



General Certificate of Education

Travel and Tourism

8651/8653/8656/8657/8659

TT11 Impacts of Tourism

Mark Scheme

2010 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 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. One mark per point. Avoid duplication. Comparisons not needed but could score two marks if two exemplified points are made. Can be annual, seasonal, monthly points. Can be calculations. Data from Item C can also be used.</p> <ul style="list-style-type: none"> • Business visitors stay fairly even all year whereas holiday and VFR vary much more • Holidays always higher than VFR • Holidays and VFR always higher than business • Both holidays and VFR have most visitors over period Nov to March • VFR peaks very obviously in Dec, whereas holidays have a longer high season between Nov and March • Accurate reading of graph data to make comparisons, e.g. business fluctuates slightly around 20,000, whereas VFR is always at least double this and holiday three times this (2 marks here) • Valid peak readings – business approx 25000, VFR approx 135000, holiday 150000. 	6	AO2 AO3 AO4
1 (b)	<p>Point mark. Award one mark per ‘purpose’ if candidate makes any reasonable suggestion for any one aspect. Comparison not needed. Examples –</p> <ul style="list-style-type: none"> • VFR peak in Dec visiting for Christmas • Business demands probably do not vary much over the year, always a needed throughout the year (not easy to express but credit if candidate seems to understand business regularity.) • Holidays peak Nov to Mar – the summer season in S. Hemisphere (ref to hemisphere not needed.) • VFR also more likely in summer season (could say when winter in UK, Europe or USA.) 	3	AO2
	Total of question 1	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)	<p>Point mark. Allow development of a point for a second mark if appropriate.</p> <ul style="list-style-type: none"> • Second largest visitor group, after Australia • Large proportion of VFR (1) because of link with colonial and subsequent emigration from UK (2nd mark) • Will bring in a lot of foreign currency (1) thus benefiting the New Zealand economy/balance of payments (2nd mark) • Strong business links with UK helping to develop NZ economy • British visitors spend a bigger amount in NZ 	4	AO1 AO2
2 (b)	<p>Point mark. Question invites speculation and candidates have not had to study New Zealand so any reasonable idea must be considered and credited if the idea is clear and possible, even if not felt to be particularly significant. Up to three marks for good development and explanation of each reason given. Examples could include:</p> <ul style="list-style-type: none"> • A very long way from major MEDCs and so too expensive for most people (2) • Cheap flights not readily available • Tour Operators have many other areas closer to Europe & USA for (cheap) mass tourism developments • Other 'winter' holiday destinations nearer to Europe and N. America • Only North Island has a warm and sunny climate • Much of NZ is highland • Ref to Strategy and sustainability – marketed to attract a different type of tourist – niche market, selling NZ not just sun and sand etc (3) • Tourism developed late when lessons had been learned elsewhere (2) 	6	AO2 AO4
Total of question 2		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p>Level Mark Three elements need for full marks – environment, people, time. All that is required is in the PRM. Movement to level 2 and to top marks depends on how this information is linked and developed beyond basic lifting of statements and single ideas.</p> <p>Level 1 – Basic Direct lifting from PRM, often as isolated points without development, explanation or linkage. Can be one mark per idea within this level, but cannot move into level 2 unless some development, explanation or linkage between different ideas e.g. indicating a range of energy saving ideas and partial self-sufficiency in electricity.</p> <p>Level 2 – Clear Answers have a good use of a range of information from the PRM and start to generalise and extend the ideas in a coherent way. For example groups together a number of the water collection and use points, refers to and recognises the partial self-sufficiency in electricity. Starts to show how these things save/protect resources. Develops the tour operator link and long-haul travel at the top of the level. Now there is an idea of a coherent planned approach with linkages between different aspects of the particular measures introduced. There is likely to be a deliberate reference to the widening of the ideas to the local area, not just Knapdale itself.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>

<p>3 (b)</p>	<p>Point mark. Does not need to be a standard definition such as “an industry committed to making a low impact on the natural environment and local culture while helping generate income and employment for locals”, but such examples should gain full marks if learned and repeated. Elements to look for, each worth a mark:</p> <ul style="list-style-type: none"> • Timescale, looking to the future, planning for the future • Minimising negative impacts • Maximising positive impacts • Environment stressed • Local people stressed 	<p>3</p>	<p>AO1</p>
<p>3 (c)</p>	<p>Level mark</p> <p>The question asks about activities not the building/running of the Lodge.</p> <p>Level 1 – Basic Little more than a description of activities on site at the bottom of the level, and extending to area around further up the level. 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 Some recognition of the values of sustainability needed to access this level – this could be in terms of:</p> <ul style="list-style-type: none"> • Not damaging the environment • Specifically protecting the environment • Using local human resources • Respecting/promoting Maori culture • Details of specific activities as eco-friendly and/or socio-culturally friendly • Picks up on ideas such as ‘off the beaten track’, ‘visitors who share our values’, ‘experience the local character’, ‘environmental footprint’ • Refers to idea of ‘kaitiakitanga’ or guardianship • Illustrates the idea that New Zealand itself is being sold <p>The answer will move up the level based on the number of ideas picked, and illustrated, and the degree of development. Just one of the ideas particularly well developed with supporting evidence could get to the top of this level. 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>1 – 4</p> <p>5 – 9</p>	<p>AO1 AO2 AO3 AO4</p>

	Level 3 – Detailed The answer thoroughly develops at least two of the above ideas in a coherent and balanced way. 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.	10 – 12	
	Total of question 3	23	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Level 1 - Basic Answers are simplistic and largely descriptive, lifting ideas from the PRM with little development. At the top of the level a number of isolated ideas may have been dealt with but with no overall view. Answers will probably consider the question from one perspective.</p> <p>Level 2 - Clear There is a good use of detail from PRM and both ‘economic’ and ‘social-cultural’ are addressed. Examples with development could include:</p> <ul style="list-style-type: none"> • Preserving Maori cultural activities and values by keeping them practised, locally and around the world (spreading the word idea) • Or the more negative view of exploiting and denigrating the culture by their performances (although the staged authenticity idea is not supported by the PRM evidence) • Educating visitors/recipients and sharing understanding and values • Detail of economic benefits to area and Maori • Reference back to ‘guardianship’ idea of both Maori and New Zealand as a whole <p>Some answers may develop a broader overview at top of level, making general points supported by evidence perhaps in the context of the New Zealand Tourism Strategy.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO3 AO4</p>
	Total of question 4	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	<p>Level 1 – Basic Mostly undeveloped or direct lifts from the PRM. Simple description not developed or explained in terms of impact. Economic impacts can be credited.</p> <p>Level 2 – Clear and detailed Explanations clear. At this level some degree of development is needed. Examples:</p> <ul style="list-style-type: none"> • Stress put on wildlife, particularly since animals and birds are not used to human contact, simply flying over, approaching and photographing could cause distress • Waste/oil spillages from vessels can cause problems in a pristine environment – difficult to clear up, biodegradation is very slow in extremely cold climate • These risks apply to both terrestrial and marine environments • Very large cruise ships now approach the land and this exaggerates the problems • Fouling of ships’ hulls could bring in invasive species to the marine environment 	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO3 AO4</p>
5 (b)	<p>Level 1 - Basic Simple descriptive points on PRM made with no explanation at bottom level. At top of level some explanation found, but still simplistic. Answers unlikely to move away from environmental impacts. Management points will be limited and isolated points made rather than linked and developed ideas. Discussion of problems will be lacking or simplistic.</p> <p>Level 2 – Clear and detailed Both description and explanation are fuller with links apparent and some appropriate detail. Problems linked to the recognition of the complex political situation and management issues related to wider decision making would put an answer directly into this level, and move it towards the top with some clear development.</p> <p>Level 3 – Detailed The answer shows balance and critical understanding. Remoteness linked to managing and monitoring may be developed at this level.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 10</p>	<p>AO2 AO3 AO4</p>

5 (c)	<p>Level 1 – Basic Simple reference to economic benefits, without detailing what these might be. Extent of agreement may not be made clear or little reference to NZ Tourism Strategy or NZ Antarctica info.</p>	1 – 4	AO2 AO3 AO4
	<p>Level 2 – Clear Agreement/Disagreement with statement needs to be made clear in the answer. At least one idea developed, for example in context of:</p> <ul style="list-style-type: none"> • Only a small proportion of total number of Antarctic visitors at present so room for increasing numbers, but • Short ‘open season’ so limited opportunities due to severe winter climate • NZ has a sustainable, eco-friendly tourism policy so expansion may not be wanted • The idea of ‘guardianship’ linking back to Strategy information in PRM • Expansion might adversely affect scientific research <p>At top of the level both positive and negative points might have been made.</p>	5 – 8	
	<p>Level 3 – Detailed and balanced Two well developed ideas from above can access this level. The answer should demonstrate a balance between positive and negative views. The idea of ‘guardianship’ as an overriding value could confirm this level if enough detail has been given. The ‘extent’ idea is likely to have been handled in a balanced way but a well argued case with valid support would gain top marks.</p>	9 – 10	
Total of question 5		28	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (a)	<p>Level 1 – Basic Isolated impacts of tourist development (including activities) If both present mark should be at top of level even without development.</p> <p>Level 2 – Detailed Either activities or development can access this level if some detail given. If both present can reach top of level.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
6 (b)	<p>Level 1 – Basic Specific unlinked measures with little development. Two can get to top of level if at least one is exemplified in some way. Two exemplified can get to bottom of level 2.</p> <p>Level 2 – Detailed One measure clearly linked to managing impact and developed can access this level. Two developed can gain full marks.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
	Total of question 6	12	