

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Pre-U Certificate**

## **MARK SCHEME for the May/June 2013 series**

### **9768 GEOGRAPHY**

**9768/03**

Paper 3 (Global Themes), maximum raw mark 50

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### **Guidance notes for marking 9768/03**

This Mark Scheme contains, on the following page, the **Generic Mark Scheme** (GMS), used for assessing all pieces of extended writing bearing 25 marks in the Cambridge Pre-U Geography, followed by **Indicative content** for each question.

Whilst the GMS captures the essential generic qualities of responses in 5 mark bands (Levels), the Indicative content is what it says: some indication of the probable content or possible approaches to, the questions and titles set. Candidates may develop their own approaches to questions. Examiners should not expect to find all the Indicative content in any one response. Responses may be placed in any GMS Level without fulfilling all the descriptors for that mark band, e.g. where the essay does not lend itself to the use of sketch maps or diagrams. Responses may exhibit characteristics of more than one Level and so examiners use the principle of best fit in determining response quality.

CIE expects Examiners to use their geographical judgement and professional experience, combined with guidance given by Senior Examiners at the Standardisation Meeting and during the standardisation process, in assessing responses appropriately.

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### The Generic Mark Scheme (GMS)

Level	Marks	Assessment criteria
5	22–25	<ul style="list-style-type: none"> <li>• Wide-ranging, detailed and accurate knowledge and clear, high order understanding of the subject content</li> <li>• Relevant, detailed and accurate exemplification used effectively</li> <li>• Logical and clear organisation; good English expression; full and accurate use of geographical terminology</li> <li>• Well annotated and executed sketch maps/diagrams integrated fully with the text</li> <li>• Fully focused on the specific demands of the question</li> <li>• Systematic analysis and a critical approach to evaluation; appropriate application of concepts and theories</li> <li>• Conclusion shows high level insight and is logical and well founded on evidence and argument</li> </ul>
4	18–21	<ul style="list-style-type: none"> <li>• Good knowledge and depth of understanding of the subject content</li> <li>• Appropriate and well developed exemplification</li> <li>• Logical organisation; sound English expression; appropriate use of geographical terminology</li> <li>• Clearly annotated sketch maps/diagrams integrated with the text</li> <li>• Well focused on the demands of the question</li> <li>• Elements of systematic analysis and ability to evaluate; generally appropriate application of concepts and theories</li> <li>• Conclusion is sound and based on evidence and argument</li> </ul>
3	14–17	<ul style="list-style-type: none"> <li>• Sound knowledge and understanding of the subject content lacking depth in some areas</li> <li>• Appropriate but partial exemplification, may not be integrated with the text</li> <li>• Generally clear communication but lacking some organisation; English expression and use of geographical terminology are mostly accurate</li> <li>• Sketch maps/diagrams generally used effectively and appropriately</li> <li>• Specific demands of the question mostly met</li> <li>• Some ability to analyse and evaluate; limited application of concepts and theories</li> <li>• Conclusion is limited and has some links to the rest of the response</li> </ul>
2	10–13	<ul style="list-style-type: none"> <li>• Some knowledge and understanding of the subject content lacking depth and detail</li> <li>• Exemplification used may be limited or not fully appropriate</li> <li>• Limited organisation; English expression is basic with some accurate use of geographical terminology</li> <li>• Sketch maps/diagrams may have inaccuracies or limited relevance</li> <li>• Question is addressed broadly or partially</li> <li>• Analysis, evaluation and application of concepts and theories are limited and may be superficial</li> <li>• Conclusion is basic and may not be linked to the rest of the response</li> </ul>
1	0–9	<ul style="list-style-type: none"> <li>• A little knowledge and understanding of the subject content; response may also contain unconnected material</li> <li>• Exemplification, if used, is simple and poorly related to the text or may not be relevant</li> <li>• Lack of clarity and organisation; English expression is simple with inaccuracies; geographical terminology, if used, is basic or not understood</li> <li>• Sketch maps/diagrams are limited or poorly executed and may lack relevance</li> <li>• Question is understood weakly and may be addressed slightly</li> <li>• Superficial statements replace analysis and evaluation; application may be minimal or absent</li> <li>• Conclusion may be absent or simply asserted</li> </ul>

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## How to annotate essays and show marks awarded

### Ticks

Examiners are asked to tick at point of credit and not in a large or loose manner such that it is hard to ascertain what has been credited. Please avoid simply ticking at the end of paragraphs to indicate you have read them. All pages and sketch maps/diagrams, if used, should, however, bear some sign that they have received your attention, such as the simple annotation 'Seen'.

### Other annotation

Examiners may find a number of symbols and annotations useful. The most commonly used are given here.

#### Indicating

- ? an uncertain or doubtful point or an unconvincing argument
- ^ omission
- ^^ major omission
- cf compare with ...
- IR or NR often accompanied by wavy down ruling, irrelevance
- (text) identification of text for associated marginal comment
- e.g. example
- NAQ Not Answering the Question

### Comments

Comments on responses are useful both in forming an initial assessment of quality and for any Senior Examiner who reviews the marking at a later stage. Comments will often reflect the descriptors in the GMS and/or the Indicative content.

Positive comments may be made, but derogatory remarks must be avoided.

### Showing marks awarded at the end of a response

In awarding a mark to an essay, please indicate the level, quote one or more phrases from the GMS to support the award made and show the mark, out of 25, ringed. Half marks should not be used. For example,

**L4** Good K and depth of U, diagrams accurate and well-integrated, sound conc. based on evidence and argument.

(19  
25)

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## Section A

### Migration and Urban Change

#### 1 Examine the causes of, and the constraints on, population mobility in the 21st century.

[25]

##### Indicative content

The question is located firmly in the contemporary world, 'the 21st century'. The wording is current but would allow some speculation on current trends and their future outcomes. Some candidates may characterise the situation as one of *hypermobility*: migrants and travellers are highly mobile and may be defined as taking frequent journeys, often over long distances. Candidates may restrict themselves to migration, but may legitimately include, or focus on, population movements of less than one year's duration.

Candidates are asked to examine two aspects of population mobility: its causes and the constraints on it. Syllabus content indicates that causes may include examining:

- motivation
- specific population movements, e.g. daily and weekly commuting
- push/pull factors
- other influences:
  - economic, e.g. levels of car ownership, access to public transport, income maximising behaviour
  - socio-cultural, e.g. group or community dreams and norms, the character/risk-taking behaviour of the individual, media
  - environmental, e.g. positive/negative characteristics of place
  - political, e.g. government schemes, ease of crossing borders

Constraints on mobility may be derived in a similar manner to causes, but extend further. Major constraints operative may be seen as time and money. Beyond these lies a web of influences, which may operate singly, or in combination, to constrain movement. They range from family ties to environmental catastrophe; geographical remoteness to border controls, such as visas. Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required.

At lower levels, candidates may offer some knowledge or understanding without a 'big picture' perspective or the detail that the command word 'Examine' seeks. An unbalanced approach, dominated by attention to causes, may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a grasp of the dynamism and interaction of factors affecting mobility in the contemporary world.

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**2 Consider the assertion that counterurbanisation spoils rural areas. [25]**

**Indicative content**

Counterurbanisation is a centripetal movement of population, at a late stage in the urbanisation cycle, in which people move outwards from an urban location to a rural one beyond the urban area. The syllabus lists as consequences of counterurbanisation:

- The growth of dormitory, commuter and suburbanised settlements
- Pressure for development on the countryside
- Impacts on rural services

In combination, the above should give candidates a broad base on which to offer evidence and judge the validity of the assertion. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. It is, for example, legitimate to argue that counterurbanisation saves, rather than spoils, rural areas. This could be argued in terms of reinvigorating communities and keeping open services, such as schools and shops, for the benefit of all residents both 'locals' and incomers. At this level, analysis of what aspects of counterurbanisation may be interpreted as spoiling rural areas, and which may not, is likely. An appreciation of how rural areas are perceived by different groups of people, from the timeless rural idyll, to simply 'dead' compared to urban areas, may contribute to the response.

Although counterurbanisation is observed in countries at different levels of development, a response based only on material from countries at a higher level of development is acceptable, given the nature of the syllabus content.

At lower levels, candidates may describe rural areas satisfactorily and catalogue changes that counterurbanisation effects, perhaps in a broad manner. There may be little or no engagement with the subjective value judgement in the word 'spoils' and this may be replaced with a different form of assessment, such as of advantages and disadvantages. At higher levels, candidates are likely to frame the whole essay as a consideration of the assertion, identifying elements of agreement and disagreement with it, on the basis of detailed evidence from one or more countries.

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## Trade, Debt and Aid

- 3 Discuss the ways in which the rise of newly industrialised countries (NICs) has changed patterns of world trade. [25]**

### Indicative content

The syllabus sets this content, with other elements, in the timeframe ‘since 1900’. The rise of the first NICs, the Asian Tigers (Hong Kong, Singapore, South Korea, Taiwan), dates from the 1960s. It would be legitimate to use a narrower and more recent timeframe if later-emerging NICs, such as India, Brazil, Mexico or Turkey, are the focus of the essay.

Teaching approaches to the topic are likely to have varied and so the changes identified may vary also. It would be possible to link the rise of NICs as producers and traders to the growth and development of TNCs and to deindustrialisation and tertiarisation of traditional economies of countries at a higher level of development. There the long history of industrialisation and the nature of imperial power and colonisation led to global dominance in trade. Globalisation saw the spatial margins of profitability move for production to NIC locations and involved inter-regional flows of goods both parts and components and finished products. It is also creditable to see NICs as consumers, with growing affluence and the rise of a middle class demanding the same global goods as in other countries. NICs are also hungry for resources, either simply because they are resource-poor, such as Singapore, or to feed and power their emergent manufacturing industries, as in the case of China. Another aspect of ‘patterns of world trade’ that could be fruitfully discussed is NICs’ membership of trade blocs and the privileges that such repositioning bestows, for example on Mexico within NAFTA, Singapore within ASEAN, or in relation to China’s joining the World Trade Organization (WTO) in 2001.

Candidates are free to develop their own approaches to so open a question. At lower levels, candidates may tend to describe world trade or narrate change over time, rather than provide a true discussion in which ‘the ways’ are identified clearly. NICs may be treated as a group in a broad manner. At higher levels, a truly discursive approach that features a number of ‘ways’, a robust geographical approach to pattern, and the use of exemplar content from more than one generation of NICs and/or world regions, are likely to distinguish the responses.

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**4 Assess the extent to which global financial interdependence benefits both the recipients and the donors. [25]**

**Indicative content**

The 'global financial interdependence' referred to should be seen in the context of the global capital transfers detailed in the syllabus of foreign direct investment (FDI) and of aid. The third type of transfer, trade, cannot legitimately be expressed in terms of 'recipients and donors' and should, therefore, appropriately not form part of a response. It is possible for a piece of extended writing only on FDI or on aid to receive a Level 5 award. There is also potential to produce an essay on global financial interdependence based on both FDI and on aid in a balanced, or in an unbalanced, manner.

The element of FDI may be pursued in terms of inward and outward investment and the respective aims of donors and recipients. It would be fruitful to consider the ways in which countries do not simply receive FDI, but actually set out to attract it in a variety of ways, such as establishing EPZs, developing infrastructure and offering tax incentives. The benefits for recipients and for donors could be explored usefully, and given the wording of the question as an assessment, so could the costs as part of a cost/benefit analysis (CBA).

In relation to aid, CBA might cover different forms of aid, as for example the audit relating to development aid would necessarily differ from that for tied aid. The assessment might also cover classic issues such as dependency rather than the 'interdependence' of the question, or the mismanagement of funds benefiting the corrupt few rather than the target groups.

At lower levels, credible content about global financial relationships may be offered and explained with some pursuit of the aspect of interdependence. Assessment may be an element of the response although not its main thread. Understanding of 'recipients and donors' may be broad or partial. At higher levels, candidates establish and draw out the concept of global financial interdependence effectively and offer evidence-based judgements which are reasonably balanced between the attention given to both recipients and donors.

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## The World of Work

- 5 Examine the contribution of one or more named theories to explaining variations in employment structure over space and time. [25]**

### Indicative content

Employment structure is to be understood to mean the proportion (or percentage) of total employment in each sector of the economy (primary, secondary, tertiary and quaternary). The definition may be expanded to include characteristics of the workforce, notably gender and age, but this is not necessary for a full response.

Employment structure varies spatially and temporally mainly because of economic development. The syllabus content names two theories: Rostow and Clarke, sometimes known in the literature as Clarke-Fisher, after Fisher's addition of the quaternary sector to Clarke's earlier work. Other theories may be seen, such as Friedmann's core-periphery model (1966) or Sutcliffe's model of industrialisation (1971) and should be marked on merit. Any two could make an interesting basis for a comparative analysis, but this is not necessary given that the question states 'one or more'. The theories of both Rostow and Clarke could be interpreted as helpful temporally, but less so spatially. Both may be used as a diagnostic tool, placing countries or locations within them at a given date. An annotated diagram of the chosen theory would help meet the fourth descriptor in the GMS and may save writing time.

Candidates are free to develop their own approaches to this question. A thorough-going examination of the chosen theory or theories could address the word 'contribution' and examine other explanatory elements. Level of economic development is key and the concept of a development continuum, with countries at different levels of development, pertinent. The role of national economic planning in both democratic and totalitarian regimes as a factor, for example in supporting the primary sector or pursuing a policy of deindustrialisation, may be contributory. Explanatory potential may be seen in other factors such as colonialism in countries at lower levels of development and globalisation.

At lower levels, candidates may display knowledge of employment structure and some ability in showing how the chosen theory or theories may be used in an explanatory manner. The response may not deal with both space and time and may be quite general locationally. At higher levels, skills of examination will be to the fore, with detailed deconstruction of the chosen theory or theories and analysis of the ways in which each is, and is not, explanatory. This is likely to be combined with other contributory explanatory elements and executed in a strong locational framework comprising countries at different levels of development.

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**6 “The hardest work in the world is being out of work”, Whitney Young, Jr.**

**Discuss the issue of unemployment in countries at a higher level of development. [25]**

**Indicative content**

The quotation, from the American civil rights leader and employment activist, Whitney Young, serves as a stimulus and acknowledges one of the elements of the topic of unemployment featured in the Pre-U syllabus. Unemployment appears as a contemporary issue associated with the work place. The published content comprises:

- Current and past trends in unemployment in countries at a higher level of development
- The effects of these patterns on people and on the local economy

The question limits the discussion to countries at a higher level of development. Whilst UK content is clearly likely, material about any developed country is acceptable.

Candidates may begin with a definition of unemployment, for example that of the International Labour Organization (ILO), of an individual who is without a job and has been actively looking for work for four weeks. Different types of unemployment may be pertinent: structural unemployment, linked to sectoral shifts in the structure of the economy; frictional unemployment, as people change jobs voluntarily; and, perhaps, cyclical unemployment, on a longer timescale.

Syllabus content suggests that candidates will discuss the effects of unemployment in two ways. One is on people (the unemployed person; his/her immediate circle; others, such as community leaders or local government employees, etc.). This discussion may be behavioural, social, economic and political. The other scale is of the effects on the local economy. This may include features such as the negative multiplier effect, the functioning of the labour market and government schemes to revitalise the local economy, for example after the closure of a major employer with associated job losses.

The command word ‘Discuss’ involves describing and explaining relevant points and building up a balanced argument with supporting detail. The discussion may usefully consider the issue from different perspectives, for example, from that of the jobless person or the government politician. It involves unpacking the issue and structuring the response accordingly to feature what the candidate identifies as the significant elements of interest to be discussed.

At lower levels, description may dominate the response with limited truly discursive content and some generality of spatial context. At higher levels of achievement, candidates provide an insightful discussion of unemployment and identify its key as an issue in contemporary life and work, based on detailed and up-to-date evidence.

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## Section B

### Energy and Mineral Resources

- 7 Assess the relative importance of different factors in causing changes to patterns of exploitation of mineral resources. [25]**

#### Indicative content

Here the 'patterns' are over space and time and are, legitimately, those of supply and demand. It is likely that the use of the word 'exploitation' will, however, focus candidates more on the element of supply. The syllabus requires the study of 'a range of mineral resources both metallic and non-metallic'. It lists as factors (non-inclusive) which influence the patterns:

- Price variations
- Geological conditions
- Levels of economic and technological development
- The role of foreign direct investment
- The cycle of exploitation
- Product cycles

In an assessment of 'relative importance', it is to be expected that certain factors will be identified of greater and lesser significance, perhaps operating in combination. Compare, for example, the impact of the development of synthetic substitutes on copper exploitation in Zambia, with China's more recent foreign direct investment in Zambia to secure minerals as raw materials to resource its manufacturing sector, or with the influence of high international copper prices since 2004.

A full response covers more than one change in the patterns ('changes') and more than one mineral resource (also plural), but this would not need to be in a balanced way to achieve a high level reward. High level responses weigh the evidence and provide judgements to give a strong sense of the relative importance of different factors and how these vary over space and time. Exemplar material is likely to be detailed, varied and drawn from countries at different levels of development. At lower levels, responses are more likely to be descriptive or to narrate changes, to be general rather than specific and to provide assessments which remain broad, partial or not fully robust.

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**8 Discuss the advantages and disadvantages for countries of importing energy resources. [25]**

**Indicative content**

The contemporary literature makes reference to a range of issues relevant to imports from energy security to the consequences of globalisation. The explicit scale is national, although some supranational issues may be of relevance, such as relationships within trade blocs, or the functioning of international commodity organisations, such as OPEC.

Candidates could helpfully identify different reasons for importing energy resources, such as:

- an overall lack of energy resources or a low resource base
- the special case of oil and petroleum globally
- protection of domestic energy resources by consuming imports
- imports to meet peak demands for energy

Beyond this the question itself offers a natural framework for a response, consisting of advantages and disadvantages. These may be identified in different dimensions (social, economic, environmental and political) and some sense of relative importance may be offered. Compare, for example, the major disadvantage of dependence on imports of oil to run transportation in a country, with the more minor disadvantage of possible disruption to imports of electricity from France to the UK at peak times, if a problem were to develop with the submarine cabling.

At the heart of the discussion lie the conceptual issues of energy strategy and energy security in the globalised world of the 21st century. Globalisation has not only made energy imports greater and more complex than at any time in the past, but also raises issues of international agreements such as the Kyoto Treaty in relation to carbon emissions, and of threats to global security, which may impact energy importation.

At low levels candidates are likely to offer some advantages and disadvantages but these may be described rather than discussed. The locational context may be narrow or quite general. At higher levels, responses are distinguished by their evidence-based discussion, skills in handling and interpreting potentially contradictory observations of advantage/disadvantage and a sense of contemporary reality for countries at different levels of development.

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## The Provision of Food

- 9 How far do you agree that food production is as much about ethical considerations as it is about economic ones? [25]**

### Indicative content

This open question encourages candidates both to frame their own approach and to offer their own evidenced and argued viewpoint about food production. The question is purposefully broad and would allow, but not require, attention to be given to agriculture, both crops and livestock, and to aquaculture, in countries at different levels of development.

The economics of food production may be considered in a number of ways. Links to syllabus content include:

- Subsistence and commercial agriculture, the commercialisation of agriculture
- Farm incomes
- Reduction in the number of farms
- Intensification and extensification of agriculture
- Fair Trade

There is much syllabus content about ethical considerations in food production including:

- Increasing demand for food
- Influence of religion and culture on food consumption and diet
- Organic production, the growing demand for organic produce
- Vegetarianism and veganism
- Sustainability
- Countryside stewardship
- Exploitation of marine resources and the depletion of fish stocks
- Exploitation of animals
- Introduction of GM crops
- Exploitation of migrant labour
- Fair Trade

At lower levels, candidates are likely to address one aspect of the question (ethical, economic) more effectively than the other and may make only limited connections between the two. Approaches may be broad and general or rather narrow. At higher levels of achievement, candidates demonstrate the ability to bring together the two dimensions in an assessment which both offers a robust and contemporary perspective on the topic. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.

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**10 Examine the view that food aid causes as many problems as it solves.**

**[25]**

**Indicative content**

This question appears to be narrowly targeted, and yet hidden within it are major issues of food production and the provision of food in terms of the problems that food aid causes and solves. The wider syllabus context is that of food shortage as the mismatch between the demand for food and its availability.

Syllabus content about food aid indicates two main elements:

- Consequences of patterns of food consumption and the need for food aid
- The political issue of food supply in the 21st century and food aid in relation to agricultural aid

The detailed consideration of actual cases of food aid being given and received is fundamental to developing the examination required. These cases may be from published analyses of past events or from more recent ones, such as the world's response to the famine in Somalia in 2011. This involved international agencies, such as UNHCR, and NGOs, such as Save the Children.

Candidates are wise to tease out on the one hand the problems that food aid solves or may solve, such as hunger, malnutrition, the threat of starvation, the need to migrate in order to survive; and the problems that it causes or may cause. These could include dependency, corruption, inequality, violence, the further marginalisation of the most vulnerable (the elderly, women, children, minor tribes), the suppression of local farming and changes to traditional diets. Candidates may give most attention to problems for the recipients of food aid, but problems for other groups of people, such as the donors, the agencies managing the food aid, and governments, are clearly also pertinent.

At lower levels, candidates may take a descriptive approach, either dealing with the view expressed broadly or narrating one or more incidents of food aid on which a judgement may be based. Higher level writing is likely to frame the whole response as an examination and to draw on diverse evidence to make its own assessment of the consequences of food aid.

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## Tourism Spaces

11 Consider how tourism is best classified in order to understand it spatially. [25]

### Indicative content

The inclusion of the study of tourism within geography as a subject is sometimes criticised and the Theme's title of **Tourism Spaces** appropriately identifies the spatial aspects of this economic activity. Different classifications of tourism exist and appear as syllabus content in the following manner:

- Classifying tourism using a variety of criteria, including destination, activity, scale, tourist characteristics and ecological impact

It is also legitimate to adopt and apply a number of models and theories as other means of classification, such as Plog's psychographic profiles (1974), Doxey's Irridex (1975), or the stages of Butler's life cycle model (1980).

Candidates are invited to consider which of these classificatory criteria is best for understanding tourism spatially. It may help to explore what 'best' means in this context, for example, the most helpful, the easiest to apply, the most accessible or the best fit to 21st century reality, etc. It would be possible, after a brief survey, to consider the classification which is chosen as the best in some detail, or to range more widely to demonstrate how a number of classifications have spatial attributes or how they can be applied spatially. For example, although Butler's model is temporal, identifying the key characteristics of tourism development in different locations makes it reasonably straightforward to apply to real resorts and tourist destinations. It could be observed that it offers little help in understanding the relationships between these places.

At lower levels, responses may have the character of a developed list, showing knowledge of classification with a little analysis of its use spatially and some application to the real world. At higher levels, appreciation of tourism spaces will be to the fore and responses are likely to be distinguished by the ability to bring out the intrinsic spatial characteristic or spatial applicability of one or more classifications in the context of examples of 21st century tourism from countries at different levels of development.

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**12 Evaluate the economic impacts of tourism for countries at different levels of development. [25]**

**Indicative content**

This classic question requires a careful focus on ‘economic impacts’. For social and environmental impacts to be pertinent, it requires their economic aspects to be brought out, for example in relation to seasonal migrant labour in the tourism sector, or to the costs of restoring environments degraded as a result of tourism, such as beaches.

The syllabus content outlines the economic impacts of tourism as positive and negative.

Positive impacts:

- Development through income generation and employment
- Redistribution of wealth spatially within a country, including the roles of urban tourism in regenerating areas and of rural tourism

Negative impacts:

- Problems of seasonal tourism
- Lack of political and economic ownership within the tourism industry in some countries
- Uneven spatial distribution of tourism investment and growth (core-periphery, enclaves and decline of tourist areas over time)

Candidates may also develop their own material, for example in relation to leakage of profits, government investment priorities, or ecotourism and the local economy.

The command word ‘Evaluate’ invites a form of assessment which ascribes values to the analysis offered. In this case this may be a financial value as well as a value in terms of economic development, position in the world economy, significance for the individual, role of tourism operators and TNCs, or similar.

At lower levels candidates may provide an assessment which whilst recognising both positive, “good”, and negative, “bad”, impacts, remains quite general and may not distinguish between countries at different levels of development effectively. High-achieving responses are likely to provide audits which are distinguished by their scope and specificity, recognition of scale, contemporary detail and overall economic perspective on tourism spaces.