



**General Certificate of Education
June 2010**

Travel and Tourism

TT11

8651/8653/8656/8657/8659

Unit 11 Impacts of Tourism

Mark Scheme

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.
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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</p> <p>Differences need to be highlighted. No explanation in this part of question. More than simple quoting of figures needed. Different ways of showing differences are acceptable.</p> <p>Examples:</p> <ul style="list-style-type: none"> Selby has lowest number and smallest percentage in tourism related jobs Scarborough and Richmondshire have the greatest % although not the largest number York has the highest number employed but % is only 10.9 cp 18.2 in Scarborough Calculations such as York, Scarborough and Harrogate together have 65% of total employed in tourism are acceptable. 	4	<p>AO1 AO2 AO3</p>
1(b)	<p>Level mark</p> <p>Level 1 – Basic</p> <p>One general point for positive economic impact in the area (1) but that the extent does vary (1). One developed example could get to top of level. Scarborough/Richmondshire economy depends very much on tourism and there is likely to be a strong positive impact on the local economy and on local families who will rely on tourism jobs.</p> <p>Level 2 – Clear</p> <p>Clear appreciation of varied impacts with at least one example well developed to access this level. Different ideas developed can move answers up the level. Understanding of varied impact plus two well developed examples could gain maximum marks. Examples of developed ideas Positive multiplier effect of people employed in tourism will further increase the positive economic effects by encouraging spending in other areas. Economic impact in large towns such as York and Harrogate will be great although a likely range of other employment opportunities will limit the extent of the impacts. A possible negative or less fully positive aspect might be the seasonal/anti-social hours and low paid nature of the employment. “Impact” in the sense that large numbers of tourists = traffic, footpath, erosion, crowded, honey pots etc.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO3 AO4</p>
	Total of question 1	10	

3(b)	<p>Point mark Max 4 if only one impact addressed.</p> <p>Minster</p> <ul style="list-style-type: none"> • Increased security both passive (cameras) and active (security personnel) • Restrict numbers • Use guides at all times • Closure at key times • Provide alternative attractions in immediate area – still linked to the Minster experience <p>Walls</p> <ul style="list-style-type: none"> • Constant and careful maintenance of fabric • Security measures – cameras, personnel • Close overnight, when dark • Provide more access points • Restrict access at busy times • Make a charge to access 	<p>6</p>	<p>AO1 AO2 AO3</p>
	<p>Total of question 3</p>	<p>12</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Level mark</p> <p>This question gives the opportunity to empathize with local population and give personal opinions. References in the PRM to the York Action Plan are not very detailed, so candidates will need to develop answers beyond the information given – but they do not need further specific detail to answer the question fully. It is the quality of the answers in relation to residents’ views which will determine how candidates are credited.</p> <p>Level 1 – Basic Simplistic points relating to job creation with little or no specificity. Simple lifting of points from PRM without making direct linkages to the likely views of local residents. The question focus on views/opinions may be ignored or at least not well developed.</p> <p>Level 2 – Detailed To access this level a clear link with likely resident views/opinions is needed along with clear exemplification. The answer needs to be well argued and movement up the level will depend upon the quality and clarity of the suggestions as to how residents would feel about specific aspects of the Action Plan. Part of a Level 2 answer might make reference to increasing length of stay which is likely to increase visitor spending and go on to suggest that this will generate more money for the local economy which in turn will provide more jobs in tourism related developments the expansion of which can be funded by the increased strength of the local economy – residents would see this as being very positive for them. At the top of the level a cautionary note might be expected eg in terms of a fear that too much emphasis might be put on tourism development at the risk of neglecting services to local people eg transport in and around the city, increased costs of parking, eating out etc</p>	<p>1 – 4</p> <p>5 - 9</p>	<p>AO2 AO3 AO4</p>
	Total of question 4	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Point mark</p> <p>Needs to be clearly expressed not just a list.</p> <ul style="list-style-type: none"> • Link to the CRoW act – ie this led to increased numbers and ease of access – thus leading to the points listed below • Damage to paths and green roads from vehicles/motor bikes/ mountain bikes off road • Trespass on private land • Leaving gates open and consequences for stock • Trampling crops • Sheep worrying by dogs • Damage to fences/gates etc • Getting lost • Wildlife disturbance 	6	<p>AO1 AO4</p>
	Total of question 5	6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Levels mark</p> <p>Level 1 – Basic Simple statement of what is in PRM without development or explanation will restrict answers to this level. Values and attitudes will not be made explicit but may be inferred at the top of the level.</p> <p>Level 2 – Clear Both examples must be dealt with and at least one will make the values and attitudes clear. The degree of development along with clear expression of each stakeholder's position will move answers up the level. May move beyond the two examples in the PRM but only to a limited extent.</p> <p>Level 3 – Detailed Answer is well developed and moves beyond the two examples in the PRM to make generalizations and/or give other developed examples.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 8</p>	<p>AO2 AO3 AO4</p>
6(b)	<p>Levels mark</p> <p>Own views must be made clear. Examples can go beyond Malham.</p> <p>Level 1 – Basic Simple statements of views, without development or explanation will restrict answers to the bottom of this level. One clear idea with appropriate supporting argument could get to top of this level, eg I do not believe that late drink/entertainment licences should be given in a small rural village such as Malham because this would be very disturbing late at night and unfair in a small rural village, people can get late entertainment in the bigger towns and cities.</p> <p>Level 2 – Clear At least two developed ideas, The degree of development along with clear expression of each stakeholder's position, and own views related to these positions move answers up the level. Malham examples alone could get full marks</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO4</p>
	Total of question 6	14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>QWC will be assessed in this question.</p> <p>Levels mark</p> <p>The focus is on managing problems linked to visitor impacts using the resource provided. The question does not specify who is doing the management and so there is opportunity for candidates to identify stakeholders and refer to their points of view.</p> <p>Level 1 – Basic There may be little discussion of management, let alone problems associated with management. The problems which Malham faces are likely to be the emphasis, with some ways of dealing with such problems given. 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 At this level there needs to be a clear recognition that it is the problems of management which are being considered. Movement up the level will depend upon a combination of quality of argument and number of ideas dealt with. To get to the top of this level at least two ideas would need to be clearly developed. 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>Level 3 – Detailed To access this level the answer need to relate to specific management problems and also put these into an overall context of managing environmentally sensitive areas and the different viewpoints of likely stakeholders. At the top of the level it will appear that managing the competing interests ultimately forms the greatest challenge for management. Overall the answer will show balance at the top of the level. 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>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO3 AO4</p>
	Total of question 7	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Levels mark</p> <p>The question asks for reference to destinations in both LEDW and MEDW. If examples chosen are not from both then top of level 1 cannot be exceeded.</p> <p>‘Socio-cultural’ can come quite close to ‘economic’ impacts if jobs for people/family prosperity is the focus.</p> <p>Level 1 – Basic</p> <p>Examples may be very general, possibly at too large a scale to recognize a coherent ‘host community’. At the bottom of the level suggestions may be very simplistic and undeveloped eg local people upset by noise, increased but unspecified pollution etc. Such ideas can be more creditworthy if fully developed eg. night time, early morning noise because of the many bars and nightclubs close to where locals live. Many answers may only refer to negative impacts. Positive impacts may be present but will not gain much credit if expressed at the level of ‘a chance to meet people from different cultures’ etc.</p> <p>Level 2 – Clear</p> <p>At least one example is now developed with appropriate explanation in the context of the area chosen – rather than just in generic terms. Further examples will move up the level. Top of level can be achieved with answers which have only developed examples from either the MEDW or LEDW – as long as an attempt has been made to deal with both.</p> <p>Level 3 – Detailed</p> <p>At least one example from MEDW and one from LEDW needs to have been well developed to access this level. Fuller and more examples will move up the level. It would be possible to get to the top of the level with just two examples if really well developed and expanded. Alternatively the top of the level could be achieved by a wider range of developed examples. A full mark answer would be characterized by balance in terms of positive and negative effects and a degree of critical analysis.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 12</p>	<p>AO1</p> <p>AO3</p>
	Total of question 8	12	