



General Certificate of Education

## **Travel and Tourism**

**8651/8653/8656/8659**

TT11 Impacts of Tourism

## **Mark Scheme**

*2009 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.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1 (a)	<p><b>Point mark.</b></p> <p>Up to two marks for each idea which develops one of the responses or links responses together. Must be well developed for two marks: 2 max for specified historic detail.</p> <ul style="list-style-type: none"> <li>• A place to walk around</li> <li>• Heritage ambience or equivalent</li> <li>• Development of the atmosphere idea</li> <li>• Physical setting and appearance</li> <li>• Development of the attractive idea</li> <li>• Built environment</li> <li>• The ‘whole experience’ with examples.</li> <li>• General location/ accessibility links e.g with Manchester / Liverpool</li> </ul>	<b>4</b>	<b>AO3</b>
1 (b)	<p><b>Point mark.</b></p> <p>One mark for a valid point, extra for development of explanation. Marks for reasons only, but credit any reasonable suggestions, even if the ‘opposite’ argument could be applied.</p> <ul style="list-style-type: none"> <li>• Staying visitors spend more hours per day in Chester (1) so will spend more on eating and drinking (1)</li> <li>• Many visitors may often come just for shopping (1) and so will possibly spend more at each visit (1)</li> <li>• Staying visitors may have travelled further (1) and may travel around more when they are in Chester (1)</li> <li>• Overall spend by staying visitors is greater due to ‘special’ nature of a staying visit, personal treats etc (1)</li> <li>• Staying visitors may be more likely to be in a family group and so spend more.</li> <li>• Staying visitors will have accommodation costs.</li> <li>• Day trippers may bring own food so not purchase food in Chester.</li> </ul>	<b>4</b>	<b>AO2</b>
	<b>Total of question 1</b>	<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p><b>Level 1 – Basic</b>            Makes simple points using PRM material without any development or explanation linked to group in question. Very simple and obvious statements without adequate explanation or judgement eg The Primary School children will buy sweets, or they will wear away the walls by walking on them. At the top of the level there may be use of terms such as environmental, social and economic impacts, but with only limited development and little if any attempt to make evaluative judgement.            Top of level 1 for an answer which just does this for each group without making any comparisons.</p> <p><b>Level 2 – Clear</b>            At least two groups need to be dealt with and some comparisons made. Starts to provide some level of evaluation and judgement of impacts. This becomes more developed and appropriate in moving up through the level. At top of level at least one of economic, social or environmental impacts will have been well evaluated eg Primary School children will have spent money on sweets, drinks, souvenirs in shops, cafes, visitor centres etc and because it will be a big group this will mean a significant spend overall. This might be compared with a small family group spending less but over a longer timescale.            At this level the detail in the PRM will be well-used. Movement up the level will depend on some discussion of each group and valid comparisons based on appropriate detail.</p> <p><b>Level 3 – Detailed</b>            Answer is fully evaluative and shows balance, with at least two economic, social or environmental impacts very well addressed and fully compared. At the top of the level the answer shows coherence and balance and is fully illustrated with appropriate detail.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 12</p>	<p>AO1            AO2            AO3            AO4</p>
	<b>Total of question 2</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p><b>Level 1 – Basic</b> May just emphasise negative or positive view. Simple unsubstantiated statements eg tourists cause congestion. At top of level more balance will be evident, but still with a lack of detailed explanation</p> <p><b>Level 2 – Clear</b> Both negative and positive addressed with evidence/examples to back up points made to get to top of level. Clear and balanced use of information from PRM.</p> <p><b>Level 3 – Detailed</b> The answer shows balance and critical analysis. At top of level the answer becomes evaluative as well as explanatory.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO2</p>
	<b>Total of question 3</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p><b>Level Mark</b></p> <p><b>The question is in two parts but they are closely connected.</b></p> <p><b>Level 1 – Basic</b> Sense or identification of place and location of zoo may be weak or at an inappropriate scale, eg no real understanding that zoo is on outskirts of Chester. No real concept of the zoo being a potential full-day experience. Isolated undeveloped ideas such as the zoo attracts children, the historical sites attract older people. Suggestions for strengthening links weak or unexplained.</p> <p><b>Level 2 – Clear</b> Sense of location clear. Some development of ideas needed – not just a list of points. At top of level the answer will show some balance and will show an appreciation of the essential difference between a big attraction (with its own free parking) on the outskirts of the city, and the quite separate attractions of the city itself. Suggestions for linkages are sound but perhaps not fully explained or developed, eg merely reference to joint marketing/advertising.</p> <p><b>Level 3 – Detailed</b> Sense of location clear, with specific detail given. Detail will be more convincing than in Level 2 and the idea of different market segments will be made clear. Suggests for linkages will be appropriate and convincing. Suggestions will be detailed eg discounts on goods/services provided in city itself linked to ticket purchase at zoo. Active promotion of city attractions by staff positioned at zoo. Promotions aimed at families and children because these are major zoo customers.</p>	<p>1 – 3</p> <p>4 - 7</p> <p>8 – 10</p>	<p>AO1 AO2 AO3</p>
	<b>Total of question 4</b>	<b>10</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	<p><b>Point mark</b></p> <p>One mark for each valid comparison with Chester.</p> <ul style="list-style-type: none"> <li>• Chester has smallest turnover</li> <li>• Bath's turnover is more than twice that of Chester</li> <li>• Cheltenham's is more than three times Chester's</li> <li>• Chester has smallest public funding</li> <li>• Chester's public funding is about half that of Salisbury</li> <li>• Bath's is 2.5 times that of Chester.</li> </ul>	4	AO3
5 (b)	<p><b>Level 1 - Basic</b> Descriptive rather than evaluative, simply quoting figures from PRM. At top of level may use terms such as direct and induced spend but without clear links to data, or use data without categorisation or development. Some evaluation attempted at top of level but limited or simplistic in nature.</p> <p><b>Level 2 – Clear and detailed</b> Answers have good use of a range of numerical data and link this to both type of spend and employment benefits. Evaluation is clearly apparent eg economic benefit less than in other similar centres and so Chester is missing an opportunity to maximise specified economic benefits. At top of level the evaluation shows balance and understanding.</p>	1 – 3  4 – 6	AO4
5 (c)	<p><b>Level 1 – Basic</b> Little, if any, attempt to refer to other stakeholders. Simple points such as have more festivals, give them more money etc.</p> <p><b>Level 2 – Clear</b> Two funding sources lifts to Level 2. Other stakeholders recognised and involvement/potential involvement and benefits clearly recognised. City of Chester's central coordinating/planning role clear. Some realistic suggestions for additional festivals. Realistic suggestions for upgrading current festivals. Clear idea of Chester City/other stakeholder benefits from subsidising/supporting the festival programme. At the top of the level at least two of these ideas developed.</p> <p><b>Level 3 – Detailed</b> The answer is fully developed in many aspects. The answer becomes evaluative and shows balance. Suggestions made are reasonable and appropriate. The answer does not have to be complete in all aspects to score full marks.</p>	1 – 3  4 – 7  8 – 10	AO2 AO3 AO4
	<b>Total of question 5</b>	<b>20</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p><b>Levels mark</b></p> <p>There is a wide range of possible approaches to answering this question. Credit should be available for different ways of answering. Some candidates may attempt to cover many points of detail, others may concentrate on one or two ideas or 'themes'. Both approaches are valid.</p> <p><b>Level 1 – Basic</b> 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 may not deal with the two aspects of the question – environmental management and tourist appeal. There may be little if any evaluation.</p> <p><b>Level 2 – Clear</b> Answers become evaluative. There is good use of detail from PRM and both aspects of the question are addressed. Some answers may develop a broader overview at the top of the level, making general points supported by evidence, eg recognising specific areas with a number of planned developments and links between areas.</p> <p><b>Level 3 – Detailed</b> Answers show a balance between the detail of specific plans and the broader picture. Both aspects of the question must have been addressed, but answers may still be incomplete. They will be evaluative and show understanding of what is planned.</p>	<p><b>1 – 3</b></p> <p><b>4 - 7</b></p> <p><b>8 - 10</b></p>	<p><b>AO3</b> <b>AO4</b></p>
	<b>Total of question 6</b>	<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7 (a)	<p><b>Only one example should have been chosen. A wide range of examples are possible. The example should be a destination not a country (unless a small island, for example Barbados). No mark for name. No mark for a MEDW example.</b></p> <p><b>Level 1 - Basic</b> Simple descriptive points made with no explanation at bottom of level. At top of level some explanation found, but still simplistic. Answers may stray from environmental impacts. Management points will be limited and isolated points made rather than overall plans described.</p> <p><b>Level 2 - Clear</b> Both description and evaluation are fuller, with some appropriate detail. A range of impacts may be highlighted, depending on example chosen. At the top of the level the answer is starting to show some balance between detailed points and wider management strategies.</p> <p><b>Level 3 – Detailed</b> The answer is detailed and balanced overall. Shows critical understanding and sees the wider view of environmental issues.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 12</b></p>	<p><b>AO1</b></p>
7 (b)	<p><b>Level 1 – Basic</b> Simple repetition of descriptive points made with no real attempt at evaluation at bottom of level. At top of level some evaluation found, but still simplistic. Answers may again stray from environmental impacts.</p> <p><b>Level 2 – Clear</b> The evaluation is now clear with good detail. A range of management measures and the overall plan may be evaluated at the top of the level.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO4</b></p>
	<b>Total of question 7</b>	<b>18</b>	