

Mark Scheme (Results)

January 2012

GCE Travel and Tourism (6993)  
Paper 01 Responsible Tourism

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Question Number	Answer	Mark
<b>1(a)</b>	<p>Up to 2 marks for each aim described. 2nd mark for detail or appropriate use of terminology. No marks for principles if worded as a principle. Max 1 mark if lifted text directly from paper.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Minimising negative socio-cultural, economic and environmental impacts of tourism (0)</li> <li>• Safeguard areas of outstanding and diverse landscapes (MAX 1)</li> <li>• to conserve wildlife/landscapes (1)</li> <li>• to provide opportunities for enjoyment (1)</li> <li>• Conservation and preservation (1)</li> <li>• to preserve the special qualities of the park for future generations to enjoy (2)</li> <li>• to enhance understanding and enjoyment (2)</li> <li>• to conserve and enhance the natural beauty, wildlife and cultural heritage (2)</li> <li>• to promote opportunities for the understanding and enjoyment of the special qualities of National Parks by the public (2)</li> <li>• to look after the economic and social well being of local communities within the National Parks (2)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>1(b)(i)</b>	<p>1 mark for correct sector</p> <ul style="list-style-type: none"> <li>• RSPB - Voluntary</li> <li>• National Park Authority - Public</li> <li>• Forestry Commission - Public</li> <li>• National Trust - Voluntary</li> </ul>	<b>(4)</b>

Question Number	Indicative Content
1(b)(ii)	<p>Up to 3 marks for description of each role. Expect some reference to tourism or tourism development. May be implied. Marks for points or extended responses.</p> <p>Max 2 marks if generic roles/aims with no reference to tourism development or tourism.</p> <p><b>RSPB eg</b></p> <ul style="list-style-type: none"> <li>• charity (1)</li> <li>• look after birds (1)</li> <li>• raise money to protect areas (1) important for a variety of birds and other wildlife (1)</li> <li>• manage nature reserves (1) and provide opportunities for visitors to go and watch birds (1) with visitor centres and hides (1)</li> </ul> <p><b>National Park Authority eg</b></p> <ul style="list-style-type: none"> <li>• approve planning (1)</li> <li>• provide information centres (1) where visitors can learn of the special qualities of the National Park (1)</li> <li>• offer a ranger service (1) giving guided walks, talks and demonstrations (1) to educate visitors on the importance of looking after the park (1)</li> <li>• to control development of tourism buildings (1) by granting planning permissions (1) that ensure minimal impact and that heritage is preserved (1)</li> </ul> <p><b>Forestry Commission eg</b></p> <ul style="list-style-type: none"> <li>• Manages forests for the public to enjoy (1)</li> <li>• Provides talks and guided walks (1)</li> <li>• Provides opportunities to visitors (1) for recreational use of their forests (1)</li> <li>• Provides visitor centres (1) and forest trails (1) for visitors to enjoy and learn about the environment (1)</li> <li>• Partner with The Camping and Caravanning Club (1) and provides Forest Holidays offering accommodation (1) in log cabins or for touring caravans and tents (1).</li> </ul> <p><b>National Trust eg</b></p> <ul style="list-style-type: none"> <li>• Look after historic houses (1)</li> <li>• Raise money from donations and members (1) to protect old buildings (1)</li> <li>• Give advice (1) on preservation of cultural heritage (1)</li> <li>• Maintain and open up historic sites (1) such as manor houses (1) for visitors to enjoy to protect heritage(1)</li> </ul>

Question Number	Indicative Content	
<b>1(c)</b>  <b>QWC</b>	<p>Up to 8 marks available for analysis. Responses should refer to the impacts of the tourist activities on the environment and consider positive and negative.</p> <p><i>The candidate's responses may not coincide with examiner's views but answers should be marked positively; evidence of understanding of negative environmental impacts and activities should be credited. This list is not exhaustive</i></p> <p>Likely to make reference to:</p> <p><u>Negative Impacts</u></p> <p>Footpath erosion – linked to walking/mountain biking</p> <p>Erosion of lake shore – water skiing, speed boats</p> <p>Pollution – motor boats on lake</p> <p>Litter – picnics</p> <p><u>Positive impacts</u></p> <p>Education –guided walks</p> <p>Preservation and conservation</p> <p>Raises awareness</p> <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.
<b>1</b>	<b>1-3</b>	<p>Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/application. May consider either positive or negative impacts.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.</p>
<b>2</b>	<b>4-6</b>	Responses with some analysis/application. Responses may have clear application and some analysis or some application and clear

		<p>analysis. May consider positive or negative impacts.</p> <p>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.</p>
<b>3</b>	<b>7-8</b>	<p>Focused responses with sustained analysis and application. Considers both positive and negative impacts</p> <p>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.</p>

Question Number	Indicative Content	
1(d)	<p>Up to 4 marks for each suggestion. Maximum of 3 marks if suggestion is not justified.</p> <p>1x4,2x2,4x1</p> <p>1 mark for each clear point up to 4 marks</p> <p>2 marks for each of 2 points with detail</p> <p>4 marks for 1 justified, integrated response</p> <p>Responses may vary but could relate to:</p> <ul style="list-style-type: none"> <li>• fines (1)</li> <li>• impose restrictions (1 ) so that can't water ski after 6pm (1 )</li> <li>• use Rangers to do litter picks (1)</li> <li>• speed limit (1) for water skiers and motor boats (1)</li> <li>• charge to take boats on lake (1) and make people register (1) so can be monitored (1)</li> <li>• build engineered footpaths (1) to prevent erosion (1) and make people stick to the path (1)</li> <li>• zoning (1) – only allow water skiing in one part of the loch (1) away from area where people go fishing and canoeing (1)</li> <li>• create a picnic area (1) next to visitor centres (1) so that any litter is kept in one area (1J) and can easily be picked up (1J)</li> <li>• a code of conduct for users of the loch (1) so they are aware of other users (1J) and of environmental risks of speeding (1J).</li> </ul> <p>Credit valid suggestions</p>	<b>(8)</b>

**Total for Question 1 = 30 marks**

Question Number	Answer	Mark
2(a)(i)	1 mark for correct stage <ul style="list-style-type: none"> <li>• rejuvenation</li> </ul>	(1)

Question Number	Answer	Mark
2(a)(ii)	1 mark for each key characteristic <ul style="list-style-type: none"> <li>• the destination is regenerated (1)</li> <li>• redundant old, derelict and empty building are refurbished (1)</li> <li>• the destination gets a new lease of life (1)</li> <li>• may attract funding from government or private sector investment (1)</li> <li>• destinations rebrand themselves (1)</li> <li>• the area is cleaned up (1)</li> <li>• the infrastructure might be improved (1)</li> <li>• destination targets a different market (1)</li> <li>• local people benefit from improvements to the environment (1)</li> <li>• Destination looks more attractive and appealing to attract new visitors (1)</li> <li>• Transport links might be improved (1)</li> <li>• New hotels or tourist attractions may be built (1)</li> <li>• re-employment for those who may have lost their jobs during the decline stage (1)</li> <li>• House prices go up as the area becomes more desirable (1)</li> </ul> <p><i>For full marks must not refer to characteristics of other stages. If 2ai, incorrect credit to a max of 2 characteristics of stage identified. Not dependent.</i></p>	(3)



Question Number	Answer	Mark
2(b)	<p>1 mark for correct stage.</p> <ul style="list-style-type: none"> <li>• Exploration (1)</li> </ul> <p>Max 3 marks for theoretical / descriptive responses</p> <p>Up to 5 marks for reasons.</p> <p>Expect reference to the following key characteristics:</p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• lack of infrastructure –‘undeveloped’ / ‘no direct flights in 2005’</li> <li>• few independent visitors ‘not well known few visitors go there’</li> <li>• Likely to be independent travellers and backpackers rather than tourists ‘travelling between islands is difficult’</li> <li>• Unspoilt – ‘remote and undeveloped’</li> <li>• small number of visitors</li> <li>• locals friendly/welcoming – ‘strong reputation’</li> <li>• attracted by culture and environment – ‘attracted by beautiful scenery’</li> <li>• no negative impacts</li> <li>• natural beauty</li> <li>• undeveloped for tourism – ‘little accommodation for tourists’</li> </ul> <p><i>For full marks characteristics should be applied to information on Cape Verde given and include reasons.</i></p> <p><i>May get name of stage incorrect; credit valid explanations.</i></p>	<b>(6)</b>

Question Number	Answer	Mark
2(c)(i)	<p>1 mark for each principle stated</p> <p>Should be worded as a 'principle' i.e. with 'action verb'</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• to <i>promote</i> the conservation of natural and cultural heritage (1)</li> <li>• to <i>create</i> economic benefits for locals and improve their quality of life (1)</li> <li>• to <i>promote</i> respect between tourists and locals (1)</li> </ul> <p>Do not credit answers such as:</p> <ul style="list-style-type: none"> <li>• minimise negative impacts (0)</li> <li>• Maximise positive impacts (0)</li> <li>• <i>To minimise</i> negative economic, environmental and socio-cultural impacts (0 given in the question).</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
2(c)(ii)	<p>Up to 2 marks for each explanation of how principle could be achieved. Max 1 if description/suggestion only.</p> <p>Responses should relate to what destinations, planners, organisations and developers can do, not what tourists can do.</p> <p><u>Principle: creates economic benefits for local people and improves their quality of life</u></p> <p>Explanation –</p> <ul style="list-style-type: none"> <li>• give local people jobs (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 (1E)</li> <li>• give local people jobs and training (1) so they have skills and can get jobs earning them money (1E)</li> <li>• make improving infrastructure part of the development plan (1) so locals benefit for electricity and water supplies (1E)</li> </ul> <p><u>Principle: promotes respect between tourists and local people</u></p> <ul style="list-style-type: none"> <li>• educate tourists (1)</li> <li>• educate tourists about local culture (1 max no E)</li> <li>• employ locals as guides (1) to create interaction between them (1E).</li> </ul> <p><u>Principle: promotes conservation of cultural and natural heritage</u></p> <ul style="list-style-type: none"> <li>• give grants to for building conservation (1)</li> <li>• create National Parks or wildlife reserves (1) because this will help to protect flora and fauna (1E)</li> <li>• allow visitors to access historical buildings and give them learning opportunities (1) so they understand how important it is to continue looking after them (1E).</li> </ul>	<b>(4)</b>

Question Number		Indicative Content
<b>2(d)</b>	<b>QWC</b>	<p>Up to 8 marks available for assessment. Responses should refer to the possible advantages/disadvantages of the development stage in Cape Verde islands. <i>The candidate's responses may not coincide with examiner's views but answers should be marked positively; evidence of understanding of the development stage should be credited. This list is not exhaustive</i></p> <p>Likely to make reference to:</p> <p><u>Advantages</u></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> </ul> <p><u>Disadvantages</u></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>• Improving healthcare for locals isn't part of the plan</li> </ul> <p><u>characteristics of Development Stage</u></p> <ul style="list-style-type: none"> <li>• The number of tourists keeps increasing</li> <li>• More facilities are provided e.g. hotels</li> <li>• Improved transport</li> <li>• Locals become involved in promotion and development</li> <li>• Locals can carry on their traditions</li> <li>• Easier access to the destination</li> <li>• Now recognised as a tourist destination</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.
<b>1</b>	<b>1-3</b>	Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/assessment. May consider either advantages or disadvantages. May be little reference to development or may just be theory. The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and

		the rules of grammar are used with limited accuracy.
<b>2</b>	<b>4-6</b>	Responses with some assessment/application. Responses may have clear application and some assessment or some application and clear assessment. May consider either advantages or disadvantages. Characteristics of development stage maybe evident or implied. 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.
<b>3</b>	<b>7-8</b>	Focused responses with sustained assessment and application of advantages and disadvantages. Likely to make summative judgement and will be clear understanding of characteristics of the development stage. 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.

2(e)	<p>Up to 6 marks for recommendations:</p> <p>1x6,2x3,3x2.</p> <p>For full marks there should be more than one recommendation.</p> <p>Credit recommendations not explanations.</p> <p>Responses likely to make reference to how the CV government can ensure that tourism is developed responsibly.</p> <p>Max 3 marks if not focused on the role of the government i.e. what tourists should do.</p> <ul style="list-style-type: none"> <li>• Laws to restrict development</li> <li>• Keep some areas/islands protected – undeveloped e.g. those where humpback whales bring their young.</li> <li>• Ensure local people guaranteed jobs</li> <li>• Get local people trained by multinational chains</li> <li>• Ensure desalination plants can produce enough water</li> <li>• Introduce restrictions on water use</li> <li>• Ban lawns/flowers/golf courses – water hungry features/attractions need to conserve the water</li> <li>• Develop more music festivals</li> <li>• Code of conduct for scuba diving</li> </ul>	<b>(6)</b>
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**Total for Question 2 = 30 marks**

Question Number	Answer	Mark
<b>3(a)(i)</b>	<p>Up to a maximum of 4 marks for explanation of Erosion of land. Explanations should relate to erosion having a negative impact on the environment. Expect reference to countryside activities, footpath erosion - loss of visual appeal, loss of vegetative cover, leading to loss of habitat, loss of soil through run off. Erosion of lake shores/river banks. May refer to cost of repair.</p> <p>Marks can be for separate points or extended responses (1x4, 2x2, 4x1)</p> <p>For full marks must be explained.</p> <p>Credit valid examples to a max of 2 marks</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Land is worn away(1)</li> <li>• walkers erode the land by walking on the same path (1) leaving a visual scar on the landscape (1)</li> <li>• where there are too many people walking across an area of land (1), usually in the countryside and the ground gets worn away (1)</li> <li>• footpath erosion is where a footpath develops into a muddy track with deep ruts (1) where water has washed away the surface cover of grass (1). More and more soil gets washed away when the top layer is removed (1). The path gets wider and wider as walkers move off the original path to avoid the mud. (1)</li> <li>• E.g. in Malham the footpath to the Cove was over 30 feet wide (1) before they created a surfaced path(1)</li> <li>• could be erosion of river banks or lake shores (1) through the wash from the waves created by speed boats (1). E.g. in the Norfolk Broads the river banks are being eroded by the wash (1) caused by wake-boarders and motor boats.(1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(a)(ii)</b>	<p>Up to a maximum of 4 marks for explanation of revival of festivals and ceremonies. Explanations should relate to the revival having a positive socio-cultural impact. Expect reference to protecting culture, cultural identity, sharing culture, pride, preserving important ceremonies.</p> <p>Marks can be for separate points or extended responses (1x4, 2x2, 4x1)</p> <p>Max 2 marks for negative impact e.g. staged authenticity.</p> <p>For full marks must be explained.</p> <p>Credit valid examples to a max of 2 marks</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• preserves culture (1)</li> <li>• prevents loss of identity (1)</li> <li>• where traditional festivals are brought back (1) and shared with visitors to educate them on the local culture (1)</li> <li>• most cultures have traditional ceremonies (e.g. weddings) and festivals (e.g. for harvests) that are key to their way of life (1). By re-introducing these festivals (1) and showing them to visitors it allows the culture to be preserved (1)</li> </ul>	<b>(4)</b>



Question Number	Answer
3(b)(i)	<p>Up to 4 marks for explanation of each method.</p> <p>Must be clear that it is <b>maximising positive economic impact</b>. (1x4, 2x2, 4x1)</p> <p>1 mark for each clear point up to a maximum of 4.</p> <p>2 marks for each of 2 explained points with detail</p> <p>4 marks for 1 integrated response with explanation</p> <p>Max 2 marks for description only. Examples may be credited.</p> <p><b>A. Retention of Visitor spending</b></p> <p>Max 2 marks for explanations relating to</p> <ul style="list-style-type: none"> <li>- everything needed is at the destination</li> <li>- stopping leakage - negative economic impact</li> </ul> <p>For full marks responses should relate to maximising positive economic impact/s.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• More money is kept at the destination (1)</li> <li>• Money can be used to improve destination (1)</li> <li>• Visitors are encouraged to stay longer (1) and pay for accommodation (1)</li> <li>• Creates benefits of multiplier effect (1) as more money spent at destination(1) more money in local economy (1) benefits all businesses (1)</li> <li>• Visitors are encouraged to stay longer (1) perhaps stay for a short break rather than a day trip(1). This means that more money is spent in the destination (1) on things such as accommodation and meals (1)</li> </ul> <p><b>B. Training and employment of local people</b></p> <p>Max 2 marks for explanations relating to</p> <ul style="list-style-type: none"> <li>- 'improving quality of life'</li> </ul>

- type of training/benefits tourists

For full marks responses should relate to maximising positive economic impact/s.

e.g.

- Jobs are created for local people (0)
- Training is provided for local people so they will be able to have a career in tourism (1) and earn money (1)
- If locals are able to earn money from jobs in tourism (1) they can spend it in local shops (1) and so the shopkeepers earns more money (1) this is how the multiplier effect boosts local economies (1)
- As part of tourism development (1) jobs are created in tourism for local people and training is provided so they can learn new skills (1) such as management (1). This means that will be able to get better paid jobs (1)

*Look for development/linkages*

Question Number	Answer	Mark
3(b)(ii)	<p>Up to 4 marks for explanation of method. Must be clear that it is <b>minimising negative environmental impacts of tourism</b>.</p> <p>No marks for repeating method. <b>Credit valid examples -of destinations, projects to a maximum of 2 marks</b></p> <p>Max 2 marks for:</p> <p>- description only</p> <p>(1x4, 2x2, 4x1)</p> <p>1 mark for each clear point up to a maximum of 4.</p> <p>2 marks for each of 2 explained points with detail</p> <p>4 marks for 1 integrated response with explanation</p> <p><b>Method C. Planning Control</b> e.g.</p> <ul style="list-style-type: none"> <li>• Building height is restricted (1)</li> <li>• Building restrictions enforced in protected areas (1)</li> <li>• Laws are brought in (1) so that new developments blend into the environment (1)</li> <li>• Controls exactly what is developed/built (1) i.e. size, design, materials (1) and where it is permitted to be built (1)</li> <li>• Where legislation is used (1) to ensure that all new tourism developments are in keeping with the area (1) and match existing buildings (1) this could be by using local stone (1)</li> </ul> <p><b>Method D. Visitor and Traffic management</b> 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 (1)</li> <li>• restricts 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 have fragile environments that cannot cope with large numbers of visitors (1). In places such as the Galapagos islands (1) 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).</li> </ul>	<b>(4)</b>

Question Number	Indicative content	Mark
3(c)	<p>The candidate's responses may not coincide with examiner's views but answers should be marked positively; evidence of research and understanding of managing impacts should be credited.</p> <p>Candidates will give details of a variety of destinations.</p> <p>These <b>may</b> include</p> <ul style="list-style-type: none"> <li>• The Inca Trail</li> <li>• National parks in the UK</li> </ul>	<b>(8)</b>
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	Basic responses that are mainly theoretical/descriptive. May give research evidence in relation to a destination in terms of TALC stages or tourism impacts.
<b>2</b>	<b>4-6</b>	Responses with some explanation and some evidence of research.
<b>3</b>	<b>7-8</b>	Focused responses with detailed explanation and specific details giving clear evidence of research.

Question Number	Answer	Mark
3(d)	<p>Up to 3 marks available for suggestions for each area. Must be applicable and appropriate actions international hotel chains could adopt to support responsible tourism at destinations.</p> <p>No marks for explanations or stating principles verbatim. Should be worded as a code.</p> <p>Building:</p> <ul style="list-style-type: none"> <li>• employ local craftspeople for the interiors (1)</li> <li>• design to blend with environment (1)</li> <li>• use solar or wind power (1)</li> <li>• involve local people in planning/design (1)</li> <li>• landscape the area (1)</li> <li>• Go green – no swimming pools if water in short supply (1)</li> <li>• Lights that switch off automatically (1)</li> </ul> <p>Running:</p> <ul style="list-style-type: none"> <li>• Use local food suppliers (1)</li> <li>• Reduce imports from overseas (1)</li> <li>• Offer training for locals (1)</li> <li>• Give locals a fair pay (1)</li> <li>• Agree to employ 30% locally (1)</li> <li>• Offer tourists the chance to sample local foods in restaurants (1)</li> <li>• Encourage re-use of towels (1)</li> </ul> <p>Should be realistic and appropriate for hotel. Do not credit repeat/similar statements.</p>	<b>6</b>

**Total for Question 3 = 30 marks**

**Total for Paper = 90 marks**

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