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General Certificate of Education

Travel and Tourism
8651/8653/8656/8659

TT11 Impacts of Tourism

Mark Scheme

2008 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.
- 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.

TT11 – Impacts of Tourism

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>1</p>	<p>Point mark. One mark for a valid point. Credit references to annual changes as long as countries mentioned</p> <p>Most visitors from UK Many from USA & Canada Relatively large number from T & T and other Caribbean countries Very few from Asia/Australasia/Africa or areas outside Americas and Europe, Credit any manipulation of figures or valid groupings of countries in context of question, e.g. 42% from UK.</p>	<p>4</p>	<p>AO2 AO3</p>
<p>Total</p>		<p>4</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Level Mark</p> <p>Level 1 – Basic Characteristics</p> <ul style="list-style-type: none"> • Tourist arrivals average around ½ million • Equal or slightly more cruise passengers visit Barbados • Ave length of stay approx 1 week • No real seasonality • Winter numbers slightly higher than summer • Over 400 cruise ships call annually • Vast majority of non-cruise visitors arrive by air • Simple comparisons between individual years stays in level 1 • Credit comparisons such as high percentage rise in arrivals by sea between 2003 and 2004 <p>Importance</p> <ul style="list-style-type: none"> • Tourists spend almost 1 ½ billion BDS\$ • Contribute approx 11% to GDP <p>Top level may have one developed/linked point e.g. visitor numbers are high all year round so there are no real tourist seasons.</p> <p>Level 2 – Detailed Both characteristics and importance needed for level 2 More than one developed/linked point needed to access this level Top of level characterised by more than two generalisations based on the data provided.</p>	<p>1–4</p> <p>5–8</p>	<p>AO3/4</p>
Total		8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p>Level mark</p> <p>Look for clear comparisons/contrasts at higher levels. Look for real understanding of the special nature of the short visit cruise tourist. Economic impacts only.</p> <p>Level 1 – Basic May recognise the short timescale of the cruise visitor but fails to develop this into a clear economic link. May fail to recognise the large numbers of cruise visitors. May quote from booklet without development. May not develop the idea of what the longer term visitor might do with specific examples. May not make comparisons fully explicit. Both give rise to jobs (unspecified).</p> <p>Level 2 – Clear There must be explicit comparisons to get to this level. Makes the economic links, with exemplification. e.g. types of job supported. More jobs created by cruise visitors in Bridgetown area. Good exemplification at top of this level, using both material from booklet and application of own knowledge and understanding. At top of level may introduce thoughtful, but isolated, points such as some cruise passengers may choose to stay on board at end of cruise/or may use the last opportunity spend on souvenirs before returning home.</p> <p>Level 3 – Detailed The answer has good exemplification and shows balance. May refer to large numbers of cruise passengers as a compensatory factor. May indicate spatial differences – significant effect of cruise passenger spending in Bridgetown and specific accessible localities, compared to wider spread of spending by longer stay tourists. May show understanding of specifics such as port and service charges and a full development of spending patterns of longer stay tourists. At top of level will be more sophisticated with less obvious points made and a realisation that it is difficult to separate the effects, and anyway the whole of the island is accessible in one day.</p>	<p>1-4</p> <p>5-8</p> <p>9-12</p>	<p>AO2/4</p>
Total		12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Level mark</p> <p>Level 1 – Basic Uses material from booklet without any development. Does not categorise or generalise – mostly isolated examples, and mostly economic, although there may be a number of these at top of level. Social/cultural ideas may start to appear at the top of this level. Some limited development may be present at the top of the level.</p> <p>Level 2 – Clear and detailed Starts to categorise and generalise. Starts to explain how the festivals and events can be classed as social /cultural. More than one of the above can move answer to top of this level. At top of level there may be insights linking type of festival/event with social/cultural/historical detail eg Crop over festival as traditional Bajan festival linked to sugar production, or polo/cricket with a developed UK link.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO3</p>
4(b)	<p>Level 1 – Basic Question not really understood or developed, but some attempt to make social points. Limited or erroneous interpretation of ‘resident’. May only make either negative or positive points. Some suggestions made but with few reasons given. At top of level a number valid points may be made but with little development or evaluation.</p> <p>Level 2 – Clear and detailed Points are clear and to some extent developed. Both positive and negative points are made. At top of level the reasons for being either positive or negative are fully explained. There may be subtle interpretations of social effects with an idea of balance, eg polo could be seen to be socially divisive for Bajans, but in fact this is one way to make social contacts at a ‘high’ level’, similarly for golf and cricket.</p>	<p>1–4</p> <p>5–8</p>	<p>AO4</p>
Total		16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Level mark</p> <p>Level 1 – Basic Problems may be recognised but are mainly listed and lack any real development. Opportunities are poorly developed and largely expressed in general generic terms. Simple undeveloped economic points.</p> <p>Level 2 – Clear Both problems and opportunities will have creditable material. At least one will be developed in some way at the bottom of the level. Moving up the level both will have some development. Links between problems/opportunities will be made at top of level. At the top of the level some unexpected or unusual points may be made, demonstrating original thought.</p> <p>Level 3 – Detailed The answer will show balance and detailed development, perhaps with a real sense of place/location. The opportunities may be particularly well developed. Ideas such as image and publicity will be central. Economic opportunities will be detailed and well understood. There may be ‘unusual’ but creditworthy points made within a balanced answer.</p>	<p>1–5</p> <p>6–10</p> <p>11–15</p>	<p>AO1 AO2 AO4</p>
Total		15	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (a)	<p>Point mark</p> <p>International Ecotourism Society definition ‘responsible travel to natural areas that conserves the environment and the well-being of local people’</p> <p>Credit any combination of above points as long as the answer makes sense. Could be a list of ideas. Accept sustainable in addition.</p> <p>Credit any valid example.</p>	4	AO1
6 (b)	<p>Level mark</p> <p>Level 1 – Basic Material largely lifted from booklet without real development or explanation, particularly in relation to business and special interest groups. No additional business or interest groups identified beyond booklet. At top of level detail on tourist responses but largely isolated points.</p> <p>Level 2 – Clear At least two of the bullet points need to have creditworthy responses. Business and interest groups clearly identified, with additional examples quoted at top of level. Booklet information well developed and linked at top of level. Some generalisations may appear at top of level.</p> <p>Level 3 – Detailed Answers are well balanced and show developed detail and understanding moving beyond booklet information. There may be an attempt to evaluate at top of level, but this is not a requirement. Links are strong between various stakeholders. Sound judgements are made at the top of the level.</p>	<p>1–5</p> <p>6–10</p> <p>11–15</p>	AO2 AO3 AO4
Total		19	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7 (a)	<p>Level Mark (a) and (b) separately</p> <p>May be only one example throughout or a number of examples. Barbados not acceptable, although other Caribbean or equivalent locations could be. British Isles examples are acceptable. Place/location needed to validate any part of answer.</p> <p>Level 1 - Basic Sense or identification of place/location may be weak or at an inappropriate scale e.g. at country scale with a relative varied and larger country than Barbados. This may result in generic or highly generalised points lacking in specific detail – such answers should remain in this level and usually at the bottom of the level.</p> <p>Level 2 – Clear and detailed Sense of location clear, with specific detail given. Some development of ideas needed – not just a list of points. At top of level the answer will be well balanced and detailed.</p>	<p>1–4</p> <p>5- 8</p>	<p>AO1</p>
7 (b)	<p>Level 1 – Basic No evaluation attempted or creditworthy. General points made, lacking in detail. Few indications of overall planning. At top of level some specific points may be made but in isolation.</p> <p>Level 2 – Clear and detailed Answers have good specific detail and are clearly linked to the specific problem(s). The idea of overall planning is apparent. Some evaluation must be present to access this level. At top of level the answer will be balanced and detailed with some realistic evaluation.</p>	<p>1 – 4</p> <p>5 - 8</p>	<p>AO1 AO4</p>
Total		16	