Mark Scheme (Results)
Summer 2008

GCSE Geography B (1313/4H)

Unit 1313 Paper 4H

Question Number	Answer	Mark
1(a)	<table><tr><td>**Energy Resource**</td><td>**Renewable**</td><td>**Non-renewable**</td></tr><tr><td>Coal</td><td></td><td>✔</td></tr><tr><td>Solar energy</td><td>✔</td><td></td></tr><tr><td>Hydro Electricity</td><td>✔</td><td></td></tr><tr><td>Natural Gas</td><td></td><td>✔</td></tr><tr><td>Wind</td><td>✔</td><td></td></tr><tr><td>Tidal</td><td>✔</td><td></td></tr><tr><td>Biogas</td><td>✔</td><td></td></tr><tr><td>Oil</td><td></td><td>✔</td></tr></table> 7 or 8 correct = 4 marks 5 or 6 correct = 3 marks 3 or 4 correct = 2 marks 1 or 2 correct = 1 mark	(4)

Question Number	Answer	Mark
1(b)	2 of: Coal Natural Gas Oil (1)	(1)

Question Number	Answer	Mark
1(c)	Air / atmospheric pollution OR Release of unwanted/polluting/greenhouse gases into the atmosphere (1) e.g. sulphur dioxide (1) carbon dioxide (1) (leading/contributing to) global warming (1) and / or acid rain (1) then 1 further mark for one environmental effect of global warming OR acid rain (e.g. melting ice caps, killing forests) visual pollution of the power station itself (1) visual pollution / dust from (open cast) mining (1) warm water pumped into rivers affects fish / river life / ecosystem (1) 2+2, 1+3 or 3+1	(3)

Question Number	Answer	Mark
1(d)	Population increase may be slower than predicted / incorrectly predicted (1) New supplies / reserves of non-renewables may be discovered (1) Technology will enable more energy resources to be extracted (1) More renewable / alternative supplies may be used (1) Appliances will be energy-efficient / use less energy (1) Conserving / recycling will reduce energy consumption (1)	(2)

Question Number	Answer	Mark
1(e)(i)	(Population) pyramid *or* age-sex diagram / pyramid	(1)

Question Number	Answer	Mark
1(e)(ii)	0 – 4 (1)	(1)

Question Number	Answer	Mark
1(e)(iii)	35 – 39 (1)	(1)

Question Number	Answer	Mark
1(e)(iv)	Sudan is an LEDC / The U.K. is an MEDC (1) They are at different stages of development (1) Sudan has a higher birth rate / higher death rate (than the U.K.) (1) NOT just they have different birth / death rates UK has a longer life expectancy (1) 1 mark available for further explanation linked to a valid <u>difference</u> eg better healthcare (to link with more elderly/longer life expectancy/ lower death rate in the UK.) More contraception (to link with fewer children/lower birth rate in the UK) (Credit any vice-versa statement but do not double mark)	(2)

Question Number	Answer	Mark
1(e)(v)	Birth rate / number of births (1) Death rate / number of deaths (1) Immigration / emigration rates OR number of emigrants / immigrants (1) OR Migration (rate) (1) Credit specific factors for 1 mark, <u>provided that</u> they are linked to how they affect population structure e.g. Increase in wealth / GNP may mean better healthcare so more children / elderly (1) War may reduce the number of young / middle aged men (1) Government policy (eg China's one child policy)means a lower birth rate (1) Improvements in health (care) may mean more children because infant mortality falls (1) OR more elderly because life expectancy increases (1) Education about / access to contraception may reduce the number of children (1) Women working / having a career will mean they have fewer children (1)	(3)

Question Number	Answer	Mark
1(f)(i)	The ratio between the number of people of working age / economically active and those who are not of working age / not economically active (or vice versa) (1) plus further mark if ages are given (1) ACCEPT number / proportion … compared to … OR Formula: $\dfrac{\text{number of people who are not of working age}}{\text{number of working-age population/}}$ economically active population (1) OR Formula: $\dfrac{\text{population under age 15 and above age 65}}{\text{those aged 15-64}}$ (2)	(2)

Question Number	Answer	Mark
1(f)(ii)	Because it has: a high number of children / under 15s (1) OR the pyramid / graph has a wide base (1) a high birth rate (1) few working aged / aged 15 - 64 / economically active (1) The pyramid / graph gets narrower with successive older age groups (1)	(2)

Question Number		Indicative content
1(g)		**NB** for iii accept reference to solutions which are already in place as well as possibilities or plans for the future. (8)
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Mentions one population change e.g. more old people / people living longer. Mentions one problem e.g. more old people means more health care needed; fewer schools needed / schools closing. Mentions one solution e.g. providing more hospitals / doctors.
Level 2	4-6 QWC	Mentions two or more population changes OR describes one e.g. gives statistics about the change Mentions two problems OR explains one problem e.g. more old people due to longer life expectancy means more pensions are needed, and more health care / hospitals / doctors, and specialist retirement provision / accommodation Mentions two solutions OR explains one solution e.g. increasing taxes means more money for providing more specialist hospitals / doctors / geriatric units To reach the top mark at this level, candidates should write in sentences with a clear and structured style; they should spell, punctuate and use the rules of grammar with some accuracy.
Level 3	7-8 QWC	Describes two or more population changes Describes two or more problems OR explains one or more problem(s) e.g. more old people due to longer life expectancy means the working population has to support them via tax contributions to provide health care for the elderly, specialist retirement accommodation, specialised hospital units / geriatric care, and sheltered / warden assisted accommodation etc. – whilst still saving for their own pensions / retirement. Describes two or more solutions OR explains one or more solution(s) e.g. increasing pensions / allowances means the elderly are less dependent and can afford to look after / support themselves, reducing the pressure on health care / hospitals. To reach the top of this level, at least one problem and one solution must be explained. To reach the top mark at this level, candidates should write in sentences that are clear, structured and coherent; spell, punctuate and use the rules of grammar with accuracy, using specialist terms appropriately.

NB Maximum 6 marks if no MEDC named.
   Maximum 3 marks if LEDC example chosen.

A2 Planning for change

Question Number	Answer	Mark
2(a)(i)	Primary - Extracting raw materials (from the earth or sea) (1) Do NOT accept using raw materials Credit any valid type *e.g. farm/ farmer / farming, mine / miner / mining etc* *(1)*	(2)

Question Number	Answer	Mark
2(a)(ii)	Manufacturing OR processing / making / assembly of goods (using the raw materials) (1) Credit any appropriate manufacturing activity e.g. steelworks / steelworker / steel manufacture, building / builder (1) Do NOT accept factory / factory worker	(2)

Question Number	Answer	Mark
2(a)(iii)	87 / 87.5 / 88 (%) (1) Accept any value between 87 and 88	(1)

Question Number	Answer	Mark
2(a)(iv)	60 (%) (1)	(1)

Question Number	Answer	Mark
2(a)(v)	Increased use of technology / machinery [in primary activities / farming / mining / fishing / forestry] (1) Fewer people need to be employed (1) ** Increased importing of raw materials / food products (1) Some raw materials are running out / have now run out (1) so fewer people need to be employed (1) ** N.B. ** credit this only once for 1 mark DO NOT accept increases in secondary / tertiary employment ACCEPT people can earn more in secondary / tertiary jobs (1) working conditions are better in secondary / tertiary (1)	(3)

Question Number	Answer	Mark
2(b)(i)	204548 or 204549 (1)	(1)

Question Number	Answer	Mark
2(b)(ii)	North East / NE or North-North-East / NNE (1)	(1)

Question Number	Answer	Mark
2(c)(i)	Stratford-on-Avon is a long way from the motorway / M40 (1) which makes access difficult (1) Congestion (1) air / noise pollution (1) [not just pollution on its own] due to the *dense road network* (1) due to people commuting/travelling to work (in the CBD) (1) due to tourists visiting the *many / concentrated tourist sites / attractions OR an e.g. museums / Shakespeare's birthplace / Royal Shakespeare Theatre* (1) Risk of accidents (1) *Lack of parking in the town centre* (1) There are *only a few bridges (over the river)* (1) *The old bridge* is likely to be narrow (1) OR old roads are likely to be narrow (1) [NOT just roads are narrow] *Several A roads / A4439 + A422 + A3400 converge (on the town)* (1) [NOT just there are lots of roads] NB For 4 marks, must include map evidence i.e. at least one of the points in italics above, or a grid reference	(4)

Question Number	Answer	Mark
2(c)(ii)	NB credit only ONE method of management 1 or 2 mark(s) for the management type, 2 or 1 mark(s) for the explanation: There is a park and ride scheme (1) in grid square 1955 / at grid ref. 198558 (1) On edge of <u>CBD/town centre</u> (1) This reduces the number of cars (in the town centre) (1) reduces <u>noise</u> / <u>air</u> pollution (1) reduces congestion (1) OR Car parks <u>on edge of town</u> (1) e.g. in grid square 2055 / 2155 / at grid ref. 210557 / 210558 (or appropriate grid square/ref. for the other car park – use professional judgement!) (1) This reduces the number of cars / congestion <u>in the town</u> (centre) (1) reduces <u>noise</u> / <u>air</u> pollution <u>in the town</u> (centre) (1) OR Bus station (1) in grid square 2055 / at grid ref. 207552 / 207553 / 208552 / 208553 (1) suggests use of public transport (1) Means using buses reduces <u>noise</u> / <u>air</u> pollution (1) OR Cycle route (1) means using bikes reduces the number of cars (1) reduces <u>noise</u> / <u>air</u> pollution (1) reduces congestion (1) reduces accidents (1) Do NOT allow any references to railway	(3)

Question Number	Answer	Mark
2(d)	*Space* for development / expansion (1) Cheap(er) / low value land (*outside the town*) (1) *Flat land* (1) Good access / communications / transport (1) *via motorway / M40 / A46 / A429* (1) Avoids congestion in town centre / built up area / *Warwick* (1) Close to labour supply (*in Warwick*) (1) Close to market / customers (*in Warwick*) (1) NB For 4 marks, must include map evidence i.e. at least one of the points in italics above.	(4)

Question Number		Indicative content
2(e)		**NB** Accept reference to any urban area – city, town or part of city – MEDC or LEDC (8)
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Mentions one or two problems of household waste disposal e.g. the failure of many to recycle and illegal tipping of waste. Mentions one or two solutions e.g. local authority providing separate bins / bags.
Level 2	4-6	Mentions two problems of household waste disposal OR describes one problem of household waste disposal e.g. the failure / inability of many to recycle organic and other materials such as paper, glass etc., due to laziness or lack of transport to recycling sites; the illegal tipping of waste and leaving of large items by the roadside. Explains one or two solutions e.g. local authority providing compost bins, or selling them cheaply, to encourage / enable people to recycle organic materials; local authority providing separate bins / bags for recyclable materials like paper, glass etc.; introduction of weight restrictions on waste, and fines for excesses.
	QWC	To reach the top mark at this level, candidates should write in sentences with a clear and structured style; they should spell, punctuate and use the rules of grammar with some accuracy.
Level 3	7-8	Describes two or more problems of household waste disposal Explains several solutions
	QWC	To reach the top mark at this level, candidates should write in sentences that are clear, structured and coherent; spell, punctuate and use the rules of grammar with accuracy, using specialist terms appropriately.

NB Maximum 6 marks if no urban area named.

B3 Use and abuse of the environment (Water)

Question Number	Answer	Mark
3(a)(i)	Photograph A = recreation Photograph B = industry	(1)

Question Number	Answer	Mark
3(a)(ii)	Photograph A = watering / irrigating / spraying grass / pitch / sports field (1) to maintain grass growth (1) Photograph B = water (from reservoir) drives turbines (in dam) (1) to produce electricity / HEP (1) 2+1 or 1+2	(3)

Question Number	Answer	Mark
3(b)	LEDCs have low(er) living standards (than MEDCs) (1) OR LEDCs are poor(er) (1) LEDCs do not have piped / running water supplies OR less access to water in LEDCs (1) Water has to be obtained by hand / from wells in LEDCs (1) Which may be a long way / distance / walk (1) Less access to <u>clean</u> water in LEDCs (1) Do NOT allow just there is less water in LEDCs. LEDCs do not have (as many) domestic appliances / advanced technology (1) e.g. dishwashers, showers (max 1 for e.g.) LEDCs use little / less water for recreation (or e.g.) (1) LEDCs have less industry and therefore use less water (1) People in LEDCs waste less water / use it sparingly (1) (Credit any vice-versa statement but do not double mark)	(3)

Question Number	Answer	Mark
3(c)	<u>Increasing</u> population (1) <u>increasing</u> number of households (1) <u>more</u> domestic use (1) - for the (increased number of) appliances / advanced technology (1) such as dishwashers, showers (max 1 for eg) <u>more</u> industrial use (1) - for (increased amounts of) cooling / cleaning processes (1) <u>more</u> recreational / leisure use (1) - for the (increased number of) golf courses, swimming pools (max 1 for eg) <u>more</u> agricultural use (1) - for (increased) irrigation (1) to produce higher crop yields (1)	(3)

Question Number	Answer	Mark
3(d)(i)	Chemicals / fertilisers / pesticides used <u>on crops</u> / <u>fields</u>(1) wash into (ground)water <u>when it rains</u> (1) / <u>when irrigation is used</u> (1)	(2)

Question Number	Answer	Mark
3(d)(ii)	Chemicals can harm wildlife / fish (1) and cause algae to grow (1) and lead to eutrophication (1) Chemicals may get into human water supply (1) OR make water unsafe to drink / cause disease (1)	(2)

Question Number	Indicative content	
3(e)	N.B Accept reference to physical or human factors throughout the answer i.e. in both sections	(6)
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Mentions one or two physical factors e.g. a valley, rock type, rainfall Mentions one or two human factors e.g. lack of population in area of reservoir; large population to use water, land use.
Level 2	3-4	Mentions at least two physical factors, or explains one simply e.g. a deep, steep sided valley is needed to collect the water for the reservoir, solid bedrock is needed to support the dam. Mentions at least two human factors, or explains one simply e.g. large population and industry / agriculture provides demand for the water. For 4 marks, both a physical factor and a human factor must be explained.
Level 3	5-6	Explains two (or more) physical factors in some detail e.g. a deep, steep sided valley is needed for the reservoir, solid / impervious bedrock is needed to support the dam / reservoir. Explains two (or more) human factors in some detail e.g. large population provides large domestic demand for water and power; agriculture provides demand for water for irrigation; industry provides demand for HEP / electricity, and water for cooling / cleaning. For 6 marks, both physical factor(s) and human factor(s) must be explained. May show knowledge of a particular example / location.

B4 Use and abuse of the environment (Weather and Climate)

Question Number	Answer	Mark
4(a)	Photograph D = summer / beach holidays Photograph E = winter holidays / skiing Photograph F = farming (3 x 1)	(3)

Question Number	Answer	Mark
4(b)	Photograph D: Lack of clouds / clear skies (1) Plenty of sunshine (1) High temperatures / warm / hot (1) Plenty of dry weather (1) OR lack of rain (1) Photograph E: low temperatures / cold weather (1) snow (1) sunshine (1) clean / unpolluted air (1) good visibility (1) 2+2, 1+3 or 3+1	(4)

Question Number	Answer	Mark
4(c)	Irrigation / sprays / sprinklers (1) – to make sure (crops always have) a regular water supply (1) and to offset the effects of drought / cope with a dry season (1) Windbreaks (1) - to protect crops against (wind) damage (1) and stop soil blowing away (1) Glasshouses / greenhouses / polythene / polytunnels (1)– to protect against frost (1) and wind (1) and to provide warmer conditions (1) and allow crops to ripen early (1) Cloud seeding (1) e.g. adding silver nitrate (1) to provide condensation nuclei / encourage condensation (1) to increase rainfall (1) 2+2, 1+3 or 3+1	(4)

Question Number	Answer	Mark
4(d)	Reducing the use of fossil fuels (1) so less CO2 / greenhouse gases are emitted (1)** Use cars less / use public transport more (1) so less CO2 / greenhouse gases are emitted (1)** Use planes less (1) so less CO2 / greenhouse gases are emitted (1)** N.B. ** credit this only once for 1 mark Conserving energy / using less electricity (1) e.g. by switching off unneeded lights / appliances (1) using double glazing (1) wall or roof insulation (1) Recycling materials (1) to reduce energy used in manufacturing (1) Increasing the use of renewable energy (1) which does not produce CO2 / greenhouse gases (1) Use energy saving / efficient appliances (1) so that less electricity is used (1) Use less spray cans (1) to reduce CFC emissions (1) Plant trees / forests (1) to absorb CO2 / reduce the amount of greenhouse gases in the atmosphere (1) Max 2 marks for unexplained suggestions i.e. at least one suggestion must be explained for max 3 marks	(3)

Question Number		Indicative content
4(e)		NB Maximum 4 marks if only one choice given. (6)
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Mentions one way in which each of the two chosen possibilities produces energy e.g. sun can produce heat; rain can feed rivers for HEP; wind power can produce electricity.
Level 2	3-4	Explains simply how one or both chosen possibilities produce energy e.g. solar panels heat water to produce heat; rain can feed rivers which drive turbines in a dam to produce HEP; wind farms harness the energy of wind to drive turbines which produce electricity. At this level, one choice must include reference to the technology involved e.g. sun requires solar panels; rain requires a dam / turbines; wind needs wind turbines. For 4 marks, must refer to strength / reliability of wind; reliability or amount of rain; amount or intensity of sunshine needed for energy production.
Level 3	5-6	Explains in some detail how each chosen possibility produces energy e.g. solar panels on roofs heat water to produce heat / electricity which can be used to heat / power homes; rain can feed rivers which drive turbines in a dam to produce HEP which can feed the National Grid for industry and homes; wind farms harness the energy of wind to drive turbines which produce electricity for the National Grid. For 6 marks, must explain both chosen possibilities and refer to strength of wind/reliability or amount of rain/amount or intensity of sunshine needed for energy production eg by suggesting ideal sites - windfarms best offshore or on hill tops where wind is stronger / more reliable; solar power plants best in tropical / desert regions where sun is strongest / shines longest OR show knowledge of a particular example / location.

C5 Use and abuse of the environment (Farming)

Question Number	Answer	Mark
5(a)(i)	Orchard / Fruit (production) (1)	(1)

Question Number	Answer	Mark
5(a)(ii)	about 8 kms (1)	(1)

Question Number	Answer	Mark
5(a)(iii)	A farm owned by a company and run by a manager (1) Commercial farming which tries to <u>maximise</u> profit (1) A farm run by a company <u>rather than a family</u> (1)	(1)

Question Number	Answer	Mark
5(b)	No mark for choices of methods <u>hedgerow removal</u>: exposes soil to erosion (1) by wind / rain (1) destroys habitats (1) reduces biodiversity (1) reduces the number of insects / nesting birds (1) <u>using chemical pesticides</u>: kills wildlife / insects (1) kills beneficial insects (1) chemicals absorbed by crops (1) may enter the food chain (1) and harm humans (1) chemicals wash into groundwater / rivers (1) and can harm fish / animals (1) <u>land drainage</u>: can affect / upset the water balance (1) affecting soil organisms (1) and wildlife habitats (1) eg waterfowl (1) wetlands are a natural flood control (1) so drainage would increase flood risk / river floods downstream (1) 2+2 or 3+1 or 1+3	(4)

Question Number	Answer	Mark
5(c)(i)	Overcultivation C more animals reared B soil erosion D less rainfall and more droughts A (4 x 1)	(4)

Question Number	Answer	Mark
5(c)(ii)	No mark for choice of problem Overcultivation: use irrigation (1) and use fertilisers** (1) to increase crop yields (1) therefore reducing the need to use so much land (1) use fertilisers** (1) use crop rotation (1) so the soil can recover (1) N.B. ** credit this only once for 1 mark use terracing on slopes (1) to retain water (1) Reduce the population (1) to reduce the demand for food (1) Overgrazing: reduce the number of cattle kept (1) to enable vegetation / grazing to recover** (1) to prevent exhaustion of food for cattle (1) Move cattle (from one place to another) (1) so the vegetation / grazing can recover** (1) N.B. ** credit this only once for 1 mark Reduce the population (1) to reduce the demand for food (1)	(3)

Question Number		Indicative content
5(d)		**NB** ACCEPT other ALTERNATIVE methods of farming e.g. fish farming (6)
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	States simply what the chosen method involves e.g. genetic modification uses genes from one plant in another; organic farming is natural / does not use any chemicals. States simply the impact e.g. genetic modification can produce bigger or better crops; organic farming does not cause any pollution of the environment.
Level 2	3-4	Explains simply what the chosen method involves e.g. genetic modification uses genes from one plant in another to produce hybrids / plants with particular qualities; organic farming does not use any chemical fertilisers / pesticides. Explains the impact simply e.g. genetic modification can produce higher yielding crops / crops resistant to disease; organic farming does not cause any pollution of the environment which can kill insects / animals.
Level 3	5-6	Explains in some detail what the chosen method involves e.g. genetic modification uses genes from one plant in another to produce hybrids / plants which are higher yielding / disease resistant; organic farming does not use any chemical fertilisers / pesticides or machinery but uses manure. Explains in some detail the impact e.g. genetic modification can produce higher yielding crops / crops resistant to disease, which can reduce prices / global hunger / food shortages; organic farming does not cause any pollution of the environment such as chemicals being washed into rivers / the food chain, which has an adverse effect on habitats / wildlife. May show knowledge of a particular example / location.

C6 Use and abuse of the environment (Recreation and Tourism)

Question Number	Answer	Mark
6(a)	National Trust (1)	(1)

Question Number	Answer	Mark
6(b)(i)	A place which attracts a large number of tourists (1) A place which is popular with tourists (1)	(1)

Question Number	Answer	Mark
6(b)(ii)	It has a concentration of tourist sites / attractions (in a small area) (1) Museum(s) (1) Castle (1) Racecourse (1) Cave (1) caravan site (1) Canal Centre (1) Golf Course (1) Castle Park (1) Grand Union Canal (1) picnic sites (1) ornamental ground (1) National Cycle route (1) Tourist information centre (1) National Trail (etc – see key to map) (1) Do NOT allow Sports Centre, Woodloes Park, camping, or just 'woods', 'parks', 'river' or 'canal' on its own Good access / communications (1) via A roads / A46 / motorway / M40 / railway (1)	(2)

Question Number	Answer	Mark
6(c)	Greater accessibility (1) due to more / better roads / motorways (1) More car ownership (1) Greater affluence / higher wages / salaries / incomes (1) More disposable income (1) More leisure time(1) due to longer holidays (from work)(1) and more paid holidays (1) Greater awareness of (cultural/historical) attractions (1) due to more advertising / publicity (1) 2+2 1+3 or 3+1	(4)

Question Number	Answer	Mark
6(d)	Farmers restrict access for tourists to the land (1) because of possible damage to crops / animals by tourists (1) Residents held up on local roads by tourist traffic / tourists' caravans (1) Residents disturbed by noise / litter / congestion caused by tourists (1) Tourists take residents' parking spaces (1) Camping / caravan site causes visual pollution to residents / housing (1) Conflicting groups must be identified to earn marks. Do NOT accept conflicts between different groups of tourists, or between farmers and residents.	(2)

Question Number	Answer	Mark
6(e)	<table><tr><td>Wildlife and vegetation is protected from damage</td><td>C</td></tr><tr><td>Impact on the environment</td><td>A</td></tr><tr><td>Local people gain an income so do not need to take advantage of the environment</td><td>D</td></tr><tr><td>Local people provide accommodation for tourists</td><td>B</td></tr></table> (4 x 1)	(4)

Question Number		Indicative content
6(f)		(6)
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Mentions one or two problems for scenic attractions e.g. trampling vegetation, eroding footpaths. Mentions one or two problems for wildlife e.g. habitats destroyed, animals frightened by noise.
Level 2	3-4	Describes two or more problems for scenic attractions e.g. trampling vegetation leading to footpath erosion; cars causing noise; campsites causing visual pollution. OR explains one problem simply e.g. tourists all use the same footpath which erodes and destroys vegetation, creating an eyesore. Describes two or more problems for wildlife e.g. animals frightened by noise; animals may be killed because their habitat is destroyed; animals may be injured by litter. OR explains one problem simply e.g. tourists destroy habitats by trampling so animals lose their homes and may die; litter can be eaten by animals which may injure or kill them. For 4 marks, at least one problem (scenery or wildlife) must be explained simply
Level 3	5-6	Explains three problems, including at least one in some detail e.g. tourists all use the same footpath which erodes, creating visual pollution; tourists use other routes / areas nearby which makes the problem worse, so that more vegetation is destroyed along with habitats. e.g. animals are disturbed / frightened by noise, and by destruction of their habitat / food supply, meaning they can die / their numbers are reduced. Litter such as bags, bottles, cans etc. can be eaten by / crawled into by animals which may injure or kill them; campfires may burn vegetation destroying animals homes / habitat. May show knowledge of a particular example / location.