

GCE 2004

June Series



Mark Scheme

Geography A (GGA5)

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.

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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
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Dr Michael Cresswell Director General

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) Response should show knowledge and understanding of scattergraphs and how they may be interpreted – inverse/negative relationship/correlation (1).use of data (1) Some attempt at qualification of simple inverse relationship i.e. not a straight line relationship (1). More detailed interpretation e.g. “small” increases in GNP pc up to c. \$10,000 associated with sharper falls in CBR and larger increases in GNP above \$10,000 with smaller falls Levelling out in CBR (2 marks). Identification of residuals/anomalies, comment on those outside trend (1). Credit annotation of graph but do not double credit. **(4 marks)**
- b) Response should show knowledge and understanding of link between birth rates and GNP per capita and their common link with modernisation of agriculture, industrialisation, urbanisation, greater wealth bringing about behavioural change at the individual and societal level (1-4 depending on detail and development). Social development, for example changing role of women, education of women, attitudes to birth control, etc. (1-4 depending on detail and development). Reductions in Infant Mortality Rate, increased life expectation and implications for family size, opportunity costs of more children, etc (1-4 depending on detail and development). Countries on the graph representing different stages of development (1) Thus, there are several ways of achieving full credit as long as the connection between demographic change (CBR) and economic/social development (GNP per capita) is recognised. **(4 marks)**
- c) Response should show clear knowledge and understanding of nature of composite compared with single indicators. Can expect responses to (creditably) point out the complexities of development and inherent limitations of one indicator which may be unrepresentative in particular contexts for a number of reasons. It should demonstrate awareness of PQLI and HDI indicators as combining measures of health, education and skills and material living standards pointing out the relationship between them and the potentially wider and more accurate picture they convey. Credit comment which criticises composite indicators, e.g. as not capturing some very important aspects, as long as such a critique does not dominate the response. Credit also reasonable argument which questions the statement.

Relevant exemplification which contributes to illustration of points made should be credited. It is not necessary to cover both PQLI nor HDI to gain Level 3 credit as long as there is a clear sense of reference to composite indicators.

Level 1 Generic Descriptor (1-3). Simple understanding of composite and single indicators e.g providing a broader or narrower picture. Possibly single illustration. Critique/comment on single indicator only or composite indicator only.

Level 2 Generic Descriptor (4-5) More refined understanding of composite indicators, comparison with one or more single indicators, clear sense of explanation “why” emerging, sound exemplification.

Level 3 Generic Descriptor (6-7) Clear understanding with fuller discussion of composite and single indicators, strong sense of comparison and explanation, apt and convincing illustration. **(7 marks)**

Total for this question: 15 marks

Question 2

- a) Response should show an ability to read pie charts in support of comment (1) and knowledge and understanding of the nature of waste material – particularly distinction between recyclable and non- recyclable materials with exemplification, e.g. separated materials such as paper and card compared with unseparated waste (1-2 depending on development). Responses might point out that on the evidence of Figure 2 most of the waste is potentially recyclable but that rather a small percentage is actually recycled or used in ways with potential energy recovery such as incineration (1-2 depending on detail). For full marks there should be comment which related the data from both pie charts. **(4 marks)**
- b) Response should show knowledge and understanding of contemporary strategies designed to minimise and alter the composition of waste streams to raise potential for sustainability e.g. recycling and composting, advertising, differentiated waste collections, organised waste disposal and recycling points (1-3 depending on development such as detail and exemplification). Allow for incineration as a strategy if measured statements perhaps related to recovery of by-product heat energy (1-2). Credit contextualising references to policies such as Agenda 21, Earth Summit commitments, etc. (1). Comment on practicality / feasibility / success of strategies is creditable (1 mark). Accurate list of strategies (Max 1) **(4 marks)**
- c) Response should show knowledge and understanding of environmental issues related to different forms of waste disposal and the threats they present and their distribution between different places and groups of people. Landfill as rather more remote from major urban areas, possibility of pollution of land environments, water courses, ground water etc; expense of preventive measures, local impacts of vermin, sea gulls etc, cost of waste transfer to landfill sites etc. Incinerator offering waste reduction and possible recovery of by-product heat but issues of atmospheric pollution particularly of heavy metals and dioxins; localised impact on communities, often relatively disadvantaged one. Relative financial cost of facility. Wider political and social issues, attitudes and values confronted, possibly wider environmental issues. Discussion of issues focused on one waste disposal facility is perfectly creditable - may not even be landfill or an incinerator.

Relevant exemplification which contributes to illustration of points made should be credited.

- Level 1** Generic Descriptor (1-3) Basic awareness of landfill/incineration or other facility as waste disposal methods, implicit reference to issues. Perhaps only environmental or socio-economic.
- Level 2** Generic Descriptor (4-5) Fuller awareness with explicit reference to issues. Fuller account and discussion of one issue only. Full account of more than one issue with no sense of discussion, also Level 2.
- Level 3** Generic Descriptor (6-7) Fuller account with detailed material on landfill or incineration or other waste disposal facilities. Strong sense of discussion of more than one issue. **(7 marks)**

Total for this Question: 15 marks

Question 3

- a) Proximity of secondary resources such as car parks to primary resources suggesting their use for tourism, etc (1). Response should show understanding of environment evidenced by map extract. Clear awareness of nature of primary resource (1) Absence of secondary/tertiary industries/commercial centres (therefore likely primary resources important for tourism) (1) Statements about range and diversity of primary resources on map extract (1) Use of grid reference to give accurate examples (1) Reference to diversity of environments and varying opportunities for different types of coastal recreation e.g. cliffs - scenic amenity, coastal walks; sandy bays, sand dunes - beach activities, bathing, surfing etc; mudflats/sandbanks - natural interest, birdwatching etc. (1-3 depending on detail). Further reference to inland features - small villages, National Trust Properties, ancient monuments/artefacts, footpaths in open country (1-3 depending on detail). Both coast and inland for 4 marks. Relevant list of features (Max 1) **(4 marks)**
- b) Response should show knowledge and understanding of management strategies. Evidence is more subtle and needs a greater search so examiners should not expect too much here. Presence of organised facilities such as camp sites, car parks etc (1-2 depending on detail) location of information centres as at Rhossilli (1), evidence for operation of National Trust/Forestry Commission and similar organisations in the area, distinguishing between levels of access (1-2). Nature Reserves and similar may be credited if it is clear how they contribute to tourism management (1). Relevant list of features (Max 1). Reference to bridleways/footpaths clearly linking them to managing access (1-2). **(4 marks)**
- c) Response should show knowledge and understanding of the nature of development of tourism in such areas and related issues and outline strategies realistically. Can expect and credit broad aims of generating, perhaps maximising, the tourism revenue to the benefit of local communities - employment and income, whilst ensuring the maintenance of the qualities of the environments - ideas of sustainability and different types of capacity might creditably inform the responses. Review of the strategies might well draw on evidence present on map for management – managing spatial impact, e.g. through creation of honeypots by selective investment, managing transport flows - private/public balance, restricting access in certain locations/at certain times. Responses might extend out into wider publicity and promotion, etc. Be sure to credit original but legitimate strategies. There should be some element of discussion for example by looking at the pros and cons of strategies or identifying conflicts between them. The ubiquitous Butler Model might provide a vehicle where responses relate strategies to successfully progressing through the various stages so as to avoid decline, rapid decline or worse.

Relevant exemplification which contributes to illustration of points made should be credited.

- Level 1** Generic Descriptor (1-3) Some statement of aims and implementation. Full account of aim OR implementation. General statement about reconciling environments and tourism.
- Level 2** Generic Descriptor (4-5) Fuller account of aims and implementation clearly related to map area, or other similar area of beauty and amenities.
- Level 3** Generic Descriptor (6-7) Full account of aims and strategies firmly rooted in area on map extract or other similar area of beauty and amenities. Strong element of discussion. **(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 19-24 and 25-30.

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.

25 – 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.

19 – 24

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.

13 – 18

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 – 12

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 is every reason to believe that resources can be developed sustainably. To what extent do you agree with this statement?

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *population pressure and resource management* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scales and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band – examiners are reminded that some synoptic content is required for credit of 13 and over. However it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include:

An appropriate definition of sustainability capable of supporting a creditable answer

- * A review of resources centred upon a classification system distinguishing between stock/flow; renewable/non-renewable; energy/mineral; physical/human or a combination of these categories. A broad view invites just that and responses which also consider people's skills and intellects, climate, landscape and so on is certainly legitimate - such breadth is likely to present synoptic aspects - although this really broad view is not essential for synopticity.
- * Energy resources - distinctions between renewable/non-renewable might form an important basis. Potential depletion/exhaustion of non-renewable/stock resources also alongside environmental impacts both local, regional and global e.g. urban pollution, global warming. Current dependence on both MEDCs and many LEDCs on non renewable resources, links to industrialisation and economic development etc. Renewable energy forms with measured analysis and comment on prospects, leading to reflections on potential sustainability are also likely and perfectly creditable. A substantial discussion under this heading could gain much credit and certainly has synoptic potential - possibly with a sceptical view on the possibilities for sustainability.
- * Similar type of discussion might take place in respect of non-energy mineral resources - with potential for increased sustainability via economy of use, multiple use, recycling and so on.
 - Other types of resources might be considered in a similar manner to energy and minerals include water (itself a mineral), noting pressure of increasing populations, urbanisation and industrialisation and increasing water demand.

Discussion of population resource relationship:

- Agriculture, forestry and fishing as economic activities and the pressure they place on ecosystems through over use, over-intensity, chemical pollution and so with impacts on soil quality and quantity, fish stocks and so on.
- * Discussion of population resource relationship, for example Boserup, Malthus, neo-Malthusian is creditable where it supports responses by suggesting or not that humanity will eventually develop resources sustainably.

Synopticity will be further signified by content such as:

- * Contextualisation of all types of resource development and use in relation to continuing population growth, economic development, urbanisation, rising real incomes is perfectly valid content. Well informed comment on these aspects will support a view on the potential sustainability.
- * Case study material/ exemplars which might come from anywhere. Legitimate distinctions might be made between different parts of the world - broad and specific comparisons between LEDCs and MEDCs will inform a response and give it substance and credibility and are extremely likely to produce synopticity, etc.

Candidates who review a number of resources one by one may attain the good band 19-24 as long as they are clearly using the review to form a view about sustainability of each resource and draw an overall evaluation at the end.

The question looks to the future and therefore any review of the past has to draw development implications for the future if it is to achieve the good band.

The question clearly requires a discussion approach and the response should come to a view on “to what extent?” - any view is creditable as long as it is reasonable and related to the preceding contents and discussion.

Question 5

The urban life is the good life and this is why the proportion of the world's population living in urban areas increases year after year. To what extent do you agree with this view?

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification (and quite possibly and creditably from outside the specification as well) from a *managing cities – challenges and issues* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scale and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band – examiners are reminded that some synoptic content is required for credit of 13 and over. However, it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content might include:

- * A review of urbanisation in relation to population growth and economic development, particularly as experienced in the LEDW. The benefits of urban living in terms of employment opportunities, social, cultural and recreational opportunities, access to services should be reviewed (in the narrow sense of drawing from other elements in the specification this will certainly represent synopticity).
- * This should be balanced by a review of the many urban problems (which form the *challenges and issues* in the specification) might incorporate urban deprivation as experienced in MEDW inner cities, peripheral estates, project housing and other low income housing as well as in LEDW cities with particular reference to slum housing, shanty towns and the like. Economic/employment/income aspects in these settings as well as more broadly defined social issues such as housing.
- * Environmental issues such as localised and regional pollution of different types as experienced both in LEDW and MEDW might also be reviewed casting urban areas in an unfavourable light.
- * The characteristics of rural areas in LEDW particularly in crisis/famine situations or in situations of chronic overpopulation or acute environmental problems might also be reviewed - possibly casting rural areas as unfavourable environments for habitation by comparison with urban areas. This might prompt comment on migration flows and push-pull/opportunity factors influencing them.
- * By contrast candidates may legitimately query the legitimacy of the discussion point by deconstructing the world into LEDW / MEDW elements and referring to the counter-urbanisation migration flows in the MEDW giving the lie to the perception of the urban good life. This could be balanced by reference to the selective re-urbanisation/revitalisation of certain inner urban and central area environments particularly for certain groups of the population.

Thus, there are several ways in which this question could be answered. Synopticity will be further signified by content such as case study material/ exemplars which make valid broad and specific comparisons and contrasts between LEDW and MEDW settings. These will inform the response and give it substance and credibility. Similarly responses which place urban growth “warts and all” in the wider ongoing process of economic development are certainly demonstrating synopticity - see above.

The question clearly requires a discussion approach and the response should come to a concluding view - any view is creditable as long as it is reasonable and related to the preceding contents and discussion.

Question 6

The growth of tourism in an increasingly globalised world is of benefit to every one and everywhere concerned. Discuss the validity of this statement.

This question is intended to enable candidates to engage in broad human and physical geographical themes represented elsewhere in the specification and quite possibly and creditably from outside the specification as well as from a *recreation and tourism* specialisation. It should enable the introduction and elaboration of such human and physical geographical themes and allow for the human environment relationship to be explored. The response can be exemplified and illustrated at a variety of scale and contexts and the assigned task enables a discussion of values and policy aspects to be incorporated.

See generic scheme for criteria band – examiners are reminded that some synoptic content is required for credit of 13 and over. However, it is difficult to imagine an answer of reasonable quality without some synoptic content.

Appropriate content will include a review of tourism and its impacts both beneficial and harmful in a range of settings, a variety of scales and relating to different groups of people and interests with the concept of globalisation being understood perhaps in a fairly simplistic way in terms of increased traffic and information flows, reduced friction of distance, reduced impact of frontiers, economic integration and the attendant increase in tourism. It is not necessary for the answer to be at a global scale. There should be a clear sense of different places as well as different people/population groups in the response although this distinction might not necessarily be explicitly made even to access the top mark band.

Appropriate content might also include

- * Origin and destination population regions and population might form one way of organising material. Origin populations benefit from pleasure/utility derived from tourism; possibly some population element and some areas see wider flows as a cost where it reduces domestic tourism.
- * Destination regions/populations benefit from income and employment generation, provision of additional services, related multiplier effects, wider role of tourism in economic development especially in LEDW context.
- * Critique of benefits may be in terms of selective impact of income/employment generation between different groups, extent of leakage of tourism income and hence reduced multiplier effects; possibly growth in irritation/exasperation/hostility to tourists.
- * Negative impact of tourism - as a cost possibly economic costs, diversion of resources, opportunity costs of tourist development; social costs - cultural dilutions; environmental costs associated with over-intensive use, degradation deterioration and decline - both in MEDW and LEDW context although LEDW likely to be emphasised especially in relation to cultural and environmental impacts.
- * The nature of the tourist industry in a global setting, role of TNCs, domination by MEDW interests, unequal development, dependency and so on might creditably attract negative comment.
- * Impact of tourist transport flows especially air travel on global environment might also be considered.

Case study material/ exemplars which might come from anywhere. Legitimate distinctions might be made between different parts of the world - broad and specific comparisons between LEDCS and MEDCs will inform a response and give it substance and credibility and are extremely likely to produce synopticity, etc.

Synopticity will be further signified by content such as relating the answer to the wider context of economic development, to the potential for sustainability and in applying and developing the tourism issue in the context of particular types of region or themes which are present elsewhere in the specification e.g. cold environments, in the context of eco-systems, different levels of development and so on.

The question clearly requires a discussion approach and in response should come to a view - any conclusion is creditable as long as it is reasonable and related to the preceding contents and discussion.