



General Certificate of Secondary Education
2013

Geography

Unit 2: Living in Our World

Foundation Tier

[GGG21]

WEDNESDAY 12 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Geography.

Candidates must show they are able to:

- recall, select and communicate their knowledge and understanding of places, environments and concepts (AO1);
- apply their knowledge and understanding in familiar and unfamiliar contexts (AO2); and
- select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 15- or 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 15- or 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Marking calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is limited

Level 2: Quality of written communication is satisfactory

Level 3: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Limited): Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 (Satisfactory): Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 (High Standard): Candidates present, and organise effectively, relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A wide range of specialist terms is used skilfully and with precision.

Assessment of spelling, punctuation and the accurate use of grammar

Marks for spelling, punctuation and the accurate use of grammar will be allocated to specific questions where there is a requirement for sufficient extended writing to enable the accurate application of Performance descriptions (see below). These marks will be identified to candidates on the question papers.

Performance descriptions

(i) Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

(ii) Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

(iii) High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

As shown by the performance descriptions, SPaG marks are awarded ‘in the context of the demands of the question’. If the candidate’s response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Theme A: People and Where They Live

AVAILABLE MARKS

1 (a) (i) State the straight line distance from Bromborough station at GR 344811 to the viewpoint at GR 365817.

Answer is 2.2 km.

Award [1] for answers in the range 2.0 to 2.09 km or 2.31 to 2.4 km.

Award [2] for answers in the range 2.1 to 2.3 km.

[2]

(ii) State **three** pieces of map evidence to support the statement that part of Liverpool's CBD is located in grid squares 3490 and 3590.

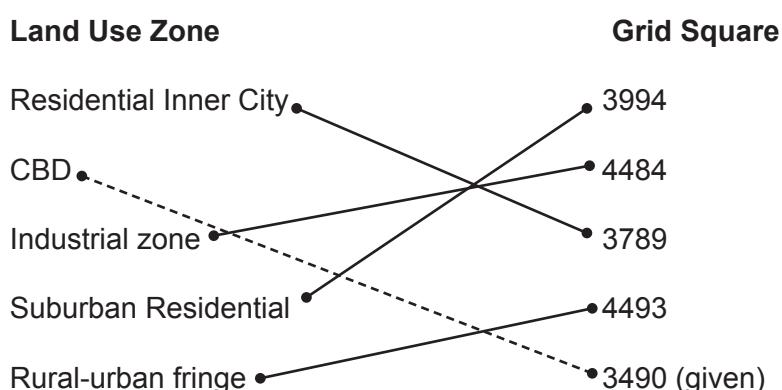
One mark for each of **three** pieces of map evidence.

Location of – Museums, Town Hall, Art Gallery, University, Cathedral, many converging communications – road, rail, bus station, railway station, Lime Street Station, Hospital.

(3 x [1])

[3]

(iii) Match each land use zone with its grid square to show its location.



(4 x [1])

[4]

(b) (i) Explain why inner city areas such as Kensington need to be improved.

Award [0] for a response not worthy of credit.

Award [1] for a valid statement, e.g.

- The old factories have been abandoned.
- The terraced housing is in need of repair.

Award [2] for a valid statement and consequence, e.g.

- The old factories have been abandoned and are an eyesore so the area needs to be cleared to build new amenities/homes for people.
- The old terraced housing is in a poor state and these slums need to be improved to be suitable for families and professional people to live in.

Award [3] for a valid statement, consequence and elaboration, e.g.

- In many inner city areas the old terraced houses, originally built close to the factories are in a state of disrepair and need upgrading to be suitable for people to live in. They were also built close together two up two down and a lower density of housing is needed.
- Many inner city areas were the sites of industry which has now closed leaving ugly derelict buildings. These areas need redeveloped to improve the area by building new recreation facilities and apartments.

[3]

(ii) Suggest **one** reason why people like to live in inner city areas.

AVAILABLE
MARKS

Award [0] for a response not worthy of credit.

Award [1] for a basic statement, e.g.

- Close to the CBD
- Close to amenities

Award [2] for a valid statement and a consequence, e.g.

- Close to the CBD where jobs are available.
- This inner city area is close to amenities such as shops and entertainment in the CBD.
- Close to many amenities such as hospitals/museum.

[2]

(c) (i) Using map evidence suggest **one** reason why this is a good location for an industrial zone.

Answers may focus on proximity of good communications network or space for development. Also accept close to urban area.

Close to primary routes – the A561/railway station/Liverpool John Lennon Airport/container depot.

Room to expand – outside congested area in the city centre.

Award [0] for a response not worthy of credit.

Award [1] for a valid statement, e.g.

- Good communications
- Room to expand
- Near a large city

Award [2] for a valid statement and consequence which must specifically mention evidence from the map, e.g.

- This area is close to good communications such as the Liverpool John Lennon Airport and container docks.
- It is well connected to the centre of Liverpool by a primary route/dual carriageway.
- It is close to the large urban area of Liverpool which provides a work force and a market.
- There is plenty of space to expand in this area and there is a good road system avoiding congestion.

[2]

(ii) Underline the direction of Liverpool's John Lennon Airport (GR 4282) from Lime Street Station (GR 3590).

North West

South West

South East

[1]

(d) (i) **Table 1** shows the percentage of the world population living in urban areas. State whether the following statements are True or False.

The percentage of people living in urban areas in both LEDCs and MEDCs is higher in 2000 than in 1950.

True

In 2000 a higher percentage of people live in urban areas in LEDCs than in MEDCs.

False

Between 2000 and 2030 MEDCs are expected to have the largest increase in the percentage of their population living in urban areas.

False

(3 × [1])

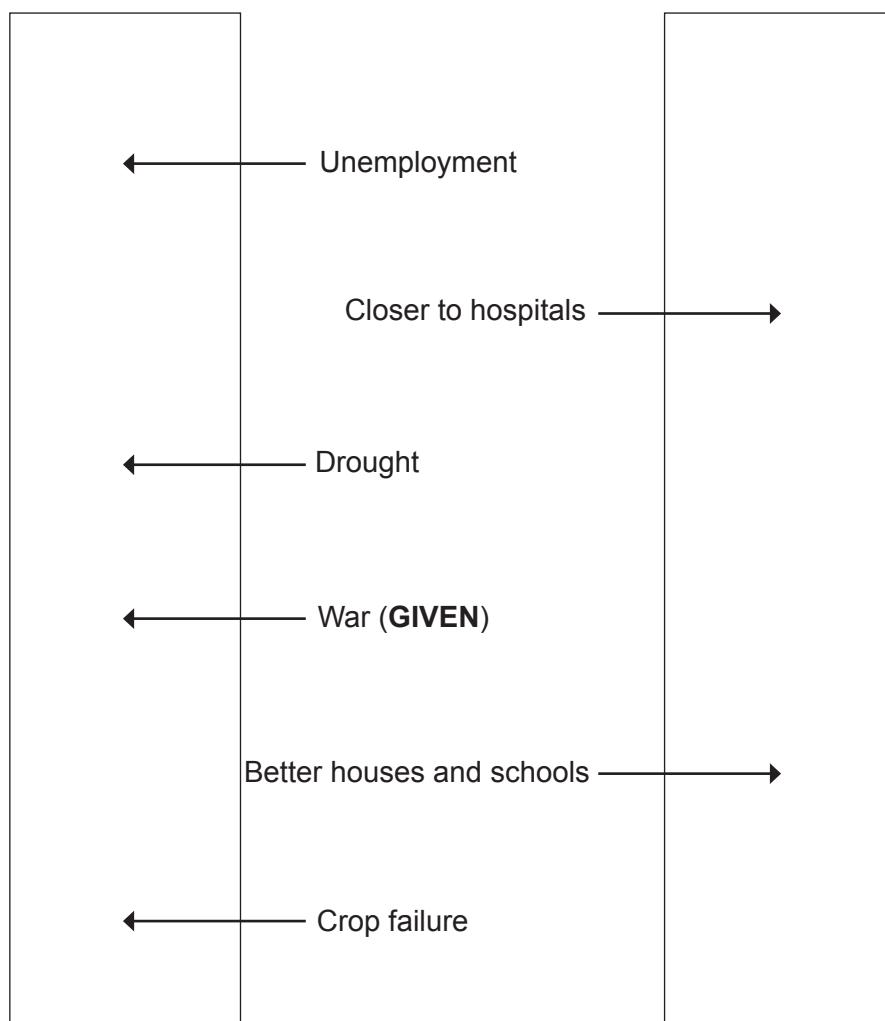
[3]

(ii) Complete **Fig. 3** by drawing arrows to show which are push factors and which are pull factors.

Push Factor

Factor

Pull Factor



(5 × [1])

[5]

(iii) Outline **one** factor which might stop people from moving.

AVAILABLE MARKS

Award [0] for a response not worthy of credit.

Award [1] for a basic statement, e.g.

- Too old
- Family ties
- Familiar environment
- Political reasons

Award [2] for a valid statement and a consequence, e.g.

- They may be elderly and not physically strong enough to travel.
- They may have family members who need their help at home and feel that they have no choice but to stay and look after their extended family members.

[2]

(iv) Underline the term which describes the increase in the proportions of people living in cities.

Urbanisation

Counterurbanisation

Emigration

[1]

(v) Describe the location of shanty town areas in a LEDC city you have studied.

Award [1] for LEDC city, e.g.

- Kolkata
- Rio de Janeiro

[1]

If a MEDC city is named award [0]

Award [0] for a response not worthy of credit.

Level 1 ([1])

Award [1] for a basic statement or general locations, e.g.

- On areas liable to flooding
- Along roads
- In swampy areas

Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. A limited range of specialist terms is used appropriately.

Level 2 ([2]–[3])

A valid description of more than one location relevant to chosen city, e.g.

- In Kolkata there are many shanty areas. The oldest is near the city centre. More recent shanty towns are found along the railways [2]
- Rio de Janeiro in Brazil has lots of shanty towns, called favelas. The majority of the favelas are near the bay to be close to the CBD. The favelas are built on steep ground [3]

Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible. Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. A good range of specialist terms is used appropriately.

Level 3 ([4])

A full description of the locations of two or more shanty towns, e.g.

- In Kolkata the oldest shanty areas (bustees) are near the centre of Kolkata along the River Hooghly. Other shanties are located around industries and at road intersections and the most recent shanties are on unoccupied land along roads, railways and canals.
- Rio de Janeiro in Brazil has many residents who live in shanty towns, called favelas. The majority of the favelas are within the old inner suburbs of the city, to the west of Guanabara Bay. The favelas are built on steep ground called morros.

If city not named award marks to a maximum of Level 2.

AVAILABLE MARKS

Candidates present and organise effectively relevant information in a form and style of writing which suits its purpose. The text is fluent and legible. Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. A whole range of specialist terms is used skilfully and with precision

[4]

(e) (i) State the meaning of the term **population structure.**

Award [0] for a response not worthy of credit.

Award [1] for a valid statement which refers to one aspect only, e.g.

- The way the population is made up.
- The ages of the people.

Award [2] for a valid statement which refers to both aspects of structure – gender and age, e.g.

- The way the population is made up of young and old, male and female.

[2]

(ii) Underline the percentage of the population aged 0–4 years in Nigeria in 2008.

8.1%

7.8%

15.9%

[1]

(iii) Name the group aged 0–14 years on a population pyramid.

Award [0] for a response not worthy of credit, e.g. youths/children.

Award [1] for Youth dependents or Youth dependency.

[1]

(iv) Outline **one reason why LEDCs have high birth rates.**

Award [0] for a response not worthy of credit.

Award [1] for a valid explanation, e.g.

- There are lots of babies because of poor medical care.

Award [2] for a valid explanation with elaboration, e.g.

- As the medical care in LEDCs is poor, people have more babies in the hope that some survive.

[2]

Accept answers relating to lack of contraception.

	AVAILABLE MARKS
<p>(v) Explain one impact on a country such as Nigeria of having a high percentage of children.</p> <p>Award [0] for a response not worthy of credit.</p> <p>Award [1] for a statement of a valid impact, e.g.</p> <ul style="list-style-type: none"> • Lots of schools will be needed. <p>Award [2] for a valid impact and consequence, e.g.</p> <ul style="list-style-type: none"> • Lots of schools are needed which are expensive to provide. <p>Award [3] for a valid impact, consequence and elaboration, e.g.</p> <ul style="list-style-type: none"> • Lots of schools are needed which are expensive to provide and the government will need to raise taxes to pay for them. <p>[3]</p> <p>(f) International migration is the movement of people from one country to another to live.</p> <ol style="list-style-type: none"> 1. Name a country within the European Union you have studied to which migrants have moved. <p>Award [1] for a named country within the European Union, e.g.</p> <ul style="list-style-type: none"> • United Kingdom <p>[1]</p> <ol style="list-style-type: none"> 2. Name the country from which the migrants have come. <p>Award [1] for valid source region of migrants, e.g.</p> <ul style="list-style-type: none"> • Poland • accept A8 countries <p>[1]</p> <ol style="list-style-type: none"> 3. Explain fully one positive and one negative impact of these migrants on the country to which they have moved. <p>Answers may focus on impact on the economy or services.</p> <p>Award [0] for an answer not worthy of credit.</p> <p>Level 1 ([1]–[2])</p> <p>This may be an unbalanced answer, looking at only a positive or negative impact or a superficial answer that simply makes statements which may be applicable to any place, e.g.</p> <ul style="list-style-type: none"> • Migration is a bad thing for the UK. It puts unemployment up and puts strain on services like schools. <p>Level 2 ([3]–[4])</p> <p>An answer that looks at both positive and negative impacts, but which lacks specific case study detail, e.g.</p> <ul style="list-style-type: none"> • Economic migrants have a positive impact as they often occupy either low-paid work which local people are overqualified to do. They also add money through paying taxes. However, large numbers of migrants arriving to only a few areas in the UK can put strain on the local services like schools. <p>Level 3 ([5]–[6])</p> <p>This will be a balanced answer that elaborates on one positive and one negative impact, includes two or more specific facts/figures, e.g.</p> <ul style="list-style-type: none"> • Just over half a million people enter the UK each year as immigrants, adding to our slow population growth. These migrants have both positive and negative impacts to our country. Economically migrants 	

have a positive impact as they often occupy either low-paid work which local people are overqualified to do, or fill gaps in specific professions, such as nursing. They also add money through paying taxes as they work – in 2000 for example they paid about £2.5 billion more in income tax. There are also some negative impacts; large numbers of migrants arriving to only a few areas in the UK can put strain on the local services and they might increase the demand for housing in some cities like London, and may even push up house prices by as much as 10%. [6]

AVAILABLE MARKS

Assessment of spelling, punctuation and the accurate use of grammar.

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. [4]

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Theme B: Contrasts in World Development

AVAILABLE MARKS

2 (a) (i) Using **Table 2**, rank the countries in **Table 3** from least developed to more developed in terms of literacy rate.

Country	Rank
Brazil	4
South Africa	3
Mozambique	1 (GIVEN)
Australia	5
Ghana	2

([4] × [1])

[4]

(ii) **Fig. 5** shows information on the literacy rate and life expectancy of a selection of countries.

Plot the position of South Africa on **Fig. 5** using information from **Table 2**.

Award candidate if they plot the values below in the correct position.

South Africa	Literacy Rate (%)	Life Expectancy (years)
	88	52

Award [1] for each correct entry

(2 × [1])

[2]

(iii) Underline the type of graph used in **Fig. 5**.

Pie chart

Scatter graph

Bar graph

[1]

(iv) State whether the relationship on this graph is positive or negative.

Positive

[1]

(v) Underline the indicator used to measure quality of life.

HDI

Debt

Technology

[1]

(vi) Explain why some countries are less developed than others.

If candidates do not state chosen factor (health care, education or environment), then maximum [2].

Award [1] for a basic statement, e.g.

Health care: Some countries have little medical care.

Education: Some countries have only primary education.

Award [2] for a statement with some detail, e.g.

Health care: Some countries have little medical care. This means people have a lower life expectancy.

Education: Some countries have few schools. This means people can't gain qualification to help them get good jobs.
 Award [3] for a detailed statement that addresses the difference in development between MEDCs and LEDCs, e.g.
 Health care: Some countries have less medical care. This means people have a lower life expectancy. This would be typical of a poor country or LEDC.
 Education: Some countries have fewer schools. This means people can't gain qualification to help them get good jobs. This would be typical of a LEDC or poor country. The majority of people would work in primary jobs. [3]

AVAILABLE MARKS

(b) (i) Name the country which produces PREDA Fair Trade products.

Philippines [1]

(ii) State **one** Fair Trade product that this organisation produces.

Dried fruits/handicrafts/juices (any of these are acceptable – accept products seen in the photographs as well) [1]

(iii) Explain **one** advantage Fair Trade brings to LEDCs.

Award [1] for a basic statement, e.g.
 It helps them get more money.
 It pays the farmer a fair price for their product.

Award [2] for a statement with some detail, e.g.
 It pays the farmer a fair price for their product. This extra money can help send children to school.

Award [3] for a detailed statement, e.g.
 It pays the farmer a fair price for their product. This extra money can help send children to school. This helps children to read and write and will improve the literacy rate of the country. The children can become educated which will help them get a good job. The benefit is that the standard of living within the country will improve. [3]

(c) Using **Fig. 7**, underline the correct word in each sentence below.

- Exports are goods and services that leave/come into a country. (**GIVEN**)
- Venezuela earns more money from its aluminium/oil exports.
- The value of Venezuela's exports is greater/less than its imports
- Venezuela is situated on the north coast/west coast of South America.

([3] × [1]) [3]

(d) Describe and explain how the pattern of world trade can create problems for LEDCs. You should refer to places in your answer.

AVAILABLE MARKS

Typical problems could be creating a trade deficit, reliance on one/two exports or fluctuating prices of primary goods.

Award [0] for a response not worthy of credit.

Level 1 ([1])

A basic statement that either describes or explains the trade pattern of LEDCs.

LEDCs tend to trade in primary goods.

LEDCs trade with other poor countries.

LEDCs trade with other poor countries in primary goods.

Level 2 ([2]–[3])

An answer which attempts to describe and explain the problems of world trade for LEDCs. For top Level 2 more than one problem should be highlighted.

LEDCs trade with other poor countries in primary goods such as coffee and bananas. These tend to be low in value and do not earn a lot of money for the country who is exporting them.

LEDCs trade with other poor countries in mainly primary goods. These tend to be low in value and do not earn a lot of money. The LEDCs only control 20% of all world trade which is a small percentage. LEDCs tend to import more products than they export. This ends up costing these LEDCs a lot of money which they can't afford.

Level 3 ([4]–[5])

A detailed answer that describes and explains the problems trade can create. Places should be mentioned in the answer.

LEDCs trade with other poor countries in mainly primary goods. These tend to be low in value and do not earn a lot of money. The LEDCs only control 20% of all world trade. LEDCs tend to import more products than they export. This is a trade deficit and it ends up costing these LEDCs a lot of money which they can't afford, e.g. Kenya who have a deficit of \$1 billion. This is evidence that the trade gap between MEDCs such as the UK and LEDCs such as Kenya is becoming wider and more unbalanced. [5]

Assessment of spelling, punctuation and the accurate use of grammar.

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

AVAILABLE MARKS

High performance ([4])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

[4]

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Theme C: Managing our Resources

AVAILABLE
MARKS

3 (a) (i) Complete **Fig. 8** using the information about Canada.

Award [1] for a bar drawn horizontally to the correct length in the appropriate space.

Award [2] for a bar drawn horizontally to the correct length and also shaded for MEDC [2]

(ii) Use **Fig. 8** to decide if each of the following statements is true or false.

- Uganda produces the least CO₂ from household waste. True (GIVEN)
- Bangladesh and Uganda together produce less than 200 million tonnes of CO₂ from household waste. True
- Most CO₂ from household waste is produced by India. False
- MEDCs produce most CO₂ from household waste. False
([3] × [1]) [3]

(iii) Describe **one** method of managing waste in a named local government area you have studied.

Award [1] for an appropriate local government area, e.g. Belfast City Council, Craigavon Council Area. [1]

Award [1] for a simple statement of a sustainable method, e.g. recycle some materials or distribute bins to collect garden waste or councils joining together in a group.

Award [2] for a statement with a consequence, e.g. recycle some materials by setting up centres and encouraging people to take items to the centre **or** educate people to put appropriate recyclable materials into their “green” bin.

Award [3] for a statement with a consequence plus elaboration which is factual information related to the named local government area, e.g. the Belfast City Council encourages people to recycle more waste materials such as fridges and garden waste by setting up local recycling centres, e.g. at Palmerston Road in Sydenham **or** e.g. Craigavon Borough Council educates people to put appropriate recyclable materials into their “green” bin and processes 7000 tonnes of grass and dead plants per year into compost. [3]

Accept alternatives such as Waste Incineration schemes.

(b) What does carbon footprint measure?

Award [1] for a brief accurate statement, e.g. carbon footprint measures pollution.

Award [2] for a more detailed statement, e.g. carbon footprint measures all the greenhouse gases or CO₂ people produce. [2]

(c) **Fig. 10** shows three reasons why tourism has grown globally over the last 50 years.

Choose two of these reasons and explain how each of these has helped to increase global tourism.

E.g. More leisure time.

Award [1] for a simple statement, e.g. people have more leisure time because they work fewer hours **or** because they work from home **or** e.g. people in full time employment have a reasonable salary, e.g. people can travel more cheaply due to budget airlines.

Award [2] for a statement with a consequence and some elaboration, e.g. people have more leisure time because they work fewer hours as the working week is shorter **or** they have longer paid holidays, e.g. people in full time employment have a reasonable salary and so they have more money to spend on luxuries such as holidays, e.g. people can travel more cheaply due to budget airlines and so the costs of holidays has decreased.

(2 × [2]) [4]

(d) (i) Suggest one way in which tourism could spoil the environment of tourist destinations.

The answer need not necessarily be taken from the photograph provided. There is no requirement for case study information.

Award [1] for a simple statement, e.g. water can be polluted **or** oil spills can occur **or** paths are eroded **or** wildlife is destroyed.

Award [2] for a statement with a consequence, e.g. water can be polluted by sewage as people may camp in the wilderness **or** e.g. pollution of rivers can be caused by oil spills from fuel from outboard motors or ships' engines.

Award [3] for a statement with a consequence and some elaboration but no factual details are required, e.g. water can be polluted by sewage as people may camp in the wilderness and not have proper toilets **or** e.g. fuel from outboard motors may leak into the water and destroy wildlife in rivers **or** e.g. the heavy footfall of tourists on mountain paths may erode vegetation and destroy the landscape on busy walking routes. [3]

(ii) Complete **Table 4** by drawing arrows to show whether the impact is on the culture or the economy.

Table 4

Culture	Impact of Tourism	Economy
[Given] ←	Tourists can ruin local customs or traditions	
	Tourism can provide people with jobs, e.g. in hotels	→
←	The behaviour of tourists can be a bad example to the local people, e.g. drunkenness	
	Tourism increases income for the government.	→

(3 × [1])

[3]

AVAILABLE MARKS

(e) Describe **one** way a sustainable tourism project has tried to protect the environment in a country.
 Name of country may be a LEDC or MEDC, e.g. Laos. [1]

Award [1] for a simple method of protection, e.g. a park was set up **or** areas of the land were protected.

Award [2] for a statement with a consequence, e.g. in Laos they have set up areas to protect the wildlife and conserve the landscape.

Award [3] for a statement with a consequence and elaboration of one factual detail relating to the named area, e.g. in Laos, Nam Ha was made an area of conservation to protect its wide variety of plants and animals such as the large cats (leopard and tiger) and still allow tourists to come and enjoy trekking and boating. [3]

Accept references to Titanic Quarter, Belfast.

AVAILABLE MARKS

25

Total

108