



General Certificate of Education

Travel and Tourism

8651/8653/8656/8657/8659

TT11 Impacts of Tourism

Mark Scheme

2009 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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Set and published by the Assessment and Qualifications Alliance.

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)(i)	<p>Point mark.</p> <p>Comparisons including similarities needed.</p> <p>Two marks can be gained if figures are manipulated in some way, but same idea should not be credited twice.</p> <ul style="list-style-type: none"> • Beds increased every year – Receipts did not increase regularly • Beds rose from overall 105,600 to 350,700 – receipts dipped in 1994/dipped again in 2002 • Beds increased more than 3 times over the period – between 1991 and 2006 increased between 4 & 5 times (2marks) • Biggest bed increase 1999/2000, from 187,200 to 227,200 – receipts almost doubled 2003-2006 	4	AO2 AO3
1 (a)(ii)	<p>Level Mark</p> <p>Level 1 – Basic Simple descriptions of data presented, with weak reasoning at bottom of level. At the top of the level some reasoning attempted for one noted change, but not fully convincing or pure speculation without links or evidence. At top of level may refer to ‘unexpected’ nature of data, perhaps relating to data in other tables – but only reasoning linked to daily spend should be credited.</p> <p>Level 2 – Clear To access this level reasoning should be clear and appropriate, e.g. possible growth of mass tourist market and accessible packages leading to reduced individual spend/growth of cheaper family package holidays as opposed to specialist or ‘exclusive’ packages. Possible fall off in high spending US & European visitors’ post 9/11. There is room for speculation which is clearly argued/supported with factual points. Two ideas need to be present for full marks with one developed well.</p>	1 - 2 3 - 4	AO1 AO2

<p>1 (b)</p>	<p>Level Mark Economic impacts only and at <u>national level</u> (although could be illustrated from local examples).</p> <p>Level 1 – Basic Impacts are likely to be simplistic and general e.g. creates more jobs, brings money into the country etc. At the top of this level a range of impacts might be highlighted and some basic assessment made, but without significant development and specification.</p> <p>Level 2 – Clear At least one idea ‘impact’ to be well-developed and some assessment made to access this level e.g. many more jobs will have been created in hotels, restaurants, visitor attractions, transport, construction. Foreign currency coming into the country will help to fund a range of developments both within tourist industry and in other parts of the economy. Foreign currency will enable Egypt to buy goods and services from major industrial and technologically developed countries. Infrastructure of country, e.g. via airport development, can be improved.</p>	<p>1 - 4</p> <p>5 - 8</p>	<p>AO2 AO4</p>
Total for question 1		16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Levels mark The question is about impacts of tourism not impacts on tourism. Some may confuse the two ideas. There may be overlap between crime and terrorism. Better candidates are more likely to make the distinction clear.</p> <p>Level 1 – Basic There may be some ideas suggested but without development or explanation at the bottom of the level e.g. tourists are a ‘soft target’ for petty criminals, contrasts between ‘haves & have-not’, terrorists hate people from the West, action gets publicity etc. At the top of the level some basic explanation given but not fully developed, although examples may be quoted.</p> <p>Level 2 – Clear Detailed development or explanation of at least one idea needed to access this level e.g. tourists are a soft target because they more around, may not speak the language, are relaxed and off guard, may frequent crowded public open spaces etc. There will be good publicity for the cause because tourist injuries or deaths are always widely reported. No need to refer to both crime and terrorism to access this level but would need at least reference to both ideas for higher marks. More than one well developed idea needed to access top of level along with clear and appropriate exemplification.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2</p>
	Total of question 2	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Levels mark Weaker answers will not develop the PR material in an explanatory way and may be repetitive between (i) & (ii). Similar points can be made for both groups but to gain much credit these need to be expressed in an explanatory way and linked to economic impact e.g. some tourist activities are common to most tourist groups and so are a feature in both (i) & (ii), such as eating and drinking in local restaurants and bars in the evening, this leads to local employment in these establishments and also in transport and provision supplies.</p> <p>Level 1 – Basic Makes simple points using PRM material without any development or explanation linked to types of visitor. Very simple and obvious statements without adequate explanation or judgement. At the bottom of the level the economic impact may be implied rather than being made explicit. At the top of the level there may be a range of features which appeal to tourists in general and some more specific links to special groups but without real development. At the top of this level the economic impacts should be explicit.</p> <p>Level 2 – Clear The specific developed impacts need to be dealt with and some detail included e.g. appeal to scuba divers since some of the world’s best sites are close by such as at Ras Mohammed, and facilities such as provision of PADI courses and diving trips are widely available – this produces economic impacts in context of employment in RM, in transport facilities including diving boats, hire of equipment, provision of diving courses, meals on diving expeditions etc. At this level the detail in the PRM will be well-used rather than just being lifted. The answer moves up the level with further well developed examples linked to the specific groups. The interior of South Sinai should feature in the second group with visits to St Katherine’s, Bedouin villages as well as natural heritage sites such as the National Parks and Protected Areas, again with direct and indirect economic opportunities made clear. Candidates should get credit for clear references to direct and indirect or induced expenditure – but only in either (i) or (ii), not both. Some impacts common to both groups should be expected, probably in the context of Sharm itself, - it should be clear that the economic impacts are not mutually exclusive between the groups.</p>	<p>1-3 (x2)</p> <p>4-6 (x2)</p>	<p>AO2 AO3 AO4</p>
3(b)	<p>Level 1 – Basic Socio-cultural impacts mentioned are likely to be simplistic</p>	<p>1 – 4</p>	

	<p>and general e.g. brings money into families, changes lifestyles and threatens customs etc. At this level there may be little or no reference to PRM evidence. At the top of this level a range of social impacts might be highlighted, but with limited assessment, development and specification.</p> <p>Level 2 – Clear Some attempt to assess impact is made. Examples given are developed in the specific context of these areas eg reference to Bedouins and their way of life and how this way may be challenged, reference to gender contrasts and difficulties in traditional predominantly Muslim areas. A number of impacts will have been dealt with at the top of the level, but largely as isolated examples.</p> <p>Level 3 – Detailed Answer is balanced and coherent with a convincing attempt at assess the impacts, including both specific ideas eg role of women, and general in terms of a particularly traditional section of a country undergoing rapid changes and the particular problems apparent in tourist areas where contrasts in lifestyle values etc may be stark. Candidate will be aware that social and cultural impacts are not restricted to Bedouins, eg influx of large numbers of workers from Cairo and other parts of Egypt, the Middle East and Europe. The best candidates may attempt to separate social and cultural impacts and will be clear and balanced in their assessment of the impacts.</p>	<p>5 – 8</p> <p>9 – 10</p>	<p>AO2 AO3 AO4</p>
	Total of question 3	22	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Level 1 – Basic Limited to a positive or negative view. Simple unsubstantiated statements e.g. tourists cause damage to coral reefs, wildlife etc. Limited effective use of PRM</p> <p>Level 2 – Clear May be still limited to one view point, but with some appropriate development of ideas. Clear and appropriate use of information from PRM, and some development of ideas e.g. how damage to coral might come about.</p> <p>Level 3 – Detailed The answer becomes evaluative as well as explanatory. A range of environments are considered, not just coastal features and tourist accommodation centres. Some reference to positive impacts should be made eg protection and conservation introduced as a consequence of tourist presence. The answer shows balance and critical analysis at the top of the level, indicating the extent of the impact.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO2 AO3 AO4</p>
4(b)	<p>Level 1 – Basic Simplistic statements with little attempt to assess. Statements directly lifted from PRM with no development. Limited to specific measures without reference to overall planning and management.</p> <p>Level 2 – Clear Some attempt to assess the value but still rather limited, stating an opinion rather than giving evidence or explanation for judgements made. More appropriate and detailed use of PRM without direct lifting. There may be some reference to the range of stakeholders. The answer will go beyond the obvious environmental concerns. Some evidence of need for and presence of broader planning and management but not yet completely coherent and fully argued. At the top of the level attempts to evaluate will be clear and to some extent statements will be supported. There may be a discussion of the overall role of the EEAA and reference to national and international interests.</p> <p>Level 3 – Detailed The role of the EEAA will be made clear. Assessment is now central to the answer which is coherent and balanced. Good use of PRM both for detail of broad and specific measures. Both positive management and reduction of negative impacts will be clear, especially at the top of the level. Local, regional, national and international interests will be dealt with in an evaluative way at the top of the level.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO3 AO4</p>
	Total of question 4	24	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	<p>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. Both 'tourist development' and 'tourist activity' ideas gain credit.</p> <p>Level mark</p> <p>Level 1 – Basic Simple descriptive points made with no explanation at bottom of level. At top of level some explanation found, but still simplistic. Economic impacts will be almost entirely seen in positive terms and environmental impacts seen in negative terms. Answers may be limited to one type of impact eg just environmental. Social impacts may be present at the top of the level but are likely to lack detail and/ or real understanding. Few points will be developed to any extent.</p> <p>Level 2 – Clear Both description and explanation are fuller, with some appropriate detail at the bottom of the level. A range of impacts may be highlighted, depending on example chosen. At the top of level the answer shows some balance between positive and negative impacts and will have dealt with at least two of economic/environmental/socio-cultural impacts. The answer is detailed and balanced overall. Shows critical understanding and sees the wider view of impacts as well as giving good specific detail. Both positive and negative impacts must be present at the top of the level.</p>	<p>1 – 4</p> <p>5 - 8</p>	<p>AO1</p>
5 (b)	<p>Point mark Up to 6 marks max on any one, full marks could be gained from two examples well developed.</p> <p>In each case one mark for simple description of the issue plus one additional mark for a simple evaluative comment without adequate evidence or justification. Up to two more for fuller and more developed and justified evaluation. The examples chosen will determine how thorough an evaluation might be expected.</p>	<p>3 x 4</p>	<p>AO1 AO4</p>
	Total of question 5	20	