

# Mark Scheme (Results) Summer 2010

GCSE

## GCSE Geography (1313) Paper 4H

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Summer 2010

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Question Number	Answer	Mark
A1(a)(i)	Country A (1) and Country C (1)	(2)

Question Number	Answer	Mark
A1(a)(ii)	They have: Low(er) birth rates (1) Low(er) death rates (1) High(er) / long(er) life expectancy (1) NB No marks for just quoting figures	(2)

Question Number	Answer	Mark
A1(a)(iii)	Country B (1)	(1)

Question Number	Answer	Mark
A1(a)(iv)	It has the largest difference between birth and death rates (1) Credit correct calculation e.g.: Natural increase is [49.6 - 16.5 =] 33.1 (per 1000 per year) (1)	(2)

Question Number	Answer	Mark
A1(b)	No mark for <i>how</i> they vary (e.g. MEDCs have lower DR) Credit <i>reasons</i> e.g.: MEDCs = lower DR <i>because of</i> Better health care / medicine / hospitals (1) More doctors (1) Better <i>access</i> to these = additional (1) Better diet (1) better hygiene / sanitation (1) means fewer diseases (1) Credit MEDCs have lower infant mortality (1) Credit reverse points e.g. LEDCs have fewer doctors BUT do not double credit	(3)

Question Number	Answer	Mark
A1(c)(i)	Dividing lines at 18.0 and 78.0 (1) Correct shading (1)	(2)

Question Number	Answer	Mark
A1(c)(ii)	(Increased) demand for pensions (1) health care (1) doctors / hospitals (1) bus passes (1) recreational facilities (or an e.g.) (1) sheltered accommodation / care homes / nursing homes (1) Increases (old age) dependency (1) May reduce birth rate (1) reduce workforce (1) meaning less tax revenue (1)	(3)

Question Number	Answer	Mark
A1(c)(iii)	Provide voluntary / cheap work force (or an e.g. such as working in CABs) (1) Some still work, providing expertise / experience (1) Can look after grandchildren enabling younger people to work (1)	(2)

Question Number	Answer	Mark
A1(d)(i)	A resource / something which can be used more than once (1) or will not run out / is not finite (1) NB Do not credit examples	(1)

Question Number	Answer	Mark
A1(d)(ii)	Credit any appropriate e.g. such as wind, water / HEP, tidal power, sun / solar energy, geothermal energy, methane / biogas, wood Accept nuclear.	(1)

Question Number	Answer	Mark
A1(d)(iii)	They are 'clean' (1) do not produce (atmospheric / air) pollution (1) do not release greenhouse gases (1) such as CO <sub>2</sub> / SO <sub>2</sub> / NO <sub>x</sub> (1) do not contribute to global warming (1) will not run out (1) do not involve using fossil fuels / non-renewables (1) which will run out (1)	(3)

Question Number	Indicative content	
A1(e)	NB Max. 3 marks if LEDC example chosen.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>Describes one impact that thermal energy production has on the environment e.g. it produces air pollution.</p> <p>Describes one fact about sustainability e.g. coal will run out.</p> <p>For 3 marks, one impact needs some development e.g. air pollution includes release of CO<sub>2</sub> OR sustainability needs some explanation e.g. coal will run out because it is non-renewable.</p>
Level 2	4-6	<p>Describes two (or more) impacts that thermal energy production has on the environment e.g. releases harmful gases into the atmosphere, destroys local vegetation / wildlife OR describes one impact in some detail e.g. air pollution includes release of CO<sub>2</sub> which can cause acid rain.</p> <p>Explains one fact about sustainability e.g. coal will run out because it is a non-renewable resource.</p> <p>May refer explicitly to a specific case study.</p> <p><b>QWC</b> 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.</p>
Level 3	7-8	<p>Describes in detail several impacts that thermal energy production has on the environment e.g. releases harmful greenhouse gases such as CO<sub>2</sub> and SO<sub>2</sub> into the atmosphere, which can dilute in condensed water to cause acid rain, which has a bad effect on local vegetation / wildlife.</p> <p>Explains clearly about sustainability e.g. coal will run out in the next century because it is a non-renewable resource and remaining supplies are more difficult / expensive to exploit.</p> <p>For 8 marks, must refer explicitly to the specific case study country.</p> <p><b>QWC</b> 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.</p>

Question Number	Answer	Mark
A2(a)(i)	People left homeless (1) people injured (1) people trapped (under rubble) (1) people killed (1)	(1)

Question Number	Answer	Mark
A2(a)(ii)	Buildings had collapsed (1) a large area had been cut off (1) there had been heavy rain (1) roads blocked (by boulders / landslides (1) helicopters unable to land (due to bad weather) (1) NB Do not credit 'bad weather' on its own.	(1)

Question Number	Answer	Mark
A2(a)(iii)	Use seismic monitoring (1) issue early warning (1) educate the public / have 'earthquake practices' (1) ensure an emergency action plan is in place (1) build earthquake resistant buildings bridges (1) e.g. strengthened / flexible foundations (1)	(1)

Question Number	Answer	Mark
A2(a)(iv)	They cannot afford to move (1) do not have transport to move (1) have nowhere else to go (1) have relatives to look after (1) think they are / buildings are safe (1) OR think an earthquake will never affect <i>them</i> (1) have a job / work there (1) there is good farmland there (1) there may be mineral deposits (1) NB Do not credit 'have relatives' on its own, or just 'do not want to move' on its own.	(1)

Question Number	Answer	Mark
A2(b)	constructive boundary = plates diverging / moving apart (1) OR where new crust is created (1) destructive boundary = plates colliding / converging / moving towards each other (1) OR where crust is destroyed	(1)

Question Number	Answer	Mark
A2(c)(i)	Camping / camp site (1) caravanning / caravan site (1) golf course / club house (1) Antiquity / (non-Roman) castle (1) public house (1) footpath / walking (1) Credit activities related to the beach or sea for max. 1 mark e.g. swimming, surfing, sunbathing Credit correct <i>six figure</i> grid ref for max. 1 mark	(1)

Question Number	Answer	Mark
A2(c)(ii)	(River) Hayle (1)	(1)

Question Number	Answer	Mark
A2(c)(iii)	There are steep slopes (1) River Hayle is the longest river (1) River is tidal (1) between St. Erth and the sea / coast (1) Lower parts of St. Erth are low-lying / at sea level (1)	(1)

Question Number	Answer	Mark
A2(d)(i)	(Marine) / (wave) erosion (1) wave attack (1) abrasion (1) corrasion (1) corrosion (1) hydraulic action (1) Accept a description rather than a term e.g. waves throw pebbles at the cliff (1)	(1)

Question Number	Answer	Mark
A2(d)(ii)	Subaerial process (1) weathering (1) wind action / erosion (1) freeze-thaw / frost action (1) Accept a description e.g. rain gets into cracks in the rock and bits break off (1) Do NOT accept mass movement or examples e.g. rockfall, landslide etc.	(1)

Question Number	Answer	Mark
A2(d)(iii)	Foot / base of cliff was eroded / worn back (1) so cliff (face) was undercut / undermined (1) and (unsupported) top of cliff collapsed / fell down / slid down (1). This process repeats (1) One mark available for development e.g. method of erosion (e.g. hydraulic action), geology of cliff (e.g. jointed / bedded) 1x3	(1)



Question Number	Indicative content	
A2(e)	N.B. Accept coal, oil, gas, biogas, geothermal, thermo-nuclear. Do NOT accept solar, wind, tidal.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Describes one or two strategies simply e.g. warnings were given; flood defences were built; people were rescued by helicopter; food was dropped to flooded areas. Probably only gives separate accounts of LEDC and MEDC strategies, or makes little or no distinction.  For 3 marks, reference to both MEDC and LEDC strategies needed.
Level 2	4-6	Describes two (or more) strategies, or explains one e.g. early warnings were given on radio / TV; levees were built / strengthened; roads were flooded so people trapped in buildings had to be rescued by helicopter.  Should refer to both LEDCs and MEDCs, making some comparison e.g. in LEDCs not everyone has radio access and receives the warnings, whereas in MEDCs nearly everyone has access to radio / TV and can evacuate; in LEDCs not all those trapped / affected can be rescued, whereas in MEDC, all those affected are able to be rescued and evacuated (by helicopter).  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 in detail several strategies, including clear comparison between LEDCs and MEDCs, and explains clearly how the flood risk is managed e.g. in MEDCs there is money / expertise / infrastructure available to issue early warnings and evacuate people, whereas in LEDCs these are rarely available so people are more vulnerable; in MEDCs, roads may be flooded and blocked by debris, so people trapped in buildings and on roofs are winched to safety by helicopter. In LEDCs, often there are too many people to be rescued, so food aid is dropped by helicopter.  For 8 marks, must refer explicitly to specific case studies in both LEDC and MEDC.  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.

Question Number	Answer	Mark
B3(a)	They lie along the equator (1) between the Tropics (1) wettest in the Amazon Basin / S America (1) and in S.E.Asia / Indonesia (1)	(2)

Question Number	Answer	Mark
B3(b)(i)	Any two of: Ice caps / glaciers (1) lakes (1) groundwater (1)	(2)

Question Number	Answer	Mark
B3(b)(ii)	Any two of evaporation (1) condensation (1) infiltration (1) groundwater flow (1) snow / sleet (1) river / overland flow / runoff (1)	(2)

Question Number	Answer	Mark
B3(c)	(i) Agriculture: for irrigation / watering crops (1) (ii) Industry: for cooling (1) cleaning (1) (iii) Domestic: for drinking (1) washing (1) or any other appropriate use e.g. cleaning teeth, showers etc. (iv) Leisure: for swimming pools (1) golf courses (1) or any other appropriate use 4x1	(4)

Question Number	Answer	Mark
B3(d)(i)	Provides HEP / power (1) (water for) irrigation (1) controls floods / river discharge (1)	(1)

Question Number	Answer	Mark
B3(d)(ii)	Flooding / loss of farms / farmland (1) flooding / loss of houses (1) roads may be cut (1) loss of wildlife / vegetation / habitats (1) navigation impede (by dam) (1) fish unable to pass dam (1) NB Do not credit 'loss of land' on its own, or 'risk of flooding (if dam breaks)'. (3)	(3)

Question Number	Indicative content	
<b>B3(e)</b>		
Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-3	<p>Describes one way in which the pollution was caused e.g. an accidental discharge from an industrial plant; run-off of fertilisers from farmland next to the river.</p> <p>Describes one way in which the pollution was / is to be dealt with e.g. permits for limited amounts of discharge; fines for spillages.</p> <p>For 3 marks, one reason for the pollution needs some development e.g. a discharge of toxic chemicals from a chemical plant OR the way in which it was / is to be dealt with needs some explanation e.g. laws were passed to prevent the dumping of raw sewage / chemicals into the river.</p>
<b>Level 2</b>	4-6	<p>Describes two (or more) ways in which the pollution was caused e.g. an accidental discharge containing toxic chemicals occurred from a chemical plant; raw sewage was discharged into the river from a sewage works. OR describes one way in which the pollution was caused in some detail e.g. an accidental discharge of toxic chemicals including lead occurred from a chemical plant next to the river.</p> <p>Explains one way in which the pollution was / is to be dealt with e.g. the government issued permits allowing only specific amounts of discharge, with fines for industries exceeding this amount.</p> <p>May refer explicitly to a specific case study.</p> <p>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.</p>
<b>Level 3</b>	7-8	<p>Describes in detail how the pollution was caused e.g. an accidental discharge containing toxic chemicals, including lead and zinc, occurred from a chemical plant; in addition, raw sewage was discharged into the river from a sewage works, and agricultural fertilisers washed from surrounding farmland into the river..</p> <p>Explains clearly how the pollution was / is to be dealt with e.g. there was international co-operation to decide on limits of discharges allowed; the government issued permits allowing only these specific amounts of discharge, with fines for industries exceeding the permitted amount.</p> <p>May refer explicitly to a specific case study.</p> <p>For 6 marks, both the way in which the pollution was caused and the way in which it was dealt with should be described in detail; should also refer explicitly to a specific case study.</p> <p>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.</p>

Question Number	Answer	Mark
B4(a)	They are in tropical regions (1) between the Tropics (1) sunniest areas are just north of the equator (1) e.g. in the Sahara Desert (1) and SW of USA / Arizona Desert (1) also high amounts in Greenland (1) and the Antarctic / near the South Pole (1)	(2)

Question Number	Answer	Mark
B4(b)	Where wind is reliable (1) OR (quite) strong (1) Where there is no / little obstruction / shelter (1) such as hills(tops) (1) coasts / offshore (1)	(3)

Question Number	Answer	Mark
B4(c)	In upland areas (1) where rain is reliable (1) and/or (quite) heavy (1) so that rivers are fed (1) in steep / narrow valleys (1) supplying a lake / dam (1)	(3)

Question Number	Answer	Mark
B4(d)(i)	Temps are higher in the town centre than in the countryside (1) Max temps are higher by 0.8 °C (1) Min temps are higher by 2.5 °C (1) There is a bigger difference between the min temps than the max temps (1) Credit vice-versa statement about the countryside. Max 2 marks if no data given.	(3)

Question Number	Answer	Mark
B4(d)(ii)	There is an urban heat island (effect) (1) heat is released by buildings (1) and traffic (1) artificial surfaces / tarmac / concrete retain heat (1) and release it at night (1)	(2)

Question Number	Answer	Mark
B4(d)(iii)	Buildings shelter areas in the town centre (1) More friction / rougher surface in the town centre (1) Credit vice-versa statement about the countryside.	(1)

Question Number	Indicative content	
4(e)		
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>Describes one or two possible impacts of global warming e.g. an increase in sea level; flooding of coastal areas.</p> <p>For 3 marks, one impact needs some development, or impacts might be linked e.g. an increase in sea level around the coast will lead to flooding of low lying coastal areas.</p>
Level 2	4-6	<p>Describes three (or more) possible impacts of global warming e.g. an increase in sea level; flooding of coastal areas; risk of more storms; new crops may be grown; spread of insects / diseases.</p> <p>OR describes two impacts, with one in more detail e.g. higher temperatures may allow Mediterranean crops to be grown in Southern England.</p> <p>May refer to both benefits as well as detrimental effects.</p> <p>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.</p>
Level 3	7-8	<p>Describes in detail several possible impacts of global warming e.g. an increase in sea level (caused by melting ice caps) may lead to flooding of low lying coastal areas, with the threat of towns being destroyed; however, increased temperatures could mean that new crops may be grown, such as Mediterranean crops like citrus fruits being grown in Southern England.</p> <p>May refer to both benefits as well as detrimental effects. For 6 marks, there should be reference to both bad and good effects; should also refer explicitly to a specific region / country.</p> <p>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.</p>

Question Number	Answer	Mark
C5(a)	<p>Photo A: flat muddy no crops / little vegetation  pastoral / animals pigs reared  (metal) sheds / shelters / huts (for animals)  trees / woods in background (1)</p> <p>Photo B: flat arable / crops wheat / straw  harvested  rolled into bales  trees / woods in background (1)</p> <p>Credit comparisons. Any comparison between the characteristics listed above is valid e.g.  A is pastoral farming whereas B is arable (1)  A has animals whereas B has crops (1)  Both A and B are flat (1)  A shows a pig farm whereas in B crops have been harvested (1)</p> <p>Max 3 marks if features for each photograph listed separately, without comparison.</p> <p>At least one point of comparison is needed to score 4 marks overall.</p> <p>NB Do not credit reference to buildings / church in photo B.</p>	(4)

Question Number	Answer	Mark
C5(b)(i)	<p>Ploughing / use of machinery / tractor (1)  Burning stubble (1)</p>	(2)

Question Number	Answer	Mark
C5(b)(ii)	<p>Ploughing destroys soil structure (1) encourages soil erosion (by wind) (1) may destroy (soil) animals (1)  Using machinery / tractors causes noise (1) and air pollution (1) by releasing exhaust fumes / greenhouse gases (1)  Burning causes smoke / air pollution (1)  These contribute to global warming (1)</p>	(3)

Question Number	Answer	Mark
C5(c)(i)	<p>Crops (grown) with genes from another plant (1)  Crops (grown) with particular qualities from other plants such as disease resistance / higher yielding (1)</p>	(1)

Question Number	Answer	Mark
C5(c)(ii)	<p>Advantages: GM crops can give higher yields (1) can resist pests and diseases (1) can grow taller / bigger / stronger (1) can resist bad weather / wind / rain (1) can grow more quickly (1) may help to provide more food in poor countries (1)</p> <p>Disadvantages: GM crops may cause other plants and animals to be affected or changed by accident (1) resistance to pesticides may spread to weeds (which become 'superweeds') (1) may have effects which we do not know about (1) may contaminate the food chain (and affect other plants / animals (1) are regarded as unethical / not 'natural' by some people (1)</p> <p>2+2    3+1    or    1+3</p>	(4)

• Question Number	• Indicative content	
• C5(d)	<ul style="list-style-type: none"> <li>• Desertification</li> <li>• NB Max. 2 marks if MEDC example chosen.</li> </ul>	
• Level	• Mark	• Descriptor
•	• 0	• No rewardable material
• Level 1	• 1-3	<ul style="list-style-type: none"> <li>• Describes one way in which damage is being done e.g. overgrazing causes desertification.</li> <li>• Describes one measure being taken to reduce / prevent damage in the future e.g. the number of cattle is being reduced / controlled.</li> <li>• For 3 marks, one way in which damage is being done needs some development e.g. overgrazing has destroyed vegetation, causing desertification.</li> <li>• OR one measure being taken to reduce / prevent damage in the future needs some development e.g. the number of cattle is being reduced / controlled so that less grazing land is needed.</li> </ul>
• Level 2	• 4-6	<ul style="list-style-type: none"> <li>• Describes two (or more) ways in which damage is being done e.g. overgrazing causes desertification; removal of vegetation exposes soil to wind / rain.</li> <li>• OR describes one way in which damage is being done e.g. overgrazing has destroyed vegetation exposing soil to wind erosion, causing desertification.</li> <li>• Describes two (or more) measures being taken to reduce / prevent damage in the future e.g.</li> <li>• the number of cattle is being reduced / controlled; cattle are moved around more frequently.</li> <li>• OR describes one measure being taken to reduce / prevent damage in the future e.g.</li> <li>• cattle are moved around more frequently, preventing removal of vegetation and allowing it to recover.</li> <li>• For 4 marks, one way in which damage is being done <u>and</u> one measure being taken to reduce / prevent damage in the future must each be described.</li> <li>• May refer explicitly to a specific case study.</li> <li>• 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.</li> </ul>
• Level 3	• 7-8	<ul style="list-style-type: none"> <li>• Describes in detail several ways in which damage is being done e.g. overgrazing causes removal of vegetation, which means no roots to hold the soil in place. The soil is exposed to erosion by wind and rain, so that nothing will grow in future, and the area turns to desert.</li> <li>• Describes in detail several measures being taken to reduce / prevent damage in the future e.g.</li> <li>• the number of cattle is being reduced / controlled, and cattle are moved around frequently so that vegetation has time to recover, and be grazed again without risk of dying.</li> <li>• For 6 marks, one way in which damage is being done <u>and</u> one measure being taken to reduce / prevent damage in the future must each be described in detail.</li> <li>• May refer explicitly to a specific case study.</li> <li>• To reach the top mark at this level, candidates should write in sentences that are clear, structured and coherent; spell, punctuate</li> </ul>



		and use the rules of grammar with accuracy, using specialist terms appropriately.
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Question Number	Answer	Mark
C6(a)	<p>Photo D: (wide / sandy) beach fine / sunny / warm weather (blue) sea (attractive coastal) village / town</p> <p>Photo E: mountains / hills fine / sunny weather (pleasant) scenery</p> <p>Credit <b>comparisons</b>. Any comparison between the characteristics listed above is valid e.g.  D is a coastal area whereas E is mountainous (1)  D has a (wide) sandy beach whereas E has woods and valleys (1)  Both D and E have warm, sunny weather (1)  Both D and E have picturesque scenery (1)  D has a small town whereas in E is in the countryside (1)</p> <p>Allow one reference to activities related to the landscape features for 1 mark max.  e.g. D is good for swimming whereas E is good for hiking (1)</p> <p>Max 3 marks if features for each photograph listed separately, without <b>comparison</b>.</p> <p>At least one point of comparison is needed to score 4 marks overall.</p>	(4)

Question Number	Answer	Mark
C6(b)	<p>They may leave litter (1) and cause overcrowding (1) which creates visual pollution / eyesore (1)</p> <p>They may trample vegetation (1) and / or erode footpaths (1)</p> <p>They may scare away animals / wildlife (1) (reducing the attraction of the area)</p>	(4)

Question Number	Answer	Mark
C6(c)	<p>Greater wealth: people can afford more holidays (1) due to higher salaries / wages (1) people have more disposable income (1) and can have more <b>frequent</b> holidays (1) can afford to travel more (1)</p> <p>Increased mobility: (greater wealth means) more car ownership (1)</p> <p>so travel is easier (1) there are more/better roads / motorways (1) and better access to tourist areas (1)</p> <p>Increased leisure time: people have longer holidays from work (1)</p>	

	and can take more holidays (1) and more <b>frequent</b> holidays (1) NB Credit points common to more than one option only once. 2+2 1+3 or 3+1	(2)
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Question Number	Answer	Mark
C6(d)	Tourists spend money in local shops (1) benefiting the local economy (1) Tourists need more facilities, which residents can also use (1) Tourist cafes / hotels mean jobs for locals (1) Young locals can meet new people (1) Improved infrastructure / roads benefits locals (1)	(1)

Question Number	Indicative content	
C6(e)	NB Max. 2 marks if MEDC example chosen.	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Describes one way in which eco-tourism has affected the local community e.g. provides jobs / income. Describes one way in which eco-tourism has affected the environment e.g. wildlife is protected from large numbers of tourists. For 3 marks, one way in which eco-tourism has affected the local community OR the environment needs some development e.g. local people produce crafts / souvenirs and sell them to tourists.
Level 2	4-6	Describes two (or more) ways in which eco-tourism has affected the local community e.g. provides jobs / income; locals provide traditional foods for tourists. OR describes one way in which eco-tourism has affected the local community e.g. local people produce crafts and souvenirs and sell them to tourists, thereby gaining an income. Describes two (or more) ways in which eco-tourism has affected the environment e.g. wildlife is protected from large numbers of tourists; tourists visit areas in organised groups; vegetation is less likely to be destroyed. OR describes one way in which eco-tourism has affected the environment e.g. tourists visit areas in small, organised groups so that vegetation / habitats / wildlife is protected / less likely to be destroyed. For 4 marks, one way in which ecotourism affects each of local communities <b>and</b> the environment must be described. May refer explicitly to a specific case study. 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 in detail several ways in which eco-tourism has affected the local community e.g. local people provide accommodation and traditional foods, and produce crafts and souvenirs and sell them to tourists, thereby gaining jobs/ income. Describes in detail several ways in which eco-tourism has affected the environment e.g. tourists visit areas in small, organised groups so that vegetation, habitats and wildlife is protected from damage; this preserves the environment for future tourists and ensures that tourist income will be gained in future. For 6 marks, one way in which ecotourism affects each of local communities <b>and</b> the environment must be described in detail; should refer

		explicitly to a specific case study. 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.
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