



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT11 Impacts of Tourism

Mark Scheme

2007 examination - January 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.

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- 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) (i)	<p>Point mark</p> <p>Long period with little/slight growth up to 1990. 1/4m to 1m rise over this period. Rapid rise 1990-1992, from 1 to 3m. Continued steep rise from 1992-1996, up to 5m. Fluctuating and slower rise since 1996, reaching 6.7m.</p> <p>2 marks available for a developed point.</p>	4	AO2
1(a) (ii)	<p>Level 1 Basic</p> <p>Answers may only suggest events without explanation of significance. Any explanations may be very limited or lacking a clear link with visitor numbers.</p> <p>Level 2 Detailed</p> <p>More precise use of data and information given on graph. One clearly developed idea for bottom of level, e.g. Period of little growth up to 1990 due to trade sanctions imposed on political regime and so little tourist linked investment or opportunity. Tourist perception of increased safety in travel to RSA. Rugby World Cup would lead to sports tourism from competing nations. At least two well developed ideas for top of level. Shows understanding of the significance of the events at the key dates.</p>	1 - 3 4 - 6	AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(b)	<p>Level 1 Basic May be restricted to positive impacts. At bottom of this level points will be made without any real development or understanding. There may be confusion between economic, social and environmental impacts. There may be little more than vague references to job creation. At the top of this level one idea may be reasonably well developed e.g. A range of jobs may be created in hotels built for tourists.</p> <p>Level 2 Clear More than one idea reasonably well developed. Multiplier effect clearly shown and exemplified. There may be an attempt to develop both general and specific ideas, e.g. expansion of all sectors of the economy, not just the service sector, by development of a range of tourist linked facilities such as hotels and transport infrastructure. At the top of this level some attempt may be made to develop both positive and negative ideas.</p> <p>Level 3 Detailed At least two ideas well developed with explanatory detail given. Expect some reference to negative as well as positive impacts. Answers at the top of this level should show detail and balance with both general and specific points well made.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>AO2</p> <p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>A wide range of ideas can be credited in this answer, with extensive use of PRM. Reference may be made to climate cp UK, landscape, wild life, non-traditional tourist activities, increasing popularity of activity holidays, cultural attractions etc.</p> <p>Level 1 Basic The points made will be simple and often directly lifted from PRM without development or comment. The range of features may be restricted. At the top of this level there may be some limited development of one idea. No indication of tourist types.</p> <p>Level 2 Clear At least one idea needs to be developed to access this level. Range of appeal/activities shown clearly. Some use of climate data, e.g. 'winter' sun for UK. To move up the level look for both physical and 'human' attractions. Recognition of a clear 'type' of tourist/'niche' holiday type.</p> <p>Level 3 Detailed A range of ideas well developed, including specified local physical and human attractions. Good development of ideas relating to types of tourist attracted to the area. The 'special experience' idea well developed with supporting material.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>
2(b)	<p>Look for the various elements of the concept of sustainability – management, minimise negative, maximise positive, economic, social & environmental aspects, reference to future, reference to place and people. Look for Amadiba Adventures contextualisation.</p> <p>Level 1 Basic Little if any contextualisation at bottom end of this level. For top of level there must be some specific link with AA.</p> <p>Level 2 Detailed Clear and accurate links to AA. Must be a reference to timescale. Must have at least two of economic, social, environmental impacts. Top of level shows balance and accurate exemplification from AA.</p>	<p>1 - 4</p> <p>5 - 8</p>	<p>AO1</p> <p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p>A wide range of ideas can be credited, with extensive use of PRM. Look for the specific links with pro-poor. Allow development of ideas used in part (b) if they are linked to local population. Expect quite specific detail relating to family activities and sources of income.</p> <p>Level 1 Basic Mostly undeveloped and unexplained ideas or just lifted from PRM without development. Little linkage of ideas at bottom of level but some shown at top, along with one example of appropriate specific detail abstracted from PRM.</p> <p>Level 2 Clear More than one example of appropriate specific detail abstracted from PRM and used appropriately for bottom of level. Multiplier effect appropriately used. Reference to self-supporting nature of developments shown at top of level along with some concept of community. Evidence of planning and management issues at top of level.</p> <p>Level 3 Detailed Concept of pro-poor evidenced and supported throughout with specific detail. Idea of varied sources of income and varied activities indicated well. At top of level the answer will be balanced and show a good understanding of the concept of pro-poor, with both specific and general ideas developed. There may be a wider political view given in relation to South Africa's recent and past history.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>A03</p> <p>A04</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>3(a)</p>	<p>Point mark. One mark for any appropriate point clearly expressed, second point for development in terms of detail, explanation or contextualisation.</p> <p>Examples :</p> <ul style="list-style-type: none"> • AA can provide trips for MBH guests – hotels/operators usually provide such services. • MBH can provide customers for AA, can advertise at hotel. • AA can provide customers for MBH’s other facilities such as casino & golf course. • MBH could provide sponsorship or other help for AA to enhance image by helping local communities. • Some staff could be shared, particularly if there are seasonal variations in demand. Type of work could be specified. • ‘Green’/‘eco’ tourist education at hotel by AA contacts. 	<p>6</p>	<p>AO1</p> <p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(b)	<p>Typical ideas might include concept of scale and location (MBH larger scale although more localised, AA smaller scale and spread out over an area). MBH a more intrusive visual development. AA more sympathetic eco-tourism.</p> <p>Detailed contrasts – large modern hotel and golf course cp traditional or small scale accommodation facilities. Resource, amenity and waste disposal contrasts. Specific environmental contrasts such as pressure on beach adjacent to MBH cp small groups occasionally riding horses along beaches further down coast.</p> <p>Level 1 Basic May be quite separate accounts with little direct comparisons made. Simplistic points without much detail to support them. Vague references to environmental impact. At top of level attempt to make direct comparisons but lacking in detail or precision. Only limited use of detail available in PRM.</p> <p>Level 2 Clear Comparisons/contrasts made clear. Better use of detail from PRM to illustrate ideas. For MBH some detail given but mostly specific points not linked to the general context of scale and discrete location. Some reference to possible positive impact given. At top of level some general ideas of appropriate/non-appropriate developments with detail to illustrate.</p> <p>Level 3 Detailed Comparisons and contrasts well made throughout, with good detail from PRM used appropriately. Detail on positive impact could lift a Level 2 answer up to Level 3. Clear idea of scale and location developed. Idea of different types of impact – visual, aesthetic, sympathetic, natural heritage. Accurate and illustrated use of terms such as eco-tourism, helping to paint the broader picture. Possible development of the idea of the human environment at top of level (but not a requirement for full marks). Contrasts between private sector objectives and public sector objectives in reasoning might lift to full marks if other aspects of answer are strong.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>A02</p> <p>A04</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Some reference to management needed. A wide range of responses possible, depending on examples chosen. Examples must be used. 'Can be' may be interpreted as 'what may be possible' and so should be credited.</p> <p>Level 1 Basic Generic ideas without clear location limited to lower part of Level 1. Sense of place or locality weak. Lack of detail. Vague generalisations without support or examples. Description without evaluation. Examples may be at too large a scale for points made e.g. at country level rather than locality. Top of level might have some specific material but not well-linked to specific potential or actual impacts. Terminology of economic, social and environmental little used or ignored.</p> <p>Level 2 Clear Lower part of Level 2 characterised by isolated examples rather than coherent planning/management. Sense of place and locality clear, but still probably largely descriptive rather than evaluative. Terminology of economic, social and environmental likely to be used, but not essential. The concept of overall management planning becomes clearer in moving through this level. Specific and relevant detail given and impact explained. Both LEDW and MEDW examples needed to access top of this level. Top of level will see more evaluation being attempted, but may still be limited in nature.</p> <p>Level 3 Detailed Examples of each economic, social and environmental impact management are needed, drawn from both LEDW and MEDW locations. Examples will be well chosen and well described with appropriate detail and explanation. The overall management of actual and potential impacts is likely to feature strongly and some evaluation must be present. The answer overall will show balance and understanding. The best answers will exemplify and expand on appropriate terminology fluently e.g. minimising negative impacts and maximising positive impacts.</p>	<p>1 - 6</p> <p>7 - 12</p> <p>13 - 18</p>	<p>AO1</p> <p>AO4</p>

Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)		4	6	
1(b)		4		8
2(a)	4	4	4	
2(b)	4	4		
2(c)			6	6
3(a)	3	3		
3(b)		6		6
4	12			6

Weightings of Assessment Objectives

AO1	23
AO2	25
AO3	16
AO4	26
Total	90