

# Mark Scheme (Results) January 2007

GCE

## GCE Travel and Tourism (6993)

6993 01 Responsible Tourism

Question	Answer	Mark Allocation
1 (a)( i)	<p>Public sector - one from: Countryside Agency, Local Authority, English Nature, Tourism South East, South East England Development Agency or Forestry Commission. (1)</p> <p>Voluntary sector- one from: Council for National Parks, or Hampshire and Isle of Wight Wildfowl Trust. (1)</p>	<p>1 mark for one correct organisation.</p> <p>National Park Authority = 0</p> <p>1 mark for one correct organisation.</p> <p style="text-align: right;"><b>2 marks</b></p>
1 (a) (ii)	<p>Public sector organisations support tourism through provision of grants (1) whereas voluntary sector organisations educate or are pressure groups to lobby. (2)</p>	<p>1 mark for each basic comment made. Not aims, must be role. 2 marks where both sectors discussed and a clear difference identified.</p> <p style="text-align: right;"><b>2 marks</b></p>
1 (a) (iii)	<p>To conserve (1) To manage the environment (1) To educate (1)</p> <p>To improve opportunities for tourists by preserving heritage (2) To manage visitor access to ensure preservation of natural habitats (2) Educate local people and tourists in acceptable countryside behaviour. (2)</p>	<p>1 mark for one suitable environmental objective.</p> <p>2 marks if clearly worded as an environmental objective of tourism development.</p> <p style="text-align: right;"><b>2 marks</b></p>
1 (b) (i)	<p>Local Authority (1) will provide planning permission and possible small grant towards the tourism development. (1)</p> <p>National Trust (1) will advise on suitable location and interpretation of the visitors centre. (2)</p>	<p>For each agent identified. (max up to 3 marks)</p> <p>1 mark for agent and 2 marks for role. 1 basic and 2 marks expect detailed descriptions of role and some link to visitors centre.</p> <p style="text-align: right;"><b>6 marks</b></p>

Question	Answers	Mark Allocation
1 (b) (ii)	<p>Level 1 Develop a museum (1)</p> <p>Level 2 Develop a museum displaying history of the local area, and build a replica of an old ship that could become a floating attraction and could have educational tours.(3)</p> <p>Level 3 Develop a museum based on the history of Nelson, the Battle of Trafalgar and a number of famous shipwrecks. The museum could have different exhibitions including an interactive display on the story of Nelson and his sailors, with images depicting the battle and/or the shipbuilding industry. Local retired people could act as guides and special events could be held to re-enact a battle and or scenes.(6) Other suitable examples: The development of themed events at the Roman Villa or the Abbey ruins.</p>	<p><b>Level 1</b> 1-2 marks for basic descriptions that is theoretical and lack detail/no clear link to the history and heritage.</p> <p><b>Level 2</b> 3-4 marks for detailed descriptions or developed ideas.</p> <p><b>Level 3</b> 5-6 marks for detailed descriptions clearly linked to the history and heritage of the Newforest.</p> <p style="text-align: right;"><b>6 marks</b></p>
1 (b) (iii)	<p>Level 1 Develop a nature centre. (1)</p> <p>Level 2 Develop a nature centre that could have a classroom and act as an education for local schools, and will also have staff on hand to act as a source of information for tourists.(3)</p> <p>Level 3 Develop a nature centre that focuses on the specific nature of the New Forest. One example could be the species of trees or types of birds. The centre could have a classroom and an educational trail that linked with the national curriculum. It could also have a fun trail for visiting families, where a series of clues could lead them around the trail. This treasure hunt idea could also be available for children’s birthday parties, as a picnic area, or cafeteria could be utilised for food. 6)</p> <p>Other suitable examples: A dedicated centre that depicted the history of the New Forest Pony and educated visitors in a code of conduct for the animals who live in the forest.</p>	<p><b>Level 1</b> 1-2 marks for basic descriptions that are theoretical and lack detail/no clear link to the environment.</p> <p><b>Level 2</b> 3-4 marks detailed descriptions or developed ideas.</p> <p><b>Level 3</b> 5-6 marks detailed descriptions clearly linked to the specific New Forest environment.</p> <p style="text-align: right;"><b>6 marks</b></p>

Question	Answers	Mark Allocation
1 (c)	<p>Level 1 National Park Authority could actively tell people the story about how many ponies are killed. (1)</p> <p>Level 2 National Park Authority could educate tourists and actively publicise the numbers of ponies killed annually through Tourist Information Centres, through press, on New Forest tourist leaflets, through posters in the Forest, and on signs as visitors enter the Forest so that people know and will drive more carefully. Local people could act as volunteers to patrol identified 'blackspots' to try to reduce the number of accidents. Talking to visitors making them more aware of where accidents can happen, slow traffic down, and reduce risks of accidents. (6)</p> <p>Level 3 An existing local building could be converted into a specific centre that focused on the education of visits on how to respect the wildlife and environment of the New Forest, for example respect for New Forest ponies. This would avoid having to build a new building which would destroy natural habitat. They could produce a code of conduct to educate visitors about such things as traffic speeds, using litter bins or taking litter home. This would mean there would be less litter which is an eye-sore and could harm animals if they ate it, for example a plastic bag could choke an animal. Reduced speeds will mean that wildlife is less likely to be killed if it wanders into the road. In order to further minimise environmental risks, managements of traffic flow could be strategically controlled through the use of particular routes. In Dartmoor they have used colour coded routes with restricted speeds to slow traffic down. (8 + 1)</p>	<p><b>Level 1</b> 1-3 marks Basic response.</p> <p><b>Level 2</b> 4-6 marks Some explanation linked to minimise negative environmental impacts.</p> <p><b>Level 3</b> 7-8 marks Detailed explanations clearly linked to minimising negative environment impacts.</p> <p>Up to 2 marks for use of appropriate examples to support answers.</p> <p>With clear links to New Forest environment.</p> <p style="text-align: right;"><b>10 marks</b></p>
1 (d) (i)	<p>Level 1 English Heritage will not want the planning to be given permission as this would involve changing a Grade II listed building (1) but the land owner will want the conference to generate income. (2)</p> <p>Level 2 English Heritage will have an objective to preserve the Grade II listed building as it is, so its' historical significance is retained. The land owner wants to change the use and look of the building to be able to run a successful conference centre and therefore make a profit which is the main objective. The conflict occurs because the landowners objective is for economic gain, whilst English Heritage's objective is for environmental protection. (4)</p>	<p><b>Level 1</b> 1-2 marks for basic descriptions that are theoretical and lack detail or simply relate to conflict.</p> <p><b>Level 2</b> 3-4 marks for clear explanation that relates to case study and conflicting objectives between agents.</p> <p style="text-align: right;"><b>4 marks</b></p>

Question	Answers	Mark Allocation
1 (d) (ii)	<p>Level 1 If the two agents sat down at a meeting with the National Park Authority to come up with a plan. (1)</p> <p>Level 2 If the landowner had a planning meeting with the National Park Authority and English Heritage where the development of the residential building into a commercial venture could be designed. To meet everyone's objective, English Heritage could say which parts of the building had to remain intact and where the car park could be sited. Their objective is met and the land owner could maintain planning permission to build his new centre and meet his objective of gaining income. (4)</p>	<p>Level 1 1-2 marks for basic suggestions that are theoretical and lack detail. Resolves conflict rather than relates to different objectives.</p> <p>Level 2 3-4 marks for detailed suggestions clearly linked to a National Park and the two agents involved and the resolution of having conflicting objectives.</p> <p style="text-align: right;"><b>4 marks</b></p>
2 (a) (i)	<p>X = Stagnation (1) Y = Decline (1)</p>	<p>1 mark for each correct stage identified.</p> <p style="text-align: right;"><b>2 marks</b></p>
2 (a) (ii)	<p>Level 1 - very few tourists, locals are friendly, difficult to get there, there are no hotels or organised activities. (2)</p> <p>Level 2 Very few tourists who are attracted by the unspoiled nature of the environment. Accommodation maybe through local people rather than established hotels. Destination maybe difficult to get to as there are few flights and no charter flights. Local people welcome tourists as there is little or no negative impact. (4)</p>	<p><b>Level 1</b> 1-2 marks for basic comment.</p> <p><b>Level 2</b> 3 - 4 marks for detailed comment or two basic comments.</p> <p style="text-align: right;"><b>4 marks</b></p>

Question	Answers	Mark Allocation
2 (a) (iii)	<p>Level 1 They can build a new attraction that would then give more for local people to do (1) New attractions also require workers, so local people can find alternative employment in tourism, giving them more money to put back into the local economy. (2)</p> <p>Level 2 A positive socio-cultural impact would be regenerating an area, and therefore improving the image to create new interest. Local people would benefit as this would be a desirable place to live, in terms of amenities offering them a greater choice in how to spend their leisure time. It would also improve their environment, as this could have involved rebuilding of run down buildings, putting in street lighting, or security cameras, making it also a safer place to live. In addition, there could also be improved transport, which would allow increased access between home and place of work. (b)</p> <p>Level 3 A positive environmental impact would be the improvement in the look of the area, giving it a new reputation. Old buildings could be replaced, keeping original facades, but bringing interiors up to date. e.g. disused factories could be made into leisure complexes, containing shops, a cinema and restaurants. Some could also be converted into upmarket rentable apartments for holiday makers. The new build is designed using traditional material, re-establishing the authentic culture of the area which is a socio-cultural benefit. Education and re-training of existing workers has benefited local people e.g. they are gaining higher qualifications. With more tourists there would be an increase in tourist buses, taxis and hire cars. This could cause increase air pollution through exhaust fumes and potential damage to roads through over use. It would mean that more roads would have to be built taking up more land.(9)</p>	<p><b>Level 1</b> 1-3 marks Basic descriptions of positive impacts, may be all one type.</p> <p><b>Level 2</b> 4-6 marks Detailed description of positive impacts can get full marks for all one type e.g. economic.</p> <p><b>Level 3</b> 7-9 marks Detailed analysis of more than one type of impact i.e. economic and socio-cultural.</p> <p>Expect some basic analysis.</p> <p style="text-align: right;"><b>9 marks</b></p>

Question	Answers	Mark Allocation
2 (b) (i)	Development stage. (1)	1 mark for correct stage identified. <b>1 marks</b>
2 (b) (ii)	<p>Tourist numbers continuing to increase (1) through easier access, by the expansion of one airport and the building of a second. (2)</p> <p>Local culture still exists alongside rapid tourism expansion. Local people welcome tourists as they support the benefit that tourism brings whilst still able to continue their traditions. (2)</p>	<p>1 mark for basic reason.</p> <p>2 marks for detailed reason or clearly linked to Development stage.</p> <p><b>2 marks</b></p>
2 (b) (iii)	<p>Level 1 Negative impacts on the environment as the vast building programme shows cranes visible and working from all areas of the beach which will spoil the view for locals and tourists. (2)</p> <p>Level 2 Negative environmental impacts that result from tourism development include various forms of pollution. Increased developments along the coast have resulted in a need to develop off the coast as well. Landscapes are affected by the building of large scale developments which are visually unattractive and use up land that was previously open space leading to sprawling developments e.g. the building of a second airport only 40 kms from one that is also currently under expansion. (5)</p>	<p><b>Level 1</b> 1-3 marks for basic descriptions, may be all environmental, economic or all socio-cultural or one detailed description.</p> <p><b>Level 2</b> 4-6 marks for more than one detailed description - may be all environmental, economic or all socio-cultural. Expect link to case study.</p>

Question	Answers	Mark Allocation
	<p>Level 3 Tourism development at this speed will affect both the environment and the people who live there. As well as ruining the landscape, vast building works in a hot arid climate create dust everywhere. There are continuous building works, lorries taking supplies to sites, increasing noise and traffic especially along a beach area such as Jumeirah beach, which is an eye sore and a potential health risk to locals and visitors. Target markets could be international as in Dubai, and this will lead to many overseas visitors influencing local people, through their different values and attitudes. This can lead to problems in families where the younger generation want similar lifestyles to the tourists and may start to dress differently and question their family's values e.g. in relation to religious practices, leading to the break up of relationships and a new youth culture developing. E.g. in Spain, rural village workers have been influenced when coming to seaside resorts to work e.g. Benidorm. (8) (7 + 1 e.g.=8)</p>	<p><b>Level 3</b> 7-8 marks for a number of detailed answers, which clearly discuss at least two of environmental, economic and socio-cultural impacts. Clear links to c.s.</p> <p>Examples 2 marks for appropriate examples used to support answer.</p> <p style="text-align: right;"><b>10 marks</b></p>
3 (a)	<p>Level 1 - one principal is to minimise negative economic impacts. (1) Level 2 - responsible tourism principles are to minimise negative economic impacts such as leakage, and to create economic benefits such as higher wages for locals which will also support the principle of improving their quality of life. These can be achieved by encouraging local business and establish traditional crafts &amp; skills.(4)</p>	<p><b>Level 1</b> 1-3 marks for basic description.</p> <p><b>Level 2</b> 4-6 marks for Understanding of principles and some explanation.</p> <p style="text-align: right;"><b>6 marks</b></p>
3 (b)	<p>Level 1 Continue to invest in a road structure linking new facilities to where locals live. (2)</p> <p>Level 2 To minimise the environmental impact, they could have strict planning regulations, that either restrict the height of hotels, or limit the number allowed to be built. With the building of new facilities e.g. hotels and a tourist resort, staff will require training to meet customer demands and expectations. This will enable to local workforce to be upskilled. (5)</p>	<p><b>Level 1</b> 1-3 marks Basic explanation - basic points are made to show how tourist destination could try to reduce negative effects on tourism or maximising positive - one sided and may be theoretical.</p> <p><b>Level 2</b> 4-6 marks Detailed explanation of either minimising negative effects or maximising positive effects. Some link to case study.</p>



Question	Answers	Mark Allocation
	<p>Level 3  Fujairah has a close neighbour to learn from, Dubai. They can see the benefits tourism has brought, but also some of the things they may want to avoid e.g. large-scale building works, which can give a destination unwanted negative publicity. They can therefore use the principles of responsible tourism to plan their development. They have a more varied landscape than Dubai (coast, desert and mountains) and are planning developments at each. Dubai has opted for a quality product for the mass market, but Fujairah has the ability to still offer a quality product, but with a more eco friendly approach to its development. Due to their climate, allowing all year tourism, activities are geared towards the outdoors. They could have local guides employed to help reduce negative impacts on the environment by visitors, e.g. in Cyprus local guides take visitors to the Arkamas peninsula so they can be educated about the environment and wildlife e.g. turtles. The planned approach will also benefit the local economy. They will not face seasonality in employment, as hotels, restaurants and attractions will be open all year. This will allow them to both train staff initially, but also to develop skills as the market grows, and acquire a reputation for a quality service.  Environmentally, they will be able to monitor building of infrastructure. Because of the mountain divide, they can control access, and building of roads. A motorway link to Dubai will allow visitors to do a two centre holiday, in the vibrant city of Dubai, but also to spend a relaxing break on the beach in a quieter environment, thus retaining the visitor spend. This is not only enhancing the environment but also helping to improve the quality of life for local people, through investing in public projects such as roads, locals are also able to travel more easily. Examples could be given here using lessons learned from other eco friendly places such as the Great Barrier Reef in Australia or Thailand. (9)  8 + 1 e.g. = 9</p>	<p><b>Level 3</b>  7-8 marks  A detailed explanation clearly linked to both minimising and maximising effects of tourism - a balanced answer.</p> <p>Examples  2 marks for appropriate examples used to support answer.</p> <p style="text-align: right;"><b>10 marks</b></p>

Question	Answers	Mark Allocation
3 (c)	<p>Level 1 Planning developments in a way that is sensitive to the area and the locals can benefit the quality of life. (1)</p> <p>Level 2 One of the principles of responsible tourism is to 'improve the life of local people' in destinations. Local guides are earning wages which can be spent on improving their families quality of life so supporting one of the key principles of responsible tourism. (3)</p>	<p>Level 1 1-2 marks Basic justification - not clearly linked.</p> <p>Level 2 3-4 marks Clear link to principle demonstrated and justifies. Extent must be clear.</p> <p style="text-align: right;"><b>4 marks</b></p>
<b>TOTAL FOR PAPER: 90 MARKS</b>		