



## **General Certificate of Secondary Education**

# **Geography 4035 Full Course** *Specification B*

## **Unit 3 – Investigating the Shrinking World** **Higher 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.

#### **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 inter-relationships between factors.  
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate  
Accurate use of spelling, punctuation and grammar  
Text is legible.

Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.

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## 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**

<b>1(a)(i)</b>	<i>Import</i> clearly and solely circled	1 mark								
<b>1(a)(ii)</b>	Made in several countries. Accept different/various/three etc countries but not different places.	1 mark								
<b>1(b)(i)</b>	<p>1 mark per correct response, up to max 2 marks</p> <table border="1" data-bbox="325 501 1259 680"> <thead> <tr> <th data-bbox="325 501 740 539">Operation</th> <th data-bbox="740 501 1259 539">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="325 539 740 573">Production</td> <td data-bbox="740 539 1259 573">Making goods in a factory.</td> </tr> <tr> <td data-bbox="325 573 740 640">Headquarters/HQ</td> <td data-bbox="740 573 1259 640">Offices where the managers controlling the company work.</td> </tr> <tr> <td data-bbox="325 640 740 680">Research and development</td> <td data-bbox="740 640 1259 680">Testing and improving new ideas.</td> </tr> </tbody> </table> <p>Accept R &amp; D</p>	Operation	Definition	Production	Making goods in a factory.	Headquarters/HQ	Offices where the managers controlling the company work.	Research and development	Testing and improving new ideas.	2 marks
Operation	Definition									
Production	Making goods in a factory.									
Headquarters/HQ	Offices where the managers controlling the company work.									
Research and development	Testing and improving new ideas.									
<b>1(b)(ii)</b>	<p>Three types of operation: HQ, R&amp;D, production. HQ only in Finland – country of origin. R&amp;D there too + other more developed country market locations in N America, Far East (China as well as Japan), more in western Europe (UK, Germany, Denmark). Production facilities in Finland, UK and China too but otherwise separate, more and more in relatively less developed countries in Latin America, eastern Europe, Asia India and South Korea). None in the poorest continent: Africa. Marks are for description. Explanation is not sought. Be prepared to credit truths not shown by <b>Figure 2</b>, e.g. that production is Finland is of less mature products than in say Mexico.</p> <p><b>Level 1 (Basic) 1-2 marks</b> Simple statement/s about the distribution of Nokia operational function/s.</p> <p><b>Example response</b> <i>Nokia HQ function is in Finland <u>only</u> R&amp;D is found in Finland, USA, UK, Denmark, Germany, China and Japan. Production facility locations are mostly in different locations to R&amp;D.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear description of the global distribution of Nokia’s operational functions. Recognises pattern, uses Figure 2.</p> <p><b>Example response</b> <i>There are three functions shown on the map. They are HQ, R&amp;D and production. The HQ function is found in Finland. R&amp;D is found there too and in other richer countries (the USA and Japan) as well as in China. Production facility locations mostly in relatively poor countries like Mexico Brazil and Romania.</i></p>	4 marks								

<p><b>1(c)(i)</b></p>	<p>Costs such as labour, energy and land are high in Germany (a more developed country) than in Romania (a relatively less developed country). Other valid suggestions including less regulation.</p> <p><b>Level 1 (Basic) 1-2 marks</b> Simple statement(s) of valid suggestion(s), for example, lower costs in Romania.</p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear suggestions that are linked to the movement of production from Germany to Romania, e.g. comparison of labour costs.</p> <p><b>Example response</b> <i>Higher costs make Germany less competitive so Nokia looked for cheaper places. For example, wages are more in Germany because it is a more developed country than Romania. Other costs such as land, transport and energy are also lower in Romania so Nokia was attracted there.</i></p>	<p>4 marks</p>
<p><b>1(c)(ii)</b></p>	<p>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.</p> <p>Point mark. Accept any correct reason. Allow up to 2 marks for each effect described.</p> <p><b>Example response</b></p> <ol style="list-style-type: none"> <li>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></li> <li>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></li> </ol>	<p>4 marks</p>

<p><b>1(d)</b></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><b>Level 1 (Basic) 1-4 marks</b> Simple statements of benefit/s are made.</p> <p><b>Example response</b> <i>Industrial growth can bring more jobs. Industry's new employees spend their wages in local businesses like shops. Roads may be improved. Money may also be spent on better schools and hospitals.</i></p> <p><b>Level 2 (Clear) 5-6 marks</b> Clear explanation of how industrial growth benefits economically developing areas. Causal link/s are established. Credit given for use of examples. An example must be used for full marks.</p> <p><b>Example response</b> <i>Industrial growth can benefit an economically developing area because it leads to more jobs. Industry's new employees spend their wages in local businesses like shops and create demand that leads to other businesses taking people on. They spend their wages and so more economic growth follows. The whole area is better off. This is called the multiplier effect. Roads and electricity supplied may be improved (Infrastructure) using money from high taxes that can be raised from the new industry. Tax revenue may also be spent on improving the environment and on social improvements like better schools and hospitals.</i></p>	<p>6 marks</p>
<p><b>1(e)(i)</b></p>	<p>1 mark for general direction of change (e.g. <i>more</i>), 2nd mark for recognising change, e.g. 2001-2005 = up/2005-2006 = down/then up again or for accurate use of data.</p>	<p>2 marks</p>
<p><b>1(e)(ii)</b></p>	<p>1 mark for <i>worldwide or international</i> idea, 2<sup>nd</sup> mark for development what is global e.g. product, market, supply chains, companies (TNCs), demand/trends, culture, politics, trade, society.</p> <p><b>Example response</b> <i>Industry operates worldwide now (1). Companies like Coca-Cola sell the same product everywhere (1).</i></p>	<p>2 marks</p>

<b>1(e)(iii)</b>	<p>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> <p><b>Level 1 (Basic) 1-3 marks</b> Simple statements of change/s.</p> <p><b>Example response</b> <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><b>Level 2 (Clear) 4-5 marks</b> Clear description of how <b>patterns</b> of global trade between countries are changing.</p> <p><b>Example response</b> <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
<b>1(f)(i)</b>	<p>Possible indicators: life expectancy, standard of living (e.g. GDP/GNI) and level of education (e.g. school enrolment, literacy level). Vague words such as 'health', 'wealth', 'education' are not creditworthy.</p> <p>Point mark. 1 mark per indicator.</p> <p><b>Example response</b></p> <ol style="list-style-type: none"> <li>1. GNI (1)</li> <li>2. How many people go to school (1)</li> </ol>	2 marks
<b>1(f)(ii)</b>	<p>Possibilities include: mobile phones (per 1000), internet use (per 1000), infant mortality, birth rate, clean water access. Must be other than the candidate's answer to f(i).</p>	1 mark
<b>1(g)(i)</b>	<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, 2<sup>nd</sup> mark for development/elaboration.</p> <p><b>Example response</b> <i>Fair trade is paying reasonable prices to people like poor farmers (1) to keep them going (1) financially.</i></p>	2 marks



<p><b>1(g)(ii)</b></p>	<p><b>Level 1 (Basic) 1-4 marks</b>                  Simple ideas as to why Cadbury's action/s such as shown in <b>Figure 6</b> may improve social/economic conditions. Likely to show limited development from <b>Figure 6</b>.</p> <p><b>Example response</b>  <i>Free newsletter to tell 75 000 farmers how to produce more cocoa makes them be better off.</i></p> <p><b>Level 2 (Clear) 5-6 marks</b>                  Some clear explanation of why Cadbury action/s may improve social/economic conditions in Ghana. Likely to clearly develop points from <b>Figure 6</b>.</p> <p><b>Example response</b>  <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><b>Level 3 (Detailed) 7-8 marks</b>                  Clear explanation why Cadbury's action/s may improve social and economic conditions in Ghana.</p> <p><b>Example response</b>  <i>The newsletter telling 75 000 farmers how to produce more cocoa should help them because they will have more cocoa to sell and this will increase their overall earnings, especially if they are bought using fair trade. Giving computers to all Ghana's teacher-training colleges and building 6 new libraries will help raise educational and literacy levels which are social improvements that also mean people can have a chance of better paid jobs. That would be an economic improvement.</i></p>	<p>8 marks</p>
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<p><b>1(h)</b></p>	<p>Examples of schemes that attempt to manage the impacts of industrial development include “green factory” schemes such as those of BASF, Honda, VW and Sharp. Recycled materials are used in low emission factories (BASF plans to reduced emissions 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><b>Level 1 (Basic) 1-2 marks</b> Simple statements about how industrial development impacts are/could be managed sustainably. Credit any case study knowledge, which is likely to be simply stated. Lacking link to sustainability.</p> <p><b>Example response</b> <i>Green factories schemes are ways to manage industrial impacts sustainably. Using less fossil fuel.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear explanation of how an example(s) management scheme is (are) sustainable. Shows some clear factual knowledge of the chosen example(s).</p> <p><b>Example response</b> <i>BASF has a green factories scheme. It has to cut its factories’ greenhouse gas emissions to cut pollution and make environmentally-friendly products. For example, making heat insulating materials and light plastics for car makers.</i></p> <p><b>Level 3 (Detailed) 5- 6 marks</b> <b>Either</b> Detailed explanation of how example(s) of industrial development management is (are) sustainable.</p> <p><b>Or</b> Detailed case study knowledge shows broader understanding.</p> <p><b>Example response</b> <i>BASF has a green factories scheme. It has begun to cut its factories’ greenhouse gas emissions and plans to reduce them by 25% by 2020 by making environmentally-friendly products for other companies to use in their manufacturing. For example, making heat insulating materials and light plastics for car makers saves three times the amount of pollution caused by their manufacture.</i></p>	<p>6 marks</p>
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**Question 2 – Investigating Global Tourism**

<p><b>2(a)(i)</b></p>	<p>1 mark per correct tick. 2 ticks – 0 marks for that row.</p> <table border="1" data-bbox="347 331 1241 629"> <thead> <tr> <th data-bbox="347 331 1027 376">Statement</th> <th data-bbox="1027 331 1134 376">True</th> <th data-bbox="1134 331 1241 376">False</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 376 1027 450">None of the top ten countries in 2008 were south of the equator.</td> <td data-bbox="1027 376 1134 450" style="text-align: center;">✓</td> <td data-bbox="1134 376 1241 450"></td> </tr> <tr> <td data-bbox="347 450 1027 488">The most visited country in both years was Spain.</td> <td data-bbox="1027 450 1134 488"></td> <td data-bbox="1134 450 1241 488" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="347 488 1027 555">The most visited country in both years was in Europe.</td> <td data-bbox="1027 488 1134 555" style="text-align: center;">✓</td> <td data-bbox="1134 488 1241 555"></td> </tr> <tr> <td data-bbox="347 555 1027 629">The UK and Mexico moved up the rankings between 1998 and 2008.</td> <td data-bbox="1027 555 1134 629"></td> <td data-bbox="1134 555 1241 629" 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>
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><b>2(a)(ii)</b></p>	<p>Changes and reasons might be:</p> <p>Ukraine new entry at 7 (not in top 20 in 1998) because of more better off East European/Russian tourists. Near/far eastern countries climbed furthest (Turkey, China) because European and other tourists are prepared to travel further.</p> <p>1 mark per reasonable suggestion that is true and logical for the example given.</p> <p><b>Example response</b>  <b>Change:</b> China moved up from 7<sup>th</sup> to 4<sup>th</sup> place.  <b>Reason:</b> More people can afford to travel long-haul now (1).</p>	<p>2 marks</p>															
<p><b>2(a)(iii)</b></p>	<p>Possible indicators: life expectancy, standard of living (e.g. GDP/GNI) and level of education (e.g. school enrolment, literacy level). Vague words such as ‘health’, ‘wealth’, ‘education’ are not creditworthy.</p> <p>Point mark. 1 mark per indicator.</p> <p><b>Example response</b></p> <ol style="list-style-type: none"> <li>1. GNI (1)</li> <li>2. How many people go to school (1)</li> </ol>	<p>2 marks</p>															
<p><b>2(a)(iv)</b></p>	<p>Possibilities include: mobile phones (per 1000), internet use (per 1000), infant mortality, birth rate, clean water access. Accept any correct that is <u>other than</u> answer to (2)(a)(iii).</p>	<p>1 mark</p>															

<p><b>2(a)(v)</b></p>	<p>Ways tourism could help to improve social and economic conditions include tourism spending moving money from rich to poor, jobs created in poorer locations with local multiplier effects, tax revenues spent on social projects/economic development in poorer places, migrant workers from poorer countries in tourism jobs in richer sending money home.</p> <p><b>Level 1 (Basic) 1-4 marks</b> Simple statement/s of way/s tourism can help to improve social/economic conditions.</p> <p><b>Example response</b> <i>Because tourists from richer countries spend money in poorer ones. Tourism creates jobs. Infrastructure is improved. Economy prospers.</i></p> <p><b>Level 2 (Clear) 5-6 marks</b> Some clear explanation of how tourism could help to improve social/economic conditions in developing countries. Links development to improved conditions.</p> <p><b>Example response</b> <i>Tourism can help to improve economic conditions because tourists from richer countries spend money in poorer countries' destinations. This creates jobs in poorer countries not just in new hotels but also on other local businesses like bars and restaurants.</i></p> <p><b>Level 3 (Detailed) 7-8 marks</b> Clear explanation of how tourism could help to improve social <b>and</b> economic conditions in developing countries. Credit specific case knowledge. Social and economic conditions need not be balanced to allow L3 access.</p> <p><b>Example response</b> <i>Tourism can help economically because developing countries businesses benefit from relatively rich developed countries' tourists spending. Tourist businesses like hotels prosper and employ more local staff who spend their wages in other local businesses such as bars, shops and restaurants who also attract tourists' spending. Consequently, governments are able to raise more taxes from higher wages and profits to spend on social improvements such as better equipped schools and more modern hospitals.</i></p>	<p>8 marks</p>
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<b>2(b)(i)</b>	<p>Possible changes: it grew continuously, increasingly fast, more than doubled, went up by about 550 million. Credit change description points only. 1<sup>st</sup> mark for increase and 2<sup>nd</sup> for accurate data use/rate of change.</p> <p><b>Example response</b>  <i>The number of international tourists went up (1) from about 450 million in 1998 to about 1000 million in 2010 (1). Accept more than doubled for 2 marks (increase + accurate data interpretation).</i></p>	2 marks
<b>2(b)(ii)</b>	<p>Impacts of greenhouse gas emissions from aircraft engines, ships and land transport on the atmosphere and climate. Further impacts result from tourism developments such as new hotels leading to loss of natural environment, coastal erosion, pollution, etc. Credit any positive effect(s) on the environment, if global dimension is clear.</p> <p><b>Level 1 (Basic) 1-3 marks</b>                  Simple statements about tourism's effect on the environment.</p> <p><b>Example response</b>  <i>Travel affects the atmosphere because flying emits gases like CO<sub>2</sub>. They are a cause of global warming.</i></p> <p><b>Level 2 (Clear) 4-5 marks</b>                  Shows a clear linkage between international tourism and global environmental impacts.</p> <p><b>Example response</b>  <i>Increased international travel affects the atmosphere by emitting more greenhouse gases like CO<sub>2</sub> from the exhausts of aircraft. This is a likely cause of global warming. Vapour from jets forms clouds which keep the heat in at night and add to global warming as well.</i></p>	5 marks
<b>2(c)(i)</b>	<p>Accept any area where tourism may have declined (e.g. resort, city, rural area), at any scale, anywhere. Impacts of the decline of tourism are economic (e.g. loss of jobs directly and indirectly, loss of income for businesses/local economy) environmental (e.g. dereliction, decline in maintenance of buildings/landscapes), social (e.g. loss of facilities, declining social infrastructure dependent of tourism revenue, increased out-migration) and cultural (e.g. loss of traditions/dependent on tourism revenue). Decline may stimulate local authorities to regenerate tourism. Accept positive impacts e.g. reduced congestion.</p> <p>Point mark. 2 marks per impact.</p> <p>No marks for the location name.</p> <p><b>Example response</b>  <i>Southport.</i></p> <ol style="list-style-type: none"> <li>1. <i>Jobs have been lost operating tourism facilities (1) like the boating lake which is used a lot less now there are fewer summer holidaymakers (1).</i></li> <li>2. <i>The parks and gardens along the seafront are no longer so attractive (1). There are areas of rough grass where once there were beautiful flowerbeds (1).</i></li> </ol>	4 marks

<p><b>2(c)(ii)</b></p>	<p>Such a lack of welcome may arise from perceived anti-social behaviour (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. Damage to the local environment.</p> <p><b>Level 1 (Basic) 1-2 marks</b> Simple statement/s of why locals may not want more tourism.</p> <p><b>Example response</b> <i>Drunk tourists are noisy at night. They wear too few clothes, causing offence.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clearly an explanation of why increased tourism is not always wanted by local communities. Credit use of example(s) if they clarify the explanation.</p> <p><b>Example response</b> <i>Some locals don't like tourists being noisy late at night when they are drunk from pubs and clubs. Local people can also be offended by tourists wearing beachwear where they shouldn't, such as when visiting places of worship.</i></p> <p><b>Level 3 (Detailed) 5-6 marks</b> Detailed explanation of why local communities do not always want more tourism. Credit any exemplification that shows a broader understanding.</p> <p><b>Example response</b> <i>In resorts like Benidorm locals don't always want more tourists visiting because of existing tourists' anti-social behaviour. Noise late at night when they are on the way back to hotels from pubs and clubs disturbs the sleep of local people who have to work in the morning. Local people in some countries like the Maldives can be offended by tourists wearing beachwear where locals think they shouldn't – such as when visiting mosques because it's offensive in their culture so they don't want more tourists.</i></p>	<p>6 marks</p>
<p><b>2(d)(i)</b></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 2<sup>nd</sup> 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><b>2(d)(ii)</b></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 resolved there.</p> <p><b>Level 1 (Basic) 1-2 marks</b> Simple statement/s of action/s. May be generalised.</p> <p><b>Example response</b> <i>Lake District. The National Trust runs old buildings to look after them. Repairing footpaths where visitors have worn them away.</i></p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear description of how land use conflicts have been managed in the chosen tourist honeypot. Shows some clear case study knowledge.</p> <p><b>Example response</b> <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><b>2(e)(i)</b></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 to positively impact on the local community.</p> <p><b>Level 1 (Basic) 1-2 marks</b> Simple observation/s of what would suggest that Lisu Lodge is an ecotourism development without explaining why.</p> <p><b>Level 2 (Clear) 3-4 marks</b> Clear description of how <b>Figure 10</b> suggests that Lisu Lodge is an ecotourism development. Makes clear links between observation/s and ecotourism.</p> <p><b>Example response</b> <i>The photograph shows an attractive and natural-looking forest environment and ecotourism is visiting places because of nature. Lisu Lodge only has 24 bedrooms so it is a small-scale development: ecotourism involves visiting natural places in small numbers so as not to spoil them.</i></p>	<p>4 marks</p>

<p><b>2(e)(ii)</b></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.</p> <p><b>Level 1 (Basic) 1-4 marks</b></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><b>Example response</b>  <i>Recycle waste. Get food from local farmers. Use renewable energy like solar. Use local staff.</i></p> <p><b>Level 2 (Clear) 5-6 marks</b></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><b>Example response</b>  <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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Please note;

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