GCSE

Geography C (Bristol Project)

Combined Mark Schemes
And Report on the Units

January 2006

CONTENTS

General Certificate of Secondary Education Geography C (1988)

Entry Level Certificate Geography C (3988)

MARK SCHEMES FOR THE UNITS

REPORT ON THE UNITS

Mark Scheme 2401/01
January 2006

Section A: The Background

1   Use Resource 1

(a)   Which area, labelled on the map, has the biggest share of international tourist arrivals?

Europe and North Asia (allow just Europe or North Asia)

[1 mark]

(b)   Name the top two European tourist destinations

France / Spain   **[2 marks]**

(c)   Which area is forecast to most increase its numbers of international tourist arrivals between 2000 and 2020?

East Asia / Pacific or Europe and North Asia
(accept just East Asia or North Asia etc.)   **[1mark]**

(d)   Give two reasons for the increase in global tourism between 1950 and the present day

Transport developments / improved transport
Increased or improved mobility
Increased holiday time
Advertising
Increased knowledge of the world / education
Sense of adventure
Escapism
Packages
Decrease in real costs
Promotion of tourism by host countries (tourist boards)
Higher income / affluence   **[2 marks]**

(e)   Name two jobs linked to tourism

Travel agents
Hotel jobs
Restaurant worker
Tour guides
Transport related e.g. drivers, mechanics, pilots, etc.
Entertainment related
Insurance and money services workers
Souvenir suppliers   **[2 marks]**
(must be a job, not just 'hotel' or 'airport')

2 **Use Resource 2**

(a) **State two problems created by tourism**

Water shortage
Pollution (must state type, e.g. air, noise, water etc) Max.1 for just types of pollution
Destruction of natural environments / wildlife habitats
Decline in attractiveness of the area
Overcrowding / congestion
Shortage of land to grow basic food crops
Economic leakage
Seasonal / low paid jobs
Fluctuating / unreliable income
Over-dependence on tourism
Debt repayment
Over-commercialisation
Damage to culture, traditions etc.
Rising crime
Lack of open space   **[2 marks]**

(b) **Describe two ways local people can benefit from tourism**

Links to increased jobs / boost employment
National income / improve quality of life / wealth
Boost craft industry
Construction industry
Wider range of services
Increase links with world / language skills / contacts
Raise status of area
Improved infrastructure

Level 1
One basic way   **[1 mark]**
Two basic ways or one developed   **[2 marks]**

Level 2
Two ways with some development of at least one / may be by reference to the multiplier   **[3 marks]**

3.   Use Resources 3 and 4

2   **Choose one photograph from Resource 3 (A-D)**

        Photograph -------

        Suggest two reasons why this is an attractive destination for tourists

        Level 1
        1 basic reason   **(1 mark)**
        2 basic reasons / or 1 extended reason   **(2 marks)**

        Level 2
        2 basic reasons with at least one extended   **(3 marks)**

        Focus may be:
        Climate
        Landscape
        Historical / cultural factors
        Range of activities

2   **From Resource 4**

        Describe two ways that increased tourism in Antarctica could affect the environment

        Level 1
        1 basic description   **(1 mark)**
        2 basic descriptions / or 1 extended   **(2 marks)**

        Level 2
        2 descriptions / 1 extended   **(3 marks)**
        2 extended descriptions   **(4 marks)**

        Basic points:
        Buildings destroy habitats
        Transport creates air pollution
        Changes climate
        Visual impacts
        Congestion

        Extended points:
        Wildlife dependent on tourists for food
        Transport compacts ground / creates air pollution
        Increased global warming etc. / central heating installations
        Polenkas / buildings destroy landscape

Section 2: The Options

4   Using Resource 5

Explain two reasons why some local people may not be in favour of large numbers of tourists visiting their country

Level 1
Mentions 1 basic view without development   **(1 marks)**
Mentions 2 basic views or develops 1 point   **(2 marks)**

Level 2
Two views, one developed   **(3 marks)**
Two views both developed   **(4 marks)**

Basic points**:**
Lost culture
Less food
Higher cost of living
Increased poverty
Anger at tourists
Excluded from tourist only areas

Developed points:
Quality of life declines because food and basic commodities increase in price and wages stay low
No attempt to resolve problems - were maintained as a tourist attraction
Idea of cultural degradation / posing for cameras
Degrading local customs into peep shows for entertainment
No effort by tourists to appreciate local viewpoint
Growing anger and resentment towards well heeled tourists increasing their poverty and welfare
Exclusion from beach front areas for security and comfort of tourists
Resentful that tourists stay in enclaves and make no effort to understand the local heritage or viewpoint or respect their traditions

5 **Use Resource 6**

(a) **State two advantages of 'mass tourism' for**
      (i) **Tourists**
      (ii) **The host country**

  Maximum 2 marks per section (i) and (ii)
  Basic advantages = 1 mark each
  Developed advantage = 2 marks

    (i)   Cheap package deals
            Cheap accommodation / food
            Popular culture available
            Home from home / familiarity
            Lots of other visitors from same country
    (ii)   Boosts local industry
            Multiplier links
            Government taxes
            Local businesses profit
            Prestige for the area
            Foreign currency
            Foreign investment
            Improved infrastructure and services

(b) **Explain three reasons why tourism in Benidorm may be described as 'unsustainable'**

  Level 1
  1 mark per basic reason: max 3 marks

  Level 2
  1 mark per development
  Can be for the same reason
  Max 3 if only 1 reason given   **(6 marks)**

  Any of the three aspects of sustainability acceptable:
  Physical / social / economic
  Cycle of decline
  Pollution of natural environment
  Lost habitats
  Built environment not environmentally friendly
  Water shortages
  Lower food supplies
  Fewer traditional jobs replaced by seasonal
  Bubble bursts / cycle of decline sets in / area left much worse off and environmentally degraded
  Crime and violence increase / spiralling costs to the community

6 **Use Resource 7**

(a) **Explain two benefits for local people of sustainable tourism**

Level 1
Identifies 1 basic benefit   **(1 marks)**
Identifies 2 basic benefits / or develops 1   **(2 marks)**
Level 2
Identifies 2 basic benefits and develops one   **(3 marks)**
Two developed benefits   **(4 marks)**

Locals involved in decision making
Get a share of the profits
Get to respect peoples' traditions
Eat local food and live as locals
Locals providing services paid directly cuts out the middle man and leakage

(b) **Explain how sustainable tourism protects the environment.**
(NB environmental focus)

Level 1
Basic statement   **(1 mark)**

Level 2
At least 1 basic statement expanded   **(2 marks)**

Strict rule enforced about litter etc.
Education teaches respect
Habitats disturbed as little as possible
No massive building programmes
Environment conserved for local use
No large building projects

Section C: The Decision

7 **You may use any of the resources in the booklet and your own knowledge to answer this question. You must use resources 8, 9 and 11.**

Nepal is an LEDC whose spectacular scenery has attracted increasing numbers of tourists. The government has regarded this as a way of increasing wealth. However in reality it has created many problems for people and the environment. It has not improved the quality of life for many of the people. Overall, their quality of life has declined.

Nepal has to consider the following options for the future:

Option 1: Encourage 'mass tourism' hoping this will lead to economic growth and improve people's quality of life

Allow MNCs/TNCs to provide luxury tourist facilities.
Encourage government borrowing to pay for improvements to transport

Option 2: Develop an integrated tourist management programme

Encourage government, environmentalists and local people to work together
Develop small scale ecotourism projects in each area
Employ local people to manage the projects

Option 3: Protect the areas most 'at risk'

Ban tourism from these areas
Help local people to go back to their traditional lifestyles

Choose the option you think will most benefit the people and the environment

Circle your chosen option: 1   2   3

(a)   Explain your reasons for choosing this option.

> **Level 1**
> Simple reason   **(4 marks)**
>
> **Level 2**
> Identifies second reason (5) or develops justification of the original reason (5)
> Two reasons, 1 developed (6) or third reason (6) or 1 reason and 2 developments (6)
> Some justification for 2 reasons,   **(7 marks)**
>
> **Level 3**
> As Level 2 but must have arguments clearly linked to resources about the specific place (indicate R in script)   **(8 marks)**

(b)   Identify one disadvantage of the option you chose in (a)

> Basic disadvantage   **(2 marks)**

(c)   Explain why you did not chose the other two options. (4+4)

> **Level 1**
> Simple reason   **(3 marks)**
>
> **Level 2**
> Identifies more than one reason or adds justification.   **(4 marks)**
>
> *Give credit for this section if candidate has clearly answered it in (a)*

(d)   Identify one advantage for one of the options you rejected in (c)

> Basic advantage   **(2 marks)**

ASSESSMENT GRID 2401/F JAN 2006

GEOGRAPHY GCSE SPECIFICATION C 1988 (BRISTOL PROJECT)

Allocation of Marks to Assessment Objectives

Assessment Objective One (A01) Show knowledge of places, environments and themes at a range of scales from local too global.
[10]

Assessment Objective Two (A02) Show understanding of the specified content. **[10]**

Assessment Objective Three (A03) Apply knowledge and understanding in a variety of physical and human contexts. **[20]**

Assessment Objective Four (A04) Select and use a variety of skills and techniques appropriate to geographical studies and enquiry.**[20]**

	AO1 10	AO2 10	AO3 20	AO4 20	TOTAL 60
Q1	1	1	1	5	8
Q2	2	1	1	1	5
Q3	1	1	2	3	7
Q4	1	1	1	1	4
Q5	1	2	3	4	10
Q6	1	2	2	1	6
Q7	3	2	10	5	20
	10	10	20	20	60

Mark Scheme 2401/02
January 2006

Section One: The Background

1   Use Resource 1.

Give two reasons, using evidence from the resources, why tourism increased so dramatically from 1950 to the present day   [6]

Level 1   (3 marks)
One simple reason

Level 2   (4-5 marks)
Two simple reasons (4), one reason developed (4), two reasons with one developed (5)

Level 3   (6 marks)
Two reasons fully developed

INDICATIVE CONTENT

Improved transport systems worldwide
Increases in leisure time and paid holiday leave
Increased advertising and publicity in the media
Growth of travel agents and holiday companies
Increasing sense of adventure leading to more exotic locations
The growth of the cheap package holiday
Higher incomes and affluence
People retiring earlier with a pension
Education leading to more awareness of other places

NOTES

R - Reason
Dev. - Development

2   **Use Resource 2.**

Explain, giving two reasons why the impact of tourism may not always be a good thing in LEDCs (6)

Level 1 (3 marks)
One simple reason

Level 2 (4-5 marks)
Two simple reasons (4), one reason developed (4), two reasons with one developed (5)

Level 3 (6 marks)
Two reasons fully developed

INDICATIVE CONTENT

Increased pollution
Increased pressure on basic services e.g. water supplies
Destruction of the natural environment and wildlife habitats
Overcrowding and congestion due to inadequate infrastructure
Loss of valuable farmland to grow staple crops
Local cultures ruined by over-commercialisation
Some tourism unsustainable
Economic leakage
Can lead to bad debts

NOTES

R - Reason
Dev. - Development

3 **Use Resources 3 and 4.**

(i) **Choose any one of the locations featured in Resource 3 and explain why increasing numbers of tourists may wish to visit the area**

(ii) **Explain two negative impacts of increased tourism in Antarctica featured in Resource 4** **(8)**

Level 1 **(1-4 marks)**
Two explanations in part (i)
One explanation in part (i) and one in part (ii)
If only one explanation given (2)

Level 2 **(5-7 marks)**
Two explanations given in part (i) and one negative impact on Antarctica explained or vice versa

Level 3 **(8 marks)**
Two explanations given in part (i) and two negative impacts on Antarctica fully explained

INDICATIVE CONTENT

Depending on location chosen in part (i), reasons could include landscape, climate, historical or cultural factors, range of activities available, etc.

In part (ii), buildings could destroy habitats, wildlife could become dependant on tourists for food
Increased transport could compact the ground and lead to air pollution
Tourism could add to climate change because of central heating installation, increased use of fuel and more building
Visual pollution due to increased building
Litter from tourist facilities ruining area and dangerous to wildlife
Overcrowding leading to environmental pressure

NOTES

In part (I),
L - Location
R - Reason
Dev. - Development

In part (ii),
Imp. - Impact
Dev. - Development

4   **Use Resource 5.**

Explain two reasons why some local people may not be in favour of large numbers of tourists visiting their country.   **(6)**

Level 1   **(3 marks)**
One simple reason

Level 2   **(4-5 marks)**
Two simple reasons (4), one reason developed (4),
Two reasons with one developed (5)

Level 3   **(6 marks)**
Two reasons fully developed

INDICATIVE CONTENT

Quality of life declines because food and basic commodities increase in price and wages fail to keep pace
Idea of cultural degradation e.g. posing for cameras
Degradation of local customs / rituals into peep shows for entertainment
Tourists fail to appreciate local viewpoints
Growing anger at affluence of tourists which increases local peoples' poverty and reduces their welfare
Exclusion from beach front areas for security and comfort of tourists
Resentful of tourists staying in enclaves and seeming to make no effort to understand local heritage or traditions

NOTES

R - Reason
Dev. - Development

5 **Use Resource 6.**

Explain two reasons why tourism in places like Benidorm may be considered unsustainable **(6)**

Level 1 **(3 marks)**
One simple reason

Level 2 **(4-5 marks)**
Two simple reasons (4), one reason developed (4) two reasons with one developed (5)

Level 3 **(6 marks)**
Two reasons fully developed

INDICATIVE CONTENT

Sustainability to be viewed as environmental, social or economic

Pollution of the natural landscape
Lost wildlife habitats
Built environment not environmentally friendly and can lead to degradation
Increased problems with water supplies
Crime and violence increase
Spiralling security costs to the community
Less food available for local people at a higher price
Mainly seasonal jobs available with fewer traditional jobs left
Cycle of decline, i.e. bubble bursts, area left much worse off than pre-tourism era, environmentally degraded.
(Allow answers which switch from one element of sustainability to another)

NOTES

R - Reason
Dev. - Development

6 **Use Resource 7.**

Explain how sustainable options can:

(i)   Help local people benefit from tourism

(ii)   Protect the environment   (8)

Level 1   (1-4 marks)
Two explanations in part (i)
One explanation from (i) and one from (ii)
If only one explanation given   **(2 marks)**

Level 2   (5-7 marks)
Two explanations given in part (i) and one example of environmental protection explained or vice versa

Level 3   (8 marks)
Two explanations given in part (i) and two environmental protection measures fully developed

INDICATIVE CONTENT

(i)   Local people involved in decision-making
         Local people get a share of the profits
         Local traditions respected
         Tourists eat locally grown food
         Tourists live like the local people
         Local people providing services are paid directly
         The middle men and leakage are removed

(ii)   Strict rules enforced e.g. litter
         Education teaches respect for the environment
         Habitats are disturbed as little as possible
         No massive building programmes

NOTES

In part (i),
Ben - Benefit
Dev. - Development

In part (ii),
P - Protection
Dev. - Development

7   **The government of Nepal, like in many other LEDCs, sees increasing numbers of tourists as a way of increasing the country's wealth. However, in reality, tourism has also created many additional problems for both the people of Nepal and the environment. It has so far failed to increase the quality of life of the local people.**

Therefore the Nepalese Government has to consider these points for the future:

<u>Option 1</u>

Allow Multinational Corporations (MNCs)/Transnational Corporations (TNCs) to provide luxury tourist facilities.
Increase government borrowing to improve the transport infrastructure in the hope that 'mass tourism' will boost grown and improve the quality of life.

<u>Option 2</u>

Develop an Integrated Tourist Management Programme involving the government, environmentalists and local people to develop small-scale ecotourism projects managed by local people.

<u>Option 3</u>

Protect areas most at risk from damage by banning tourists in these areas. Encourage local people to return to their traditional way of life.

<u>Option 4</u>

Do nothing and hope that present problems will disappear over time.

Task

- Recommend which **one** of the **four** options you think is beat for Nepal and give reasons for your choice.

- State why you rejected each of the other **three** options.

- Explain why your chosen option may not be the best in some respects.

- Consider who might object to your choice and give reasons for them preferring **one** of the other options.

Level 1   **(4 marks)**
Chooses an option and gives one suitable reason for choice

Level 2   **(8 marks)**
Adds a second suitable reason for choice

Level 3   **(9-12 marks)**
Rejects two of the other options

Level 4   **(13-16 marks)**
Rejects third option and gives a disadvantage of chosen option

Level 5   **(17-20 marks)**
Gives the advantages to a named group(s) of one of the other options.

Model Answer:

Candidate chooses Option 2 because of the greater involvement of local people in planning and operating programme. (Level 1)

Option 2 also safeguards the local environment as schemes are small and less damaging to habitats or local cultures. (Level 2)

Reject Option 1 because local people are not involved in development, get no share of the profits, are given low-level, poorly paid jobs and environment could be destroyed. Reject Option 3 because incomes and standard of living will not improve and returning to traditional way of life may not please some locals, e.g. the young. (Level 3)

Reject Option 4 because doing nothing will result in present problems getting worse and there is no guarantee that time will solve everything. Option 2 has the disadvantage that it will not make as much income or attract as many visitors as Option 1 and so will not increase the country's wealth. (Level 4)

The Nepalese Government may prefer Option 1 as it will make more wealth than Option 2 in a shorter time. Environmentalists may prefer Option 3 as it protects the local environment better than any of the other options. (Level 5)

NOTES
Opt. – Option
R. – Reason
Rej. – Rejection
Dis. – Disadvantage
Gp. – Group
Adv. - Advantage

REPORT ON THE UNITS
January 2006

Chief Examiner's Report

General Comments

With approximately 75% of DME and nearly 30% of the Coursework entries, January continues to be an important part of the Bristol Project Geography GCSE staged assessment model. Hopefully, this makes the publication of results in March a beneficial motivating force as candidates and Centres finalise their preparation for the Terminal Examinations in June. Awarding in January is, however, made more difficult for the assessment team by the reluctance of some Centres to provide forecast grades and you are urged to fill in the appropriate forecast grade sheets for each module.

Feedback from Centres on the Ecotourism topic for the DME has been extremely favourable and this appears to have been an accessible topic with both papers differentiating well. The mean mark for the Foundation paper has gone up, whilst both tiers are extremely close to their target of the majority of candidates achieving at least 50% mastery. Hopefully, this makes this early examination experience for the candidates a positive one.

This year's INSET has revealed that Bristol Project schools are unanimous in wanting to retain the DME in any future rewrite of the GCSE Specification. It is a unique feature of our Specification and one that I trust Centres use to their advantage in delivering relevant and exciting Geography. The Principal Examining Team would welcome any ideas for new topics for future DMEs. You are also reminded that 2007 will focus on Urban Transport and Antarctica in the two examining sessions.

Prior to starting using the Resource Booklet, many Centres find it rewarding to cover some general preparation on the DME topic. This makes the three week period a little less frenetic and gives more time to focus on the resources. With this in mind, some of the pre-Resource Booklet time could be spent in introducing candidates to the appropriate terminology. Foundation candidates in particular would benefit greatly if they could improve their understanding in this area.

The Internal Assessment continues to stabilise both in terms of Centre marking and grade thresholds. There are many excellent examples and ideas being employed to deliver this investigative form of assessment. Please continue to be innovative. Also, stress the need for candidates to express their own individual decisions about data collection and presentation to access the highest marks. There are still too many pie and bar charts and some Centres are still sending work in with individual sheets in plastic wallets. However, the best work is truly outstanding.

A significant number of candidates still feel that the route to high marks for both the DME and Internal Assessment is to write a lot. This, however, is the wrong message. Leaner, concise and direct answers are what are required, so please emphasise:

QUALITY NOT QUANTITY

2401/01 (Foundation Tier) Decision Making Exercise

General Comments

The Resource Booklet and examination paper were very well received by Centres.

The Examining team agreed that the paper had been pitched appropriately for the target audience. The full range of marks was awarded and as such, the paper discriminated well.

There were relatively few instances of candidates not attempting questions. This is indicative of the fact that a high proportion of candidates found the paper accessible and as such, enjoyed a positive examination experience in advance of the summer session. There was a great deal of evidence to suggest that where candidates had been well prepared, the paper had given them the opportunity to demonstrate their knowledge and achieve a good outcome. The best answers came from those who had a sound understanding of the booklet and as such, could exhibit their geographical knowledge accordingly.

It was especially pleasing to see an increase in the mean and to witness positive achievement from students who, although have good geographical understanding, find writing skills challenging. The quality of response was clearly related to Centres effective use of the preparation period and their ability to instil confidence in their candidates thus enabling them to offer well developed answers incorporating good use of the resource material and a high level of interpretation and analysis.

However, there are still a number of candidates who need to be encouraged to justify their responses with reference to the resources and not purely rely on 'lifting'. This exam requires candidates to be able to select evidence from the resources and then elaborate on the reasons for their choice. Candidates who find this difficult need to practise working on past papers. Indeed, Centres might consider employing writing frames for questions requiring extended answers. Centres might also consider giving candidates the experience of peer and self assessment in an attempt to get them to reflect on their responses.

A small minority of candidates are not employing any form of planning in their answers. This can be crucial to success in the 'decision'. The benefit of adopting this strategy was clearly demonstrated in the work of candidates who had used mind maps to plan their response to question 7.

In addition, the practice of candidates highlighting 'command words' appears to improve candidate focus and ensure that candidates read and respond appropriately to the question. This potentially results in a raised level of performance.

Centres are reminded that the Notes for Teachers are intended to assist them in the preparation of their candidates.

Most Candidates appear to have been entered at the correct level although there were a minority of weak candidates with very weak language skills who may have enjoyed a more positive experience had they been entered for the Entry Level Certificate.

Unfortunately, there was still some evidence that Centres are delivering this module in an 'examination cramming' fashion. Centres should consider delivering the DME as a

discrete unit and as an integral part of a scheme of work designed to discuss 'the issue' in a wider context. Centres which had employed this technique were clearly distinguishable from those that hadn't.

Some candidates were insecure on basic geographical terminology contained in the resource booklet. Terms such as 'mass tourism', 'destination country', and 'benefits' were not well handled by some candidates. These literacy issues should form part of a comprehensive programme of preparation by Centres.

Question	Comments on individual questions.

1. Few had difficulty gaining some credit for this question and even weaker candidates performed well. 1 (a), (b) and (d) were the most accurately answered sections. There were a wide variety of responses to (d). Focus included the growth of package holidays, improved transport, cut price flights, more paid holiday time, higher disposable income and greater levels of advertising.

The Interpretation of the compound line graph in 1 (c) proved difficult for the majority of candidates perhaps indicating the need for some skills development within this area.

1(e) was a straightforward question very carelessly answered. Some candidates did not read the question carefully enough. Some candidates erroneously quoted institutions such as hotels, travel companies, airports rather than jobs as specified.

2. Candidates displayed a high level of competence dealing with Resource 2. As a result, they answered the question well.

Section (a) elicited a wide range of creditworthy answers. Popular themes included water shortages, loss of habitat, seasonal low paid jobs, damage / offence to local culture and increased crime and violence. However, candidates need to be reminded that 'pollution' needs to be qualified to gain credit.

In section (b) the benefits of tourism were confidently expressed by candidates with the emphasis being on the economic benefits such as jobs, wealth and improvements in infrastructure. The multiplier effect was referred to by a minority of candidates. However, a large number of candidates failed to develop their answers sufficiently to gain full marks. Reference to the specific types of jobs and any development relating to the effects of the multiplier would have been sufficient to gain the extra mark. E.g. *'Increased wages results in more spending and this creates more jobs and leads to a better quality of life for the local people.'*

3. Section (a) was generally well answered with most candidates gaining at least two marks. The most popular option was D. This was possibly because most candidates related to the type of holiday depicted. The focus might have been climate, landscape, wildlife, cultural / historical factors and the range of activities on offer.

There were many sensitive observations relating to cultural and historical factors in B and reference to unique landscapes and dramatic scenery.

It proved more difficult for candidates to score maximum marks in (b). Candidates tended not to develop and / or extend points sufficiently. Good answers included the increased dependency of the wildlife on food provided by tourists. The disruption of wildlife habitats and breeding patterns and the realisation that this was a unique, fragile and special environment in danger of being lost

forever were all recognised by candidates. Some candidates confused the Arctic and the Antarcti and referred to the images of people as 'indigenous'. Some similarly failed to appreciate the true nature of Antarctica. This point was highlighted in the Teachers Notes.

4.   This question proved accessible to most candidates. Many answers demonstrated a good level of understanding of the issues raised and some candidates expressed empathy with the poet. This suggests that even at foundation level with skilful preparation, candidates can access resources which contain what may be considered difficult language.

Examples of responses included:

'Local people are not free to go where they want to in their own country because they are treated as pests by their government and the tourist industry.'

'Tourists are invading the locals' privacy and destroying their culture by walking around half naked which makes the locals ashamed and disgusted.'

'It is harder for the local people to feed their families whilst the government is building big hotels and fancy restaurants for lots of profit whilst they get low paid jobs making it harder to earn a living and survive.'

'Local prices rise as the government wants maximum revenue from tourists whilst the locals can no longer afford the basics.'

5.   The majority scored well in part (a). Weaker candidates however, frequently lost marks by failing to refer to features of mass tourism and / or confusing tourists and the host country. Some clearly did not understand the latter term.

In (b), a large number of candidates found it difficult to develop what was meant by 'unsustainable' and were limited to Level 1.

To gain Level two references to disadvantages needed to be linked to sustainability aspects.

E.g. *'Many people go there and leave behind a lot of waste such as litter and sewage. This builds up and will affect the place for years to come.'*

'Too many people visit at one time causing overcrowding and swamping the locals taking over their homes and community. This is destroying the local habitats and culture.'

'Too overcrowded with a lot of hotels meaning there is less land for the future.'

'Too many tourists and their activities will eventually destroy the attraction of the place and visitor numbers will decline……leaving the local people worse off than before with a ruined environment'.

Some weaker answers simply did not relate to Benidorm at all.

6.   Resource 7 was used competently by most candidates in order to answer this question. Key points made by candidates included reference to local involvement in decision making, little or no economic leakage (as locals get fair a share of the profits), the local culture being treated with respect and that meaningful links are made between cultures.

In part (b), relevant ideas on conservation, restrictions on visitor numbers and increased respect for the environment with some of the profits ploughed back into the environment or protecting the environment by building an aerial bridge were suggested by candidates. However, the term 'sustainable' was not universally understood and some candidates appeared not to be familiar with the word 'benefits'.

In addition not all candidates focused on 'people' in part (a) or the 'environment' in part (b).

7.   Option 2 proved to be the most popular option chosen by candidates followed by Option 3. Very few chose Option 1.
There were some well reasoned answers in favour of mass tourism but in the main most failed to make more than two points relating to increased wealth and better infrastructure.

Arguments against this option focused on a leakage of profits, increased indebtedness, increasing control of foreign companies and environmental destruction.

Most arguments cited in respect of Option 3 focused on the total banning of tourism - not just in those areas deemed most at risk.

E.g. *'Homes and lifestyles will remain unchanged and resources and culture will be protected for the future.'*

Many focused on the need to reduce deforestation given the negative effects i.e. soil erosion and lack of traditional fuel. The protection of a unique way of life also featured within candidate responses.

Other good responses focused on the protection of the ecosystem for future generations and in allowing plants and animals to regenerate. However, some better candidates pointed to the example of the Peak District where due to 'zoning' previously low risk areas were becoming increasingly in danger of exceeding their carrying capacity.

Arguments against this option mainly focused on the lack of development opportunities and the loss of jobs and opportunities for local people.

Option 2 produced the best justification with arguments making reference to the fact that local people would be involved in the planning and implementation of schemes. Working as a team for the benefit of all was perceived by candidates as a means of locals benefiting from increased income. Limited damage to the ecosystem and the utilisation of local expertise were referred to. Some also made mention of the advantages related to skills acquisition and training for locals.

The best candidates related their answers specifically to the resources pertaining to Nepal and showed good 'place' knowledge.

In terms of the decision, there was some evidence of over preparation of candidates. As a result some candidates appeared to have answered questions in the wrong sequence or placed their answers in the wrong part of the answer booklet. In terms of the marking of such scripts, a positive approach was adopted. However, many candidates failed to identify the option they were writing about in (d).
Centres are reminded that the format of the decision can, and does, vary from session to session and that over preparation may, in fact, limit candidates' achievement.

Unit 2401/ 02 (Higher Tier) Decision Making Exercise

Overall Performance of the Candidates

This 'Ecotourism' topic was generally well received by Centres and candidates alike. Most candidates not only appeared to know the resources exceptionally well but also appeared to have clearly enjoyed the topic.

The term 'sustainability' was used confidently by an increasing number of candidates who now view the term from an environmental, social and / or economic perspective. However, some less able students poorly directed their responses and this led to excessive verbosity, especially where answers were not planned.

Many candidates wrote lengthy answers which achieved full marks halfway through an answer, or, more rarely in the last few lines of a very lengthy response. A significant number of candidates could have achieved their marks by focussing more directly on the question being asked and avoiding introductory sentences or paragraphs that added little value. Indeed, a few candidates were forced to rush their responses to the decision as they had written too much in earlier questions.

The paper differentiated well and the most able gained marks by clearly developing the points they addressed. In addition, they used relevant geographical terminology competently. Conversely, the responses of the poorer candidates tended towards a list of reasons without sufficient development. In addition, there was a tendency for weaker candidates to simply quote directly from the resources.

Centres are asked to ensure that candidates complete the cover sheet of the answer booklet correctly, including listing the question numbers. It would also be very helpful if candidates could leave three or four lines between questions to enable examiners to insert the appropriate level and mark.

Question   Comments on individual questions.

1.   This question was well answered by the majority of candidates. The reasons for increasing tourism (increasing affluence, better transport systems and the increasing need to get away from the stresses of everyday life) proved relatively easy to develop. Some candidates mistakenly concentrated on Resource 1 rather than give reasons for the increasing popularity. A short, clear paragraph often gained full marks, however, many candidates wrote too much.

A sample full mark answer:

'The ability for people to travel abroad easily via air travel has only become available since 1950. Air travel quickly transports tourists to many locations, increasing accessibility to other parts of the world and therefore creating more tourism. Prices of flights have also relatively decreased so encouraging even more people to travel abroad. Also the public is now more educated about other places around the world through increases in information in schools, on TV programmes and recently through the internet. All of these encourage people to visit new places and many choose to do so, hence tourism increases.'

2.   This question was also well answered by the majority of candidates. Better candidates developed their answers using either the resource effectively or introducing their own knowledge. Some weaker candidates tended to copy from the resource (Hidden Costs) without adding their own development. 'Leakage', 'loss of culture' and 'water shortages' tended to be the best developed ideas. Some candidates referred to non LEDC examples such as Benidorm. Overall, a good understanding of the issues was exhibited by candidates.

A sample full mark answer:

'Tourism in LEDCs can harm just as easily as it can help. Through the expansion of tourism, many new hotels and roads are built, and if they are not carefully planned they can destroy the habitats of local wildlife and make the area less aesthetically pleasing. A second problem caused by tourism is the exploitation of the local people. Not only are their precious resources such as fresh water taken away, their culture can be exploited and turned into a show to obtain money from the tourists.'

3.   Generally, part (ii) was dealt with well. Many candidates managed to make reference to two developed points. However, responses to part (i) were rather limited. Phrases such as 'sun, sea and sand' were very common. All of the photographs in Resource 3 were used and most candidates seemed to have a good idea of where they were taken. The best development tended to be with reference to photograph C e.g. that the area was unspoilt and that people wanted to see it before it disappeared. In general, candidates stated what they saw in the photographs and left it at that.

In part (ii) many more candidates managed to develop both the effects on wildlife and / or the short term and longer term effects of the various types of pollution. Not all candidates realised that Antarctica has no native population and so references to 'native tribes' and 'exploitation of culture' did not receive any credit. Close examination of the Teachers' Notes accompanying the resource booklet would have prevented this misconception.

A sample full mark answer:

'Increasing numbers of tourists may wish to visit Area D. This is because from the photograph, it looks like quite a warm and sunny place with the theme of sun, sea and sand. This is very

attractive in particular to British people, many of which go to warm places for a climate which is different to our cool, wet weather. It is also a very nice looking place with the attractive beach and greenery which appears to be peaceful, not too crowded or polluted and thus would make a nice holiday destination. People may wish to visit for the water activities such as boating or yachting as can be seen on the photograph and which may suit more energetic tourists. The increasing numbers visiting may result from more demanding jobs at home so that people want a complete break from their normal lives.'

'From the picture of Antarctica's possible future, many negative impacts of increasing tourism can be found. The area has been built on a lot and there has been an increase in snow vehicles. This has spoilt the scenery and ruined the natural beauty of the area. There would be more pollution caused by the vehicles and from building things like the ice cream stall. This pollution could contribute to global warming and the melting of the ice cap. The increased noise from the vehicles could disturb the wildlife like the penguins, meaning they lay fewer eggs and so their numbers would decrease. A second related problem would be the possibility of such animals becoming tame and relying on tourists for food. This could decrease the number of wild penguins as they might forget how to hunt.'

4.　　Most candidates used the resource well with answers incorporating quotes and references to stanzas within the poem. This indicates that time had been spent in class studying and interpreting the resource. The most popular answers included exclusion from beaches, degradation of local customs and a decline in the quality of life due to price increases. Weaker candidates tended to just quote parts of the poem without elaboration. Cultural degradation such as posing for photographs and the degradation of local customs were often not treated as separate points.

　　A sample full mark answer:

'Local people have a number of reasons against tourism in their country. Firstly it results in the exploitation of their culture to entertain the tourists. Instead of sacred religious ceremonies, the tourists give money to watch local people perform their cultural events which can be offensive to the natives and can undermine their society. Secondly the local people may not receive the benefits of tourism like the hotel owners do. Even while the large businesses are making money the locals could be kept in poverty and can just become a sight for the tourists. The locals feel that they should receive some of the benefits for helping to cater for tourists in their country.'

5.　　This question appeared to discriminate very well. The better candidates understood sustainability and focused their answers on the question asked. Other candidates could write about sustainability but failed to apply it convincingly to the question. The most popular answers were increases in crime and violence, seasonal jobs, environmental degradation and the cycle of decline. All of which lead to an eventual loss of popularity and less tourists visiting the resort. A number of candidates treated Benidorm as an LEDC resort and mistakenly referred to native cultural degradation. There is little doubt, however, that the understanding of sustainability has markedly improved over recent examination sessions.

　　A sample full mark answer:

'Tourism in Benidorm could be considered unsustainable for two reasons. Firstly the expansion of the industry has been unplanned so that the natural landscape visible in 1950 has now been almost totally covered by the large ugly hotel buildings and other man made structures. This is unsustainable because it discourages other tourists from visiting the area as it is not as naturally appealing as it once was. Secondly many local residents have been forced out of

their own town and are heavily outnumbered by tourists who have taken over the main area of the town. As tourism is a seasonal enterprise, there is no use for the tourist accommodation and facilities in the winter and therefore the area suffers economically as both workers and visitors may well decide to go elsewhere.'

6.   This question also separated those candidates who understood and could apply the concept of sustainability from those who simply knew what 'sustainable' meant. In part (i) there was limited development with the exception of references to the way in which the money could be made directly from tourists. Another popular approach considered respecting local traditions after spending time living with the people. In part (ii), weaker candidates limited themselves to 'no damage is done to the environment' or 'the ecosystem is not altered'. Stronger candidates were armed with a variety of measures that demonstrated how this was achieved, e.g. stating how the rope bridge in the photograph of the rainforest in Costa Rica blended in with the environment but also helped to prevent footpath erosion on the ground.

A sample full mark answer:

'Sustainable tourism helps the local community in two main ways. Firstly it prevents the local people from being exploited in the way that mass tourism would. The native people and culture are respected instead of being turned into an act purely for visitors. Secondly it allows the indigenous population to earn a fair share of the profits from foreign tourists so that they can be used to improve the local community and decrease poverty levels instead of them being used for cheap employment by the large holiday companies.'

'The environment avoids damage through ecotourism through a number of ways. Ecotourism encourages the use of local materials for the construction of lodges and small hotels so that they fit into the look of the natural environment. Ecotourists are normally limited in number so that there cannot be surges in unsustainable building, nor will large numbers of tourists trample the environment and cause damage in that way. The encouragement to stay with local people and observe their customs reduces the use of unnatural goods such as plastics which therefore lower pollution.'

7.   Most of the candidates seemed quite comfortable with the format of the question and used it as a framework for their answers. Most showed a good understanding of the advantages and disadvantages of the various options as well as a clear grasp of the concepts and issues outlined in the resource booklet. Generally, candidates made sensible use of the resources and of their own knowledge. Most candidates, not surprisingly, selected Option 2. Reasons for rejecting Options 1 and 3 were well thought out but there was a tendency for the reasons for rejecting option 4 to be rather superficial. The better candidates referred to MNCs or the Nepalese Government as their groups who would have preferred Option 1. Some weaker candidates do not give good, clear reasons for their choice of option and spent too much time rejecting the other options. Advantage marks were lost because they were not linked to a specific group. Some candidates latched on to the idea of banning tourists but failed to realise that this was only a limited option. Some answers were far too long and contained large amounts of irrelevant material, e.g. a detailed explanation of the recent Maoist rebellion in Nepal.

A sample full mark answer:

'I think that the best option for Nepal would be option 2 because the area would not be spoilt by mass tourism as in Benidorm due to litter, noise and deforestation. Also, the local culture would be respected and the quality of life for people and animals would not be lowered. In fact, it could be raised because the local people would get a fair share of the earnings from

ecotourism and would be the managers so meaning that the majority of the profits would not go to foreign MNCs or TNCs as in mass tourism.

I rejected option 1 because I think it would cause more problems for the people of Nepal. Borrowing money would just lead to more debt and the building of luxury tourist facilities would be bad for the environment and would ruin the unique, beautiful scenery of Nepal.

I rejected option 3 because I think it would be difficult to prevent people getting into particular areas. Also, other areas would gradually be ruined by overuse. Banning tourists from some areas would reduce the number of tourists because they may wish to see the whole country and may therefore choose a country with no restrictions on access. This would reduce Nepal's income.

I rejected option 4 because I do not think the problems of Nepal will disappear over time. If things are not altered, Nepal will suffer a decline in tourist numbers as the environment is spoilt as pollution and damage increase. This will mean less income for the local people.

However, option 2 may not be the beat idea for Nepal in all respects. It may be quite difficult to get all the parties involved to agree, especially with the political unrest and rumours of fear and corruption in the country at the moment. Also, not all tourists like the idea of ecotourism with many preferring the luxury facilities provided by mass tourism.

People may object to my choice of option. Tour operators may prefer option 1 because there is far more profit for them and they are probably more interested in making money than in the plight of the indigenous people. MNCs and TNCs would also disagree with my choice and prefer option 1 as they would get the contracts to build the luxury facilities and therefore increase their profits. The Nepalese government may also prefer option 1 rather than option 2 because option 1 would make a lot more money for the country in a shorter time. Ecotourism produces smaller profits and takes much longer to do so.

In conclusion, I feel that option 2 is definitely the best way forward for Nepal as it will increase the quality of life without damaging the unique environment or disrespecting the local people. This option is achievable as it will not cost large amounts of money to a poor country and does not have the problems associated with the leakage concept.'

Unit 2404: Internal Assessment

General Comments:

In excess of one hundred Centres (5500 candidates) were entered for moderation in January 2006. This is a slight increase on last year and shows that a significant number of Centres are taking advantage of the opportunities offered by staged assessment to complete coursework at a relatively early stage in the two-year GCSE cycle. This may be perceived as advantageous as it reduces the pressure on candidates in the busy period prior to the Easter break and allows teachers to concentrate on preparation for the terminal examination.

Administration by Centres was generally very good. The majority of Centres did complete the required paperwork but some had to be asked to send the authentication form (CCS160). Most Centres responded very promptly to their moderators request for a sample of work and the work was packaged correctly.

In the vast majority of Centres, the standard of marking is excellent. There was however, a tendency for some Centres to over mark at the upper end and to give too much credit for descriptive analysis and unsubstantiated conclusions. In addition, there was some evidence of maps not being utilised effectively and photographs and diagrams being labelled and not annotated. The drawing of graphs was an area where variety, imagination and initiative needed to be demonstrated by candidates if they were to be awarded higher level skills marks.

The quality of candidates' work continues to improve. Candidates are demonstrating an awareness of enquiry strategies, particularly in the context of individual studies. Many showed a clear theoretical and local context to their investigation. The best work was focused and used clear aims and hypotheses to help organise and structure their investigation. This allowed candidates to analyse their results and make substantiated conclusions. Centres which had a methodology for data collection were able to successfully evaluate their investigation at the end. They were able to discuss the techniques they used and the problems they faced and how they might improve things.

There continues to be some excellent use of ICT including annotated digital photographs and diagrams. However, computer generated graphs do not always offer a wide enough range or variety beyond bars and pie charts. Scatter graphs and proportional symbols could be used where appropriate. The best examples are where graphs are integrated with maps.

Centres continue to slim down their units and candidates are becoming more concise. Some Centres showed excellent analysis of their results and attempted to offer reasons for their findings. These were also used to substantiate their conclusions.

Overall, it is fair to say that the Internal Assessment component of this Specification is working well and indeed, enhancing candidates' final performance. Investigations are well designed and involve effective fieldwork and students enjoy the experience. Geography teachers deserve congratulating for their efforts on their students' behalf.

Geography 3988
Oral Decision Making Exercise Unit 2422

It is pleasing to report that there appeared to be very few candidates within the lower half of the mark range this year. The exact reasons for this cannot easily be identified due to the nature of staged assessment (candidates from three different cohorts could conceivably have entered this examination). However, the staff conducting the assessments in schools completed the task admirably and their confidence in handling this examination will certainly be a contributory factor in the overall outcomes achieved by their students.

Most of the Centres entering candidates were well established and the marking of the work was very close to the nationally agreed standard for this unit.

Listening to the oral tapes submitted for moderation would suggest that the assessment took approximately 10 minutes in most cases. This reverses the recent trend of interview duration increasing.

Candidate responses suggested that they were (unsurprisingly) conversant with the concepts of tourism and its impacts on environments and society. Candidates appeared able to relate to the options for Birmingham & Bristol Travel and were hence able to engage in the decision making process.

The opening questions relating to the candidates' own experiences of travel and tourism appeared to give them scope to 'get a positive start' to the discussion. This in turn bred confidence. Numerous references were made to 'shy, nervous or quiet' candidates who performed better than staff in schools had anticipated.

The resources themselves posed few if any problems and those that were encountered locally (no one Resource appeared to be a problem other than with individual candidates) were well handled by supportive and sympathetic steering by the interviewing staff. The photographs seemed to be very well received with all candidates being able to relate to the opportunities for holidays and travel that they offered. This is especially pleasing (and congratulations to Centres who have obviously prepared their candidates thoroughly) in view of the difficulties the concept of national parks created a few years ago.

Centre staff are reminded that the interviewer does not have to work with the 'suggested' questions and is also able to prompt answers from weaker / more hesitant students. Some of the weaker candidates have trouble pronouncing names / words and the trick of asking the candidate to point to the answer in the resource (which can then be read out by the interviewer) is well used now. It is pleasing that moderators did not report any incidents of candidates reading (apparently) prepared answers during the interviews this year.

Finally, Centres are reminded that it is helpful to consider the mark scheme for the oral examination before interviewing their candidates and to possibly share this with their students. This will hopefully enable both to keep in mind key ideas such as developing answers in sentences, using appropriate geographical terms and using resources to justify a decision. A prior awareness may enable interviewers to steer their questioning to draw out these skills and understanding thereby potentially improving the performance of their candidates.

General Certificate of Secondary Education
Geography C (1988)
January 2006 Assessment Session

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2401F	Raw	60	-	-	-	47	39	31	24	17	0
	UMS	83	-	-	-	72	60	48	36	24	0
2401H	Raw	60	54	48	42	36	29	25	-	-	0
	UMS	120	108	96	84	72	60	-	-	-	0
2404	Raw	40	35	31	27	24	19	15	11	7	0
	UMS	80	72	64	56	48	40	32	24	16	0

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

**Entry Level Certificate
Geography Specification C (3988)
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	Level 3	Level 2	Level 1	U
2422	Raw	30	18	10	5	0
	UMS	60	48	36	24	0

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

These statistics are correct at the time of going to publication.

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