



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT11 Impacts of Tourism

Mark Scheme

2007 examination – June series

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 AS and A Level Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked 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 | <p>Point mark</p> <p>No credit for using terms “cultural”, “natural” as explanations without any development. Two marks for each of cultural and natural, second mark in each case for added clarity or detail. One mark each for appropriate examples. Cultural - man-made sites such as individual monuments, buildings or groups of buildings with historical, scientific or aesthetic importance or value - Stonehenge, Chester’s Walls and areas within etc. Natural - outstanding physical, biological, geological formations, habitats of significant or threatened species etc. - Giant’s Causeway, Lulworth Cove, Red Sea coral reefs etc.</p> | 6 | AO1 |
| 2 | <p>Point mark</p> <p>One for each of:</p> <ul style="list-style-type: none"> • Aswan Dam led to build up of lake (Nasser) • Ancient temples threatened by rising waters • Temples had to be moved above flood level • An expensive project • Egypt could not do this alone-LEDW lacking expertise/ money • Other countries provided help/money/expertise • Unique sites have a world significance • Number of countries acting together can afford such projects etc. | 4 | AO2 AO3 |
| 3 | <p>Level-mark</p> <ul style="list-style-type: none"> • Need to protect unique/world renowned sites, not just responsibility of one country, idea of world legacy and beyond just national importance • can easily be neglected and fall into disrepair, may need constant maintenance/protection • may be damaged by tourists, need management if tourist hot spot • can be great tourist attractions, offer economic benefits both to the and particularly to the LEDW • Access to financial support, World Heritage Fund, publicity may bring in support from other sources also. | | AO3 |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|------------------------|--|-------------------------------------|------------------------------|
| <p>3 cont'd</p> | <ul style="list-style-type: none"> • Rapid emergency assistance may be needed, can be provided through WHF, can 'save' vulnerable sites if action is rapid • Management planning and technical support provided, ensures appropriate conservation and sustainable development • Enhances image and provides publicity, drawing in visitors, leads to economic and social advantages. <p>Level 1 – Basic Isolated points which are undeveloped or explained. Little or no reference to differences between LEDW and MEDW. At the top of this level there may be a number of points made but these are essentially undeveloped and not exemplified.</p> <p>Level 2 – Developed Answers are developed and stress potential gains in context of economic, social or environmental contexts. Answers are well exemplified. Differences between LEDW and MEDW are made clear at top of level. Answers may show categorisation in terms of types of potential benefit. At the top of this level answers will be well developed in at least two of the above contexts. The variety of potential benefits will be very clear. There may be a clear political aspect to the answer.</p> | <p>1-4</p> <p>5-8</p> | <p>A03</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|-------------------------------------|------------------------------|
| 4 | <p>Level mark</p> <ul style="list-style-type: none"> • Not all visitor attractions responded to survey, Jurassic Coast may not have done so • Stonehenge is a very well known site, was very popular even before getting WHS status • Stonehenge is a localised individual site with visitors focusing directly on it, honey-pot site idea • Jurassic Coast is a much larger site, spread out over long stretch of coast, not just one point or location • Access to Jurassic Coast from many points, people can just walk or drive to it • Difficult to count all those accessing the coast, since it is a free attraction • Jurassic Coast gained WHS status after Stonehenge • Stonehenge very special and known throughout the world because of its unique design and purpose originally, whereas Jurassic Coast is not as unique, with many other coastal areas showing a range of similar features. <p>Level 1 – Basic Points made are limited to either the nature of the site or the nature of the statistics presented. The ideas are not fully developed or explained.</p> <p>Level 2 – Developed Points are well developed with clear explanations given. There are a number of points made in relation to either the statistics or the sites. At the top of the level both aspects are well developed.</p> | <p>1-3</p> <p>4-6</p> | <p>AO3</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|--|------------------------------|
| 5 (a) | <p>Level mark</p> <p>Level 1 – Basic Vague references to numbers with no quantification, no reference to how access is gained at bottom of level, little specific detail. Towards top of level some specific problems may be suggested but still rather vague and lacking in detail as to how this type of site might suffer. Points lifted directly from the PRM with little attempt to explain the significance.</p> <p>Level 2 – Clear More detail given and some reference to special nature of this type of site. Transport problems may be highlighted, particularly parking. At the top of this level at least one issue is well developed in context.</p> <p>Level 3 – Detailed The special nature of this site is emphasised. There are detailed references to specific issues such as access routes, protecting the stones themselves, seasonal and key pressure times. Different types of visitor. The balance between management and freedom to enjoy an open site is seen. May be some development of numerical information, using PRM data.</p> | <p>1-4</p> <p>5-8</p> <p>9-12</p> | <p>AO2,AO3</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|--|------------------------------|
| 5 (b) | <p>Level mark</p> <p>Positive statements of benefits of planned actions can be accepted as evaluative at lower levels.</p> <p>Level 1 – Basic Ideas simply lifted from PRM with no development or explanation. The significance of what the plan suggests may not be understood or indicated. No evaluation present or if present not justified, merely stated as an opinion. No attempt to separate protection of site from visitor experiences. Recognition of need to locate visitor centre outside core, with some simple reasoning, would indicate top of this level.</p> <p>Level 2 – Clear Material from PRM may have some development showing an understanding of what is planned. Both protection of site and quality of experience are present in the answer. The idea of a better experience for visitors is clear, in context of at least one of better parking, separating facilities from experience of site itself, special needs, coping with peak demands, allowing wide vistas, reducing conflicts, locating visitor centre outside core, etc. At least two of these would need to be developed, with some evaluation, in order to get to top of level.</p> <p>Level 3 – Detailed The answer demonstrates a coherence and understanding of the responses suggested in the Management plan. The special experience of this type of site is fully apparent. There is distinct evaluation linking issues and responses. The answer is balanced and comments on likely success are realistic and well thought out.</p> | <p>1-4</p> <p>5-8</p> <p>9-12</p> | <p>AO4</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|--|------------------------------|
| 6 (a) | <p>Level mark</p> <p>Level 1 – Basic Generally vague references to landscape, fossils etc. Some lifting from PRM without comment or development. Little or no references to visitor types at lower part of level. At top of level some detail may be present and reference to one visitor type. There may be little recognition of the essentially coastal nature of this site.</p> <p>Level 2 – Clear Reference to more than one visitor type made. Some development of more than one pull factor. Increased clarity, accuracy and development of ideas will move candidate up this level. Coastal town attractions can be credited.</p> <p>Level 3 – Detailed A range of visitor types recognised, well linked with features of site. Two very well developed examples could give access to bottom of this level. Movement up the level with increasing level of sophistication linked to further visitor types. The best answers will demonstrate an appreciation of the nature of this WHS, spread along a length of coast and not restricted to the coast itself.</p> | <p>1-4</p> <p>5-8</p> <p>9-12</p> | <p>AO1/AO2</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|--|------------------------------|
| 6 (b) | <p>Level mark</p> <p>Level 1 – Basic Impacts are expressed in very simplistic terms with little or no exemplification or development. There is unlikely to be any differentiation between coastal and inland centres and no suggestion that different sized settlements may be able to provide different facilities/amenities and so benefit in different ways. Top of level may see one idea developed to some extent, but not fully. Multiplier effect may be mentioned but not developed or exemplified. Many ideas may be generic and not linked to Gateway Towns.</p> <p>Level 2 – Clear Reference to both positive and negative impacts, with some development would access higher levels. At least one idea would need to be clearly developed to access this level. Multiplier effect may be mentioned but not developed or adequately exemplified. Movement up the level would depend upon increasing clarity and realistic links being made between needs and expectations of potential visitors and what the Gateway Towns could provide. Accurate and appropriate use of PRM and/or own research would move candidates through the level e.g. picking up and developing the potential for increased boat services. Ideas such as pressure on house prices can be credited at top of level and may help to move a solid answer into Level 3.</p> <p>Level 3 – Detailed Answers would be characterised by an understanding of the overall economic potential for the area adjacent to the WHS. Detailed examples will be well developed. Multiplier effect may be clearly developed and exemplified. Answers may also look beyond the more obvious economic benefits and also make some meaningful reference to social and/or environmental benefits. The best answers would be able to indicate the different effects on a small coastal settlement cp a larger settlement. The best answers would also show a balanced understanding of the extent of the beneficial effect of increasing numbers of visitors, not overstating the potential effects, and making appropriate references to potential negative impacts.</p> | <p>1-4</p> <p>5-8</p> <p>9-12</p> | <p>AO4</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|-----------------------|------------------------------|
| 7 (a) | <p>Level mark</p> <p>No need to differentiate between cultural and natural in marking. Accept any example that could have a heritage link, but credit should only be given for heritage linked points. This is particularly important for a chosen heritage destination, where there are likely to be a range of 'non-heritage' 'attractions'.</p> <p>No mark for name e.g. Chester - Roman/medieval walls still intact and can be walked around. Castle with views over river. Roman remains such as amphitheatre being excavated and studied at present. The Rows, which are raised wooden walkways in shopping centre. Varied half timbered and other architecturally interesting buildings such as Prior's Lodgings, Cathedral with interesting carved pews etc. Activities for children such as Roman soldier walks and enactments. Town Crier regularly performs in centre of shopping area, visitor centres with heritage displays for children and adults. Grosvenor museum puts on educational productions of various kinds.</p> <p>Level 1 – Basic Answers may be little more than a list with limited, if any, development or detail beyond simple naming of points of interest. Without some kind of development within the answer marks should remain within this level.</p> <p>Level 2 – Developed At least one idea should be well developed bringing out the way the heritage link is presented, managed or experienced for or by specific visitors. Different visitor types may be indicated, e.g. school groups. At the top of the level a coherent picture of heritage will be apparent.</p> | <p>1-3</p> <p>4-6</p> | <p>AO1</p> |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|-----------------------|------------------------------|
| 7 (b) | <p>Point mark Must relate to chosen example.</p> <p>Allow up to four marks per issue, one for clearly identifying issue, second for added description, third for full development in context of the chosen example, fourth for assessing significance of issue in context or extended development of idea.</p> <p>e.g. Chester Roman remains need protection/conservation, significant for serious students as well as tourists, could be damaged by heavy wear and tear of many visitors, souvenir collecting etc.</p> | 6 | AO1 |
| 7 (c) | <p>Level mark One issue only</p> <p>Level 1 – Basic Simple identification of response to one issue for bottom of level. Accurate description / explanation / development for top level. Evaluation not attempted or just opinion quoted without justification. Generic ideas not clearly linked to example chosen stay in this level.</p> <p>Level 2 – Clear and detailed One management technique/approach clearly explained in context with a realistic attempt at evaluation will access this level. Top of level will have combination of a well chosen and explained response to the issue and a fuller evaluation, appropriately justified.</p> | <p>1-3</p> <p>4-6</p> | AO1,AO4 |