



General Certificate of Secondary Education

Geography 4035 Full Course *Specification B*

Unit 3 – Investigating the Shrinking World **Foundation Tier**

Post Standardisation **Mark Scheme**

2011 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

Levels Marking – General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organisation; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages, occasional detail/exemplar; uses a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers).

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must **not** be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, e.g. *Just L2, reasonably accurate knowledge or some clear understanding.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

Question 1 – Investigating the Globalisation of Industry

1(a)(i)	<i>Import</i> clearly and solely circled.	1 mark										
1(a)(ii)	<i>In many countries</i> clearly and solely circled.	1 mark										
1(b)(i)	1 mark per correct response up to max 2 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Operation</th> <th style="text-align: center;">Definition</th> </tr> </thead> <tbody> <tr> <td>Production</td> <td>Making goods in a factory.</td> </tr> <tr> <td>Headquarters/HQ</td> <td>Offices where the managers controlling the company work.</td> </tr> <tr> <td>Research and development Accept R & D</td> <td>Testing and improving new ideas.</td> </tr> </tbody> </table>	Operation	Definition	Production	Making goods in a factory.	Headquarters/HQ	Offices where the managers controlling the company work.	Research and development Accept R & D	Testing and improving new ideas.	2 marks		
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Production	Making goods in a factory.											
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Research and development Accept R & D	Testing and improving new ideas.											
1(b)(ii)	Answers in order: Finland, China, Africa. 1 mark for each correct answer.	3 marks										
1(c)(i)	1 mark per correct tick. More than 3 ticks = zero <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Romania is a relatively expensive country for industry.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Germany has higher wages than Romania.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Moving to Romania reduced Nokia's production costs.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>The government of Romania did not want the new Nokia factory.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Nokia can produce mobile phones more profitably in low wage countries.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Romania is a relatively expensive country for industry.	<input type="checkbox"/>	Germany has higher wages than Romania.	<input checked="" type="checkbox"/>	Moving to Romania reduced Nokia's production costs.	<input checked="" type="checkbox"/>	The government of Romania did not want the new Nokia factory.	<input type="checkbox"/>	Nokia can produce mobile phones more profitably in low wage countries.	<input checked="" type="checkbox"/>	3 marks
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1(c)(ii)	Possible effects: job loss, subsequent loss of business in local economy, further job losses, the danger of copycat closures due to the exposure of Germany's relatively high wage economy, loss of prestige/blow to pride, loss of tax/export revenue. Point mark. Accept any correct reason. Allow up to 2 marks for each effect (i.e. 2 x 2). Example response <ol style="list-style-type: none"> 1. <i>Moving production will have led to job losses in Germany not just in the factory itself (1) but in other businesses like shops and supply factories in the local economy (1).</i> 2. <i>There would also be the risk that other TNCs would copy Nokia and move away (1) when they realised how expensive Germany was and that would cause even more unemployment (1).</i> 	4 marks										

<p>1(d)(i)</p>	<p>Industrial growth benefits economically developing areas by providing employment and prosperity through the multiplier effect. Infrastructural improvements are likely encouraging still further growth and prosperity, as might the raised profile of the area. Environmental and social improvements may also follow.</p> <p>Level 1 (Basic) 1-2 marks Simple statements of benefit/s are made.</p> <p>Example response <i>More jobs. Roads may be improved.</i></p> <p>Level 2 (Clear) 3-4 marks Clear description of how industrial growth can benefit the economically developing area. Credit may be given for use of examples.</p> <p>Example response <i>Industrial growth has brought more jobs, not just in factories but in other businesses like shops and restaurants. Money from taxes industry pays the government has been spent on new roads, schools and hospitals.</i></p>	<p>4 marks</p>
<p>1(d)(ii)</p>	<p>TNC disadvantages: changing traditional culture, risk of pulling the plug causing job loss and sudden economic decline, too powerful for governments of poorer countries to regulate, profits going/decisions elsewhere for TNC rather than local benefit. Accept other correct disadvantages.</p> <p>Level 1 (Basic) 1-2 marks Simple statements of disadvantage/s.</p> <p>Example response <i>Because they damage traditional culture. They sometimes just take jobs away again.</i></p> <p>Level 2 (Clear) 3-4 marks Clear explanation of why transnational corporations disadvantages. Credit example(s).</p> <p>Example response <i>Some people think a TNC disadvantage is that they can bring western culture to traditional societies and make young people consumerist, which some older people don't like. TNCs sometimes just change their mind about locating somewhere and go away, causing unemployment.</i></p>	<p>4 marks</p>

1(e)(i)	Correct plotting of 2007 £530 billion 2008 £590 billion 1 mark for correctly plotting both. 2 nd mark for joining them with a line of similar thickness to the rest of the graph.	2 marks
1(e)(ii)	<p>Either 1 mark for direction of change (2001-2006) (e.g. <i>more</i>), second mark for qualification (e.g. <i>significantly</i>) and/or quantification (e.g. up by £70 billion).</p> <p>Or 1 mark for 'rose 2001-2005', 1 mark for 'fell 2005-2006'.</p>	2 marks
1(e)(iii)	1 mark for <i>worldwide or international</i> idea, 2 nd mark for development what is global e.g. product, market, supply chains, companies (TNCs), demand/ trends, culture, politics, trade, society. <p>Example response <i>Industry operates worldwide now (1). Companies like Coca-Cola sell the same product everywhere (1).</i></p>	2 marks
1(e)(iv)	The overall volume of global trade has been increasing, mostly still manufactured/consumer goods from rich to poor and primary products from poor to rich, more manufactures from NICs. More manufactured goods, e.g. electronics, toys and textiles are now imported by economically more developed countries such as the UK from newly/recently industrialised countries, notably in Asia. More developed countries export less manufactured goods, especially heavy goods and engineering products such as cars, than hitherto. <p>Level 1 (Basic) 1-3 marks Simple statements of change/s.</p> <p>Example response <i>The amount of trade has gone up. Rich countries sell less factory-made goods. Toys and clothes come more from poorer countries now.</i></p> <p>Level 2 (Clear) 4-5 marks Clear description of how patterns of global trade between countries are changing.</p> <p>Example response <i>The total amount of international trade has increased. More manufactured goods such as electronics, toys and textiles are now sold by poorer countries to richer ones. Countries like the UK export less manufactured and consumer goods such as cars and engineering products than they used to.</i></p>	5 marks

<p>1(f)</p>	<p>1 mark per correct tick. More than 3 ticks = 0 marks.</p> <table border="1" data-bbox="323 293 1257 477"> <tr> <td>Ghana is more developed than the UK.</td> <td></td> </tr> <tr> <td>Life expectancy is higher in the UK than in Ghana.</td> <td>✓</td> </tr> <tr> <td>Literacy rates are higher in Ghana than in the UK.</td> <td></td> </tr> <tr> <td>Average income per person is higher in the UK than in Ghana.</td> <td>✓</td> </tr> <tr> <td>The birth rate is higher in Ghana than the UK.</td> <td>✓</td> </tr> </table>	Ghana is more developed than the UK.		Life expectancy is higher in the UK than in Ghana.	✓	Literacy rates are higher in Ghana than in the UK.		Average income per person is higher in the UK than in Ghana.	✓	The birth rate is higher in Ghana than the UK.	✓	<p>3 marks</p>
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The birth rate is higher in Ghana than the UK.	✓											
<p>1(g)(i)</p>	<p>Fair trade is buying from poorer producers at reasonable prices that help sustain their livelihoods, (even though these prices may be above the market rate). Point mark. 1 mark for basic definition, 2nd mark for development/elaboration.</p> <p>Example response <i>Fair trade is paying reasonable prices to people like poor farmers (1) to keep them going (1) financially.</i></p>	<p>2 marks</p>										
<p>1(g)(ii)</p>	<p>Level 1 (Basic) 1-4 marks Simple ideas as to why Cadbury’s action/s such as shown in Figure 6 may improve social/economic conditions. Likely to show limited development from Figure 6.</p> <p>Example response <i>Free newsletter to tell 75 000 farmers how to produce more cocoa makes them be better off.</i></p> <p>Level 2 (Clear) 5-6 marks Some clear explanation of why Cadbury action/s may improve social/economic conditions in Ghana. Likely to clearly develop points from Figure 6.</p> <p>Example response <i>The newsletter telling 75 000 farmers how to produce more cocoa should also help because they will have more cocoa to sell and so increase earnings.</i></p>	<p>6 marks</p>										
<p>1(h)(i)</p>	<p>Sustainability is the possibility of development today that does not damage the environment (including resource availability) and people’s ways of life in the future.</p> <p>Point mark. 1 mark for a basic definition, 2nd mark for some development/elaboration/exemplification.</p> <p>Example response <i>Sustainability means doing things that don’t harm the environment (1) and people’s lives in the future (2).</i></p>	<p>2 marks</p>										

<p>1(h)(ii)</p>	<p>‘Green factory’ schemes such as those of BASF, Honda, VW and Sharp manage impacts of development in various ways. Recycled materials are used in low emission factories (BASF plans to reduce emission by 25% by 2020) to manufacture products that are themselves less consuming of finite resources and are made of recyclable materials. Large sums of money are being invested in researching green options such as alternative materials and increased use of non-fossil fuel energy sources.</p> <p>Point mark. 1 mark each for identifying two examples of ways in which the impacts of industrial development are sustainably managed.</p> <p>Credit description of their sustainability for further marks.</p> <p>Example response</p> <p>1. <i>BASF has a green factories scheme to reduce its factories’ greenhouse gas emissions (1) by 25% by 2020 (1). BASF makes environmentally-friendly products for other companies to use in their manufacturing (1). These include light plastics for making cars that use less resources by cutting future fuel consumption (1).</i></p>	<p>4 marks</p>
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Question 2 – Investigating Global Tourism

<p>2(a)(i)</p>	<p>1 mark per correct tick. 2 ticks = 0 marks for that row.</p> <table border="1" data-bbox="327 324 1268 577"> <thead> <tr> <th data-bbox="327 324 1061 358">Statement</th> <th data-bbox="1061 324 1157 358">True</th> <th data-bbox="1157 324 1268 358">False</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 358 1061 436">None of the top ten countries in 2008 were south of the equator.</td> <td data-bbox="1061 358 1157 436" style="text-align: center;">✓</td> <td data-bbox="1157 358 1268 436"></td> </tr> <tr> <td data-bbox="327 436 1061 470">The most visited country in both years was Spain.</td> <td data-bbox="1061 436 1157 470"></td> <td data-bbox="1157 436 1268 470" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="327 470 1061 504">The most visited country in both years was in Europe.</td> <td data-bbox="1061 470 1157 504" style="text-align: center;">✓</td> <td data-bbox="1157 470 1268 504"></td> </tr> <tr> <td data-bbox="327 504 1061 577">The UK and Mexico moved up the rankings between 1998 and 2008.</td> <td data-bbox="1061 504 1157 577"></td> <td data-bbox="1157 504 1268 577" style="text-align: center;">✓</td> </tr> </tbody> </table>	Statement	True	False	None of the top ten countries in 2008 were south of the equator.	✓		The most visited country in both years was Spain.		✓	The most visited country in both years was in Europe.	✓		The UK and Mexico moved up the rankings between 1998 and 2008.		✓	<p>4 marks</p>
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The UK and Mexico moved up the rankings between 1998 and 2008.		✓															
<p>2(a)(ii)</p>	<p>Other changes between the 1998 and 2008 lists of the top ten most visited countries affected: Turkey, Ukraine, Germany, USA, Spain, China. Accept any of these and any change to Mexico other than given in (a) (i). Point mark. Example response <ol style="list-style-type: none"> 1. <i>Ukraine wasn't in the top 20 in 2006 but it was in 2008 (1).</i> 2. <i>Apart from the Ukraine, Turkey was the one that had climbed furthest up the list (1).</i> </p>	<p>2 marks</p>															
<p>2(a)(iii)</p>	<p>1 mark per correct tick. More than 3 ticks = 0 marks</p> <table border="1" data-bbox="359 1120 1236 1500"> <tbody> <tr> <td data-bbox="359 1120 1141 1198">Mexico is more developed than France.</td> <td data-bbox="1141 1120 1236 1198"></td> </tr> <tr> <td data-bbox="359 1198 1141 1265">Life expectancy is higher in France than in Mexico.</td> <td data-bbox="1141 1198 1236 1265" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="359 1265 1141 1332">Literary rates are higher in Mexico than in France.</td> <td data-bbox="1141 1265 1236 1332"></td> </tr> <tr> <td data-bbox="359 1332 1141 1433">Average income per person is higher in France than in Mexico.</td> <td data-bbox="1141 1332 1236 1433" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="359 1433 1141 1500">The birth rate is higher in Mexico than in France.</td> <td data-bbox="1141 1433 1236 1500" style="text-align: center;">✓</td> </tr> </tbody> </table>	Mexico is more developed than France.		Life expectancy is higher in France than in Mexico.	✓	Literary rates are higher in Mexico than in France.		Average income per person is higher in France than in Mexico.	✓	The birth rate is higher in Mexico than in France.	✓	<p>3 marks</p>					
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<p>2(a)(iv)</p>	<p>Accept correct descriptive points about economic benefits that tourism can bring to a developing area. 1 mark for a simple point, 2nd mark for clear description. Example response <ol style="list-style-type: none"> 1. <i>Tourism can bring jobs to local people (1) which are well-paid compared to others so they are better off (1).</i> 2. <i>Tourists spend money in local bars and shops so local businesses make more money (1) and employ more people (1).</i> </p>	<p>4 marks</p>															

<p>2(b)(i)</p>	<p>Possible changes: it grew, continuously, increasingly fast, more than doubled, went up by about 550 million. Credit change description points only. Do not credit simple lifts. Units need stating (millions).</p> <p>Example response <i>The number of international tourists went up (1) from about 450 million in 1998 to about 1000 million in 2010 (1).</i></p> <p>Accept 'more than doubled' for 2 marks (increase and accurate data interpretation).</p>	<p>2 marks</p>
<p>2(b)(ii)</p>	<p>1 mark per valid suggested reason. Reasons why international tourism has increased include: higher disposable incomes, growth of budget airlines, cheaper flights, marketing, longer/more flexible paid holidays, greater travel experience on the part of tourists, increased grey market, greater acceptability of gap years. Accept any correct reason for post-1990 changes in <u>volume</u> of international tourism.</p>	<p>3 marks</p>
<p>2(b)(iii)</p>	<p>Impacts include greenhouse gas emissions from travel: aircraft engines, ships and land transport causing pollution and consequent climate change (temperature rise). Impacts from tourism developments such as new hotels leading to loss of natural environment, coastal erosion, pollution, etc. 1 mark per identified impact with further credit for description to a max of 2 marks per impact (i.e. 2 x 2).</p> <p>Example response</p> <ol style="list-style-type: none"> 1. <i>Flying emits gases like CO₂ (1). It is widely believed to be a cause of global warming (1). However, some people say that flying only contributes a small percentage of greenhouse gases so it isn't a major cause (1).</i> 2. <i>More international tourism has meant more hotels polluting unspoilt shores (1).</i> <p>Do not accept pollution and litter without qualification. Accept positive impacts.</p>	<p>4 marks</p>

<p>2(c)(i)</p>	<p>Accept any environments (e.g. beach, mountain, city, extreme) and any examples, at any scale, anywhere.</p> <p>Level 1 (Basic) 1-2 marks Simple statement/s of attraction for tourists.</p> <p>Example response <i>Beaches attract tourists for sunbathing, playing beach games and making sandcastles.</i></p> <p>Level 2 (Clear) 3-4 marks Clear explanation of why an environment(s) attracts tourists. Credit any use clear case study knowledge.</p> <p>Example response <i>Scarborough is a seaside resort in the UK. It provides two beaches (North and South Bay). Because the beaches are sandy children can build sandcastles and because they are long and flat, at low tide they allow lots of people to play beach games.</i></p>	<p>4 marks</p>
<p>2(c)(ii)</p>	<p>A 'package holiday' is put together by a tour operator using several components typically including flight, transfer and accommodation. It is then sold as one bundle. 1 mark for basic definition with 2nd mark for development/elaboration.</p> <p>Example response <i>A package holiday is when flights and accommodation are put together (1) and sold for one price (1).</i></p>	<p>2 marks</p>

<p>2(c)(iii)</p>	<p>Interpret activities broadly to include e.g. holiday/second homes. Tourist activities in a destination can cause conflict with local communities because of perceived anti-social behaviour by tourists (e.g. noise, drunkenness, littering), religious/cultural offence (e.g. beachwear in inappropriate locations), the need for facilities that can have negative environmental/social impacts (e.g. all-inclusive hotels), increased prices and loss of local services as result of increased tourist activities, jobs are often only seasonal and may involve unsocial hours and low pay. Accept any correct reason.</p> <p>Level 1 (Basic) 1-4 marks Simple statement/s of reason/s. Describes activities without clarifying conflict.</p> <p>Example response <i>Some tourists are noisy at night. Local people can be offended by tourists wearing beachwear where they shouldn't. Some tourists leave litter and that annoys locals. All-inclusive hotels often have beaches that locals aren't allowed to use.</i></p> <p>Level 2 Clear (5-6 marks) Clear description of how can cause conflict with local people.</p> <p>Example response <i>In resorts like Scarborough or Benidorm locals sometimes don't like some tourists' anti-social behaviour. Some create noise late at night especially when they are drunk on the way back to hotels from pubs and clubs and this disturbs the sleep of local people who have to go to work in the morning, so they don't want more. Local people can also be annoyed in some countries like Greece and the Maldives because they are offended by tourists wearing beachwear where, because of the local culture, they think they shouldn't – such as in local villages or when visiting monasteries or mosques. They don't want to see more of that.</i></p>	<p>6 marks</p>
<p>2(d)(i)</p>	<p>A tourist honeypot: a locality/feature often scenically <u>attractive</u> or of historical interest that attracts <u>many</u> tourists into a <u>small space</u>, often beautiful beforehand and therefore, often perceived as spoilt by apparent overcrowding. Point mark. 1 mark for basic definition and 2nd mark for development/elaboration.</p> <p>Honeypot = <u>lots</u> of tourists/<u>small</u> scale/<u>attractive</u> e.g. scenically/historically. Can use an example to help credit but not for simply naming an example.</p>	<p>2 marks</p>

<p>2(d)(ii)</p>	<p>Conflict management possibilities: number limitation quotas (e.g. Galapagos), preservation by acquisition (e.g. UK National Trust), reparation (e.g. of eroded footpaths), awareness-raising (e.g. pressure groups e.g. CPRE, FoE), impact management e.g. government pollution controls, planning regulation. No marks for name of honeypot. Credit description of how land use conflicts have been managed there.</p> <p>Level 1 (Basic) 1-2 marks Simple statement/s of action/s or management strategies. May be generalised.</p> <p>Example response <i>Lake District. The National Trust runs old buildings to look after them. Repairing footpaths where visitors have worn them away.</i></p> <p>Level 2 (Clear) 3-4 marks Clear description of how land use conflicts have been managed in the chosen tourist honeypot. Shows some clear case study knowledge.</p> <p>Example response <i>In the Lake District people have tried to resolve honeypot conflicts. Examples of this include groups like the National Trust who have bought beautiful scenery like in Langdale to manage them so they don't get spoiled by too many visitors and by volunteers repairing eroded footpaths in valleys such as Borrowdale that have been damaged by too many visitors.</i></p>	<p>4 marks</p>
<p>2(e)(i)</p>	<p>Ecotourism: visiting a destination because of its natural environment in such a way as to cause minimum negative impact upon it. Often small-scale and involving responsible tourism behaviours or management that maximise positive impacts e.g. for local people. Point mark. 1 mark for basic definition and 2nd mark for development/elaboration.</p> <p>Example response <i>Ecotourism causes minimum negative impact on the environment (1) and tries to benefit the local community (1).</i></p>	<p>2 marks</p>
<p>2(e)(ii)</p>	<p>Possible evidence: attractive "natural" (forest, upland) environment, small-scale development, "natural"/local building materials, activities offered that allow visitors to enjoy the environment/locality as it is or which benefit the local community. Accept any correct pieces of evidence from Figure 10.</p>	<p>2 marks</p>

<p>2(e)(iii)</p>	<p>Ecotourism developments can be managed sustainably so as not to damage the future of natural destinations and local communities by over-exploitation today. Recycling, reducing carbon emissions, maximising positive impacts on locals. Interpret ecotourism development broadly. Accept appropriate national park management etc.</p> <p>Level 1 (Basic) 1-4 marks</p> <p>Simple statement/s made of how such development/s are managed in a way that is sustainable. Simple awareness of what a sustainable way includes.</p> <p>Example response <i>Recycle waste. Get food from local farmers. Use renewable energy like solar. Use local staff.</i></p> <p>Level 2 (Clear) 5-6 marks</p> <p>Clear explanation of how what is done to manage ecotourism development(s) is sustainable. Shows some clear understanding of why the management is sustainable. Shows some case study knowledge. Must use example for full marks.</p> <p>Example response <i>Ecotourism development(s) like Lisu Lodge recycle waste because saving paper and glass helps natural resources last longer. Food is often bought from neighbouring farmers to help support them economically so they will not have to change their way of life.</i></p>	<p>6 marks</p>
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