



**General Certificate of Education (A-level) Applied
June 2011**

Travel and Tourism

TT11

**(Specification
8651/8653/8656/8657/8659)**

Unit 11: Impacts of Tourism

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Guidance for Assistant Examiners of A2 Level Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1 The answer is basic.

- Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
- Understanding is shown, but this may be partial or superficial.
- Simple skills are shown, but the candidate struggles with more complex skills. Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
- There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.

Level 2 The answer is clear.

- Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
- Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
- Competent skill levels are shown, and the candidate uses some more complex skills. Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a clear understanding of some of the needs of the working situations that are discussed.
- The candidate shows some ability to evaluate material provided by the examiner or from his/her own research. Where applicable, some predictions are made on the basis of this material.

Level 3 The answer is detailed.

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.
- Strong skill levels are shown, and the candidate uses a variety of more complex skills. Written communication is almost faultless and conveys meaning in a very clear way. The candidate uses more sophisticated language and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a detailed understanding of the needs of the working situations that are discussed.
- The candidate can evaluate material provided by the examiner or from his/her own research. Where applicable, detailed predictions are made, and well justified, on the basis of this material.

NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- Use L1, L2, L3, etc. in the left-hand margin. Examiners should note in the margin where a candidate has achieved a particular level of understanding, **each time** that level has been reached in a task. By looking back through the task at the frequency of use of the various levels, the examiner will be able to determine the overall level of the response.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'theory' or 'not relevant').
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.

General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p>Point mark. Points can relate just to Maldives, to other SIDS or both (but same basic idea cannot be counted twice). Manipulation of data can gain further marks as development of an idea. Examples:</p> <ul style="list-style-type: none"> • Economic impact is great • Economic impact is both direct and indirect - second mark for showing what this means • Manipulation of, or generalisation from, data such as top 7 countries gain > 50% of GDP from direct and indirect combined • Indirect economic impacts significantly increase the proportion of GDP in each case • Even bigger impact on employment in all cases • Likely that other impacts will also be great – socio-cultural (1) and environmental (1). Either of these could be further developed or explained for extra credit. E.g. with such a high proportion of population employed in tourism there will inevitably be a significant effect on family life etc • Concept of being over-developed economically • Qualification (reduction of impacts linked to leakage – but needs clear statement) • Over reliance on tourism. 	4	AO2 AO3
1(b)	<p>Point mark. Range of possible answers. Candidates will not have necessarily studied examples of such states but there is enough information on the Maldives to allow them to make reasonable suggestions and assumptions.</p> <ul style="list-style-type: none"> • Because of small size economic development may be limited, e.g. not much space to grow food (1) either for home consumption or export (1) • Small islands often have attractive coasts with beaches (1) which will attract tourists (1) • The ones listed are all tropical (1) and are likely to have warm climates (1) • Organisations based in developed countries (1) actively look to develop such locations (1) • Tourism is a relatively easy industry to develop (1) for a state which might lack other resources and technical expertise (1) • Many states are former colonies (1) which already have strong ties with the tourist generating areas (1) • Tourism gives greater rewards than other activities such as fishing • SIDS often poor/underdeveloped 	6	AO2 AO4

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

	<ul style="list-style-type: none"> • Chance to improve infrastructure as part of tourism development • Locals can benefit from specific new opportunities • But would lead to dependency on tourism • Negative significance – large resorts dominating the islands • Environmental damage could be significant. 		
	Total of question 1	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Levels mark</p> <p>This question can be answered in very simple terms but for highest credit the idea that efficient communications are fundamental to Maldives tourism development needs to come through.</p> <p>Level 1 – Basic Simplistic points taken from PM without linkages or development, e.g. tourists have to fly in, move to the islands once arrived, islands need to be able to link by telephone. No real attempt to draw such ideas together.</p> <p>Level 2 – Clear To access this level a clear link to the Maldives position in the middle of an ocean and a long way from major markets of Europe and far East is needed. Large numbers of visitors need to be brought in by large aircraft, virtually no alternative since there is no mention of a large deep water port. Idea of efficient inter-island movement may be developed. Reduces travel time for passengers. Two developed ideas can gain full marks.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO3</p>
	Total of question 2	6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Point Mark</p> <p>Three elements need to be present for full marks. Up to 2 on any one of elements</p> <ul style="list-style-type: none"> • Environment • People • Time <p>Otherwise the UNWTO definition must get full marks if quoted in its entirety. The United Nations World Tourism Organisation defines sustainable tourism as tourism that meets the needs of present tourists and host regions while protecting and enhancing opportunity for the future.</p> <p>Give up to 1 mark for an example as illustration.</p>	4	AO1
3(b)	<p>Levels mark</p> <p>Level 1 – Basic</p> <p>Simple isolated statements will usually restrict to this level. E.g. coral reefs are under threat, sharks are being reduced in numbers. There will be little if any weighing of importance linked to the needs of the Maldives as a special environment or a special economy.</p> <p>Level 2 – Clear</p> <p>There needs to be a clear link to why the environment is so important either in itself or as the fundamental package offered to tourists. If both of these elements are present and clearly expressed then full marks should be awarded. Up to 5 marks could be given for one of these ideas very well expressed.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2 AO4

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Levels mark</p> <p>Level 1 – Basic Opinion may be given without justification, simply quoting information from PM. E.g. reef shark numbers are decreasing, sharks are left to die when fins are removed etc.</p> <p>Level 2 – Clear As soon as there is a clear illustrated point with a degree of justification this level will be accessed. E.g. reef shark numbers are decreasing and they might disappear completely from Maldivian waters – this might be a disaster from an ecological/conservationist point of view or from a tourist point of view (both of these ideas together should move an answer towards top of this level). Any reference to balancing commercial fishing and tourist requirements should access this level. The balancing idea, well argued should get to top of level by itself.</p> <p>Level 3 – Detailed The political and economic difficulty of the decision should be clear with the arguments for and against present. A clear argued personal justification should gain full marks.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 9</p>	<p>AO3 AO4</p>
	Total of question 4	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Levels mark</p> <p>There are a large number of possible points which could be made. Something needs to be commented upon to score a mark (more than just quoting a figure). One well developed idea could move an answer into Level 2. Some generalisations and manipulations of data are to be expected and credited. There is no need to refer to actual figures for the initial crediting of an idea.</p> <p>Examples of ideas which could be picked and developed in an answer.</p> <ul style="list-style-type: none"> • More males than females employed (approx 12x) – Islamic restrictions on women working in a tourist environment. • More foreign females than locals – as above • Locals more likely to be employed at functional level (approx 60%) – lack of high quality focused training of locals. • Locals may feel they are not given the management jobs (although approx 40% locals) – again lack of high quality focused training of locals. • More skilled jobs go to foreign workers – as above, or longer history of working in tourism in other parts of the world. • Specific jobs referred to, such as food and beverage/housekeeping/transport where locals predominate low skilled jobs more readily done by locals. <p>Level 1 – Basic Simple statements based on lifting of data or description of situation from PM. Very basic development or simplistic comment / explanation.</p> <p>Level 2 – Clear At least one idea is well developed, i.e. comment with detail and significance/explanation included e.g. few local women in tourism because of social pressures / Islamic restrictions. Further examples will move answer up the level. Two really well developed ideas could score at top of level.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO3 AO4</p>

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

	<p>Level 3 – Detailed Fuller answers with a wider range of ideas developed (at least three), or an answer which is approached from the point of view of general pressures on human resources (at least two needed) and then illustrated from the data supplied. Such an answer would be clearly based on appropriate evidenced generalisations/pressures.</p>	7 – 9	
	Total of question 5	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>Levels mark</p> <p>Level 1 – Basic There is not a great deal that can be simply ‘lifted’ from the PM, so candidates who understand this question should quickly get beyond level 1. At this level answers may not distinguish between the government and the private sector and give general ideas, e.g. just ‘offer more jobs to locals’. Ideas limited to “expand the tourist industry”.</p> <p>Level 2 – Clear Answers should distinguish between government and the private sector. Suggestions should be realistic. Expect clues to have been picked up from the PM, e.g. more training/education could be provided by the Maldivian authorities. At the top of the level at least two ideas of positive discrimination may be suggested but not well or realistically argued.</p> <p>Level 3 – Detailed The answer should now be balanced with some indication of what might be possible from each body. Some sophisticated points may be made such as the difficulty in changing values linked to social norms. The idea of positive discrimination may be put forward and should be credited at this level if well expressed.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 9</p>	<p>AO2 AO4</p>
	Total of question 6	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Levels mark</p> <p>Only one type of impact attempted would restrict to Level 1. The top of any level would require both increasing positive and decreasing negatives to be present.</p> <p>Level 1 – Basic Simple ideas put forward without development, e.g. spend more money in unspecified places. Answers would move up the level with increased specificity/exemplification.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p>Level 2 – Clear At least two types of impact now attempted. At least one need to have shown some degree of development, e.g. visitors could make sure that they occasionally eat outside their own resort such as on a visit to Malé. If two examples are developed clearly then answer would move to top of level.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p>Level 3 – Detailed Both types of impact well developed. Some well argued generalisations likely to be present with exemplification/justification given. Examples of both increasing positive and decreasing negative impacts needed to access this level.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO2 AO3 AO4</p>
	Total of question 7	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8(a)	<p>No restrictions on locations which can be used. The question asks for socio-cultural impacts – environmental impacts cannot be credited. However, because there may be an overlap between socio-cultural and economic impacts, e.g. in the context of employment, care should be taken not to dismiss answers which pick up such a theme – but they should be able to demonstrate a socio-cultural link, implicitly if not always explicitly. There is no restriction on using Maldives.</p> <p>Levels mark</p> <p>Level 1 – Basic Simple descriptive points made with no explanation at bottom of level. At top of level some explanation found, but still simplistic. Answers may stray from socio-cultural impacts. Management points will be limited and isolated points made rather than overall plans described.</p> <p>Level 2 – Clear Both description and explanation are fuller, with some appropriate detail. A range of impacts may be highlighted, depending on example chosen. Impacts are likely to be all negative. At the top of the level answers are starting to show some balance between detailed points and management strategies.</p> <p>Level 3 – Detailed The answer is detailed and balanced overall. Shows critical understanding and sees the wider view of socio-cultural impacts. Should make some reference to positive impacts for full marks.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	AO1
8(b)	<p>Point mark</p> <p>Credit any idea which does give some measure of evaluation of success, even without adequate supporting evidence, to a max of two marks. Credit any substantiated evaluation beyond two marks.</p>	4	AO1 AO4
	Total of question 7	16	