

# Mark Scheme (Results)

June 2012

GCE Travel and Tourism (6993)  
Unit 7: Responsible Tourism

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

[www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code UA031715

All the material in this publication is copyright

© Pearson Education Ltd 2012



Question Number	Answer	Mark
<b>1(a)(i) A01</b>	<p><i>1 mark for correct sector:</i></p> <ul style="list-style-type: none"> <li>• Heart of England - public</li> <li>• Stratford District Council - public</li> <li>• Shakespeare Birthplace Trust – voluntary</li> </ul>	<b>(3)</b>

Question Number	Answer	Mark
<b>1(a)(ii) A01/2</b>	<p><i>Up to 2 marks for description of each role. Expect some reference to tourism or tourism development. May be implied. Marks for points or extended responses.</i></p> <p><i>Do not credit repetition of roles.</i></p> <p><i>Max 1 mark if role described is generic.</i></p> <p><b>Heart of England</b></p> <ul style="list-style-type: none"> <li>• Promotes/advertises the area to domestic visitors (1)</li> <li>• Increase visitor numbers (1)</li> <li>• Provides information for visitors (1)</li> <li>• Promotes the tourist attractions / accommodation (1) of the Stratford area to domestic visitors (1)</li> </ul> <p><b>Stratford District Council</b></p> <ul style="list-style-type: none"> <li>• Makes sure jobs are created for locals (1)</li> <li>• Ensure development is sustainable (1)</li> <li>• Grants planning permission (1) for all new tourism developments in Stratford (1)</li> </ul> <p><b>SBT</b></p> <ul style="list-style-type: none"> <li>• Looks after the cottage Shakespeare was born in (1)</li> <li>• Raise awareness of the culture in Stratford (1)</li> <li>• Preserves historical sites associated with Shakespeare (1)</li> <li>• Educates visitors (1) on the life and works of Shakespeare by giving lectures (1)</li> <li>• Looking after Shakespeare's birthplace (0)</li> </ul>	<b>(6)</b>

Question Number	Answer	Mark
<b>1(a)(iii)</b> <b>A02</b>	<p><i>Up to 3 marks for explanation. For full marks must be explained and relate to local residents and or businesses.</i></p> <p><i>Max 2 marks for generic responses</i></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• overcrowding (1)</li> <li>• locals' lives will be even more disrupted and roads more congested (2)</li> <li>• businesses can't compete if large private chains move in and they may be forced to close (3)</li> <li>• locals will worry the town will just become a tourist town and they will object as prices are likely to rise and shops such as butchers may close (3)</li> </ul>	<b>(3)</b>

Question Number	Answer	Mark
<b>1(a)(iv)</b> <b>A04</b>	<p><i>Up to 3 marks for explanation. For full marks must be explained and responses should relate to what the Council can do.</i></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• have a meeting (1)</li> <li>• reach a compromise (1)</li> <li>• get everyone together and come up with a plan (2)</li> <li>• SDC could arrange a public meeting for local residents and all businesses so each side can put their view across. The conflict can be resolved by reaching a compromise (3)</li> </ul>	<b>(3)</b>

Question Number	Answer	Mark
1(b) A01/A02/A03	<p><i>1 mark for correct stage, accept either:</i></p> <ul style="list-style-type: none"> <li>• <i>Stagnation, or</i></li> <li>• <i>Decline</i></li> </ul> <p><i>If stage incorrect credit explanation up to a maximum of 4 marks.</i></p> <p><i>Up to 6 marks for reasons to support the stage chosen. Marks for separate points or extended responses:</i></p> <p><i>1x6, 2x3, 3x2, 6x1.</i></p> <p><i>1 mark for each of six points</i>  <i>2 marks for each of three points with detail</i>  <i>3 marks for each of two reasoned points</i>  <i>6 marks for one integrated, fully reasoned point with specific links made</i></p> <p><i>Max 4 marks if no application/no link between stage and Stratford/just describes characteristics.</i></p> <p>e.g. <b>Stagnation</b></p> <ul style="list-style-type: none"> <li>• <i>saturation point is reached – high of 17.1 million day-trippers</i></li> <li>• <i>reached its peak in numbers of visitors / maturity</i></li> <li>• <i>quality of tourist services and amenities falls – poor rail links, old fashioned hotels; problems with pedestrianised area</i></li> <li>• <i>significant negative environmental, economic and socio cultural impacts – low paid jobs</i></li> <li>• <i>environmental degradation is apparent - congestion</i></li> <li>• <i>local attitudes to tourism varies – may not be happy if shops selling essentials have closed</i></li> <li>• <i>no longer fashionable – shabby, few new visitors going</i></li> <li>• <i>well established image</i></li> <li>• <i>relies upon repeat visitors – 17.1 million day trippers most been before</i></li> </ul> <p>e.g. <b>Decline</b></p> <ul style="list-style-type: none"> <li>• <i>tourist numbers decreasing - 17.1 million peak day trippers 2005</i></li> <li>• <i>area suffering economic downturn – low visitor spend, people not staying over night</i></li> <li>• <i>poor image ‘shabby hotels’</i></li> <li>• <i>failing to attract tourists back as repeat visitors</i></li> </ul>	(7)

	<i>For maximum marks must be applied with reasons given and understanding of characteristics evident, these may be implied rather than clearly stated.</i>	
--	--	--

Question Number		Indicative Content
1 (c) QWC* A04		<p><b>Responses should refer to appropriate impacts for a historical town in the UK.</b></p> <p><i>Responses may vary; evidence of understanding of the impacts of the rejuvenation stage should be credited. This list is not exhaustive</i></p> <p><b>Positive impacts</b></p> <ul style="list-style-type: none"> <li>• New image</li> <li>• Target new markets – high spenders</li> <li>• Area looks more attractive - landscaping</li> <li>• Street furniture – on Henley Street planters, benches, water features</li> <li>• Conservation and regeneration of redundant buildings such as shabby hotels - Swan</li> <li>• Job creation – new attractions built</li> <li>• Overnight stays will bring money in and create jobs</li> <li>• Improvements to infrastructure benefits locals</li> <li>• Preserves Shakespeare’s culture</li> </ul> <p><b>Negative Impacts</b></p> <ul style="list-style-type: none"> <li>• Overcrowding</li> <li>• Congestion</li> <li>• Low pay</li> <li>• High cost of living as area becomes more desirable</li> <li>• Pollution</li> </ul> <p><i>Candidates are not expected to deal with every point and may be rewarded well for a comparatively small number of points if these are developed and sustained.</i></p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-3</b>	Basic responses that are mainly descriptive with limited assessment and/or application. The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.
2	<b>4-6</b>	Responses with some assessment or application. Responses may have clear application and some assessment or some application and clear assessment. Some aspects may be theoretical. Some reference to characteristics of rejuvenation stage may be inferred. The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
3	<b>7-8</b>	Focused responses with sustained assessment and application of both positive and negative aspects. Characteristics of rejuvenation clear. The candidate uses specialist terms



		consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.
--	--	--

**Total for Question 1 – 30 marks**

Question Number	Answer	Mark
<b>2(a)(i)</b> <b>AO1</b>	<p><i>Up to 2 marks for each principle <b>described</b>.</i></p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• to protect the environment (1)</li> <li>• to preserve culture (1)</li> <li>• to create jobs for local people (1)</li> <li>• ensure the environment and culture (1) of the area are protected (1)</li> <li>• to <i>minimise</i> negative economic, environmental and socio-cultural impacts (2)</li> <li>• to <i>create</i> economic benefits for locals and improve their quality of life (2)</li> <li>• to <i>promote</i> the conservation of natural and cultural heritage (2)</li> </ul> <p>Do not credit answers such as:</p> <ul style="list-style-type: none"> <li>• green tourism/sustainable tourism (0)</li> <li>• Promote respect between tourists and locals (0 given in the question).</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<p><b>2(a)(ii)</b> <b>AO2</b></p>	<p><i>Up to 3 marks for each <b>suggestion</b>. Marks can be for one detailed idea or three separate points. Do not need to explain.</i></p> <p><i>Must relate to principle as given in 2(a)(i). Responses should relate to what destinations, planners, organisations and developers NOT tourists can do.</i></p> <p><u>Principle:</u> creates economic benefits for local people and improves their quality of life E.g.</p> <ul style="list-style-type: none"> <li>• give local people jobs (1) to improve quality of life (0 marks as this is part of the principle)</li> <li>• make improving infrastructure part of the development plan (1) to make sure locals benefit from electricity and water supplies (1)</li> <li>• rules to ensure that any new tourism development has to employ a percentage of local people (1) so they benefit with wages/earn money (1)</li> <li>• give local people training (1) to give them skills (1) and can get jobs in tourism (1)</li> <li>• dual use facilities (1) are created where locals can use tourism facility (1) such as a hotel swimming pool or gym (1)</li> </ul> <p><u>Principle:</u> minimise negative environmental, economic and socio-cultural impacts E.g.</p> <p>May refer to just one impact, do not have to cover all three. E.g.</p> <ul style="list-style-type: none"> <li>• Park and ride schemes (1) will reduce congestion (1)</li> <li>• Help local businesses set up (1) and provide tourism services (1)</li> <li>• Create all year round tourism (1) so locals have year round jobs (1)</li> <li>• Ban all inclusive resorts and hotels (1) so money stays in the local economy (1)</li> <li>• Involve local people (1) in the decision making process (1) so they feel involved (1)</li> <li>• Build sympathetically (1) in keeping with the local architecture (1) and use local materials and labour (1)</li> </ul> <p><u>Principle:</u> promotes conservation of cultural and natural heritage.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• give grants to for building conservation (1)</li> <li>• create National Parks or wildlife reserves (1) to protect flora and fauna (1)</li> </ul>	<p><b>(6)</b></p>

	<ul style="list-style-type: none"><li>• allow visitors to access historical buildings (1) and give them learning opportunities (1) so they understand how important it is to continue looking after them (1).</li></ul>	
--	---	--

Question Number	Answer	Mark
<b>2(b)(i)</b> <b>A01</b>	<p><i>Up to 1 mark for each objective. Should be worded as an objective.</i></p> <p><i>Do not credit principles</i></p> <p>E.g. Political</p> <ul style="list-style-type: none"> <li>• to make Romania more well known (1)</li> <li>• to create a national identity (1)</li> <li>• to enhance the image of Romania as a tourist destination (1)</li> <li>• to improve security and tourist safety (1)</li> <li>• to reassure the world of the country's stability (1)</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(b)(ii)</b> <b>A01</b>	<p><i>Up to 1 mark for each objective. Should be worded as an objective.</i></p> <p><i>Do not credit principles</i></p> <p>E.g. Economic</p> <ul style="list-style-type: none"> <li>• to increase foreign currency earnings (1)</li> <li>• employment creation (1)</li> <li>• to benefit from the effects of the multiplier effect (1)</li> <li>• to boost local economies (1)</li> <li>• attract overseas investment (1)</li> </ul>	<b>(2)</b>

Question Number		Indicative Content
<b>2c</b> <b>QWC*</b> <b>A03</b>		<p><i>Responses should refer to the impacts of tourism development/tourist activities on the <b>environment</b>. No credit for socio-cultural/economic impacts. Credit appropriate examples of environmental impacts at other destinations rich in wildlife.</i></p> <p><b>Positives</b></p> <ul style="list-style-type: none"> <li>• Conservation – area protected</li> <li>• Money brought in by tourists used to protect Delta area – may develop and link with the fact Romania has had to borrow millions</li> <li>• Education – learn about endangered species, migration</li> <li>• Greater awareness of ‘exceptional ecosystem’ and need to protect it further</li> </ul> <p><b>Negatives</b></p> <ul style="list-style-type: none"> <li>• Environmental damage – marsh cleared to make way for hotels.</li> <li>• Loss of species – Dalmatian pelican already under threat</li> <li>• Vital for breeding and migrating birds of habitat lost species will die out</li> <li>• Inappropriate development – floating hotels where otter live, sand extraction</li> <li>• Destroy natural habitats – creating roads</li> <li>• Unplanned developments – pollution into the water system</li> <li>• Over-fishing – tourists</li> <li>• Erosion to river banks/pollution – motor boats</li> </ul> <p><i>Candidates are not expected to deal with every point and may be rewarded well for a comparatively small number of points if these are developed and sustained</i></p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-3</b>	Basic responses that are mainly descriptive. Possibly limited reasoning/analysis. The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.
2	<b>4-6</b>	Responses with some analysis and some application. Responses may have clear application and some analysis or some application and clear analysis. Impacts are appropriate for Delta/countryside areas rich in wildlife and tourism development/activities. May consider either positive or negative environmental impacts. May refer to similar destinations. The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
3	<b>7-8</b>	Focused responses with sustained analysis and application to the impacts of tourism development and activities in the Delta/other countryside areas rich in wildlife. Will consider positive and

		negative impacts. The candidate uses specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.
--	--	--

Question Number	Answer	Mark
<b>2d(i)</b> <b>A04</b>	<p><i>One mark for appropriate statement related to what a government would issue.</i></p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Introduce laws to restrict development</li> <li>• Keep some areas/islands protected – undeveloped e.g. breeding/wintering grounds bring their young.</li> <li>• Ensure local people guaranteed jobs</li> <li>• Get local people trained by multinational chains</li> <li>• Issue visas / permits to limit visitor numbers</li> <li>• Charge entry fee and use money for conservation</li> <li>• Ban use of motor boats</li> <li>• All visitors to be accompanied by trained guides</li> </ul> <p><i>No marks for methods or principles or for unrealistic/impractical or vague ideas.</i></p> <p>E.g.</p> <p>minimise pollution/negative impacts – (0)  stop leakage (0)  respect area (0)  build on brown-field sites (0)  litter bins (0)</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2d(ii)</b> <b>A04</b>	<p><i>Up to 4 marks for explanation. For full marks response must be explained and relate to responsible tourism development in the Danube Delta.</i></p> <p>E.g.</p> <p><b>Limit number of tourist boats allowed –</b>  this would reduce pressure (1) on the area such as less pollution from the motorised engines (1)</p> <p><b>Create jobs for local people –</b>  this would provide them with an income (1) and they will be able to afford to buy things to increase their quality of life(1)</p>	<b>(4)</b>

**Total for Question 2 – 30 marks**

Question Number	Answer	Mark
<b>3(a)(i) AO1</b>	<p><i>Up to 2 marks for negative economic impact in LEDW. Marks increase for detail. Credit valid examples. Credit one only.</i></p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Low wages (1)</li> <li>• Work is seasonal (1)</li> <li>• Increase cost of living for locals (1)</li> <li>• Where money is not kept in the local economy (1)</li> <li>• Low paid jobs (1) such as cleaning (1)</li> <li>• Seasonal work (1) and high unemployment out of season (1)</li> <li>• Leakage (1) where money is lost to overseas companies (1)</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(a)(ii) AO1/AO3</b>	<p><i>Up to a maximum of 4 marks for explanation of each impact. Explanations should relate to negative socio-cultural impacts. Marks can be for separate points or extended responses (1x4, 2x2, 4x1)</i></p> <p>For full marks must be explained. Credit valid examples to a max of 2 marks</p> <ul style="list-style-type: none"> <li>• Loss of culture (1)</li> <li>• Hostility/ conflict (1)</li> <li>• Exploitation (1)</li> <li>• Crime (1)</li> <li>• Prostitution (1)</li> <li>• Imitation (1)</li> <li>• Staged authenticity (1)</li> <li>• Westernisation</li> <li>• Cultural degradation (1)</li> <li>• Trivialisation (1)</li> <li>• Where locals who may not have a job(1), think that tourists are wealthy (1) and so they attack them and steal their money, cameras or bags (1)</li> <li>• Local people leave their traditional jobs (1) and go to work in hotels or bars (1) to earn money (1) leading to a loss of traditional lifestyle and culture (1).</li> </ul>	<b>(8)</b>

Question Number	Answer	Mark
<p><b>3(b)(i)</b> <b>A02</b></p>	<p><i>Up to 4 marks for explanation of each method. Must be clear that it is <b>maximising positive socio-cultural impacts</b>. (1x4, 2x2, 4x1)</i></p> <p><i>1 mark for each clear point up to a maximum of 4. 2 marks for each of 2 explained points with detail 4 marks for 1 integrated response with explanation</i></p> <p><i>Max 2 marks for description only. Examples may be credited. For full marks responses should relate to maximising positive socio-cultural impact/s.</i></p> <p><b>A. Investing income into community projects</b> e.g.</p> <ul style="list-style-type: none"> <li>• Promotes respect (0)</li> <li>• Encourages positive interactions between locals and tourists (1)</li> <li>• Build a community centre (1)</li> <li>• Can put money into reviving traditional festivals (1) or pay for young people to be trained in traditional craft making (1)</li> <li>• Tourism developers and planners (1) pay for a school to be built (1) for local children (1) as part of the tourism development (1)</li> <li>• Part of the income received from tourism (1) is used to provide the community with improved or new services (1) for example a new school or fresh drinking water (1) this will help improve the quality of life for local people (1)</li> </ul> <p><b>B. Widening access to facilities</b> e.g.</p> <ul style="list-style-type: none"> <li>• Improvements to infrastructure/transport links (1)</li> <li>• Locals can use the hotel swimming pool (1)</li> <li>• This means that local people (1) can enjoy the facilities built for tourists (1)</li> <li>• In some instances permission to develop tourism facilities (1) may require that developers build a new school for local children (1)</li> <li>• Locals quality of life is improved(1) by facilities built for tourists(1) so they have access to mains water, electricity supply, health care (1)</li> <li>• To make sure that tourism benefits the host community(1) developers can agree to build into the tourism development plan (1) a way in which local people can have access to or use facilities built for tourism(1). These may be leisure or entertainment facilities (1)</li> </ul>	<p><b>(4)</b></p>



Question Number	Answer	Mark
3(b)(ii) A02	<p><i>Up to 4 marks for explanation of method. Must be clear that it is <b>minimising negative environmental impacts of tourism</b>. Credit valid examples to a maximum of 2 marks</i></p> <p><i>Max 2 marks for: description only</i> <i>(1x4, 2x2, 4x1)</i> <i>1 mark for each clear point up to a maximum of 4.</i> <i>2 marks for each of 2 explained points with detail</i> <i>4 marks for 1 integrated response with explanation</i></p> <p><b>Method C Environmental audit</b></p> <p>An environmental audit' is a method of minimising negative environmental impacts – explanations should relate to these. Planning can be accepted if related to wildlife surveys/analysis. E.g.</p> <ul style="list-style-type: none"> <li>• Check what wildlife lives in an area (1) before developing it for tourism (1)</li> <li>• Carry out an investigation into an area to see how important it is for wildlife(1) and to check that any development will not be a threat to endangered species (1)</li> <li>• Especially in countryside, lakes, rivers and coastal areas an audit should be carried out before any tourism development takes place(1). This environmental audit will be an in-depth survey (1) of the wildlife, ecosystems and habitats that exist there (1). The results can then be built into the development plan to avoid unnecessary habitat destruction and threat to species (1)</li> </ul> <p><b>Method D. Visitor and Traffic management</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• congestion charge (0)</li> <li>• reduces volume of traffic (1)</li> <li>• issue visas (1)</li> <li>• reduces overcrowding/pollution (1)</li> <li>• restricts/controls the number of people allowed (1)</li> <li>• all visitors have to escorted by a guide (1) and there are strict rules (1) about when and where tourist can go and what they can do (1)</li> <li>• some destinations containing rare species cannot cope with large numbers of visitors (1). So governments will not allow tourists in without a visa (1) and make the cost of visiting high to encourage low volumes but high spenders (1). Eg In the Galapagos you need a permit to visit (1).</li> </ul>	<b>(4)</b>

Question Number		Indicative Content
<b>3(c)(i)</b> <b>A03</b>		<p><i>Up to 6 marks available for details. Responses should refer to the impacts of the tourism at a selected destination.</i></p> <p><i>Credit evidence of research and understanding of the impacts of tourism.</i></p> <p><i>A variety of destinations are likely to be selected. May focus on one type of impact.</i></p> <p>Destinations likely to include:</p> <ul style="list-style-type: none"> <li>• National Parks in the UK</li> <li>• Gambia</li> <li>• Inca trail</li> <li>• Destinations featured on past papers</li> </ul> <p>Likely to make reference to:</p> <p><b>Positives</b></p> <ul style="list-style-type: none"> <li>• More jobs</li> <li>• More money</li> <li>• Improved infrastructure</li> <li>• More investment</li> <li>• Improved quality of life</li> <li>• Education</li> <li>• Conservation</li> <li>• Preserving cultures</li> </ul> <p><b>Negatives</b></p> <ul style="list-style-type: none"> <li>• Environmental damage</li> <li>• Outside investors take over</li> <li>• Overcrowding</li> <li>• Inappropriate development</li> <li>• Destroy natural habitats</li> <li>• Unplanned developments</li> <li>• Leakage</li> <li>• Low paid jobs</li> <li>• Seasonality</li> <li>• Loss of culture</li> <li>• Staged authenticity</li> </ul> <p><i>Candidates are not expected to deal with every point and may be rewarded well for a comparatively small number of points if there is research evidence</i></p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	Basic responses that are mainly theoretical/generic. Possibly limited detail to show evidence of research. At this level may write about characteristics of decline /rejuvenation stage of TALC model rather than impacts. Destination may not be fully appropriate – hotel.

2	4-6	Responses with some evidence of research and application to the selected destination. Details of more than one appropriate impact in an appropriate tourist destination.
Question Number	Indicative Content	
<b>3(c)(ii)</b> <b>A04</b>	<p><i>Up to 6 marks available for assessment / explanation. Responses should refer to how successfully, or not, the impacts identified in 3(c)(i) have been managed .</i></p> <p><i>No credit for environmentally friendly projects unless about managing tourism impacts.</i></p> <p>A variety of methods are likely:</p> <ul style="list-style-type: none"> <li>• Planning/building control</li> <li>• Traffic management (no credit for Congestion charge in London or park and rides unless due to volumes of visitors arriving by car)</li> <li>• Zoning</li> <li>• Education</li> <li>• Low volume high spend tourism</li> <li>• Permits and visa control</li> <li>• Footpath construction</li> <li>• Training opportunities for locals</li> <li>• Use of natural resources</li> <li>• Promotion of 'local'</li> </ul> <p><i>Credit evidence of assessment and understanding of how well the impacts are managed. This list is not exhaustive.</i></p> <p><i>Candidates are not expected to deal with every point and may be rewarded well for a comparatively small number of points well made.</i></p>	
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-3</b>	Basic responses that are mainly generalised/descriptive..
2	<b>4-6</b>	Responses with assessment and application to chosen destination.

**Total for Question 3 – 30 marks**

**Total for Paper – 90 marks**

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UA031715 June 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

