



## **General Certificate of Education**

# **Travel and Tourism 8651/8653/8656/8659**

**TT11          Impacts of Tourism**

## **Mark Scheme**

*2008 examination - June 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
1 (a)	<p><u>Point mark</u></p> <ul style="list-style-type: none"> <li>• Continuous rise throughout the period</li> <li>• From about 30m in 1950 to 694m (or a little more) at present day</li> <li>• Flat period overall (or equiv) in late '70s – early '80s</li> <li>• All regions experienced this flat period</li> <li>• Slight drop 2003</li> <li>• All regions experienced this drop</li> <li>• Share of S. Asia, Middle East, Africa, E Asia/Pacific have all increased</li> <li>• Proportion of total has increased for LEDW since 1970</li> </ul> <p>Credit any other valid description but do not double mark.</p>	<b>4</b>	<b>AO3</b>
1 (b)	<p><u>Point mark</u></p> <p>Marks only for comparisons – between regions and/or market share/annual growth rate</p> <ul style="list-style-type: none"> <li>• Europe had and, is forecast to retain, the largest market share</li> <li>• This was more than half total in 1995, set to reduce to under half in 2020</li> <li>• Europe growth is the smallest</li> <li>• Americas were 2<sup>nd</sup> highest in 1995 but set to fall into third place after E Asia &amp; Pacific by 2020</li> <li>• S Asia was smallest in 1995 and set to remain so</li> <li>• But S Asia's growth rate is forecast to be higher than Africa, Americas and Europe</li> <li>• Highest forecast growth rate is Middle East.</li> </ul> <p>Credit any other valid comparison but do not double mark.</p>	<b>4</b>	<b>AO2</b>











Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p><u>Point mark</u></p> <ul style="list-style-type: none"> <li>• Have to work in hazardous conditions – cold, altitude etc (one mark only)</li> <li>• Many not used to conditions they have to face</li> <li>• Specific medical conditions eg frostbite, altitude sickness (one mark only)</li> <li>• Risk of death</li> <li>• Have to carry heavy loads</li> <li>• Risk of abandonment</li> <li>• Inhumane treatment</li> </ul>	<b>4</b>	<b>AO2 AO3</b>
3 (b)	<p><u>Point mark</u></p> <p>Additional mark per point for development Stakeholders need to be obvious or stated.</p> <ul style="list-style-type: none"> <li>• Tour Operators could only sell trekking holidays to areas where they know porters would be treated properly( = policy) and pull out of areas where this did not happen (2 marks)</li> <li>• Governments in trekking areas could ensure health and safety via legislation and enforcement (2)</li> <li>• Continued pressure by groups such as TC encouraging travellers not to buy holidays in suspect situations - boycotts (2)</li> <li>• Porters could strike/join or form a union to force companies into a more supportive position (2).</li> </ul>	<b>4</b>	<b>AO2</b>
	<b>Total of question 3</b>	<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p><u>Level mark</u></p> <p><u>Level 1 (Basic)</u></p> <p>Problems listed without development eg. loss of land, no access to grazing, cattle killed by lions from National Parks, tourists driving through grazing areas, threaten traditional culture/way of life (without being specific). At the top of this level there may be a number of unlinked and undeveloped points made. At the lower part of the level the significance of the clash between conservation and the Maasai may not be appreciated. At the top of the level some attempt to answer this part of the question may be made but with limited success and a lack of detail.</p> <p><u>Level 2 (Detailed)</u></p> <p>Points are developed and explained eg concept of a pastoral and partly nomadic way of life being interrupted or prevented, a lot of land is needed. Pressures to ‘conform’ and become sedentary. Essentially subsistence way of life which brings specific clashes with tourists. Specific pressures to abandon traditional way of life because of opportunities in tourist trade. The conservation clash is understood and explained, the demands of the tourist for a ‘wild’ experience and how this clashes; specific restrictions due to protection eg access restricted in National Parks eg when drought may necessitate search for better pastures within protected area; restrictions on killing of lions which attack stock.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO2</b> <b>AO3</b> <b>AO4</b></p>
	<b>Total of question 4</b>	<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p><u>Level mark</u></p> <p><u>Level 1 (Basic)</u> Simple ideas lifted from the PRM without any development. Some explanation/development needed to access Level 2. Max 4 marks without this however many examples are quoted.</p> <p><u>Level 2 (Clear)</u> Clear contrast between small scale and mass tourism development would access level 2, even without specific detail – detail would allow movement up through the level. Some development needed either in terms of detail or relevance in context of ecotourism. At the lower part of this level there may be only environmental ideas eg linked to use of materials and energy saving. At top of level the human aspects of ecotourism will also be evident eg the Maasai as part of the environment. The specific aims and approaches of the owners will also be likely at this level.</p> <p><u>Level 3 (Detailed)</u> A balanced appreciation will be evident with a wider understanding of the concept of ecotourism, perhaps with an illustrated explanation. The relationship between the owners and the Maasai will be well understood. The nature of this ‘business model’, perhaps making contrasts with the traditional one may be found at the top of the level.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 - 12</b></p>	<p><b>AO2</b> <b>AO3</b> <b>AO4</b></p>
	<b>Total of question 5</b>	<b>12</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>7</p> <p>7 (a)</p>	<p><u>Level mark</u></p> <p>Example chosen must be from MEDW. Allow some latitude in what this might mean.</p> <p><u>Level 1 (Basic)</u></p> <p>Answers may be vague and at an inappropriate or unclear scale. Limited marks available for country scale unless a small island for example. A stakeholder plus a simple statement of the conflict for one mark. Further marks for some development. Once an answer is clear, well located and has some development it must be top of level 1, if there is also some explanation it should move into level 2.</p> <p><u>Level 2 (Detailed)</u></p> <p>Access to level 2 given above. Movement up the level would depend upon at least a second conflict being introduced and dealt with as the first. Such an answer could score full marks.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1</p>
<p>7 (b)</p>	<p><u>Level 1 (Basic)</u></p> <p>Suggestions are not developed or explained. It may not be clear which specific conflict or stakeholder is being discussed. The answer may be very general and generic – lacking in specific detail. At the top of the level some specific detail is found. Moving into level 2 requires clear stakeholder and conflict along with an action which shows some development even if fairly limited.</p> <p><u>Level 2 (Detailed)</u></p> <p>Bottom of level defined above. Moving up the level will require some further development/explanation of how the action might work. One very well argued example could gain full</p> <p>Question does not call for evaluation but credit if there. Full marks can be gained without evaluation.</p>	<p>1 – 4</p> <p>5 - 8</p>	<p>AO1</p>
	<p><b>Total of question 7</b></p>	<p><b>16</b></p>	