AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Geography 6031
Specification A

GGA5

Mark Scheme

2006 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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)   Candidates must show evidence of use of **Figure 1** (max 2 if not).
Problems experienced mainly in the LEDW, particularly where overpopulation exists on marginal land (1-2 marks with appropriate exemplification).
Food shortage (1 mark) and subsequent impact upon death rates.
Malnutrition and famine can occur especially when linked to a natural hazard such as flood or drought (1-2 marks).
Long term health problems occur, particularly in the young and older populations as key vitamins and minerals are missing from the diet for a sustained period, due to malnourishment (1-2 marks).
Encroachment into natural habitat leading to a loss of habitat, lowering species diversity with potentially negative impacts upon ecosystems and food chains in particular (1-2 marks).
Potential political conflict where clearly linked to food (1 mark) other resources can be referred to if linked to food production (1-2 marks).   **(4 marks)**

b)   Green revolution in context (1 mark).
IR8 strain of rice to increase yield and other hybrid seeds (max 2 with exemplification).
Improved supply of water through irrigation and dam building (1 mark).
Land reform could allow farmland to be cultivated more intensively and redistribute profits creating another incentive to become more productive by investing capital into the farm (1-2 marks). Attempts to increase food production through cropping strategies (1-2 marks with eg.).
Education programmes for local farmers to teach new and more productive techniques (1 mark).
Political changes e.g. cultivating food for local people instead of cash crops for international markets (1-2 marks) or the removal of tariffs which create barriers to trade e.g. between the EU and some African countries (max 2 with appropriate exemplification).
Mechanisation in context (1 mark).
(Max 1 for listing).   **(4 marks)**

c)   The problems are related to over production, the continued and escalating cost of subsidies (as well as the lack of competition created) and the environmental consequences of such intensive use of farmland.   The obvious and most likely case study will be CAP in the EU. The recent broadening of the EU may well be linked to the increasing cost of subsidies.

Candidates must link management to their own preceding content on problems. Management is focussed on reducing both production and subsidies through reform. Subsidies are now paid for set-aside, countryside stewardship and diversification into other economic pursuits on farmland.

Level 1 Generic Descriptor (1-3). Heavy emphasis on describing agricultural problems, such as food mountains and eutrophication. Little or no attempt to discuss management solutions. Very little or no support.

Level 2   Generic Descriptor (4-5).   A good understanding of problems resulting from intensification of farming in the MEDW. Some discussion of management solutions. Support exists though not detailed.
For level 2 candidates must counterbalance problems and management.

Level 3 Generic Descriptor (6-7). A thorough understanding of agricultural problems in the MEDW. Clearly linked to management, offering breadth of solutions, aimed to reduce output and improve the sustainability of farming. Detailed support.
                                                                                                          (7 marks)
                                                                           Total for this Question: 15 marks

Question 2

a) Settlements are very large, indicated by the coverage of the shacks (1 mark).
Expansion and growth often occurs along transport routes i.e. linear development, as indicated by the road into Megatropolis (1-2 marks).
Influx of populations makes the development rapid and uncontrolled, as evidenced by the crossing out of distances on the road map (1-2 marks).
Large numbers of migrants shown by the people of Megatropolis, using the road (1 mark).
Daily commuting and/or migration into the city along the transport routes. (1 mark)
Candidates must show evidence of the use of **Figure 2** (max 2 if not used).

(4 marks)

b) Overpopulation is caused by the large influx of migrants as urbanisation continues. This leads to overcrowding in housing and the settlement as a whole (1-2 marks).
The rapid development is often uncontrolled and leads to the formation of dangerous substandard housing lacking basic services and amenities (1-2 marks).
The lack of a reliable source of fresh drinking water can itself lead to poor health (1-2 marks), which can be exacerbated by a lack of other services such as healthcare (1 mark). The development of shanties on unsuitable land such as hillsides and marshland can lead to increased susceptibility to natural hazards if they strike (1-2 marks with exemplification). The excessive supply of labour (often with low skills) leads to very low pay and unemployment which further compounds poverty and deprivation (1-2 marks).
Social problems e.g. crime, prostitution, etc. (1-2 marks).
Forced child labour and lack of education opportunities (1-2 marks)

(4 marks)

c) There are a wide range of exemplars here. Brazil, Egypt and Kenya offer potential case study material. There should be synthesis between what the government can do with limited capital and resources, and what the individual can do with support from the government. In summary the measures should relate to site and services; cooperatives; self-help; high-rise blocks and the variety of re-settlement solutions.

The choice of case study will inevitably impact upon how much the candidate can elaborate on measures to tackle deprivation.

Level 1 Generic Descriptor (1-3). A very descriptive response of solutions to tackle shanty town problems. Likely drifting between case studies, with basic support.

Level 2 Generic Descriptor (4-5). Thorough examination of a valid case study considering, in detail, measures to tackle deprivation. Some support and exemplification. Implicit evaluation, but basic comment only.

Level 3 Generic Descriptor (6-7). Detailed examination of valid case study material considering measures to tackle deprivation. Detailed support and exemplification. Thorough evaluation of the success of measures, with perhaps some comparison with a city in the MEDW.

(7 marks)

Total for this question: 15 marks

Question 3

a) Candidates should link the resource to either a tourist activity or need (max 1 for listing). Beach and sea for bathing and water sports etc (1 mark). Transport infrastructure should link to tourist facilities – including roads, parking and train station (1 mark). Tramway for sight seeing and transport to facilities (1 mark). Tourist Information for guidance on opportunities for leisure and recreation (1 mark). Piers for sight seeing and a variety of leisure opportunities such as fairground rides and arcades (1 mark). Tower for view and heritage experience (1 mark). Aquarium for educational value (1 mark). General leisure opportunities like the golf course must clearly link to the tourist (max 1). Allow 1 mark for accurate use of four figure grid referencing.

(4 marks)

b) Resources become under-utilised, dilapidated and some secondary resources may be forced to close (1-2 marks depending on detail). Unemployment and a spiral of decline can occur, possibly related to mono-economic issues (max 2). Some relation to Butler (1 mark). Environmental degradation and local infrastructure often ensues as local council revenue declines. Beaches, parks and general maintenance can be negatively affected (1-2 marks with exemplification). An attempt to reverse the decline is often made by the local council or entrepreneur via investment in transport and/or infrastructure (1 mark).
Economically active may leave leading to skills shortage (1 mark) and increased dependency (1 mark)
Negative perceptions regarding reputation (1 mark). **(4 marks)**

c) The recent changes in tourism relates to increased competition caused by low cost flights, better marketing and an opening up of wider European and international destinations. Many destinations are faced with falling visitor numbers.
The key to this response is diversification. Coastal resorts such as Blackpool and Benidorm have had to re-invent their respective images. Blackpool for example, cannot compete with the climatic and lower cost nature which these destinations provide. It has, therefore, had to diversify into a number of other areas in order to widen its base and therefore potential market. Specific but not exhaustive examples of widening the tourist base includes:-
Niche marketing e.g. casino's/stag-hen nights.

- o Improved facilities (such as The Pepsi Max Big One in Blackpool)
- o Improved infrastructure (Roads, airport, railway etc.)
- o Conference facilities
- o Discounted short breaks
- o Off-season attractions (like the Blackpool lights)
- o Nightclub excursions for partygoers.

It must be made clear how the changes above can potentially respond to the recent changes in tourism.

Any MEDW resort can be considered valid exemplification.

Level 1 Generic Descriptor (1-3).
A basic awareness of the recent changes in tourism and therefore a basic understanding of the need for diversification and re-invention in the face of increased competition. A list of schemes to widen the tourist base but not clearly linked to the recent changes. Does not come to a view.

Level 2 Generic Descriptor (4-5)
An awareness of the recent changes and clearly linked to the need for diversification and re-invention. May also link to Butler, particularly rejuvenation. A description of schemes to widen the tourist base though may only occasionally link to the recent changes. Some evaluation is likely.

Level 3 Generic Descriptor (6-7).
A good awareness of the recent changes and clearly linked to the need for diversification and re-invention. May appropriately use Butler. Clearly links rejuvenation to an explanation of schemes designed to respond to the recent changes. Clearly evaluates the response of the resort to the changes.

(7 marks)

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

Current world population growth rates are unsustainable. Discuss.

This question is clearly very open ended indeed. The connection between population growth and resource consumption has to be made, in order to address the sustainability aspect of the question.

Quite clearly there is a difference between population growth rates in the MEDW and the LEDW. (This clearly opens up a pathway for immediate synopticity).

In the MEDW the growth rates are unsustainable, because, if the trend continues, many countries will soon enter stage 5 of the DTM leading to population decline. This will obviously lead to a decline in the quality of life for the people of that country so dependency increases and service provision declines. So, in terms of the question, growth rates are indeed unsustainable because they are such that the populations are reaching a state of not being able to replace themselves. There are numerous examples of this including Sweden, Japan, UK and Germany. Pro-natalist policies may be alluded to here as a way of building a more sustainable growth rate. (Potential synoptic links to 11.1).

Also in those MEDW countries where population continues to increase, the growth rates are unsustainable because of resource consumption, particularly fossil fuels. The USA continues to grow in population and is the world's largest consumer of oil per person. With the impact that this is having upon the environment and particularly enhanced global warming, that growth rate is clearly unsustainable. (links to 10.2 and 13.1).

Many candidates are likely to drift into a description of the work of the main theorists in this area, Malthus and Boserup. Of course their work and ideas are of significance and can legitimately form part of a wider discussion. Particularly, look out for Boserup and innovation, linked to new technology, suggesting that growth rates are sustainable. Also Mathusian checks of famine and disaster are likely to figure in those responses which argue that growth rates are not sustainable. However, responses which describe both theorists work and link to well learned case studies such as Easter Island should be treated less favourably since they are not answering the question.

Many candidates are likely to focus on the LEDW and the unsustainability of many countries' growth rates. There is ample scope for exemplification here. The shortage of many resources such as fuel, water, food, soil and wood could all be explored with validity. Quite clearly, if resource provision does not radically improve to match population projections, then the shortages already apparent can only exaggerate over the next few decades. The obvious case study to refer to here is the Sub-Saharan region of Africa, where HIV/AIDS, drought, famine and a lack of any real outside investment are on a collision course with continued structural growth in population. (links to 14.2).

In justifying the unsustainability of population growth, candidates may consider the impact upon resources with specific examples of depleted stocks of fish, forest, fossil fuels and so on. Provided that this is used to inform the discussion in agreement with the essay statement, then credit is due.

It is also creditable to highlight population policies as a measure of controlling rates, thus challenging the theme of the question. Anti-natalist policies could legitimately be referred to here as a mechanism for building a more sustainable population structure. The expected case studies for those who include this theme are China, India, Nigeria and Egypt, though any valid anti-natalist policy is creditworthy in this context. (links to 11.1).

In summary, despite the optimism of Boserup, world population growth rates are destined to become unsustainable and many could argue with validity that growth rates are unsustainable today, particularly in most of Africa and many parts of Asia. It is difficult to see a more optimistic view than this for the

LEDW. The only alternative is that some may conclude that, with the help of the UN, G8 and a variety of aid initiatives, population policies could be implemented. Also advances in farming practices and other technological initiatives might mean that in the very long term some form of equilibrium between population and resources may be created.

For the MEDW, the opposite is the case. Stage 5 of the DTM is an impending reality for many countries and without government intervention and a much more pro-natalist stance, many countries' negative growth rates are indeed unsustainable also.

It is finally important to note that any conclusion can be considered valid provided prior argument, analysis and support is coherent and logical.

Question 5

Urban deprivation is, and will always be, an inevitable aspect of city life. To what extent do you agree with this statement?

A typically structured response is likely to contrast deprivation in both the MEDW and LEDW, with exemplification. 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 a 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.

This question is synoptic in nature and allows for considerable discussion. There is opportunity to debate whether or not cities are gradually eradicating deprivation. An MEDW/LEDW contrast is to be expected and is really quite necessary to explore the breadth of issues and synoptic pathways demanded by the question.

The MEDW is generally making greater progress than the LEDW and most candidates can be expected to argue along those lines.

Long narratives into the causes of deprivation in the typical British city can quickly become descriptive and drift away from the theme of the question. Weaker candidates may construct their responses from this position.

Look for candidates to consider issues in the MEDW such as:-

- Employment opportunities (or lack of them) and how this impacts upon deprivation. Candidates will argue that creating jobs in any sector of the economy is likely to tackle deprivation (potential synoptic links with 11.3).
- Central area change and its impact upon the environment and quality of life/standard of living of residents.
- Housing Developments in the inner city and central area and their impact upon deprivation (potential synoptic links with 11.2).

These themes must clearly link to deprivation and either improvement or continued problems (or both). The likely case studies include London, Manchester and Newcastle though any urban area is valid provided that the themes relate to the question. Links to processes such as counter-urbanisation, re-urbanisation and gentrification are certainly valid here.

In the LEDW, the specification demands that candidates be familiar with urban deprivation from a shanty town perspective so look for candidates to counterbalance shanty town problems with improvement schemes.

Candidates could legitimately link deprivation in the LEDW to continued in-migration, over population and lack of available resources (with synoptic links to 14.1). There is also considerable scope to examine urban environmental degradation as further evidence of deprivation. An evaluation of initiatives such as aided self help, co-operatives and site and services schemes is certainly creditable.

In conclusion, candidates should really acknowledge that urban deprivation is a feature of city life in both worlds though governments are making real effort and progress in tackling poverty. Clearly, the MEDW is in a better position since it has greater means and has long since been through the process of urbanisation. Furthermore, the challenge facing the LEDW is much greater in scale and more difficult to tackle since the process of urbanisation continues and there is a lack of capital to challenge these issues.

Question 6

To what extent do you agree with the view that tourism is not, and cannot ever be, truly sustainable?

The proposition is that tourism anywhere in the world generates ultimately unsustainable costs. The idea is actually that tourism itself is intrinsically unsustainable. Wherever tourists go they require secondary resources and, no matter how painstakingly well managed, the secondary resources disrupt natural ecosystems and disturb the environment. Also, no matter what kind of legitimate heading is created, local people very rarely, if ever, gain true recompense for the disruption suffered. Tourism is about organisations making money, no matter what gimmick this is dressed in. Of course there are greener forms of tourism, which do less damage and share more wealth than the conventional mass tourism of the Mediterranean holiday for the European. However, by very definition, this type of tourism has to be relatively small scale in nature and is ultimately just as subject to changes in fashion and taste as the Benidorm experience has shown. (Potential synoptic links to 10.2, 10.3, 11.3 and 13.1).

Equally, many forms of tourism in the LEDW, often actually exacerbate poverty, rather than alleviate it. Local people can become dependent on begging or become trapped in low wage, casual work. Tourism as a 'cure all' for economic deprivation is simply untenable. (links to 11.3).

The typical response is likely to examine places where tourism is more sustainable and places where it is less. Less sustainable examples of tourism include:-

- The British seaside resort, which was subject to environmental degradation as well as change in taste as the British chose Europe in the 80s

- The Mediterranean resorts which arguably destroyed much of their own coastal ecosystems in order to develop secondary resources, which many felt negated the very primary attraction of the resorts in the first place. Added to this, tastes changed and Spain became less economically attractive compared to places like Turkey, which comparatively, became much lower cost destinations, and therefore more favourable. (links to 13.1).

It is also important to acknowledge that places like Blackpool have diversified quite successfully and many would argue now have a sustainable niche market based on broadening their potential market. Also, Benidorm has done much to enhance its reputation and move away from the downmarket and negative reputation it had begun to develop in the 90s.

More sustainable examples of tourism include:-

- National parks excursions

- Adventure holidays or activity holidays in the countryside of MEDCs

- Nature holidays e.g. bird watching in the Norfolk Broads

- Ecologically environmentally based holiday e.g. trekking in the Himalayas.

Whatever the candidates choose in support of their position, they must clearly explain why that form of tourism is more sustainable. It would be advantageous if the candidates also acknowledge the less desirable elements and even unsustainable aspects of these types of tourist pursuits such as footpath erosion in national parks.

In summary candidates must come to a view as to whether tourism is unsustainable or not. Any view is creditable as long as it has been logically and coherently argued within the response.