

Mark Scheme (Results) Summer 2007

GCE

GCE Travel and Tourism (6993) Paper 01

Unit 7 Responsible Tourism 6993/01

Question	Example Answer	Mark Allocation
1 (a)(i) AO1	<p>Maximum 4 marks for a clear description. Marks can be for separate points or extended responses. e.g.</p> <ul style="list-style-type: none"> • numbers of tourists increase (1) • more facilities e.g. hotels are built (1) • Local people become more involved in promotion and development of tourism (1) as tourist numbers increase (1) • The area becomes established as a tourist destination (1), with an identified market (1). 	4 marks
1 (a) (ii) AO1	<p>1 mark for correct stage:</p> <ul style="list-style-type: none"> • Decline (1). 	1 mark
1 (a)(iii) AO2	<p>1 mark for each explanation. 1x4, 2x2, 4x1. Maximum of 2 marks only for description of decline stage. Must be own interpretation of information given in scenario. e.g.</p> <ul style="list-style-type: none"> • tourists numbers decline (1) • visitor numbers drop (1) • visitor numbers have fallen significantly in the 1980s and 1990s (1) which is a characteristic of the Decline stage of the model (1). This has happened because of the poor image of resort and its attractions (1), many of which are said to look tired meaning tourists go elsewhere.(1) 	4 marks
1(b) AO2	<p>Maximum of 3 marks for each description. Descriptions may be all environmental/economic or socio-cultural. Maximum of 2 marks per description if generalised/theoretical and not specific to seaside resorts or scenario. Maximum 3 marks if bullet points (BP) or list, impact stated not described/no detail. <i>Note: candidate can access full marks by concentrating on only one category of impact e.g. economic.</i></p> <p>e.g.</p> <ul style="list-style-type: none"> • Pollution (BP) • Destruction of environment (BP) • Leakage (BP) • Crime (BP) • a negative environmental impact will be litter from all the tourists visiting (1) • seasonal unemployment for unskilled workers who then have to try and find other jobs (1) • at night some visitors may become loud and abusive to locals (1). • negative impacts include water pollution in the sea (1) and the Sandy Point will have litter left from all the tourists during the Summer (1) 	

	<ul style="list-style-type: none"> • many of the hotels may be owned by large companies (1) so income does not stay in the resort (1) but goes back to head office (1) • local people may have employment in the Summer months (1) but work long hours for little pay (1). In the Winter they may be without work leading to seasonal unemployment (1) • during the 1970s when the resort was saturated with tourists the environment would have been under tremendous pressure (1), the quality of the sea water and the cleanliness of the beach may have declined (1) through littering and waste left by tourists (1) • strain would also have been put on the local community as the large numbers of tourists visiting would also be using local services (1) This could lead to traffic congestion (1), overcrowded local buses and local shops running out of everyday items (1). 	8 marks
1 (c)(i) AO1	<p>Maximum 1 mark for the public agent and 1 mark for the voluntary agent. 1 mark for each agent correctly stated must be applied to the partnership. e.g.</p> <p>Public</p> <ul style="list-style-type: none"> • Local Authority (1) • Easton by Sea Council (1) • EEDA (1) <p>Voluntary</p> <ul style="list-style-type: none"> • The National Trust (1) • 'Friends of Elwood Pier' (FEP) (1). 	2 marks
1 (c) (ii) AO1	<p>Up to 4 marks available for a clear description. Marks can be for separate points or extended responses. Maximum of 2 marks only for aims/funding not roles. Maximum 2 if no application to the scenario. Note: if c(i) is incorrect c(ii) can still be credited. e.g.</p> <ul style="list-style-type: none"> • the public sector/local authority wants to improve the local economy (1) • the Voluntary sector wants to preserve the environment (1) • local Authority has a role to provide planning permission and possibly a small grant towards a tourism development (1) whereas voluntary sector group are not likely to fund the development (1), but their role will be to lobby the Local Authority (1) • the National Trust has a role in helping to preserve the environment (1) they will not want any harm to come to areas important for wildlife e.g. Sandy Point, from any 	

	<p>development proposals (1). They will come to public meetings to voice any concerns they have about potential developments (1). Whereas the role of the local council (Easton by Sea) is to grant planning permission to the development proposals (1).</p>	4 marks
1 (d)(i) AO2	<p>1 mark for an appropriate agent within the partnership. Must be named as in partnership e.g.</p> <ul style="list-style-type: none"> • East of England Development Agency (EEDA) (1) • Easton by Sea Council • Easton Hotels Association (1) • local landowners (1) • Elwood family (1) • The National Trust (1) • 'Friends of Elwood Pier' (FEP) (1). 	1 mark
1 (d) (ii)	<p>Maximum of 4 marks available for a clear explanation. 1 mark for each objective identified up to a total of 2 marks. Maximum 2 marks if explanation only relates to conflict over development and not conflicts over objectives. Example If agent 2 = FEP</p> <ul style="list-style-type: none"> • the FEP will not want the pier destroyed as it is part of the history of the resort (1) but the Maritime Casino Investment Company wants to knock it down so they can build a marina and a casino (1) • the Maritime Casino Investment Company's main objective is economic to make a profit by locating its complex on the island and have wealthy tourists use their marina (1) - all of which will generate income (1). This objective conflicts with the objective of the FEP as they are more concerned with preserving the heritage of the pier than making profit (1). The conflict is that MCIC wants to destroy the pier to generate income and the FEP aim is to preserve the pier (1). 	4 marks
1 (d) (iii) AO4	<p>Maximum of 4 marks for a clear suggestion on how the partnership could resolve the conflicting objectives of the two agents involved and applied to the scenario. Marks can be for separate points or extended responses. Maximum 2 marks if not applied to scenario. Maximum of 3 marks if suggestion resolves conflict rather than relate to different objectives. e.g.</p> <ul style="list-style-type: none"> • if the two agents sat down at a meeting to come up with a plan (1) and therefore by working together they could resolve their differences (1) • if the Partnership had a joint planning meeting 	

	<p>where the FEP had their points heard(1) then the Investment Company could respond to these and incorporate them in their plans (1) e.g. keep the pier and build it into marina complex (1). This way they both have their objectives met so the Company makes its income and the pier is protected (1).</p>	4 marks
<p>1 (e)(i) AO1</p>	<p>Maximum 2 marks for each principle of responsible tourism described. e.g.</p> <ul style="list-style-type: none"> • care for the environment (1) • minimise negative impacts (1) • have tourism that helps locals(1) • promotes the conservation of natural and cultural heritage (2) • tourism which promotes respect between locals and tourists (2). 	4 marks
<p>1 (e) (ii) AO2</p>	<p>Maximum 6 marks awarded for clear, detailed description of one appropriate tourism development proposal linked and appropriate to the scenario/resort. Expect tourism development proposal that either promotes the resort’s history and heritage or that helps to conserve the local environment or combines both. Expect reference to Elwood pier and /or Easterly Island. Credit for one proposal only. e.g.</p> <ul style="list-style-type: none"> • the pier could be restored so that visitors can get to Easterly Island again (1) • a small museum could be set up to show what the history of the island and the resort has been since 1800 (1). It could focus on the war years and how the island was used (1) • the house and out buildings could be developed into an interactive museum (1) telling the history of the resort (1). One theme could be the ‘War Years’ (1). Tours could be organised to see the underground bunkers and have the rooms set up with artefacts (1) e.g. code -cracking machines, large maps and wax work dummies in uniforms (1). The staff could be dressed up in uniforms at the entrance to the Pier to advertise the Island’s museum to passing visitors (1). 	6 marks

Question	Example Answer	Mark Allocation
<p>1 (e) (iii)</p> <p>AO4</p>	<p>Maximum of 6 marks for clear explanation which demonstrates an understanding of one or more principles of responsible tourism (may be implicit). Marks can be awarded for separate points or extended responses. Explanation should relate to one proposal.</p> <p>Maximum of 3 marks if the explanation is descriptive and/or theoretical.</p> <p>Maximum of 3 marks awarded if response does not refer to proposal given in 1 e (ii) or if more than one proposal. e.g.</p> <ul style="list-style-type: none"> • existing buildings like the Elwood House being turned into the museum is making good use of old existing buildings (1). This will mean that it is in keeping with the environment and so will not have a negative impact and be an eyesore (1) • only local contractors will be able to bid to build the Museum (1) so that income remains locally (1) • upgrading the existing Elwood House using locally made materials (1) will minimise the environmental impact of the new museum (1). It will also generate income locally for the suppliers of the stone, bricks and slate for the roof (1). Only unemployed local people who have lost former jobs in tourism will be able to apply for many of the jobs (1) e.g. guides, café staff, ticket office (1). This will create employment and income for local people and so improve their quality of life (1). 	<p style="text-align: right;">6 marks</p> <p style="text-align: right;">Total Question (48 marks)</p>
<p>2 (a)</p> <p>AO3</p>	<p>Level 1 Tourism can have a positive impact on the economy because it may be the main source of income and employment for a destination. Local people can be employed in tourist hotels and have a range of jobs from waiters to cleaning the swimming pool.</p> <p>Level 2 Tourism can have a positive impact on a country's economy e.g. In Antigua the tourists bring foreign currency into the country and may spend money in the local economy when they are out of their hotels. This can provide income for both hotels and local traders who may have craft and souvenirs stalls set up outside of the hotel. This also means that locals have jobs to earn a living and have income to spend in the local economy.</p>	<p>Level 1 1-3 marks Basic analysis of economic impacts which may be descriptive. May be all positive or all negative. May be generalised and not specific to Antigua or other named destinations.</p> <p>Level 2 4-6 marks Some analysis of economic impacts. Clearly identifies that there are both positive and negative impacts on the economy. May be some link to Antigua. Expect</p>

	<p>However many jobs are poorly paid because they are low skilled so low wages mean locals do not benefit that much from tourism.</p> <p>Level 3 Tourism has both positive and negative economic impacts. In Antigua many of the hotels will employ local staff so providing them with employment and paying a regular wage however these jobs may be unskilled e.g. cleaner or low skilled (gardener) so the wages are quite poor. In comparison many well paid managerial jobs may be taken by foreigners, particularly where the hotel is foreign owned. This also presents problems as there will be leakage, so that only part of the income stays in the country. As many hotels are all-inclusive this means that guests will want to stay in their hotels to get their money-worth of food and drink. Few tourists may venture out and spend money in the local economy e.g. in local restaurants. <u>This has been the case in The Gambia where all-inclusive hotel development is now banned because the Government wants tourists to spend more money in the local economy and not stay in the hotels.</u> (e.g.)</p>	<p>some explanation.</p> <p>Level 3 7-8 marks Clear analysis that considers that tourism can bring both positive and negative impacts to the economy. Individual impacts are analysed with some detail.</p> <p>Examples: 2 marks for either:</p> <ul style="list-style-type: none"> reference to appropriate example which has detail <p>or</p> <ul style="list-style-type: none"> reference to two examples made with brief description of each. <p>10 marks</p>
<p>2 (b)</p> <p>A03</p>	<p>Level 1 Hiking can be bad for the environment because it can wear away the surface and many people may trample on wild flowers so destroying these. If you are using the same hiking route this will mean that the surface will be eroded far more quickly. People who are kayaking may disturb wildlife in the mangrove swamps. People may get too close to the turtles on the beaches and tread on their nesting sites.</p> <p>Level 2 Where hiking tours always follow the same routes then this can wear away the surface far more quickly and damage fragile environments. e.g. <u>In Peru, the Inca trail suffered from problems of too many walkers eroding the surface and leaving litter all along the trail. which is why they have imposed limits.</u> Hikers to islands may leave rubbish behind that may then endanger the rare birdlife, particularly if plastic bags with leftover food is eaten, the birds could choke and die. Also just by their presence they may disturb nesting birds. Hiking is a problem where it is unorganised as hikers may go off the recognised trails and venture into protected areas or areas where there are endangered species.</p>	<p>Level 1 1-3 marks Basic analysis of environmental impacts which may be descriptive. May be generalised and not specific to Antigua or activities.</p> <p>Level 2 4-6 marks Some analysis of negative environmental impacts of tourism activities. Expect links to Antigua and tourism activities given in scenario. May be detailed analysis of one activity or a basic analysis of a number of activities.</p>

	<p>Level 3 ‘Ecotourism’ activities have become popular in Antigua but many are not as kind to the environment as they make out. Hiking is one example where even organised trails have negative effects on both the surface and surrounding wildlife. e.g. <u>In Costa Rica hiking in parts of the rainforest means that it has been cut down to have clear paths through and this has disturbed rare wildlife like the butterflies and poison frogs.</u> Hiking in Antigua could damage not only the plants but the surface becomes worn away. Hiking can also disturb nesting sites of birds and turtles as people may stray off the trails as it is not necessary to take a guide. The ecotourism trips often combine a number of activities and end up at an island to snorkel over coral reef. This may not be as well supervised so tourists break off reefs when they knock into them with their flippers. This causes the reef to die. <u>e.g. In the Maldives there has been much destruction in the past with boats dropping heavy anchors onto delicate reef. Such tours with local operators use the term ‘eco’ to persuade tourist to dive with them but many were not based on the principles of responsible tourism.</u> Another popular activity in Antigua is sea kayaking to swamps - here the paddling can disturb the shallow sands of the swamp beds and affect the delicate ecosystems that support the rest of the wildlife who live in the swamps, Tourists are unaware what is happening beneath them.</p> <p><i>*e.g. level of detail is sufficient in each case to gain 2 marks each but maximum has already been reached.</i></p>	<p>Level 3 7-8 marks Clear analysis of activities and impacts in Antigua. Expect that the impacts of ‘ecotourism’ activities are analysed. A range of activities are considered to analyse the negative impacts to the environment.</p> <p>Examples:</p> <p>2 marks for either:</p> <ul style="list-style-type: none"> • reference to appropriate example which has detail <p>or</p> <ul style="list-style-type: none"> • reference to two examples made with brief description of each. <p>10 marks</p>
<p>2 (c)(i) AO4</p>	<p>Maximum 3 marks for each explanation on appropriate strategies for reducing environmental impacts caused by snorkelling over coral reefs. 1 mark for each appropriate explanation, 6x1, 2x3, 3x2. Maximum 2 marks per explanation for descriptive responses or theoretical/general not specific to coral reefs. Explanation should have some depth beyond ‘so it doesn’t get damaged’.</p> <p>Marks can be for separate points or extended responses. e.g.</p> <ul style="list-style-type: none"> • dive companies should tell people before they go in the water about how fragile coral is (1) and not to touch it with their hands (1). They could have a guide who goes in the water with the snorkellers to make sure they do not harm the coral reefs (1) • companies should make divers sign up to a 	<p>6 marks</p>

	<p>code of conduct (1) e.g. ‘Leave only Bubbles’ code for responsible diving (1) that states ‘Look don’t touch as even robust looking corals and polyps can be destroyed by the gentlest touch’ (1)</p> <ul style="list-style-type: none"> boats used to take out the snorkellers should not have heavy anchors (1) but tie up to floating pontoons (1). This means that there is less chance of the coral being broken off by the heavy anchors (1). 	
2(c)(ii) AO4	<p>Maximum 3 marks for each explanation on appropriate strategies for reducing environmental impacts caused by hiking. 1 mark for each appropriate explanation, 6x1, 2x3, 3x2. Maximum 2 marks per explanation for descriptive responses or theoretical/general not related to hiking. Marks can be for separate points or extended responses e.g.</p> <ul style="list-style-type: none"> all organised hikes should have guides who go with tourists to stop them from damaging the plants (1). The guides should lead the way so nobody goes off the path (1) hiking’s negative effects could be minimised by having experienced local guides, they will need to be well qualified (1) and continue to receive training once they are in post (1) so that they can become more experienced at educating tourists about the environment (1) the guides could give a talk to the tourists to explain about the fragile environment and wildlife they are hiking through before they set out (1) and issue them with a code of conduct for hikers to sign up to (1). If hikers are made aware then they are less likely to cause damage and will keep to the proper trails. (1) information boards could be set up along trails (1) to explain about how careless hikers could damage the environment (1) where hiking has damaged certain trails, these can be fenced off (1) to allow the fragile vegetation and rare species of flowers to have time to grow back (1). 	6 marks

Question	Example Answer	Mark Allocation
2(d) AO3	<p>Maximum 3 marks for each negative socio-cultural impact of tourism explained which is appropriate to Antigua. Maximum 2 marks if explanation does not relate to impacts of tourism. Maximum of 2 marks if theoretical responses.</p> <p>1 mark for each impact stated as bullet point (BP) list to a maximum of 2 marks. e.g.</p> <ul style="list-style-type: none"> • crime increases (1) • commodification (1) • standardisation (1) • demonstration effect (1) • staged authenticity (1) • clash of cultures (1) • ignorance of religious or local values/customs (1) • crime (1) • child labour (1) • prostitution (1) • local resource usage (1) • seeing rich tourists may encourage poor local people to turn to crime (1) e.g. mugging the tourists for their expensive jewellery (1) • local people may see the wealth that the tourists have (1) and so mug them for their watches and jewellery, (1) particularly if they are from the cruise ships and only on the island for a short while (1). 	6 marks
2 (e)(i) AO1	<p>Up to 2 marks for appropriate socio-cultural objective of tourism development.</p> <p>e.g.</p> <ul style="list-style-type: none"> • tell tourists about local customs (1) • to improve the cultural awareness of tourists (2) 	2 marks
2 (e)(ii) AO1	<p>Up to 2 marks for appropriate political objective of tourism development.</p> <p>e.g.</p> <ul style="list-style-type: none"> • get the island better known (1) • to enhance the image of Antigua as a tourist destination (2) 	2 marks
Total question 2 (42 marks)		
Paper Total (90 marks)		

Unit 7: Responsible Tourism Assessment Grid

AO1 - Demonstration of Knowledge, Understanding and skills

AO2 - Application of Knowledge, Understanding and Skills

AO3 - Research and Analysis

AO4 - Evaluation - evaluate to make judgements, draw conclusions and make recommendations

Question number	Assessment Objectives			
	AO1 (15-25%)		AO1 (15-25%)	
1ai	4	1ai	4	1ai
1aii	1	1aii	1	1aii
1aiii		1aiii		1aiii
1b		1b		1b
1ci	2	1ci	2	1ci
1cii	4	1cii	4	1cii
1di		1di		1di
1dii		1dii		1dii
1diii		1diii		1diii
1ei	4	1ei	4	1ei
1eii		1eii		1eii
1eiii		1eiii		1eiii
2a		2a		2a
2b		2b		2b
2ci		2ci		2ci
2cii		2cii		2cii
2d		2d		2d
2ei	2	2ei	2	2ei
2eii	2	2eii	2	2eii
Total (marks)	19	Total (marks)	19	Total (marks)
Total (%)	21%	Total (%)	21%	Total (%)

