

**Specimen Papers and Mark Schemes**

**Edexcel GCSE in Leisure and Tourism (Double Award) 2346**

For first award in 2004

May 2002

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### *Acknowledgements*

This specimen paper and mark scheme has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to the development of GCSE (Double Award) specimen papers and mark schemes.

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**Stick Your Label Here**

Surname	Initial(s)
Signature	

Paper Reference(s)

**XXX/01**

Examiner's use only

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Team Leader's use only

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**Edexcel GCSE in  
Leisure and Tourism  
(Double Award)**

**Unit 1: Investigating Leisure and  
Tourism**

**Specimen Paper**

**Time: 1 hour 30 minutes**

**Materials required for examination**

Nil

**Items included with question papers**

Nil

Question Number	Leave Blank
1	
2	
3	
4	
5	
6	
7	
8	
9	
Total	

**Instructions to Candidates**

In the boxes above, write your Centre number and Candidate number, your surname, initial(s) and signature.

The Paper Reference is shown at the top of this page. Check you have the correct question paper and write the Paper Reference for which you have been entered.

Attempt **ALL** the questions using the spaces provided in this Question Paper.

**Information for Candidates**

There are 19 pages and 9 questions in this question paper. The total marks for this paper is 90. The marks for various questions are shown in round brackets: e.g. (2).

**Advice to Candidates**

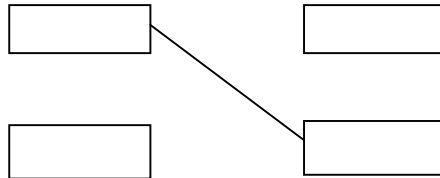
You are reminded of the importance of clear English and careful presentation in your answers.

**Turn over**

1. There are many different types of organisation in the travel and tourism industry. The industry is divided into components.

Look at the components in the left-hand column below. Link each component, using a straight line, to the correct organisation in the right-hand column below. Each component should be linked to **one** organisation only.

Below is an example of what to do. Note that lines may cross over each other.



COMPONENT	ORGANISATION
Accommodation and catering	Best Western
Tour operator	Buckingham Palace
Transportation	Sea Life Centre
Attractions	Eurostar
	Cosmos

(Total 4 marks)

2. There are many different leisure activities. These are divided into components. They are available in different facilities or venues.

Look at the different components in the table below.

(a) Link each component with **one** facility or venue from this list

- **A video rental shop**
- An outdoor activity centre
- A theme park
- A café
- An adventure playground
- A cinema
- A swimming and leisure centre.

(b) For **each** component and linked facility or venue, suggest **one** leisure activity that people could take part in.

The first one has been completed for you as an example.

<b>Component</b>	<b>Facility OR Venue</b>	<b>Activity</b>
Home-based leisure	<i>Video rental shop</i>	Hire out a video to watch at home
Sport and physical recreation		
Arts and entertainment		
Countryside recreation		
Children's play activities		

**(Total 8 marks)**





*Leave  
blank*

**BLANK PAGE**

4. Read the following information about 'The Aquarium', a visitor attraction, before answering the question.

*Leave blank*

The vast oceans cover the greater part of the planet and yet the amazing diversity of life they contain remains more of a mystery to us than outer space.

# THE AQUARIUM

We aim to take you and your family closer to this wonderful world beneath the waves, and to bring you face to face with some of its most colourful and breath-taking creatures.

With hands-on displays, and interactive quiz trails, a visit to the Aquarium will provide a fascinating day out for the whole family.

At the touchpools, you can have really close encounters with many kinds of marine life, such as crabs and starfish, and our experts are on hand to answer any questions you may have.

There's fun for all the family with a full programme including talks, feeding displays and demonstrations.

Join us on a fascinating journey around the local coastline and out to the ocean depths through our series of brilliantly themed displays.

(a) Using the information provided on the leaflet, give **five** facilities and activities provided by 'The Aquarium' for visitors.

1 .....

2 .....

3 .....

4 .....

5 .....

**(5)**

(b) This attraction offers products and services to meet the needs of families. There are a number of different factors that affect what people, including families, choose to do in their leisure time.

State **two** factors that might prevent a family from using 'The Aquarium', and explain why these would **prevent** a family using 'The Aquarium'.

Factor 1 .....

**(1)**

Explanation .....

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**(3)**

Factor 2 .....

**(1)**

Explanation .....

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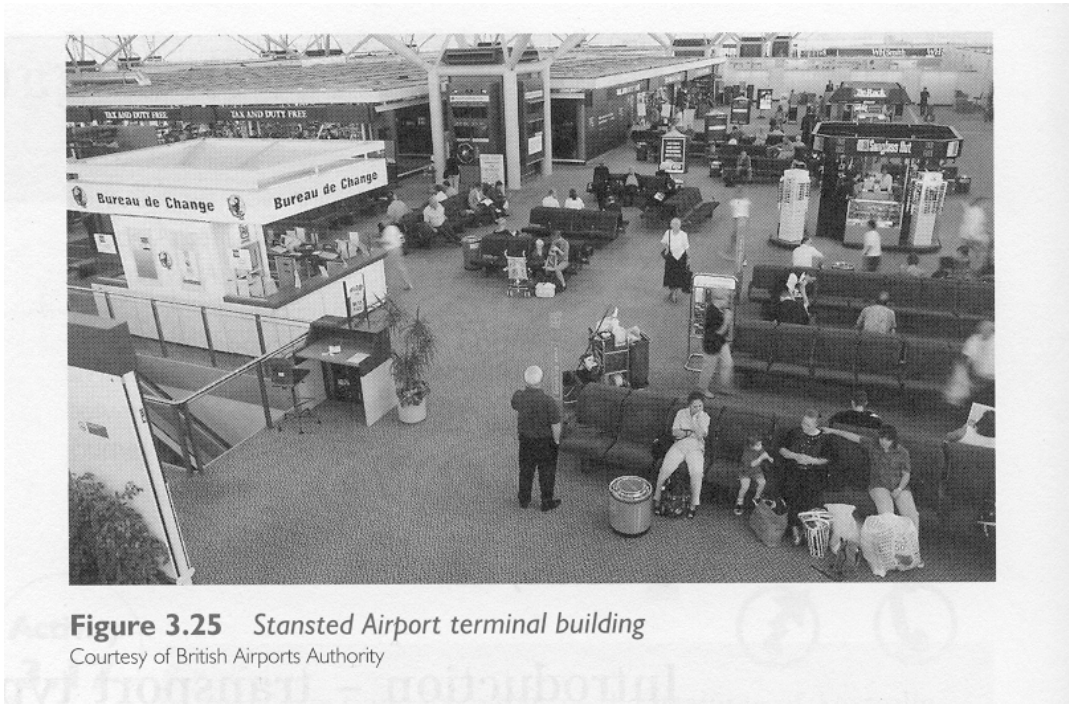
**(3)**

**(Total 13 marks)**

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5. All major leisure and tourism facilities provide both products and services to their customers.

Leave blank



**Figure 3.25** Stansted Airport terminal building  
Courtesy of British Airports Authority

- (a) Using the photograph above, of Stansted Airport, describe **two** products and services available for tourists. For **each** product and services described, explain how this meets the needs of the tourist.

Product and Service 1

Description ..... (1)

Explanation .....  
.....  
..... (2)

Product and Service 2

Description ..... (1)

Explanation .....  
.....  
..... (2)

(b) Describe **two** products and services provided by major museums, other than parking, toilets and refreshments.

*Leave blank*

1 .....  
.....  
(2)

2 .....  
.....  
(2)

**(Total 10 marks)**

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6. There are many links between the leisure and tourism industries. For example, both industries rely on each other for their customers.

*Leave blank*

(a) Explain the links between leisure and tourism in **Situation 1** given below.

**Situation 1**

A rugby team from Erith in Kent who need to stay overnight in Kendal, Cumbria in order to play in a sporting event the following day.

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**(5)**

(b) Explain the links between leisure and tourism in **Situation 2** given below.

*Leave blank*

**Situation 2**

Mr and Mrs Falstaff are travelling from Germany to the UK for a short break. They will drive to the UK and stay just outside London. They plan to visit Buckingham Palace, and the National Gallery, in Trafalgar Square. They also want to go and see a musical in the West End.

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**(5)**

**(Total 10 marks)**

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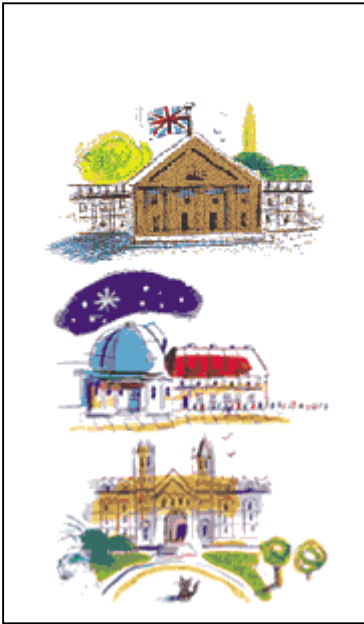
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**PAGE**



7. Guided tours are a popular way for visitors to London to see the city. The Original Tour Company is a company that provides open-top buses with tour guides for visitors from the UK and abroad. Further information is given below:



***The Original Tour London Sightseeing Tour***

*This tour is a great way to travel around London. It is the only sightseeing tour to offer total choice and flexibility. The Hop-on Hop-off service allows you to board any of the six tour routes at over 90 different stops. You can choose between a live guided tour in English or one of the digitally recorded commentaries that are available in a wide choice of different languages. The Kids' Club provides an educational but fun alternative for 5-12 year olds. The services are frequent and reliable with tours running daily, every six minutes during the summer. See the sights and sounds of London in a comfortable and secure environment.*

- (a) Using the information above, identify **two** products and services that might appeal to a tourist and explain why **each** of these so important.

1 .....

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(2)

2 .....

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(2)

(b) Explain why The Original Tour Company prints their information leaflets in languages other than English.

Leave blank

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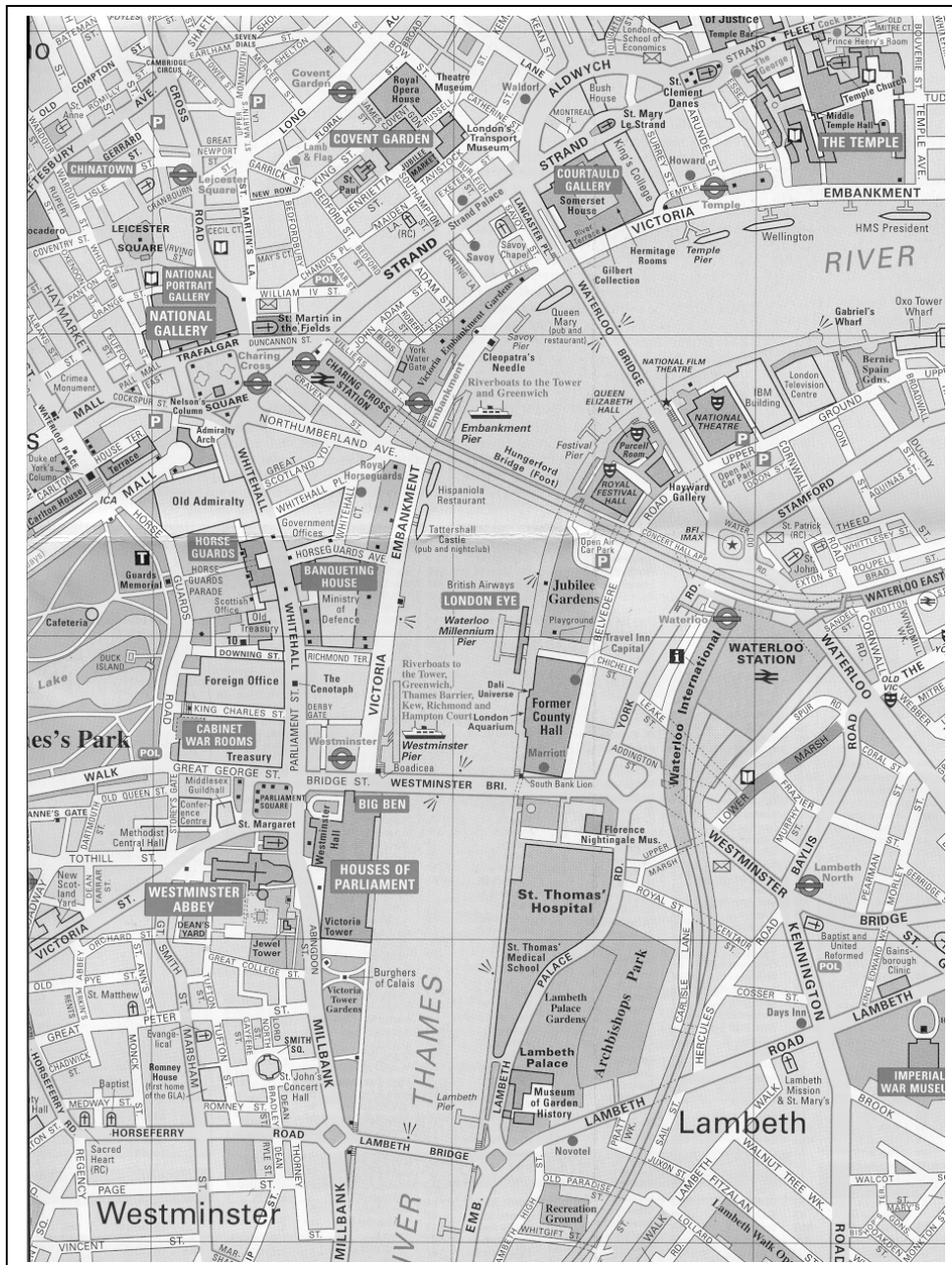
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(4)

(c) Look at this map of part of London. It shows some of the features that attract visitors to London.



(c) Using the map describe **two** types of transport, other than buses, available to visitors to London.

*Leave blank*

1 .....

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**(2)**

2 .....

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**(2)**

**(Total 12 marks)**

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8. A leading football club recently conducted a survey of its season ticket holders. The responses indicated that many fans are unhappy with their stadium, saying that it is not up-to-date.

The survey also provided information about their season ticket holders. Explain **one** way that the football club could develop a product and service to meet the needs of **each** of the types of customer given below:

- (i) Female season ticket holders

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**(3)**

- (ii) Season ticket holders from outside the local area

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**(3)**

- (iii) Adults and children season ticket holders from the same address

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**(3)**

**(Total 9 marks)**

9. Read the information on this page before answering the question.



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### **The Lake District and National Parks**

Lake District tourism began in the late eighteenth century. The road system in Britain began to improve and the Lake District became a popular place to visit. People who could afford it began to build large houses on the lakes' shores and employed local people as household and grounds staff. Many tradesmen set up in business to provide for the newcomers and increasing number of holiday visitors with local crafts, food and accommodation. Increased visitor spending boosted the local economy. As the wealth of a vast number of the British population increased, so did the number of tourists to the Lake District. Recent years have shown a rise in traffic congestion in and around the Lake District and overcrowding has limited the enjoyment of many visitors. There are suggestions that people should use public transport. Limiting car parking is also being considered in some areas.

The Lake District is a National Park. National Parks exist to protect our most magnificent landscapes and try to ensure public enjoyment of them. Seriously eroded footpaths are evidence of conflict between those two purposes. In helping to tackle these problems, it has been recommended that continuous, small-scale repairs are necessary to stop environmental damage. Leaflets, talks and notices should be given to visitors to help minimise damage by keeping to hard routes and by re-routing people away from areas prone to erosion. Barriers could also be used to direct people along a preferred route.

**Extracts adapted from information provided by  
Tourist Information Centres on the Lake District National Park.**

“The use we make of hills is more than just recreation. It represents the chance of recharging batteries in lives that are becoming more pressurised and technologically based. Reducing the numbers of people going into the hills must never be seen as a solution. Our need for them is too great. The challenge, therefore, is to find ways of enabling people to venture in to the hills without spoiling them.”

Chris Bonnington

(a) Many people visiting the Lake District National Park will travel to the park by car. Suggest **two** reasons why the car is the **most suitable** type of transport for many visitors to the Lake District National Park.

*Leave  
blank*

1 .....

.....

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2 .....

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**(4)**

(b) One negative impact of tourism in National Parks such as the Lake District is the erosion of footpaths. Analyse the **positive and negative** impacts, other than footpath erosion, of increased tourism in the Lake District National Park.

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**(8)**

(c) Explain how careful management of the Lake District National Park can reduce the **negative** impacts such as footpath erosion.

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**(6)**

**(Total 18 marks)**

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**TOTAL FOR PAPER: 90 MARKS**





## General Guidance on Marking

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge, and for critical and imaginative thinking. Examiners should therefore read carefully and consider every response; even if it is not what is expected it may be worthy of credit. The Principal Examiner or Team Leader should be consulted as necessary.

### Using the Mark Scheme

1. In the first column the question is identified.
2. The second column identifies the expected answers to the question. The expected answers are not necessarily exhaustive and so professional judgement should be applied by the examiner.
3. For some of the expected answers, example answers have been supplied to give additional guidance, particularly where the question allows for a wide-range of responses from the candidate.
4. The third column identifies how the marks should be awarded.
5. **(1)** indicates the award of each mark.
6. 1 x 4 **(4)** indicates that the mark (sub total) for that part of the question is **four** made up of four one mark answers or parts.
7. The **(6)** or similar mark in the third column is the sub total allocated to that part of the question and is the same as the sub total which appears on the question paper.
8. The total mark for each question is in **Bold** at the bottom of each full question.
9. Information in **Bold** which appears in the bottom of the second column for that question gives guidance on how to award a range of marks and must be followed for that specific question i.e. **Low response (1) or detailed explanation (2)**.
10. The third column identifies how the marks should be awarded. For the straightforward responses basic information has been provided with the total mark available for the question enclosed in brackets.
11. Where more extended answers are required from the candidate, levels of response style instructions have been provided.



# **Mark Scheme**

## **GCSE in Leisure and Tourism (Double Award)**

Unit 1:  
Investigating Leisure and Tourism

Question		Expected answers	Marks awarded
1.		<ul style="list-style-type: none"> <li>• Accommodation &amp; Catering – Best Western (1)</li> <li>• Tour Operator – Cosmos (1)</li> <li>• Transportation – Eurostar (1)</li> <li>• Attractions – Buckingham Palace/Sea Life Centre (1)</li> </ul> <p><b>(1) for each organisation correctly linked to a component</b></p>	4 x 1 (4)
<b>Total marks for Question 1</b>			<b>4 marks</b>
2.	(a) (b)	<p><b>Sport and physical recreation</b></p> <p><i>Facility</i> A swimming &amp; leisure centre (1)</p> <p><i>Activities</i> Eg squash (1)/ tennis (1)/ swimming (1)/ lessons (1)/ badminton (1)/ basketball (1)/ roller-blading (1)/ aerobics (1)/ football (1)/ fitness (1)/ gym (1) etc</p> <p><b>Arts and entertainment</b></p> <p><i>Facility</i> Cinema (1)</p> <p><i>Activities</i> Eg watching a film (1), taking refreshments (1)</p> <p><b>Countryside recreation</b></p> <p><i>Facility</i> An outdoor activity centre (1)</p> <p><i>Activities</i> Eg mountain-biking (1)/ climbing (1)/ abseiling (1)/canoeing (1)/ water skiing (1)/sailing (1) etc</p> <p><b>Children’s play activities</b></p> <p><i>Facility</i> Adventure playground (1)</p> <p><i>Activities</i> Eg playground (1)/ swings (1)/ slides (1)/ picnics (1) etc</p> <p><b>(1) for each facility or venue correctly linked to a component</b></p> <p><b>(1) for an activity correctly given for the facility or venue</b></p>	8 x 1 (8)
<b>Total marks for Question 2</b>			<b>8 marks</b>

Question		Expected answers	Marks awarded
3.		<ul style="list-style-type: none"> <li>• travel agent – travel consultant (1)</li> <li>• sport and physical recreation – hockey coach (1)</li> <li>• transportation – coach driver (1)</li> <li>• catering – restaurant manager (1)</li> <li>• home-based leisure – librarian (1)</li> <li>• countryside recreation – park ranger (1)</li> </ul>	6 x 1 (6)
<b>Total marks for Question 3</b>			<b>6 marks</b>
4.	(a)	<ul style="list-style-type: none"> <li>• Hands-on displays (1)</li> <li>• Interactive quiz trails (1)</li> <li>• Touchpools (1)</li> <li>• Experts on hand to answer questions (1)</li> <li>• Talks (1)</li> <li>• Feeding displays (1)</li> <li>• Demonstrations (1)</li> <li>• Themed displays (1)</li> </ul> <p><b>(1) for each facility/activity given to a maximum (5)</b></p>	5 x 1 (5)
	(b)	<p>Most likely factors:</p> <p><b>Level 1 example response</b></p> <ul style="list-style-type: none"> <li>• Cost (1) – might not be able to afford it</li> </ul> <p><b>Level 2 example response</b></p> <ul style="list-style-type: none"> <li>• Transport (1) – a family would need to transport several people so may not be able to access if no private transport or public transport</li> </ul> <p><b>Level 3 example response</b></p> <ul style="list-style-type: none"> <li>• Interests – families made up of different people and all may not have same interests so need to consider if The Aquarium has a sufficient range of activities for adults and children</li> </ul> <p><b>(1) for identification of each appropriate factor</b>  <b>(3) for explanation / reason</b></p> <p><b>Level 1 response</b>  <b>(1) response using simple statement or reason</b></p> <p><b>Level 2 response</b>  <b>(2) response using detailed explanation</b></p> <p><b>Level 3 response</b>  <b>(3) response that demonstrates clear understanding or reason in context of The Aquarium, and linked to customer</b></p>	2 x 4 (8)
<b>Total marks for Question 4</b>			<b>13 marks</b>

Question		Expected answers	Marks awarded
5.	(a)	<p>Answers must come from the photograph</p> <p><b>Level 1 example response</b></p> <ul style="list-style-type: none"> <li>• Catering outlets (1) - so people can buy refreshments (1) because there is often a long wait after checking in (1)</li> <li>• <b>Level 2 example response</b></li> <li>• Retail outlets (shops) (1) - for people that might have forgotten something they need for their trip (1)</li> <li>• Bureau de change (1) – so that people can change their money (1) into the currency they need on their trip (1)</li> </ul> <p><b>For each product or service given: (1) for product or service given up to (2) for each explanation</b></p>	2 x 3 (6)
	(b)	<ul style="list-style-type: none"> <li>• Artefacts (1) such as collections of animals, insects, birds (1)</li> <li>• Exhibitions (1) such as related to one type of artefact (1)</li> <li>• Guided tours (1) which are available to individuals and groups can be in a foreign language for overseas visitors (1)</li> </ul> <p><b>(1) for basic statement (1) for each description</b></p>	2 x 2 (4)
<b>Total marks for Question 5</b>			<b>10 marks</b>

Question		Expected answers	Marks awarded
6.	(a)	<ul style="list-style-type: none"> <li>• Travelling by bus/coach from Kent to Cumbria (T – transportation)</li> <li>• Sleeping &amp; eating in a hotel/B &amp; B (T – accommodation and catering) (L – Catering)</li> <li>• Playing/participating in a sporting activity (L – sport and physical recreation)</li> <li>• Spectators at the tournament (L – sport and physical recreation)</li> <li>• Catering outlets at the tournament (L – catering)</li> <li>• Returning to Kent by bus/coach (T – transportation)</li> </ul> <p><b>Level 1 example response</b> Travelling by bus or coach from Kent to Cumbria is tourism and sleeping and eating in a hotel is tourism</p> <p>Sleeping and eating in a hotel is tourism but playing rugby is leisure</p> <p><b>Level 2 example response</b> The rugby match, which is sport and physical recreation (leisure) cannot take place if the team from Kent do not have a way of getting to Cumbria. They need transport and this is tourism. There is also a link because they are staying overnight. This is accommodation and catering for tourism, and breakfast would be catering for leisure.</p> <p><b>Level 1 response</b> <b>(1-3) identifying components and stating whether leisure and/or tourism</b></p> <p><b>Level 2 response</b> <b>(4-5) describing links between leisure and tourism</b></p>	(5)

Question		Expected answers	Marks awarded
6.	(b)	<p><b>Level 1 example response</b></p> <ul style="list-style-type: none"> <li>• Need ferry to get to UK (T – transportation)</li> <li>• Overnight stay needed in hotel or similar (T – accommodation and catering) (L – catering)</li> <li>• Buckingham Palace (T/L – attraction)</li> <li>• National Gallery (T/L – attraction) (L – arts and entertainment)</li> <li>• Musical (L – arts and entertainment)</li> </ul> <p><b>Level 2 example response</b>  Visiting an attraction is both leisure and tourism, although Buckingham Palace is unique, and thus can't be seen unless part of tourism. The National Gallery is leisure because it is arts and entertainment, but it is also an attraction for tourists. A musical is also leisure because it is arts and entertainment, however a large number of the people that go to the theatre in the West End are tourists.</p> <p><b>Level 1 response</b>  <b>(1-3) identifying components and stating whether leisure and/or tourism</b></p> <p><b>Level 2 response</b>  <b>(4-5) describing links between leisure and tourism</b></p>	(5)
<b>Total marks for Question 6</b>			<b>10 marks</b>



Question		Expected answers	Marks awarded
7.	(a)	<ul style="list-style-type: none"> <li>• Product – Live Guided Tour Reason – relevant to what you see/can ask questions of the guide</li> <li>• Product – Recorded commentary Reason – everything explained/can listen to sections again if needed/different languages available/can listen when you get off</li> <li>• Product – Hop-on/Hop-off Reason – you do not have to wait in queues for other transport/time is not wasted for visitors on short stays/you can get off at places of interest if you want to/so you can spend more time there</li> <li>• Product – Six tour routes Reason – can choose one that best fits needs based on what they want to see</li> <li>• Product – Kids club Reason – for tourists with children, so it is interesting to them</li> <li>• Product – Comfortable and secure Reason – can look at sites and take photographs without worrying about weather and traffic etc</li> </ul> <p><b>For each product and service up to (2): (1) for appropriate product and service (1) mark for reason of importance</b></p>	2 x 2 (4)

Question		Expected answers	Marks awarded
7.	(b)	<p><b>Example Level 1 responses</b></p> <ul style="list-style-type: none"> <li>• To enable visitors to understand what they are reading and seeing</li> <li>• To attract visitors from abroad to London</li> <li>• To give them all the information they need</li> </ul> <p><b>Example Level 2 response</b></p> <ul style="list-style-type: none"> <li>• Many of their customers come from overseas where English is not their first language and if they produce their information leaflets in English then these people might not understand everything that is written and might turn up at the wrong place or not even turn up at all, so using other languages means they have all the information in a way that they can understand</li> </ul> <p><b>Level 1 response:</b> <b>(1-2) for one or two basic reasons or one reason in depth</b></p> <p><b>Level 2 response:</b> <b>(3-4) for two reasons made in depth or one reason made in depth that links to other languages on information leaflets</b></p>	(4)
	(c)	<ul style="list-style-type: none"> <li>• Riverboats <b>(1)</b> boats used to travel along the River Thames <b>(1)</b></li> <li>• Underground <b>(1)</b> trains that go underground, with many stations throughout London <b>(1)</b></li> <li>• Railway <b>(1)</b> trains that come into, or go out of London from stations <b>(1)</b></li> </ul> <p><b>(1) for each type of transport stated</b></p> <p><b>(1) for each type of transport described</b></p>	2 x 2 (4)
<b>Total marks for Question 7</b>			<b>12 marks</b>

Question		Expected answers	Marks awarded
8.	(i)	Female season ticket holders eg <ul style="list-style-type: none"> <li>Female facilities (1) such as toilets (1) as females will not want to use those provided for males (1)</li> </ul> <p>(1) mark for each suggestion made up to (2) explanation linking to customer type</p>	(3)
	(ii)	Season ticket holders from outside the area eg <ul style="list-style-type: none"> <li>Park n ride (1) as people from outside the area may arrive by car (1) and they can then be brought in by bus without having to find a parking space nearby (1)</li> </ul> <p>(1) mark for each suggestion made up to (2) explanation linking to customer type</p>	(3)
	(iii)	Adults and children eg <ul style="list-style-type: none"> <li>Family stand (1) and adults and children can feel safe (1) and be together (1)</li> </ul> <p>(1) mark for each suggestion made up to (2) explanation linking to customer type</p>	(3)
<b>Total marks for Question 8</b>			<b>9 marks</b>
9.	(a)	<p><b>Example Level 1 responses</b></p> <ul style="list-style-type: none"> <li>People tend to explore so need to get around there</li> <li>Public transport limited in countryside areas</li> <li>Some places inaccessible by public transport</li> </ul> <p><b>Example Level 2 response</b></p> <ul style="list-style-type: none"> <li>Tend to carry equipment for walking/fishing etc which is difficult to take onto public transport</li> </ul> <p><b>Level 1 response</b> (1-2) basic reasons given</p> <p><b>Level 2 response</b> (3-4) detailed reasons given</p>	2 x 2 (4)

Question		Expected answers	Marks awarded
9.	(b)	<p><b>NOT answers relating to the erosion of footpaths</b></p> <p><b>Example Level 1 response</b> Employment and traffic congestion <i>This example would be credited with minimum marks.</i></p> <p><b>Example Level 2 response</b> Traffic congestion is caused by increased numbers of visitors arriving by car. There is also increased employment opportunities such as park rangers and guides. Money comes into the economy.</p> <p><b>Example Level 3 response</b> Reduced enjoyment caused by the sheer number of visitors to the park due to overcrowding. This is because they may have to queue to see some attractions or views are spoiled because there are too many people there. This may result in fewer people visiting popular spots. Increased employment for the local people working in the facilities such as the large houses, gardens, retail and accommodation. Some of this employment however may be seasonal and/or low paid. An increase in the local economy as tourists spend money on the products offered such as crafts, food, accommodation and souvenirs. Also increase in economy because more people are working and spending money locally. <i>This example would be credited with maximum marks.</i></p> <p><b>Level 1 response</b> <b>(1-3) simple statements supported by some knowledge and one or two examples</b></p> <p><b>Level 2 response</b> <b>(4-6) developed statements supported by relevant knowledge about positive and negative impacts with some explanation of problem</b></p> <p><b>Level 3 response</b> <b>(7-8) sustained analysis supported by precisely selected knowledge that can identify a range of positive and negative impacts</b></p>	(8)

Question		Expected answers	Marks awarded
9.	(c)	<p><b>Example Level 1 response</b></p> <ul style="list-style-type: none"> <li>• Continuous, small scale repairs. Leaflets/talks/notices given to visitors</li> </ul> <p><b>Example Level 2 response</b></p> <ul style="list-style-type: none"> <li>• Continuous small scale repairs keeping costs steady and manageable. Use local materials in developing attractions. Inform visitors about what they can do through leaflets/talks/notes</li> </ul> <p><b>Example Level 3 response</b></p> <ul style="list-style-type: none"> <li>• Minimise damage by tourists keeping to designated routes or re-route using barriers such as fencing that blends in with the local area and inform them of the reason why. Costs of this will be minimal and the landscape used not too badly affected as local materials used. It may, however, stop people coming if they cannot get to popular beauty spots and they may decide to go elsewhere which could mean people lose money and jobs. Reduce visitor numbers by locating car parks in less vulnerable areas charging less money in these areas than in other areas so that people will head for the cheapest area. This may reduce income but costs are also reduced, as costs of dealing with erosion aren't needed. It may also mean though that the problem is just moved somewhere else.</li> </ul> <p><b>Level 1 response</b>  <b>(1-2) basic ideas for reducing negative impacts with no reasons which could be lifted from case study information</b></p> <p><b>Level 2 response</b>  <b>(3-4) either basic ideas for reducing negative impacts with some reasoning or detailed ideas</b></p> <p><b>Level 3 response</b>  <b>(5-6) detailed ideas for reducing negative impacts with reasoning showing understanding and analysis</b></p>	(6)
		<b>Total marks for Question 9</b>	<b>18 marks</b>
		<b>Total marks for Paper</b>	<b>90 marks</b>





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