ample evidence that this resource is not being managed sustainably. Illegal logging, ranching, shifting cultivation, infrastructural development and plantation farming has led to large scale deforestation, widespread habitat loss and the process of desertification. In this respect, expect candidates to conclude that the resource is not being managed sustainably. Some may well point to afforestation schemes and debt for conservation schemes as evidence of attempts to manage timber and forest more sustainably. This is certainly worthy of credit and would constitute a balanced response.

For candidates who select water there are a variety of approaches but effectively responses have to assess whether water provision and/or consumption is sustainable. Some may point to the MEDW and depleting groundwater supplies in places like Las Vegas due to over consumption, as evidence of unsustainability. Alternatively, candidates may consider water shortage in Sub Saharan Africa or the Indian Subcontinent where water consumption in many places far outstrips supply leading to drought, desert and famine. The Aral Sea case study might also figure here. Candidates can equally refer to schemes which improve the sustainability of water provision in either the MEDW or LEDW. This certainly offers balance to the response and assists in coming to a view.

Level 1 (1-3)

A very generalised response lacking detailed support and only occasionally relevant. Makes vague and unconnected statements. Limited use of appropriate terminology. Unlikely to come to a view or may make a very simplistic statement.

Level 2 (4-6)

A more focused response, clearly aware of the sustainability of the chosen resource. May be a little unbalanced either by description or lack of breadth in terms of the question. Generally uses appropriate terminology and comes to a view linked to preceding content. Support is likely to be appropriate with some detail.

Level 3 (7)

A balanced response which offers detailed support and is fully aware of the sustainability of the chosen resource. Clear use of appropriate terminology and offers balance in terms of the sustainable management aspect of the question. Comes to a clear view which is linked to preceding content.

There is a trade off between breadth and depth.

(7 marks)

Total for this Question: 15 marks

Question 2

- a) Lack of LA investment e.g. in beautification strategies (1 mark).
 Closed premises indicates lack of desire to invest (1-2 marks).
 Low order goods shops indicates lack of demand by multiple chain stores (1 mark).
 Lack of pedestrians indicates lack of demand for services provided especially considering the time of day shown in the stem (1-2 marks).
 High order shops closed down and/or for sale as a result of falling business and perhaps tied to low level of pedestrians (1-2 marks).
 Graffiti/vandalism indicates socio/economic decline (1 mark).
 Max 1 mark for listing without clear reference to photographic evidence. **(4 marks)**
- b) High rents/rates pass costs on to consumers forcing prices up – less competitive (1-2 marks)
 High unemployment rates might impact upon town centre (1-2 marks)
 Re-emergence of other CBDs (1-2 marks)
 Processes such as counter-urbanisation and sub-urbanisation must link to CBD (1-2 marks)
 Despite attempts to improve access, central areas are simply not constructed to handle large amounts of vehicular traffic, leaving the area unpopular with shopper-drivers (1-3 marks).
 Competing out of town areas often offer free large car parking in a well lit perceptually ‘safer’ environment (1-3 marks).
 There is often little opportunity to shop in all weather conditions as compared to malls shopping centres which have the advantage of being ‘under one roof’ (1-3 marks).
 Limited infrastructure. (1-3 marks). **(4 marks)**
- c) The primary aims of any contemporary central area regeneration scheme are to attract business, retail and leisure services, markets and residential communities back into the central areas, and to conserve the natural and built environment.
 Responses which drift into inner urban regeneration are not relevant unless there is a clear link to central area regeneration.
 Generally, expect candidates to refer to the regeneration as being successful as most candidates will refer to regional centres of large conurbations, which have undergone considerable positive transformation in recent years.
 Candidates are likely to focus on beautification, pedestrianisation, conservation, access improvements, and covered precincts etc. as measures worthy of evaluation. Expect Cardiff, Newcastle, and Manchester to figure in many responses.
 Examples outside of the UK are not relevant here.

Level 1 (1-3)

A basic description of central area regeneration. There will be limited knowledge of measures to improve central areas. There will be limited use of appropriate terminology, with little or no evaluation of the success or otherwise of the policies.

Level 2 (4-6)

A clear demonstrated awareness of at least one named case study. Still rather descriptive but clearly aware of measures to improve the central area. The response will contain more appropriate use of relevant terminology. There will be relevant evaluative comment either from the outset or as a summary and linked to the main content.

Level 3 (7)

Fully aware of measures to regenerate central areas. Displays an accurate and confident use of appropriate terminology. Evaluative comment will be a feature of the response, offering balance and clearly linked to content.

There will be a trade off between breadth and depth.

Max Level 1 without a named central area case study.

Max Level 1 for generic retail commercial business transport improvement e.g. Docklands.

(7 marks)

Total for this question: 15 marks

Question 3

- a) Overall increase or listing of regional increases (1 mark). No credit for wrongly interpreting graph.

There is set to be a considerable expansion in three areas – Europe, East Asia and the Americas (1 mark), with East Asia set to be the fastest growing destination for visitors by 2020 (1 mark), though Europe has also experienced steady and consistent growth (1 mark).

The Middle East and Africa are forecast to increase their proportion of the arrivals market, but at a much more modest rate of growth than Europe, East Asia, and the Americas (1-2 marks).

South Asia is the only region set to experience very limited/slight growth (1 mark).

Accurate manipulation of data (1 mark), but no credit for direct lifting of data.

The question is not about the actual data pre 2003. Description of trends prior to 2003 period is irrelevant.

(4 marks)

- b) Candidates may approach this answer in two ways.

Some may explain why limited growth has occurred. Factors such as government policy, cheaper air travel, longer paid holidays, increased affluence, increased awareness of international destinations through marketing, attractions of primary resources and major events. This is creditable as long as clearly linked to growth in Africa (1-4 marks with appropriate detail). Some may argue for infrastructural improvement. The context is key here (1-2 marks).

Candidates might also explain factors responsible for very limited or zero growth in comparison with actual data.

Poor infrastructure and lack of secondary resources in many places combined with the sheer remoteness of some locations (1-3 marks with appropriate exemplification). Political instability and or conflict (1 mark).

Hazard prone locations either physical or human (1-3 marks with exemplification). Lack of coherent and well organised marketing campaigns (1 mark) arguably twinned with a poor perception of the region by western tourists (1-3 depending on elaboration).

(4 marks)

- c) Tunisia is one such example though any LEDW case study can be considered as valid. Candidates are expected to offer two fairly distinct stands to this response:-

Outline

Tunisia has promoted tourism in a very centralised and planned fashion. There are numerous elements to this such as attracting inward investment from international hotel chains and stimulating growth at the plethora of primary attractions, centred around culture, heritage and the Sahara. There is also considerable planned growth along the Mediterranean coastline.

Justification

The Tunisian tourist employment figures now run at over 300,000 people employed directly or indirectly in the industry. The whole notion of growth poles is that industry is created in a secondary location, which itself attracts spin off or ancillary industries to feed the primary industry, in this case tourism. The tax revenues from this sector can then be used to fuel developments in other sectors of the economy such as public services, which improves standard of living for the wider community. The development of tourism itself is also beneficial to local people who also may have access to the facilities and secondary resources and will certainly benefit from the infrastructural improvements.

Level 1 (1-3)

A very limited and vague awareness of the concept of growth poles. Little or no justification. A generalised response lacking in structure and organisation. A descriptive case study with tenuous links to the question.

Level 2 (4-6)

A clearer understanding of the concepts of national development and growth poles. There will be some justification in terms of economic benefits from promoting tourism. There will also be appropriate use of terminology. The chosen exemplar will be relevant and clearly focused on the question.

Level 3 (7)

A full understanding of the concept of national development and growth poles permeates this response. The candidate will clearly outline and justify the promotion of tourism by the chosen case study in a clearly structured response, using appropriate terminology throughout.

Some candidates may attempt to evaluate costs and benefits of promoting tourism in the LEDW. This is not the question. Max L1 for this approach.

Total for this question: 15 marks

Mark Scheme for Synoptic Essays

Preamble

Examiners should bear in mind that these questions are synoptic in nature and offer candidates the opportunity to demonstrate knowledge and understanding:

1. across a range of geographical subject matter;
2. of connections between the different aspects of geography in the specification;
3. of the importance, where relevant, of human perspectives on themes and issues.

Candidates are advised of this both in the Assessment Unit Rubric and in the Note to Candidate which precedes the essay questions in Section B. Synoptic elements might therefore feature in answers matching all the criteria bands but can be expected to feature more prominently in higher mark bands. It will be seen that explicit synoptic content is a necessary feature of the two band ranges 21-27 and 28-30.

Additionally essay writing is an important vehicle for the demonstration of communication skills – at Level 3 these refer to writing in a manner appropriate to purpose and complex subject matter; organising relevant information clearly and coherently using specialist vocabulary as appropriate and ensuring clarity of meaning through legible text, accurate spelling, punctuation and grammar. (Key Skills – Communication Level 3 C3.3 [QCA]; Para. 13 AS/A Level Geography Specification Outlines [QCA].

Synoptic content and communication aspects should be kept in mind when assessing the unit and are incorporated into the criteria bands set out below which refer to knowledge, understanding and skills. Indicate synoptic content using the letter ‘s’ in the margin as appropriate.

CRITERIA BANDS

Examiners will use the criteria below to evaluate the work, placing the candidate’s performance in the appropriate band and attributing the mark from the left-hand column appropriate to the question concerned. They should seek the best fit from the band descriptor – work adjudged to be in a particular band might not contain all the features attributed to that band.

28 – 30

A very good answer. Consistently relevant to the theme and to the demands of the question. Evaluates explicitly where required. Displays a very confident range of knowledge and understanding by using the appropriate terminology, critically referring to concepts and theory where necessary and establishing relationships between different physical and/or human factors and processes. Synoptic elements are a prominent feature and are fully integrated into the answer and used to purposeful effect in respect of the question’s requirements. Demonstrates, where relevant, either implicitly or explicitly awareness of human perspectives upon geographical themes and issues. Argues coherently and in an organized, logical and balanced fashion. Support is consistent, accurate and detailed. A well developed essay style. Detailed and sophisticated communication skills with fluent and cogent writing style.

21 – 27

A good answer, which remains relevant to the theme and demands of the question. Evaluation may now only be implicit. Displays a confident range of knowledge and understanding, but with a few omissions at the lower end, e.g. some terminology missing or some pertinent relationships left unexplored. Synoptic elements should be a feature of the answer and seen to be meeting the question's requirements. Some possibly rather uncritical reference to theory; some reference to awareness of human perspectives and decisions taking on geographical issues and problems. Argues well, but organisation may be suspect in places. Support is invariably there, but may not always be detailed. A competent essay style. Effective communication skills with accurate spelling, punctuation and grammar.

14 – 20

A satisfactory answer ranging down to the mediocre, which always attempts, but not always succeeds to be relevant. Lacking in evaluation. Displays a reasonable grasp of knowledge, but understanding is suspect in places. Relevant theory and concepts might be mentioned but with basic uncritical application. The interconnections and relationships between different physical and/or human processes are briefly mentioned but understanding of their significance is limited. There is some synoptic content which is relevant to the question. Argument and analysis are partial and become less significant in relation to mere description. Increasingly unbalanced as an answer, and the logic and organisation are clearly deficient. Support is not detailed here, occasionally inaccurate and barely consistent. The bare bones of an essay format. Appropriate communication skills so that meaning is almost invariably clear with adequate language skills. Possibly some spelling/punctuation/grammar errors.

7 – 13

A very mediocre answer, which is only occasionally relevant to both the theme and the demands of the question. Decidedly deficient in knowledge and understanding with only simplistic notion of relevant theory and concepts. Little if any relevance to inter-relationships between physical and/or human processes and factors or subject matter from other elements in the specification. Increasing irrelevance in a predominantly descriptive context. Clearly lacks an ability to organise material and may drift into another answer. Support is scanty and usually suspect. A weak, barely perceptible, essay format. Basic communication skills – many spelling errors and/or oddities of grammar and punctuation.

1 – 6

A very weak answer, which shows little attempt to follow the theme and the demands of the question. A very low level of knowledge and understanding, with even the simplest of concepts avoided. Very inaccurate and may completely miss the point. No idea of how to organise material with haphazard format, evidence of guesswork and little or no support. No attempt at an essay format. Little or no language and communication skills. Many errors in spelling, punctuation and grammar.

Question 4

There are a multitude of ways in which candidates can answer this question.

Many of the world's problems are attributable to overpopulation. In the LEDW many countries have still not passed through to stage four of the demographic transition model and though birth rates continue to fall in places like India and China, population growth is still a major issue. Combined with this is the ongoing process of urbanisation and for many countries, industrialisation. (Synoptic Link to 11.1). It would also be useful to distinguish between over population and population growth.

The Link between population growth and depletion of natural resources is clear. As population increases, demands for natural resources such as food, wood, water, and energy supplies (fossil fuels) increase also. (Synoptic link to 10.1).

The environmental impacts are often a direct consequence of overpopulation and depletion of natural resources. There are many valid examples of deteriorating natural environments such as:-

- Cold environments as oil exploration continues at pace (Synoptic Link to 13.3).
- Forests as demand for wood continues to grow (Synoptic link to 10.3).
- Rivers, lakes, groundwater supplies and freshwater ecosystems (Synoptic links to 10.1).
- Rural landscapes as hedgerows are removed and farming intensifies (Synoptic links to 10.3).

Candidates may also consider atmospheric changes as valid environmental problems and may well link these to population growth and depletion of natural resources. Useful examples include:-

- Global warming as a result of fossil fuel use
- Acid rain and its resultant impact upon natural environments such as forests of Scandinavia (Synoptic link to 10.3).
- Air pollution and urban photochemical smog (Synoptic link to 14.2).
- Hurricane formation as a result of increased sea temperature and clearly linked to global warming (Synoptic link to 10.2).
- Ozone depletion as linked to CFC usage.

Candidates may also challenge the assertion of the question by questioning the notion that all environmental problems are attributable to or exacerbated by human activity. There are plenty of examples of environmental problems which are clearly not linked to human activity or do not stem from human activity. These might include:

Environmental problems stemming from geological events such as earthquakes, volcanic eruptions and tsunamis (Synoptic link to 13.2).

Freak atmospheric events such as tornadoes (Synoptic link to 10.2).

River floods where there is clearly no evidence of human cause (Synoptic link to 10.1).

Whatever approach the candidate chooses, it is important to offer balance, breadth and depth in answering the question. Detailed support and synoptic breadth will be an essential element of a good response. It is difficult to see how candidates can answer this question without some aspect of synopticity. Candidates must, of course, come to a view, though this may not necessarily come at the end of the response.

30 marks

Question 5

A typically structured response will contrast problems in both worlds, with exemplification, followed by solutions in both worlds. The “To what extent ...” part of the question requires that candidates come to a view, either throughout the response, or as part of the summary. Be aware that many candidates simply will not come to view either because they misunderstood the question or that they ran out of time. The question, in that context, may only be answered by implication.

The problems facing the typical LEDW city are of a much greater magnitude generally and also the authorities in those cities are less able to manage those problems, largely due to lack of finance and coherent, organised administration. Cities in the LEDW are still in the process of rapid and continued urbanisation, caused by rural to urban migration and high birth rates. Overpopulation, a lack of resources and the resultant deprivation are the major problems facing authorities in the LEDW. Though there is plenty of labour, most is low skilled and so wages are low and unemployment rife. However, in many cities migration continues as an unabated steady stream. As a result the problems facing the people are exacerbated. There is a lack of basic services and utilities such as fresh water and electricity. One of the biggest problems though relates to housing. The vast numbers involved all require accommodation and often end up living in substandard and often dangerously built housing. This is perhaps the greatest challenge facing authorities in the LEDW city. (potential synoptic links to 11.1 and 11.2).

Exemplification might consider problems in Chennai, Cairo, and Rio de Janeiro. Obviously any city in the LEDW can be used to support the response.

This should be contrasted with problems in the MEDW city. Expect candidates to contrast with cities in northern industrial (now post-industrial) cities such as Manchester, Newcastle, Liverpool, and so on. Some may drift into a descriptive dialogue of the causes of deprivation, which can really become a learned historical narrative. It is important that candidates write from a contemporary perspective, perhaps acknowledging that urban deprivation is and has been a feature of many cities, though the problems now relate to the movement of people, services and industry to the urban fringe, and suburbs; leaving behind the less skilled, less affluent, older and less educated members of the community. The real challenge facing the authorities in the MEDW relates to re-urbanising the city, encouraging business, people and services back into thriving inner-urban areas. (potential synoptic links to 11.3).

Some candidates may challenge the question suggesting that congestion, pollution and general environmental problems are similar problems facing both types of city.

Provided that there is an acknowledgement that the magnitude is far greater in the LEDW, then this is certainly creditworthy.

Solution to problems in the LEDW relate to housing, service provision and controlling migration. The challenge is to:-

- Improve housing,
- Control the influx of people,
- Improve education and skill levels,
- Lower birth rates,
- Improve health care systems,
- Create employment opportunities,

(Potential synoptic links to 11.1, 11.2 and 11.3).

Many will focus on housing and describe a number of schemes such as ASH, site and services, high rise blocks and so on. However, this would have to constitute a narrow response in the context of the question. (Potential synoptic links to 11.2).

Solution to problems in the MEDW relate to re-educating those with only basic skills, regenerating central areas, improving public transport and encouraging industry, services and affluent people back into the city to live. Expect reference to case studies such as the Byker Scheme, and Greater Manchester redevelopment.

The summary has to come to a view. Expect that most will agree with the opening statement in the question, though alternative responses are creditworthy if logically argued and adequately supported.

30 marks

Question 6

Candidates are expected to discuss the impacts of tourism in a variety of settings across both the LEDW and MEDW, though that is not necessarily a precondition of good or very good response. In other words, candidates can legitimately focus in on tourism in either the LEDW or MEDW and still access the top band. Of course though synoptic content must come from other sources if that is the case.

Examples of the social costs of tourism include:-

- The destruction of local communities such as agricultural families where the young adults move to the nearest city in search of work in the tourist sector. This can leave the agricultural sector without a labour supply, as communities dissipate.
- International tourists often bring their own cultural tradition and markets to the destination. This can mean that services for the local people are replaced by services for the tourists, leading to social tensions.
- Racial, religious and other socio-cultural problems can emerge.
- Drug and alcohol problems as a direct results of cosmopolitanism (and sex tourism)
- Second home purchase, in places like the Algarve or Mallorca have soared in recent years. This has left communities disrupted as enclaves develop in which locals are often excluded by price or some other mechanism.

Environmental costs might include:-

- Habitat loss in natural environments (synoptic link to 10.1, 10.3, 13.1 and 13.3).
- Increased congestion and air pollution at particularly attractive locations.
- Avalanche risk enhanced in upland locations (synoptic link to 13.3).
- Coastal erosion and degradation (Synoptic links to 13.3).

The costs outlined largely depend on the choice of case study and so this list is by no means exhaustive

For benefits candidates might reasonably juxtapose costs with environmental, social or economic benefits, as the question allow scope to do. However, many will contrast costs with economic benefits of which there are clearly many.

Examples of economic benefits might include:-

- Increased tax revenues for local and national development.
- Establishment of growth poles which can stimulate other industries
- Peripheral development can occur benefiting the people in areas not connected with tourism.
- Infrastructural and service sector improvement, which benefits the local people in the long run.
- The multiplier effect can improve the quality of life and standard of living for the broader community.
- Job creation will be a basic but valid economic gain from tourism (synoptic link to 11.3).

Candidates should come to view as to whether the costs do indeed outweigh the benefits as the assertion suggests.

Some may go further and consider environmental benefits of tourism and social gains.

Environmental benefits might include:-

- Conservation of areas of natural for the enhancement of the tourist experience still benefits the environment.
- Ecotourism could figure as an n environmental benefit as long as it is not confused with nature tourism. (synoptic link to 10.3).

Social benefits might include:-

- Language development stemming from interacting with new 'outsiders'
- Sharing the benefits from positive cultural enrichment.
- Quality of life improvements linked to raised standards of living and improvements in services (synoptic links to 11.3).

These themes should be rooted in well explored case studies.

30 marks