



**General Certificate of Education (A-level) Applied  
June 2012**

**Travel and Tourism**

**TT11**

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

**Unit 11: Impacts of Tourism**

***Mark Scheme***

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## **General Guidance for Assistant Examiners of A2 Level Travel and Tourism**

### **Quality of Written Communication**

As required by Ofqual, 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 shows 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 shows 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><b>Point Mark</b> Two marks for each explanation/definition. Clear understanding needed, but could be explained in different ways. Idea of direct spending by the tourist, e.g. in accommodation or entry fee to an attraction, as opposed to spending by provider on, for example, refurbishment/maintenance work carried out by a local tradesman, or buying in fresh vegetables from local market by a restaurant. One mark for direct example. One mark for indirect example.</p>	4	AO1
1(b)	<p><b>Levels Mark</b> The <i>comment on</i> instruction can be addressed in different ways but to move up the levels should draw attention to something significant in the charts, rather than simply reading off numbers, e.g. seasonal nature, importance of day visitors, relatively small numbers/importance of VFR.</p> <p><b>Level 1 – Basic</b> At the bottom of the level (1 or 2 marks) information may be extracted from the charts without further development or attempt to show significance. At the top of the level at least one aspect of the data needs to be expanded (e.g. a calculation) or put in context.</p> <p><b>Level 2 – Clear</b> To access this level at least one link between the different graphs needs to be made, e.g. although staying visitors (serv and non-serv) show much smaller numbers than day visitors their economic contribution is proportionately higher. Further development/links will move answers up the level.</p> <p><b>Level 3 – Detailed</b> This level can be accessed by having at least two developed examples of links between the graphs, with one going further into interpretation. Answers at the top of the level are likely to have considered the four types of visitor and both numbers and expenditure.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 8</p>	AO2 AO3 AO4



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>3</b></p>	<p><b>Levels Mark</b></p> <p>Examples can be simple effects on environment and/or conflicts between visitor activities.</p> <ul style="list-style-type: none"> <li>• River rafting, canoeing etc. could conflict with anglers.</li> <li>• Rock climbing could damage rock outcrops/lead to rock falls etc. Also disturb wildlife, including nesting birds. Interfere with bird watching.</li> <li>• Quad biking could disturb peace and quiet for walkers due to noise and use of hill tracks etc. Also erode hill tracks and paths or damage open moorland.</li> <li>• Hang gliding could disturb wildlife, including nesting birds and interfere with bird watching.</li> </ul> <p><b>Level 1 – Basic</b> Environmental impacts are limited and/or poorly expressed at bottom of level – may be environmental but activity not ‘strenuous’. Accuracy is needed rather than detail in order to move up the level (the command word is outline) At top of level more than one of the categories (land, water, air) should be dealt with.</p> <p><b>Level 2 – Clear</b> More than one of the categories should be dealt with and some reference to conflict made. Additional examples should move mark up the level. Full marks available for an answer which has at least one conflict and refers to all three categories.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO2</b> <b>AO4</b></p>
	<p><b>Total of question 3</b></p>	<p><b>8</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p><b>Levels Mark</b> Some attempt at evaluation/discussion needed to get beyond level 1. Only one type of impact dealt with will restrict answer to level 1. Two impacts needed for level 2 and three, including both economic and socio/cultural for level 3.</p> <p>Expected answers include: Economic</p> <ul style="list-style-type: none"> <li>• local businesses get increased trade during the festival – expect development and exemplification here for increased credit.</li> <li>• accommodation full</li> <li>• restaurants and cafes full</li> <li>• souvenir shops and other retail businesses have increased trade</li> <li>• paying attractions get increased trade</li> <li>• perhaps extra temporary staff taken on or overtime for workers of all sorts</li> <li>• the festival itself encourages spending by visitors.</li> </ul> <p>Social/cultural</p> <ul style="list-style-type: none"> <li>• local families accommodate guests from overseas and enjoy some cultural interchange</li> <li>• local schoolchildren make contacts with children from other areas</li> <li>• long established links may be made</li> <li>• an international consciousness has been developed over the years</li> <li>• raises Llangollen’s international standing</li> <li>• gives a chance for local area to express its ‘Welshness’</li> <li>• helps to preserve and develop traditional arts of choir singing, dancing etc.</li> </ul> <p><b>Level 1 – Basic</b> Answer may be restricted to one type of impact. Little development of ideas and restricted evaluation, if any. One type of impact with reasonable development can get to top of level. Top of level could also be reached by reference to each type of impact with some limited development of one.</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</p>	1 – 4	<b>AO2</b> <b>AO3</b> <b>AO4</b>

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



	communication.	<b>5 – 9</b>	
	<p><b>Level 2 – Clear</b> Reference to at least two impacts needed with good development/exemplification of at least one idea. Answer moves up level with number and quality of ideas developed. Evaluation needs to be clearly present.</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><b>Level 3 – Detailed</b> Reference to both types of impact needed with good development/exemplification. Answer moves up level with number and quality of ideas developed. Discussion needs to be central to answer. All ideas outlined above need not be present for full marks.</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>		
<b>Total of question 4</b>		<b>12</b>	

<b>Question</b>	<b>Expected Answers</b>	<b>Mark Allocation</b>	<b>Assessment Evidence Criteria</b>
<b>5</b>	<p><b>Point Mark</b> Two marks for explanation. One mark for each example (to max of 2).</p> <p>Cultural heritage site – linked to history/man-made idea. Natural heritage site – not man-made, part of natural environment/landscape.</p> <p>Could score full marks without focussing on difference between cultural and natural.</p> <p>Examples should be place specific, not just generic; but can be specific site or wider destination.</p>	<b>4</b>	<b>AO1</b>
<b>Total of question 5</b>		<b>4</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p><b>Levels Mark</b> The question is looking for some appreciation and understanding of organisational stakeholding and why organisations work together. The PM refers to the three local authorities (with Wrexham taking the central role) plus British Waterways, Inland Waterways Assoc., Cadw, Royal Comm on Ancient and Hist Monuments, English Heritage and UNESCO Cymru Wales.</p> <p><b>Level 1 – Basic</b> Only one idea and only one type of stakeholder dealt with and in a simplistic way at the bottom of the level. Some development of one idea, e.g. maintenance requirements of structures, can get to top of level. Two or more types of stakeholder mentioned but without any development can also access top of level.</p> <p><b>Level 2 – Clear</b> Look for some development of at least two types of stakeholder needed, e.g. Cadw and English Heritage interested in conservation and preservation of historic sites, local authorities interested in conservation and development of tourism for economic impacts. However, a clearly developed answer which refers to ‘stakeholders’ as a group could also access this level. An appreciation of overlapping but different interests should score full marks.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO3</p>
6(b)	<p><b>Notes for answers</b> There are references to the WHS specifically on pages 7 &amp; 11/12, as well as the 2<sup>nd</sup> map in Item A identifying various attractions in the WHS.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Overcrowding (“narrow, linear, cramped” pg 11)</li> <li>• Cluttering of a natural area with “signage and interpretation” pg 11</li> <li>• Increased litter (Towpath Tidy pg7)</li> <li>• Wear on footpaths (Story Walk pg 7)</li> <li>• Noise pollution (“live music” pg 7)</li> <li>• More cars (“Increasing visitor parking” pg 11)</li> <li>• “Conflicts of interest” pg 11 end.</li> </ul>		<p>AO2 AO3</p>

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

	<p><b>Levels Mark</b></p> <p><b>Level 1 – Basic</b> Only one idea dealt with, and very simply at the bottom of the level, e.g. the aqueduct/other areas will become overcrowded. Development of this idea in terms of appreciation of the restricted site and restricted access will move the answer to the top of the level. Candidates can introduce likely impacts that are not referred to in the Preliminary Material.</p> <p><b>Level 2 – Clear</b> More than one idea dealt with. Both description and explanation are present. Development will move answer up the level.</p> <p><b>Level 3 – Detailed</b> At least two ideas dealt with in some detail. An appreciation of the restricted sites of the aqueducts is well shown. At the top of the level there should also be some consideration of the general canal and canal side areas.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p> <p><b>7 – 9</b></p>	
6(c)	<p><b>Levels Mark</b></p> <p><b>Level 1 – Basic</b> Answers may be restricted to reducing negatives only. Points may be simple converse suggestions and/or very simplistic, unrealistic or inappropriate, e.g. overcrowding – reduce numbers at key sites such as on the aqueducts themselves. Need to maintain fabric – provide maintenance. Expect some limited but realistic development of one idea for top of level.</p> <p><b>Level 2 – Clear</b> Good development of at least one idea to access level. More than one idea well developed can get to top of level but for max mark some reference to increasing positive impact needed.</p> <p><b>Level 3 – Detailed</b> Both reducing negative and increasing positive needed to access this level, with some detailed and appropriate development in either case. Increasing range of suggestions will move towards top of level.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p> <p><b>7 – 9</b></p>	<p><b>AO2</b> <b>AO4</b></p>
	<b>Total of question 6</b>	<b>26</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p><b>Levels Mark</b></p> <p><b>Level 1 – Basic</b> May just list the features without any further description (max of 2). Two features described can get to top of level.</p> <p><b>Level 2 – Clear</b> Answer will in addition need to refer to at least one provision for tourists to access this level, along with two features of the site described. Two features described plus two appropriate provisions for tourists can gain full marks. The provisions for tourists must be specific/detailed.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
7(b)	<p><b>Levels Mark</b> Movement up the levels will depend upon specificity and depth of answer, combined with addressing the bullet points. Some latitude will need to be taken in terms of identification of heritage site/destination. If a ‘heritage city’ is chosen then marks will need to be focussed on what can be realistically identified as heritage.</p> <p><b>Level 1 – Basic</b> Simple, weakly-made generic points may be made to a max of two. One well developed bullet point idea clearly specified can get to top of level.</p> <p><b>Level 2 – Clear</b> At least two bullet points need to be addressed to access this level, at least one of which shows some detail or development. Two well developed bullet point ideas can gain full marks. Some idea of balance needs to be present – may be implicit rather than explicit at bottom of level</p> <p><b>Level 3 – Detailed</b> All three bullet points need to be addressed to access this level, at least two of which show some detail or development. Full marks can be gained with just two very well developed bullet points as long as the third bullet point has <u>some</u> development and there is a clear attempt to address “balance”.</p>	<p>1 – 4</p> <p>5 – 9</p> <p>10 – 12</p>	AO1 AO4
<b>Total of question 7</b>		<b>18</b>	