

Name: \_\_\_\_\_ Form: \_\_\_\_\_

Geography Teacher: \_\_\_\_\_



# AQA(B) GCSE GEOGRAPHY REVISION BOOKLET

## UNIT 3 – INVESTIGATING GLOBAL TOURISM

[www.worldlywise.pbworks.com](http://www.worldlywise.pbworks.com)

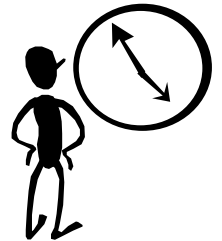


# Exam technique - general hints and tips

You will take three exams in Geography. Each of them is worth 25% of your final mark. The final 25% is your controlled assessment.

Each exam will last 1 hour and will contain two questions. **YOU ONLY ANSWER ONE OF THESE QUESTIONS.** For Paper 3 you will only answer Section B on GLOBAL TOURISM. You will leave section A blank as we haven't studied it.

Within each section of the exam paper there will be a series of smaller questions. These will range in marks from 1 to 9. You will write your answers into the exam booklet. The paper will be marked out of 50, so you have a little over 1 minute for each mark.



## ***Read the questions carefully***

Every year, lots of candidates lose lots of marks because they misread the question, or answered the question they hoped the examiner would ask rather than the one that has been set. *Don't let this be you!*

Try using **BUG** to help you: **box** the exam command words, **underline** the key words and **glance** back to ensure you understand the whole question. The most frequently used command words, and what they mean, can be found on pages 4-5.



## ***Use the available resources***

It costs the exam board a lot of money to produce maps, photographs and diagrams for the exams. They do it for a reason! Make sure that you use them to help you show what a good geographer you are. Look at the resources carefully and use the information from them in your answers - for example, *Photograph A shows that a series of groyne have been built along the seafront at Sheringham where the building density is high.*

## ***Use your own background knowledge***

The examiner will often ask you to write about places you have studied. You must write about real places - make sure you name and locate them (say where they are). If you can't remember the examples we have studied in lessons, then use your common sense... somewhere you've seen on TV, read about, visited on holidays etc. ***Still no ideas? Then make it up!*** It's far better to write something than to leave a question blank. No answer definitely means no marks. A well-made-up answer could get some marks (if it is believable!) and mean the difference between a lower and a higher grade.

## ***If you are completely stuck...***

Leave the question blank and come back to it later. But make sure that you do come back to it! Still unsure? Check the keywords in the question and write everything you can remember about them - you might get some marks for it. No answer definitely means no marks, so never leave a question blank!



# How are the different types of question marked?

There are two different types of questions in terms of the way your exam is marked:

Questions worth 1-4 marks (note: some 4 mark questions may be level marked)

These are marked per correct point, so the more correct points you make the higher your mark will be. Sometimes the examiner gives you one mark for each new idea and a further mark for extending it.

Questions worth 5-9 marks (and some 4 mark questions)

Your answers to these questions will be longer! These answers are marked according to the '**level of response**' that you give to the question. The examiner must first decide which level your answer falls into and then award you a mark within this level. If you do not meet the requirements of the higher level, the examiner cannot award you those marks. The higher your level, the higher your mark will be. Questions worth 5-9 marks are treated differently at Foundation and Higher Tier. The maximum number of marks available for a single sub-question at Foundation Tier is 7.

## Foundation Tier - levels of response

### **Level 1: Basic**

Knowledge of basic information

Simple understanding

Few links; limited detail; uses a limited range of specialist terms

Limited evidence of sentence structure

Frequent spelling, punctuation and grammatical errors



### **Level 2: Clear**

Knowledge of accurate information

Clear understanding

Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate

Clear evidence of sentence structure

Some spelling, punctuation and grammatical errors

## Higher Tier - levels of response

**Level 1 (Basic) and Level 2 (Clear) are marked in the same way as Foundation Tier answers.**

### **Level 3: Detailed**

Knowledge of accurate information appropriately contextualised and/or at correct scale

Detailed understanding, supported by relevant evidence and exemplars

Well organised, demonstrating detailed linkages and the interrelationships between factors

Range of ideas in logical form; uses a range of specialist terms where appropriate

Well structured response with effective use of sentences

Few spelling, punctuation and grammatical errors



Note: Your answer does not have to be perfect to score full marks. In fact, the mark scheme says that '*a perfect answer is not usually expected, even for full marks*'.

# Exam command words

**Make sure that you know what they mean and what they require you to do!**

**Describe** = say what you see (without giving reasons) - are there any patterns, outliers, trends? If you are describing a graph, make sure that you include figures in your answer.

e.g. Describe the changes to the average number of tropical storms in the Atlantic Ocean 1900-2005.  
*Between 1900-1930 the average number of tropical storms was low (average of about 7 per year), dropping overall during the period. There was a sudden increase in 1930 and between 1930-1990 the average was approx 10 per year (although it fluctuated). The number of tropical storms per year since 1990 has risen considerably and by 2005 the average was 15 per year. This is double the 1900-1930 rate.*

**Describe the location** = say where something is - try to include distance and direction from other places

e.g. Describe the location of Southampton.

*Southampton is a city in Hampshire, on the south coast of England. It is 25km north-west of Portsmouth and 40 km north-east of Bournemouth.*

**Describe the distribution** = say how something is spread out over space

e.g. Describe the distribution of tropical storms.

*Tropical storms occur in warm oceans between the Tropics of Cancer and Capricorn, for example in the Bay of Bengal, the Arafura Sea, the Arabian Sea and the Caribbean Sea.*

**Explain / Give reasons / Suggest reasons** = give reasons for why something happens and include all the specific detail as to why they lead to it happening; useful words to use in an 'explain' question include: therefore, so, because, as a result of, consequently, this means that...

e.g. Explain how Old Harry stack formed.

*The base of the chalk headland was attacked by abrasion (stones being hurled at the cliff). This marine process attacked weaknesses in the rocks, expanding them to produce cracks. Over time, these cracks were widened by hydraulic action, abrasion and solution and, as a result, they became caves. Erosion continued, forming an arch when the sea caves broke through the headland. Because the roof of the arch was unsupported, it collapsed. When the roof of an arch collapsed, it left behind a stack - Old Harry. Over time, the stack will be attacked by marine and sub-aerial processes, leaving a stump.*

**Give effects / Suggest impacts** = this type of question asks you to look into the future and write about the consequences of something happening

e.g. Suggest some of the possible effects of pedestrianising the area shown in Figure 10.

*If the area was pedestrianised it could be landscaped and seating could be built. This would make areas that are safer and cleaner and more sociable. This would bring in more business. However, it would be expensive and may create traffic problems elsewhere.*

**Name** = just give the name - there is no need to write anything else

e.g. Name the Oceans marked on the map at A and B.

Just write '*Pacific Ocean and Atlantic Ocean*' (or whatever they are!) not 'The ocean named on the map at A is the Pacific Ocean and the ocean named on the map at B is the Atlantic Ocean'.

**Study** = look very carefully at the resource (map, picture or graph) - this is not a question that you have to answer but an instruction that needs to be followed before you answer the following questions

**Complete** = this might be filling in a table, finishing off a graph using data you have been given, choosing words from a list to fill in the missing gaps in a paragraph, circling the correct answer from a range of options etc. Make sure that you circle / tick the correct number of items! Many candidates lose marks because they only circle one answer when they should have chosen two!

**Label** = this kind of question often asks you to add a name, description or explanation to a text-box on a photograph or diagram. You might also be asked to label a sea or ocean on a map, or to add city names. e.g. Label the following cities on Figure 1 - Chicago (the northern inland city), New Orleans (on the Mississippi delta as it enters the Gulf of Mexico) and San Francisco (the west coast city)

**Suggest the cause** = give reasons for why something happened

e.g. Suggest the cause of the earthquake in California.

*The Pacific Plate and North American Plate move past each other at a conservative margin. As they move, they snag and tension builds. A sudden movement sends out shock waves, causing an earthquake.*

**Use examples** = you must use real-life examples to gain full marks! You have studied a wide variety of examples in lessons, and there are lots of detailed case studies on the course website. You can use your own general knowledge too. Make sure you give specific detail and you include the name and location! When writing a case study answer, make sure the example is used throughout your answer and not just tacked onto the end.

**Identify evidence / Use map evidence** = this means that you must include information taken from the resources that you have been provided with. Don't forget to interpret the evidence that you give!

e.g. Use map evidence to suggest why the area is vulnerable to coastal flooding.

*The land is very flat and wet so if the sea broke through large areas would be flooded. I can tell that the land is flat because the only contour line shown on the map extract is at 10 metres. The land in squares 4126 and 4127 is 'Hempstead Marshes'. Great Moss Fen is in 4225 and 4226. Marshes and Fens are flat.*

**Compare** = describe the similarities and differences between things - words that will force you into a comparison are 'whereas', 'in comparison to', 'alternatively' and 'on the other hand'; words ending in '-er' are also useful (e.g. taller, richer, stronger); words such as 'less than' and 'more than' are also useful.

**Annotate** = this means add labels to a diagram, photograph or map. Annotate questions will also ask you to do something else e.g. describe or explain. This additional command word tells you what type of statements to write in your annotations. When explaining, you will need to give detailed reasons.

e.g. Annotate the photograph to explain some of the possible impacts on the natural environment of a large-scale tourist development in the area.

*New buildings may be on vegetation and destroy habitats meaning animal species may leave the area.*

*Lots of sewage from new hotels may leak into the water, killing fish and coral reefs.*

*Large buildings may be an eyesore destroying the beauty of the area permanently.*

**Evaluate** = this means to review the advantages and disadvantages; you need to reach a conclusion about which are most significant

## Revision of subject materials for Unit 3

1. Define the term *tourism*.
2. What is the difference between a *tourist* and a *day tripper*?

3. State whether these are day trippers or tourists:

Marc and Martine, a couple from Paris on honeymoon in Las Vegas

\_\_\_\_\_

A couple doing a 6-month tour of Costa Rica

\_\_\_\_\_

A gap year student travelling through Europe

\_\_\_\_\_

A Year 11 student on a class trip to Thetford Forest

\_\_\_\_\_

4. What is the difference between a *domestic tourist* and an *international tourist*?

5. What is a *package holiday*?



6. What are *short haul* and *long haul* flights?



7. Why do low cost airlines tend to fly short haul routes?



8. Sort these into short haul and long haul destinations from the UK then check your answers using an atlas.

Paris	Short/Long
Barcelona	Short/Long
Las Vegas	Short/Long
Rio de Janeiro	Short/Long
Heidelberg	Short/Long

Reykjavik	Short/Long
New York	Short/Long
Santiago	Short/Long
Tokyo	Short/Long
Laos	Short/Long

9. What is *mass tourism*?

10. Annotate the image to show evidence that this is a mass tourism destination.

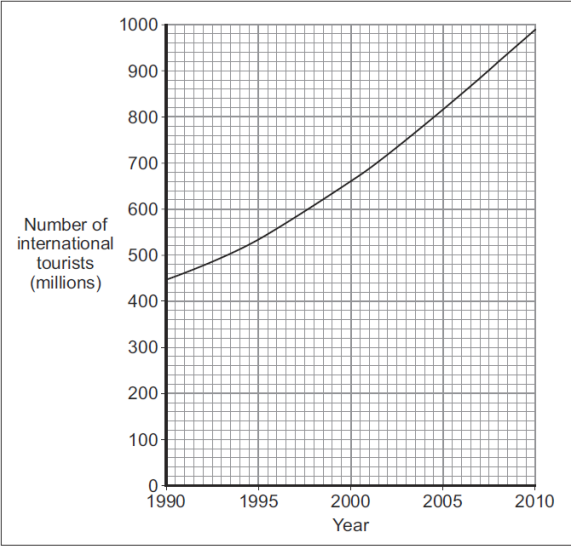


11. What is a *global tourism company*?









12. Look at the graph. Describe the trends in global tourism since 1990.



13. Explain at least three factors that have led to a growth in global tourism. You could use the diagram to help you (but don't be limited to the ideas shown on it!).

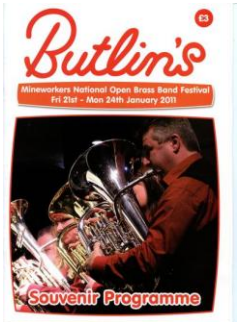
1950s	1960s	1980s	2000s
			
Many people had one week's holiday in the UK, often at the seaside.	More people were able to travel to destinations abroad.	Holidays to faraway places grew in popularity.	More people took two or three holidays each year, more often travelling independently.

(a)

(b)

(c)

14. What does the term *specialist holiday* mean?





15. What is *event tourism*? Give an example.

16. Explain the advantages and disadvantages of using travel agents and the internet to book a holiday.

Advantages of using travel agents:

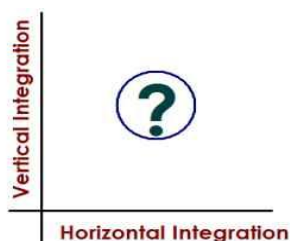


Disadvantages of using travel agents:

Advantages of using the internet:

Disadvantages of using the internet:

17. What is the difference between *horizontal integration* and *vertical integration*?



18. What were the main reasons for the growth of tourism in Benidorm?



19. What is this picture supposed to remind you of? What has it got to do with Benidorm and Blackpool?



20. What is *heritage tourism*?

21. What is the difference between *primary tourist resources* and *secondary tourist resources*? Give examples.

22. Define the term *infrastructure*. (NB. The plural is also infrastructure). Why is good infrastructure so important for tourism?

23. How can tourism help to improve run-down cities?



24. Define the terms *MEDC* and *LEDC*.

MEDC =

LEDC =

25. Are these countries MEDCs or LEDCs?

UK	MEDC/LEDC	USA	MEDC/LEDC
Costa Rica	MEDC/LEDC	Bangladesh	MEDC/LEDC
Spain	MEDC/LEDC	France	MEDC/LEDC
Ukraine	MEDC/LEDC	Turkey	MEDC/LEDC

26. Are these good ways of measuring a country's development? Why or why not?

GDP

GDP per capita

Land area

Population size

Birth rate

Life expectancy

People per doctor

Internet connections per 1000 people

Population density

Access to clean running water

Percentage of land covered in forest

27. What are *development indicators*?

28. Define *GNI* and *HDI* and *per capita*.

GNI =

HDI =

per capita =

29. What are the problems with using only GNI or GNI per capita to measure a country's level of development?

30. Define the term *honeypot*.



31. What is the *multiplier effect*?

32. Tourism is good for local businesses in the Norfolk Broads. Suggest why.

33. What are the economic advantages of increasing tourism for LEDCs?

34. How can tourism help to close the development gap?



35. What are the problems associated with using tourism to close the development gap?

36. Define the terms *ecotourism*, *fair trade tourism* and *responsible tourism*.

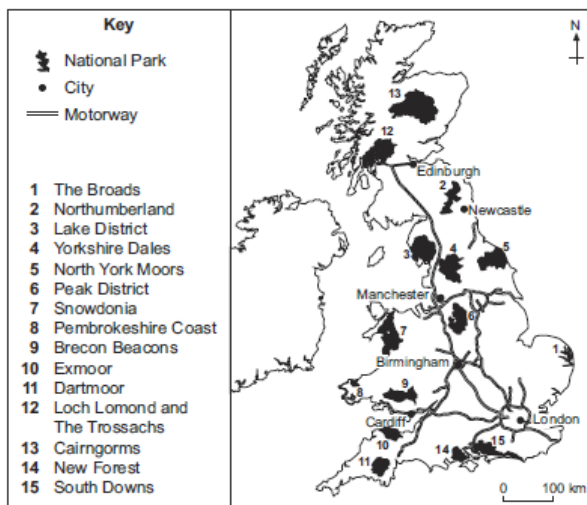
Ecotourism =

Fair trade tourism =

Responsible tourism =

37. What are *National Parks*?

38. Describe the location of 3 of the National Parks. Use both distance and direction in your answer.



39. What does the term *resident population* mean?

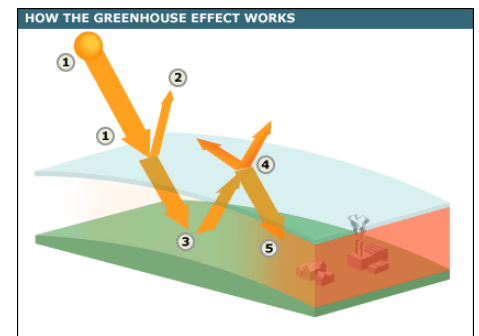
40. Give three examples of conflict between tourists and residents in the Lake District.



41. Describe three strategies used to tackle these conflicts.

42. Evaluate one of these strategies.

43. Explain how the greenhouse effect works. Use this diagram to help you.



44. How does increasing international travel affect the global environment?

45. What is *sustainable development*?

46. Explain how ecotourism developments are managed in a sustainable way.

47. What does *indigenous* mean?



48. Explain why the physical environment of Costa Rica attracts tourists.

49. What is *community tourism*?

50. What does *zoning* mean?

51. Define the term *biodiversity*.

52. How has zoning helped to preserve the Great Barrier Reef?



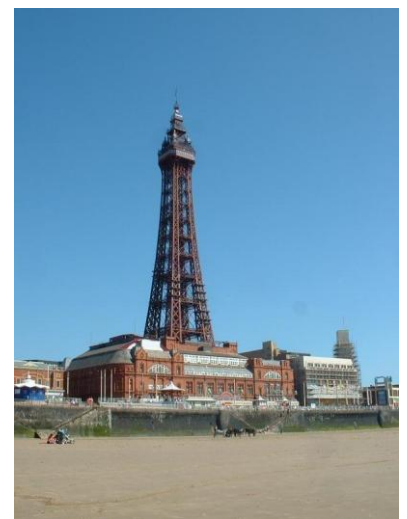
DRAFT ACTIVITIES GUIDE (see Draft Zoning Plan for details)	Zones							
	General Use Zone	Water Production Zone	Coastal Protection Zone	Island Zone	Swimming, Recreation Zone	Marine National Park Zone	Preservation Zone	
Aquaculture	Permit	Permit <sup>1</sup>	No	No	No	No	No	
Bait netting	Yes	Yes	Yes	No	No	No	No	
Boating, diving, photography	Yes	Yes	Yes	Yes	Yes <sup>2</sup>	Yes	No	
Collecting	Permit	Permit	No	No	No	No	No	
Commercial netting	Yes	Yes	No	No	No	No	No	
Crabbing	Yes	Yes	Limited <sup>3</sup>	No	No	No	No	
Harvest fisheries (eg. bêche-de-mer, tropical rock lobster, aquarium fish)	Permit <sup>4</sup>	Permit <sup>4</sup>	No	No	No	No	No	
Limited collecting (includes bait and oyster gathering)	Yes	Yes	Yes	No	No	No	No	
Limited impact research	Yes	Yes	Yes	Yes <sup>5</sup>	Yes	Yes <sup>5</sup>	Permit	
Limited spearfishing (snorkel only)	Yes	Yes	Yes	No	No	No	No	
Line fishing <sup>6</sup>	Yes	Yes	Limited <sup>7</sup>	No	No	No	No	
Research	Permit	Permit	Permit	Permit	Permit	Permit	Permit	
Shipping (other than shipping area)	Yes	No	No	No	No	No	No	
Tourism program	Permit	Permit	Permit	Permit	Permit	Permit	No	
Traditional use of marine resources <sup>8</sup>	Yes	Yes	Yes	No	No	No	No	
Trawling	Yes	No	No	No	No	No	No	
Trotting (for pelagic species)	Yes	Yes	Yes <sup>7</sup>	Yes	No	No	No	

Islands: All Commonwealth owned islands in the Great Barrier Reef Marine Park are zoned "Commonwealth Islands Zone". See the Draft Zoning Plan for details.  
<sup>1</sup> Aquaculture operations which do not include the extraction of feed.  
<sup>2</sup> Scientific Research Zones at One Tree Island and the Australian Institute of Marine Science have public access restrictions. See the Draft Zoning Plan for details.  
<sup>3</sup> No more than 4 catch devices per person.  
<sup>4</sup> Accredited harvest fisheries may be conducted 'as of right' in the Zone.  
<sup>5</sup> Permit required if research is extractive.  
<sup>6</sup> Maximum of 3 lines/rods per person with a combined total of 6 hooks/lures.  
<sup>7</sup> Limited to 1 line/rod per person and 1 hook/lure per line.  
<sup>8</sup> Traditional use does not include activities that are otherwise as of right within each Zone (eg. limited collecting, line fishing, crabbing, etc.). A permit is required for traditional use if the activity is not as of right in the Zone, or involves hunting, unless it is conducted under a Traditional Use of Marine Resources Agreement accredited by the GBRMPA.  
For clarification of any points or further information, contact the Great Barrier Reef Marine Park Authority.  
Emergencies: Access to all zones is allowed in emergencies.

53. Explain how the development of tourism can be used to improve social and economic conditions for people living in LEDCs.

54. What were the impacts of the decline of tourism in Blackpool?

55. What has been done in Blackpool to rejuvenate?



56. What does a describe question want you to do and how is it different to an explain question?

57. Why is increased tourism not always wanted by local communities?

58. Spelling, punctuation and grammar are important. Correct these errors.

inferstructure

forein

enviroment

goverment

hollidays

developement

blackpool

oppertunity

turist

indangered

posotive

acces

airoplains

concequently

polution

liesure

harmfull

benifit

accessable

styles (in a farmer's field)

countrys

hotells

speeces

independant