



# Cambridge Pre-U

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**GEOGRAPHY**

**9768/02**

Paper 2 Global Themes

**For examination from 2020**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

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This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **18** pages. Blank pages are indicated.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Guidance notes for marking 9768/02**

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

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

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

**Generic Mark Scheme (GMS)**

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

<b>Level</b>	<b>Marks</b>	<b>Assessment criteria</b>
<b>1</b>	<b>1–9</b>	<ul style="list-style-type: none"> <li>• Little knowledge and understanding of the subject content; response may also contain unconnected material</li> <li>• Exemplification, if used, is simple and poorly related to the text or may not be relevant</li> <li>• Lack of clarity and organisation; English expression is simple with inaccuracies; geographical terminology, if used, is basic or not understood</li> <li>• Sketch maps/diagrams are limited or poorly executed and may lack relevance</li> <li>• Question is understood weakly and may be addressed slightly</li> <li>• Superficial statements replace analysis and evaluation; application of concepts and theories may be minimal or absent</li> <li>• Conclusion may be absent or simply asserted</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

**Section A****Migration and Urban Change**

Question	Answer	Marks
1	<p data-bbox="304 371 1166 405"><b>Examine the factors which influence intra-national migration.</b></p> <p data-bbox="304 443 560 477"><b>Indicative content</b></p> <p data-bbox="304 510 1326 712">The syllabus uses the term <i>intra-national</i> for movements some of the literature also calls internal and national. It subsumes the syllabus category local. Only international movements which cross national borders are excluded. Whilst the focus of the question is, and therefore of the essay response should be, 'factors', candidates may draw on any examples of intra-national migration. The syllabus details a number of factors influencing migration:</p> <ul data-bbox="304 752 1321 853" style="list-style-type: none"> <li>• Push/pull factors, intervening opportunities and obstacles</li> <li>• Economic, socio-cultural, environmental and political influences including reference to forced migrations asylum-seeking, refugees, IDPs</li> </ul> <p data-bbox="304 891 1326 1301">All of these may operate at the intra-national scale and over different temporal scales. To this list candidates may add factors influencing migration decision-making by the individual, family or group, including character, personal circumstances and risk-taking traits. Candidates are free to develop their own approaches to the question, but whatever route is chosen, essays which identify factors clearly and examine their influence carefully will be rewarded. There may be detailed consideration of one or more movements or migratory streams, or a broadly conceived response, drawing on several examples to illustrate the factors involved. Consideration may be given to the strength or nature of the influence exerted and to the interaction of different factors in influencing the movements. Some reference to the principal relevant theories may be expected.</p> <p data-bbox="304 1339 1278 1574">At lower levels candidates may tend to describe examples of intra-national migration, without much focus on the factors in the question, or simply list categories, such as 'economic' or 'social' without fuller support and/or examination. At higher levels, factors are likely to be to the fore in well-developed and evidenced examinations of influence which demonstrate a sense of the complexities of influences on migration decision-making in reality.</p>	25

Question	Answer	Marks
2	<p data-bbox="304 232 1259 300"><b>‘At higher levels of development, the distinction between urban and rural is increasingly difficult to make.’</b></p> <p data-bbox="304 338 991 371"><b>To what extent do you agree with this assertion?</b></p> <p data-bbox="304 409 560 443"><b>Indicative content</b></p> <p data-bbox="304 481 1294 992">The question draws on and combines both <b>Migration</b> and <b>Urban Change</b> content from the syllabus; through rural-urban and urban-rural migration on the one hand and through elements such as urbanisation, rural depopulation and counter urbanisation on the other. Countries at higher levels of development are the explicit context, within which candidates are free to develop their own approaches, although reference to different world regions will be rewarded. One approach would be to examine some of the key words of the assertion, such as the nature of ‘the distinction’ between what can be considered urban and what can be considered rural (e.g. space, scale, environment, lifestyle, services, etc.) and of change over time, i.e. ‘increasingly difficult to make’ and to draw on examples in order to demonstrate in what ways there may be elements here with which to agree or disagree. Some may consider the way in which the distinction made – or attempted – may depend on the stakeholder, e.g. long-term resident, new arrival, service provider, planning authority, etc.</p> <p data-bbox="304 1030 1318 1263">At lower levels the approach may be more descriptive and explanatory, rather than truly evaluative, or may consist of a statement of agreement or disagreement with limited support and little or no counter-argument or consideration of contradictory evidence. At higher levels, skills of assessment will be demonstrated in the organisation and development of the response and in the handling of the evidence on which the candidate’s personal judgement is based.</p>	25

**Trade, Debt and Aid**

Question	Answer	Marks
3	<p data-bbox="304 300 1278 367"><b>Assess the benefits and problems of trade which exporting countries experience.</b></p> <p data-bbox="304 405 560 434"><b>Indicative content</b></p> <p data-bbox="304 472 1302 607">A question focused in one core area of the syllabus and using syllabus terminology. It invites in-depth treatment and the use of examples in support of the assessment made. The syllabus framework for study of the benefits and problems of trade for exporters [and importers] is given as:</p> <ul data-bbox="304 645 1043 779" style="list-style-type: none"> <li>• Balance of payments and trade deficits/surpluses</li> <li>• The significance of foreign currency</li> <li>• Overdependence on primary products</li> <li>• Neo-colonial control and trade as a political weapon</li> </ul> <p data-bbox="304 817 1310 1122">In addition to these, other benefits, such as improved standard of living, or problems, such as competition within the global market, may be credited, if known. No particular stance or overall position is anticipated in that the evidence is mixed and candidates' abilities to weigh evidence and make their own judgements and conclusions are creditable aspects of the development of essay responses. The trading position of, say, emergent China, 'the workshop of the world', is clearly different from that of a Caribbean island country, the principal export of which is bananas, given climatic hazards and international agreements.</p> <p data-bbox="304 1160 1310 1330">At lower levels, candidates may write quite generally about trade and tend to explain, or to state a position, rather than to assess. The approach taken may equally be narrow in the exporting countries taken. At higher levels, candidates will provide an assessment which is supported and contemporary and which may demonstrate a global perspective on trade and trade issues.</p>	25



Question	Answer	Marks
4	<p data-bbox="304 237 1198 264"><b>Examine the motivations for different forms of international aid.</b></p> <p data-bbox="304 309 560 336"><b>Indicative content</b></p> <p data-bbox="304 376 1318 544">The reasons for different forms of aid are embedded in the syllabus content and in the nomenclature of the forms of aid themselves. In asking about motivations, candidates are able to develop a consideration of the values and intentions behind the giving of aid, both objective and explicit and, perhaps, subjective and implicit or suspected by others. The syllabus lists:</p> <ul data-bbox="304 584 727 712" style="list-style-type: none"> <li>• Long term development aid</li> <li>• Short term relief aid</li> <li>• Bilateral/multilateral aid</li> <li>• Tied aid</li> </ul> <p data-bbox="304 757 1318 1167">and refers to major donors, major recipients and reasons aid is given to specific countries/projects. It identifies aid from three types of donor: international institutions, governments and NGOs. Candidates may consider and question a wide range of motivations from the humanitarian, to that which positions a country to meet its own needs, such as China in Africa to obtain mineral resources, or places products, for example, in a defence contract, alongside a development scheme, such as dam construction. No particular stance is expected and candidates are free to use the examples they have and the views they hold to develop their own essays on the topic. Some may consider the perceptions of different stakeholders and the working out of different forms of aid in terms of whether the original aims were met and motives fulfilled.</p> <p data-bbox="304 1211 1318 1442">At lower levels, candidates may write about aid quite generally, explaining the different forms it takes and offering examples with limited, and perhaps uncritical, attention to motivation. At higher levels, candidates are likely to show the ability to acknowledge that motives may be both overt and hidden, and to develop an examination which ranges across a number of forms of aid and instances of donation from the perspectives of both the donors and the recipients.</p>	25

**People, Place and Conflicts**

Question	Answer	Marks
5	<p data-bbox="304 300 1254 333"><b>Discuss the impacts on people of different types of political border.</b></p> <p data-bbox="304 367 560 400"><b>Indicative content</b></p> <p data-bbox="304 439 1318 539">This is an over-arching question. Borders appear in a number of places in the syllabus and the nature and function of borders are fundamental to political geography.</p> <p data-bbox="304 573 544 607">The syllabus lists:</p> <ul data-bbox="304 640 839 779" style="list-style-type: none"> <li>• Types of border and political frontier <ul style="list-style-type: none"> <li>– Boundary</li> <li>– Frontier</li> <li>– Border/borderland</li> </ul> </li> </ul> <p data-bbox="304 813 1302 954">The topic reaches further in terms of the potential for candidates to consider a number of other elements including disputes, conflicts, migration controls, refugees and issues relating to residence, propinquity and border zones and transborder circulation.</p> <p data-bbox="304 987 1318 1402">The detailed consideration of different types of political border and of different groups of people is fundamental to developing the discussion of impacts that is required. Candidates are free to develop their own approaches to make the most of the material they have. For example, two types of border could be taken for comparison in some depth and detail, such as the ‘soft’ internal political frontiers of the EU under the Schengen agreement and a ‘strong’ political border, such as that into the USA, as they affect international migration. On the other hand, a ‘big picture’ approach could consider more types of border and/or people other than migrants. It is legitimate, but not necessary to consider the impact of borders on other flows, such as goods, money and information, as long as ‘people’ remains the focus, e.g. in relation to traders, businessmen, tourists, refugees, etc.</p> <p data-bbox="304 1435 1326 1603">At lower levels, candidates may take more of a descriptive approach than a truly discursive one, maybe presenting examples separately or writing generically with limited place-specific content. Higher level writing is likely to frame the whole response as a discussion and to draw on diverse evidence to offer the candidate’s own analysis of impacts on the people(s) chosen.</p>	25

Question	Answer	Marks
6	<p data-bbox="304 237 1123 271"><b>Assess why territorial disputes may be difficult to resolve.</b></p> <p data-bbox="304 304 560 338"><b>Indicative content</b></p> <p data-bbox="304 371 1310 439">This is a narrowly-targeted question in syllabus content, but is rich potentially in terms of the assessment that a candidate can make.</p> <p data-bbox="304 472 730 506">Relevant syllabus areas include:</p> <ul data-bbox="304 539 608 607" style="list-style-type: none"> <li>• Territorial disputes</li> <li>• Causes of conflict</li> </ul> <p data-bbox="304 640 1310 887">One possible approach would be to embed a detailed case study of a territorial dispute, within an essay which opens and concludes with more general content, in order to do justice to ‘disputes’ (plural) in the question. Another approach would be to structure the extended writing by factor or by difficulty, assessing the contribution of each one by one. Candidates are also wise to consider timescale in that territorial disputes have past, present and future dimensions to them in terms of difficulty.</p> <p data-bbox="304 920 1302 1055">It would also be appropriate to consider different stakeholders involved in the territorial dispute. Candidates may assess how issues such as language and culture, management, government policy, negotiation and the work of agencies such as supranational bodies contribute to the difficulty.</p> <p data-bbox="304 1088 1254 1200">Although the question is expressed in terms of difficulty, content about success or measured success in resolving territorial dispute is creditable within the flow of the essay and development of the overall assessment.</p> <p data-bbox="304 1234 1278 1435">At lower levels, candidates may take an approach which tends to present a case of one or more territorial disputes and state that they are difficult to resolve, perhaps giving a simple, (even simplistic) reason. At higher levels, candidates are likely to frame the whole essay as an assessment, moving confidently between generic and specific content and framing an analysis which impresses conceptually and by its contemporary reality.</p>	25

**Section B****Energy and Mineral Resources**

Question	Answer	Marks
7	<p data-bbox="304 367 1214 434"><b>How far do you agree that for electricity production ‘the future is nuclear’?</b></p> <p data-bbox="304 472 560 506"><b>Indicative content</b></p> <p data-bbox="304 544 1318 1301">This overarching question has the potential to draw on syllabus content in most of the main themes. It therefore requires both synthesis and analysis in the required assessment. The diversity of energy strategies, policies and initiatives, and changes in the energy mix in different countries, mean that no one stance or opinion is sought and that the opinions of different groups of people and/or stakeholders are significant. Credit will be given for the arguments offered and for the use of evidence in support of the position taken. Much depends on the examples taken, with the situation in France, for example, currently producing over 75% of its electricity from nuclear sources, being quite different from that in ‘green’ New Zealand, in Africa with the one nuclear power station, Koeberg, in South Africa or in Japan after the experience of 2011. The question also offers candidates the opportunity to consider the future of other sources of power generation, whether ‘clean’ or ‘cleaner’ coal technologies, or the growth of renewables at all scales from the domestic to China’s Three Gorges Dam. Another line of argument would be to consider the risks associated with nuclear power and to consider the kind of future which it may yield in the case of accident, or the implications of nuclear waste management and the decommissioning of power stations for future generations and sustainability (Brundtland). The recent Fukushima crisis could profitably be discussed, particularly the response of Japanese authorities and more remote countries, such as Germany. Similarly, reference may be made to the Durban and the Rio 20+ Summits.</p> <p data-bbox="304 1339 1305 1541">At lower levels candidates are likely to demonstrate knowledge and understanding of the nuclear debate and energy futures, but to explain more than assess, perhaps simply stating and supporting a viewpoint. At higher levels, candidates will attempt an overview of the topic and offer detailed exemplar content indicative of the debate, and of different positions adopted, in the 21st century in formulating their own.</p>	25

Question	Answer	Marks
8	<p><b>Examine the issues involved in the management of energy and mineral resources internationally.</b></p> <p><b>Indicative content</b></p> <p>The question requires analysis at a certain scale, international, and so demands a global perspective. However, it is accepted both that international issues have implications at the national scale and that national policies may have international dimensions to them to be examined. The question, by using the word ‘issues’ and including both kinds of resources, energy and mineral, is broad to enable candidates to use the material they have and to develop and structure their essays as they choose, gaining credit by so doing. The syllabus gives the following content:</p> <p>Managing energy and mineral resource exploitation at different scales:</p> <ul style="list-style-type: none"> <li>• International commodity organisations, such as OPEC</li> </ul> <p>Managing the environmental impact of energy and mineral resource exploitation at different scales:</p> <ul style="list-style-type: none"> <li>• International agreements and protocols, such as Brundtland, Club of Rome, international climate change conferences, Antarctic Treaty</li> <li>• The application of international agreements at the national scale</li> </ul> <p>One possible approach would be to consider the issues for countries at different levels of development, whether in connection with emissions and emissions trading; cross-border water transfers, e.g. Egypt/Sudan; or the destruction of the tropical rainforest in order to obtain oil, gas and minerals.</p> <p>At lower levels, candidates may recount learned examples without offering much examination of, or clarity about, the actual issues they demonstrate, or attention to the international scale. At higher levels, the conceptual content in terms of both ‘issues’ and ‘management’ will be foundational and show some breadth of perspective combined with insight in terms of contemporary reality in the international context.</p>	25

**The Provision of Food**

Question	Answer	Marks
9	<p data-bbox="304 300 1273 333"><b>Discuss the main constraints on food production in the 21st century.</b></p> <p data-bbox="304 369 560 400"><b>Indicative content</b></p> <p data-bbox="304 439 1326 781">An understanding of the role of constraints is fundamental to the subject of food production. The syllabus explicitly recognises physical constraints on food supply. Relevant content can be readily derived from a theoretical framework of carrying capacity, in relation to land area, population numbers and level of technology. Other factors may include social, such as levels of literacy and education, or the impacts of HIV/AIDS on producers; economic, for example personal indebtedness, or the need for irrigation; or political, such as quota systems (including wild fishing), or instability that disrupts cycles of planting and harvest. There may also be related ideas which are less easy to attribute to any one dimension, such as diminishing returns.</p> <p data-bbox="304 817 1318 1093">Candidates may choose to respond that identification of ‘the main constraints’ is both space- and time-specific, supporting this with appropriate evidence. Candidates may argue that after global warming (a discussion of biofuels would be relevant here), the next big environmental issue is water scarcity, and that 2 billion people will be living in areas of water scarcity by 2025. The implications for food production may be profound. Credit will be given for responses which refer to countries at different levels of development and to different world regions in the discussion offered.</p> <p data-bbox="304 1128 1326 1256">At lower levels, candidates may tend to describe food production and consider constraints in a limited manner. At higher levels, more insightful discussion will be pursued within a futuristic 21st century context which is both real and well-informed.</p>	<b>25</b>

Question	Answer	Marks
10	<p data-bbox="304 232 1251 300"><b>Assess the consequences of the ‘post-productionist’ phase of food production in countries at higher levels of development.</b></p> <p data-bbox="304 338 560 367"><b>Indicative content</b></p> <p data-bbox="304 409 1294 544">Complementary to the broad preceding question, this seeks an in-depth approach and detailed response on a narrowly defined area of the specified content. It invites a distinctively UK- or European Union-based essay, although other contexts of higher levels of development, if known, are valid.</p> <p data-bbox="304 582 1310 784">The content in the syllabus is diverse and it is not anticipated that candidates would deal with the consequences of all of the following; indeed, a holistic approach may be productive in the time available. Two areas of consequences, for food production systems and for policy are identified, although the consequences for farmers and for landscapes, say, may be easily and creditably derived from the former.</p> <ul data-bbox="304 822 1318 992" style="list-style-type: none"> <li>• Farm diversification schemes (food and non-food)</li> <li>• The introduction of top-down stewardship schemes e.g. milk quotas, set-aside, ESAs and NSAs in the UK</li> <li>• The growth of bottom-up approaches such as low impact techniques and organic farming.</li> </ul> <p data-bbox="304 1030 1307 1232">At lower levels, candidates may describe and explain this phase of food production without particular regard to its consequences or their assessment in other than a limited way. At higher levels the assessment of the consequences will be the focus of the response. Candidates may profitably speculate that a new productionist phase will soon be required to overcome increasing food insecurity.</p>	25

**Tourism Spaces**

Question	Answer	Marks
11	<p><b>Examine the nature of, and reasons for, the changing demand for tourism.</b></p> <p><b>Indicative content</b></p> <p>The focus is on demand for tourism and how it is changing; these changes may be both positive and negative. They occur in scale (volume) and in character (e.g. spatial spread of tourist origins and tourist destinations; decrease in older tourism products, such as beach holidays or mass tourism, and increase in new tourism products, such as health, or wilderness tourism). Supply may be relevant, but only insofar as it influences demand, e.g. through advertising and place promotion.</p> <p>The syllabus indicates a variety of reasons for changes in demand:</p> <ul style="list-style-type: none"> <li>• Social and economic changes</li> <li>• Socio-cultural values and attitudes, including tourist motivations and behaviour</li> <li>• Technological developments, including transport</li> <li>• Logistical nature of the holiday product, such as package tourism</li> <li>• Political influences, including political instability</li> <li>• Economic conditions</li> <li>• Role of the media</li> <li>• Unforeseen events, e.g. natural disasters, terrorists attacks, civil unrest.</li> </ul> <p>Candidates are not expected to address all of the above to achieve a high level, but should, ideally, demonstrate an appreciation of the dynamic, even volatile, and interactive nature of demand for holidays in more than one type of tourism space. Credit will be given for named located examples and for the use of evidence in support of the observations made, for example, statistics of numbers of tourists or percentage changes for specific dates or time periods. Some reference to the principal relevant theories/models may be expected.</p> <p>At lower levels, candidates may write quite generally about tourism, or repeat one or more learned examples with limited attention to changing demand. They may pursue one element of the question (nature/reasons) at the expense of the other. At higher levels, candidates provide careful, detailed examinations of changes in demand, both nature and reasons, in a reasonably balanced manner, drawing on evidence from diverse tourism spaces which convinces by its quality and contemporary character.</p>	<b>25</b>



Question	Answer	Marks
12	<p><b>‘Tourism destroys tourism’, (Organisation for Economic Co-operation and Development Report, 1990).</b></p> <p><b>To what extent does the evidence support this view?</b></p> <p><b>Indicative content</b></p> <p>An overarching question which both challenges candidates to take a broad perspective and allows both an approach of their own devising and the use of examples of their choosing. There is no requirement to have foreknowledge of the said report. There are a number of places in the syllabus from which candidates may draw relevant content, including the Butler life cycle model and management issues which are socio-cultural, economic and environmental.</p> <p>The question is more than simply about the negative impacts of tourism, but draws the candidate to consider tourism’s own destructive impact and whether this is first, true and if so, inevitable. Although responses which are wholly negative may be seen, it is possible to mount a robust counter-argument, whether based on ecotourism and sustainable tourism, the reinvention and rejuvenation of tourism in Spain; the rebranding of a resort such as Rotorua, NZ; or the development of the tourism product in Singapore with its F1 night race and Integrated Resorts. There are management issues of regulation and control that may be pertinent. Other elements which may destroy tourism could be identified, for example, natural hazards, e.g. Hurricane Katrina, 2005; terrorism, e.g. Bali bombing, 2005; and political changes, e.g. Zimbabwe, the Arab spring.</p> <p>At lower levels candidates may be more likely to describe and explain examples where tourism was destroyed, or simply hit, rather than to adopt the evidence-based approach to assessment, perhaps simply agreeing, or disagreeing, with the given view. At higher levels, candidates respond with clear conceptual understanding of the sector and use evidence from different tourism spaces to establish and support their own judgement.</p>	25

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