



**Cambridge Assessment International Education**  
Cambridge Pre-U Certificate

---

**GEOGRAPHY**

**9768/02**

Paper 2 Global Themes

**May/June 2018**

MARK SCHEME

Maximum Mark: 50

---

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

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

---

This document consists of **16** printed pages.

**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.

**The 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 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 or limited relevance</li> <li>• Question is addressed broadly or partially</li> <li>• Analysis, evaluation and application of concepts and theories are limited and may be superficial</li> <li>• Conclusion is basic and may not be linked to the rest of the response</li> </ul>

Level	Marks	Assessment criteria
1	0–9	<ul style="list-style-type: none"><li>• A little knowledge and understanding of the subject content; response may also contain unconnected material</li><li>• Exemplification, if used, is simple and poorly related to the text or may not be relevant</li><li>• Lack of clarity and organisation; English expression is simple with inaccuracies; geographical terminology, if used, is basic or not understood</li><li>• Sketch maps/diagrams are limited or poorly executed and may lack relevance</li><li>• Question is understood weakly and may be addressed slightly</li><li>• Superficial statements replace analysis and evaluation; application may be minimal or absent</li><li>• Conclusion may be absent or simply asserted</li></ul>

**Section A**

Question	Answer	Marks
<b>Migration and Urban Change</b>		
<b>1</b>	<p data-bbox="316 376 1230 412"><b>Evaluate the impacts of different types of international migration.</b></p> <p data-bbox="316 445 555 477">Indicative content:</p> <p data-bbox="316 512 1262 611">The question is clearly intended to elicit an evaluative response from a variety of locations. The syllabus context is: ‘The impacts of international migration’, in particular:</p> <ul data-bbox="373 651 1267 925" style="list-style-type: none"> <li>• “Economic: employment/unemployment, remittances, the ‘brain drain’ and ‘brain gain’</li> <li>• Social: provision of services, deprivation, social tension, family, community, distinctive urban enclaves in recipient countries, spatial segregation of migrant groups from host populations and each other</li> <li>• Political resentment and integration</li> <li>• Environmental: resource pressure, congestion, housing demand”</li> </ul> <p data-bbox="316 958 1299 1191">Whilst not essential for a high level response, topical examples may be profitably considered, including: Brexit, EU freedom of movement of labour, the proposed border wall between the USA and Mexico and refugee movements (e.g. Syria, Libya, Eritrea and South Sudan). Over-reliance on migration theories (some extremely dated) might side-track the candidate unprofitably. Comprehensive responses are not essential, but candidates should aim to weigh up differing impacts.</p> <p data-bbox="316 1227 1289 1460">At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of detail. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response (within the ‘SEEP’ framework) which is quite balanced and evaluative. Such a response is likely to be informed (away from stereotypical and superficial clichés) and supported by specific examples taken from different parts of the world.</p>	<b>25</b>

Question	Answer	Marks
2	<p><b>‘Improvements of poor quality urban housing areas can be made on a self-help basis, but social improvements must be managed by government.’</b></p> <p><b>Examine the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative, contemporary response from a variety of locations. The wording would tend to favour an answer from LICs although HIC content is not precluded. Responses that argue against all or part of the question would be valid and welcomed. The syllabus context is: ‘Managing the impacts of internal migration’, in particular:</p> <ul style="list-style-type: none"> <li>• ‘Housing, infrastructure, self-help schemes</li> <li>• Green belts, new towns/cities, zoning’</li> </ul> <p>Locations might include Brazil (although these should aim to be contemporary) with recent initiatives in cities such as Rio (e.g. pacification by BOPE) in preparation for the 2014 World Cup and 2016 Olympics. The kampongs of Indonesia, bustees of south Asia and shanties of Africa would also be satisfactory locations, along with many others. HIC contrasts might prove interesting, including recent initiatives such as ‘affordable’ housing associated with the London and Sydney Olympics and the UK Pathfinder programme.</p> <p>No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25

Question	Answer	Marks
<b>Trade, Debt and Aid</b>		
<b>3</b>	<p data-bbox="316 315 983 344"><b>‘Remittances are now more important than aid.’</b></p> <p data-bbox="316 383 855 412"><b>Examine the validity of this statement.</b></p> <p data-bbox="316 450 555 479">Indicative content:</p> <p data-bbox="316 517 1273 580">This question should elicit wide-ranging and varied debates. The syllabus context is:</p> <ul data-bbox="376 618 1273 719" style="list-style-type: none"> <li data-bbox="376 618 1273 680">• ‘Global transfers of capital occur in a variety of ways including ... remittances and aid.</li> <li data-bbox="376 689 1126 719">• Patterns of international aid and their consequences.’</li> </ul> <p data-bbox="316 757 1310 1055">A wide range of responses is permissible depending to a large extent on how candidates interpret the word ‘important’ (what, why, where, who, how). They may focus on donors or recipients and comparative impacts at a variety of scales. The global annual total of remittances exceeds ODA. However, it is localised, iniquitous and volatile, and often viewed negatively by donor countries (and been linked to terrorism). An assessment of aid will need to be highly selective and in comparison to the pros/cons of remittances. Discussion of other Global Capital Transfers will generally not be creditable.</p> <p data-bbox="316 1093 1310 1391">At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective, comparative element or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen and description may dominate the response with limited truly discursive content and minimal spatial context. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	<b>25</b>

Question	Answer	Marks
4	<p><b>‘Trade blocs do more harm than good.’</b></p> <p><b>Examine the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative response from a variety of locations. The syllabus context is: ‘Patterns of world trade, their consequences and management’, in particular:</p> <ul style="list-style-type: none"> <li>• The influence of trade blocs, protectionism, the World Trade Organization (WTO)</li> </ul> <p>Whilst not essential for a high-level response, topical examples may be profitably considered, including: Brexit and the future of the EU (candidates should limit themselves to its trade bloc functions and not the wider ‘freedoms’ of the Union), TTIP and US neo-protectionism and the future of NAFTA. As a geography question, over-reliance on economic theory (and graphs) might side-track a candidate. The emphasis should clearly be spatial. Comprehensive responses are not essential, but candidates should aim to weigh up differing impacts and to answer the question.</p> <p>At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen and description may dominate the response with limited truly discursive content and minimal spatial context. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25



Question	Answer	Marks
<b>People, Place and Conflicts</b>		
<b>5</b>	<p><b>‘The causes and consequences of international conflict can always be explained by geography.’</b></p> <p><b>Discuss the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is intended to elicit a discussion, with a contemporary and/or historic perspective. The wording would allow responses from a variety of countries (and indeed will need to do so in order to access the higher Levels). The concept of international conflict runs implicitly through the published content, but specifically:</p> <ul style="list-style-type: none"> <li>• Recent boundary movements and their causes and consequences, e.g. <ul style="list-style-type: none"> <li>– Iraq (role of British in establishing boundaries in 1922, genesis of Kurdish, Sunni and Shia issues)</li> <li>– Changes in boundaries of European states during Second World War; the creation of Eastern and Western bloc borderland; the breakup of the Soviet Union</li> <li>– The breakup of Yugoslavia and Czechoslovakia</li> </ul> </li> </ul> <p>The question should give candidates a broad base on which to offer evidence and judge the validity of the assertion. Examples may come from those listed in the syllabus or from innumerable alternatives (e.g. DRC, Israel-Palestine, Kashmir), although these must have an international element. The word ‘geography’ in the question will need some definition in order to contextualise responses and a spatial perspective must be uppermost. The wide range of causes and consequences may be profitably evaluated using a form of ‘SEEP’ (Social/Economic/Environmental/Political) analysis. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3.</p> <p>At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by assertion. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced (in terms of the validity and invalidity of the statement and/or causes/consequences) and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	<b>25</b>

Question	Answer	Marks
6	<p><b>Examine the changing roles of international organisations in conflict resolution.</b></p> <p>Indicative content:</p> <p>This is a narrowly-targeted question in syllabus content, but should elicit a range of responses. The published content lies in the ‘Management’ section:</p> <ul style="list-style-type: none"> <li>• ‘Conflict resolution including the role of governments, United Nations (UN), North Atlantic Treaty Organization (NATO), NGOs ...’</li> </ul> <p>Conflict resolution is a much debated issue. Candidates may profitably use historic or contemporary examples, e.g. Colombia, Syria, DRC, South Sudan, South Africa, Zimbabwe, Northern Ireland, Israel-Palestine, North Korea, the South China Sea and Libya. A contemporary element will be required because of the word ‘changing’ in the question, including the historical evolution of conflict resolution. Conflicts do not need to be international in nature to be creditable.</p> <p>At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen and description may dominate the response with limited truly discursive content and minimal spatial context. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25

## Section B

Question	Answer	Marks
<b>Energy and Mineral Resources</b>		
7	<p data-bbox="316 376 1222 443"><b>Examine the factors that influence the supply of and demand for mineral resources.</b></p> <p data-bbox="316 479 555 510">Indicative content:</p> <p data-bbox="316 546 1315 712">The question covers most of one section of the topic and candidates will need to be highly selective in the material they use, while making sure that a spatial element dominates. The syllabus requires the study of ‘a range of mineral resources both metallic and non-metallic’. It lists the following factors:</p> <ul data-bbox="373 748 1214 994" style="list-style-type: none"> <li>• ‘Price</li> <li>• Geological conditions</li> <li>• Levels of economic and technological development</li> <li>• The role of foreign direct investment (FDI) and transnational corporations (TNCs)</li> <li>• The cycle of exploitation</li> <li>• Product cycles’</li> </ul> <p data-bbox="316 1030 1294 1263">In an examination such as this, it is to be expected that certain factors will be identified of greater and lesser significance, perhaps operating in combination. Compare, for example, the impact of the development of synthetic substitutes on copper exploitation in Zambia, with China’s more recent foreign direct investment in Zambia to secure minerals as raw materials to resource its manufacturing sector, or with the influence of high international copper prices since 2004.</p> <p data-bbox="316 1299 1305 1599">A full response covers a range of factors and more than one mineral resource, but this would not need to be in a balanced way to achieve a high level reward. High level responses weigh the evidence and provide judgements to give a strong sense of the relative importance of different factors and how these vary over space and time. Exemplar material is likely to be detailed, varied and drawn from countries at different levels of development. At lower levels, responses are more likely to be descriptive or to narrate changes, to be general rather than specific and to provide assessments which remain broad, partial or not fully robust.</p>	25

Question	Answer	Marks
8	<p><b>‘A country does not always benefit from its energy and mineral resource exploitation.’</b></p> <p><b>Examine the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is intentionally provocative, demanding a wide-ranging debate. Such a ‘resource curse’ is widely debated in the literature and may be profitably considered across all levels of development. As a geographical response, clearly the spatial dimension needs to be paramount. The published content lies in the ‘Impact of resource exploitation’ section:</p> <ul style="list-style-type: none"> <li>• ‘Economic benefits, such as foreign exchange earnings, employment, the multiplier effect, debt payment</li> <li>• Social, economic and environmental problems, such as living conditions and environmental degradation.’</li> </ul> <p>Candidates could helpfully identify different elements in this debate, such as:</p> <ul style="list-style-type: none"> <li>• Energy security</li> <li>• The functioning of international commodity organisations, such as OPEC.</li> <li>• Contrasting countries with an overall lack of energy resources or a low resource base</li> <li>• The special case of oil and petroleum globally</li> <li>• Protection of domestic energy resources by consuming imports</li> <li>• Imports to meet peak demands for energy</li> <li>• Corruption</li> <li>• Development theories (possibly from Paper 3 content)</li> </ul> <p>Examples may include countries such as Nigeria and Uganda, but also a country such as the UK and the ‘missed opportunity’ of North Sea oil and gas. Beyond this the question itself offers a natural framework for a response consisting of advantages and disadvantages. These may be identified in different dimensions (social, economic, environmental and political) and some sense of relative importance may be offered.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of scope. At higher levels, candidates demonstrate a command of the subject area, at different levels of development and the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.</p>	25

Question	Answer	Marks
<b>The Provision of Food</b>		
9	<p data-bbox="316 315 1190 380"><b>‘Marine fish stocks and fish farming will never be a significant contributor to global food security.’</b></p> <p data-bbox="316 416 855 448"><b>Examine the validity of this statement.</b></p> <p data-bbox="316 483 555 515">Indicative content:</p> <p data-bbox="316 551 1310 779">This question appears to be narrowly targeted, and yet hidden within it are major issues of food production and the provision of food in terms of the concept of food security (a clear definition could be profitably included). The wider syllabus context is that of food shortage as the mismatch between the demand for food and its availability. The question is intentionally provocative, demanding a wide-ranging debate. Syllabus content about fish includes:</p> <ul data-bbox="376 819 1289 1126" style="list-style-type: none"> <li>• ‘The location of major marine fish stocks and the reasons for their location.</li> <li>• The location of fish farming and reasons for its location.</li> <li>• The exploitation of marine resources and the depletion of fish stocks as a result of: <ul style="list-style-type: none"> <li>– The difficulties inherent in the working of fisheries policies</li> <li>– The development of larger and more efficient trawlers</li> </ul> </li> <li>• The growth of fish farming and its economic and environmental impacts.’</li> </ul> <p data-bbox="316 1167 1297 1496">With increasing concern about the overfishing of wild stocks (and its management, e.g. CFP, Exclusion Zones) and the health and sustainability concerns over greater red meat rearing and consumption, an increase in aquaculture may appear a seductive solution. However, it raises a number of economic, social and environmental issues in countries at all stages of development. The future scale of fish production is the issue, and whether such production will be wholly sustainable. Over-reliance on the theories of Malthus and Boserup might side-track the candidate unprofitably unless closely focussed on the question. Discussion of terrestrial food production will generally not be creditable.</p> <p data-bbox="316 1536 1276 1798">At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by a narrow range of factors and the lack of in-depth locational support, the detail that the command word ‘Examine’ seeks. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is balanced and examines a range of factors. Such a response is likely to be informed and supported by specific located examples.</p>	25

Question	Answer	Marks
10	<p><b>To what extent will ethical issues have to be disregarded in order to feed an estimated world population of 9 billion by the middle of the 21st century?</b></p> <p>Indicative content:</p> <p>This question encourages candidates both to frame their own approach and to offer their own evidenced and argued viewpoint about food production. The question is purposefully broad and would allow, but not require, attention to be given to agriculture, both crops and livestock, and to aquaculture, in countries at different levels of development. There is much syllabus content about ethical considerations in food production including:</p> <ul style="list-style-type: none"> <li>• Influence of religion and culture on diet</li> <li>• Organic production</li> <li>• Vegetarianism and veganism</li> <li>• Countryside stewardship</li> <li>• Exploitation of animals</li> <li>• Introduction of GM crops</li> <li>• Exploitation of migrant labour</li> <li>• Fair Trade</li> </ul> <p>Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required. The word 'ethical' in the question will need some definition in order to contextualise and focus responses. Ethical is not the same as sustainable. Depth is preferred over breadth. Ethical issues may not be limited to those listed in the syllabus (above) and may be wide-ranging and diverse. Relevant supporting theories may include the works of Malthus and Boserup, but over-reliance on them might side-track the candidate unprofitably unless closely focused on the question. Candidates may take an inherently positive or negative view of the future. Either (if fully supported) is creditworthy. Clearly, candidates may include some evaluation of the importance of environmental, economic or political issues.</p> <p>At lower levels, approaches may be broad and general or rather narrow. At higher levels of achievement, candidates demonstrate the ability to bring together an evaluative assessment which both offers a robust and contemporary perspective on the topic. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.</p>	25

Question	Answer	Marks
<b>Tourism Spaces</b>		
11	<p><b>‘International tourism will increasingly be concentrated in “safe” tourism spaces.’</b></p> <p><b>Discuss the validity of this statement.</b></p> <p>Indicative content:</p> <p>At the time of writing (mid 2016), many tourism spaces are suffering prolonged shocks, due to terrorism/civil unrest (France, Tunisia, Morocco, Egypt, Turkey, Kenya, Thailand), economic recession (Greece), refugee impacts (Italy, Greece) or natural hazards (Nepal, Italy). The question focuses on a specific part of the syllabus content (see below), but encourages a broad discussion. The published content comprises:</p> <ul style="list-style-type: none"> <li>• ‘Change over time <ul style="list-style-type: none"> <li>– Unforeseen events, e.g. natural disasters, terrorist attacks, civil unrest.’</li> </ul> </li> </ul> <p>Candidates will need accurate knowledge of how unforeseen events have changed consumer tourism choices. The issue may be perceived or actual and the role of the media and reaction of travel companies and other stakeholders (e.g. UK FCO) may be profitably discussed. Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced and descriptive. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative.</p>	<b>25</b>

Question	Answer	Marks
12	<p><b>To what extent can the impacts of tourism be managed at the local level?</b></p> <p>Indicative content:</p> <p>The question is broad as the command term is ‘to what extent’, and is therefore intended to elicit a wide-ranging discussion. Local scale management strategies run through the syllabus content:</p> <ul style="list-style-type: none"> <li>• ‘Socio-cultural impacts and management in tourism spaces <ul style="list-style-type: none"> <li>– Local cultural promotion and preservation</li> <li>– Attempts to alleviate these impacts including those by governments, non-governmental organisations (NGOs) and travel companies</li> </ul> </li> <li>• Economic impacts and management in tourism spaces <ul style="list-style-type: none"> <li>– Problems of seasonal tourism; tackled through various types of diversification</li> <li>– Attempts to alleviate these impacts including those by governments, NGOs and travel companies</li> </ul> </li> <li>• Environmental impacts and management in tourism spaces <ul style="list-style-type: none"> <li>– Local, e.g. zoning and agenda 21; with special emphasis on sustainable, responsible tourism and ecotourism.’</li> </ul> </li> </ul> <p>Discussion may include a range of positive and negative impacts and management strategies, as suggested by the syllabus. These may be profitably evaluated using a form of ‘SEEP’ (Social/Economic/Environmental/Political) analysis. Candidates should be able to evaluate the success of local level strategies to manage the negative impacts and enhance the positive impacts of tourism. However, it may be argued that some impacts require action at regional, national or international level.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and unclear in the meaning of the term ‘local level’. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.</p>	25