

Mark Scheme (Results)

June 2010

GCE

GCE Travel and Tourism (6993/01)

Unit 7: Responsible Tourism

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Summer 2010

Publications Code UA023518

All the material in this publication is copyright

© Edexcel Ltd 2010

Assessment Objectives

A01	Demonstration of Knowledge, Understanding and skills
A02	Application of Knowledge, Understanding and Skills
A03	Research and Analysis
A04	Evaluation - evaluate to make judgements, draw conclusions and make recommendations

Question Number	Answer	Mark
1(a) AO1	<p>1 mark for each aim.</p> <p>Do not credit text 'lifted' direct from the case study, i.e. - "protecting the special qualities of the natural landscape as well as promoting understanding and enjoyment"</p> <p>Aim</p> <ul style="list-style-type: none"> • to conserve wildlife (1) • to provide opportunities for enjoyment (1) • to preserve the special qualities of the park for future generations to enjoy (1) • to enhance understanding and enjoyment (1) • to look after the economic and social well being of people who live and work there (1). 	(2)
1(b)(i) AO1	<p>1 mark for identifying sector</p> <ul style="list-style-type: none"> • public 	(1)
1(b)(ii) AO1	<p>Up to 3 marks for description of role. Expect some reference to tourism or tourism development. May be implied. Marks for points or extended responses.</p> <p>Max 2 marks if no reference to tourism development or tourism. E.g.</p> <ul style="list-style-type: none"> • Manages forests for the public to enjoy (1) • Provides talks and guided walks (1) • Provides opportunities for recreational use of forests (2) • Creates visitor centres and forest trails for visitors to enjoy and learn about the environment (3) • Partner with The Camping and Caravanning Club and provides Forest Holidays offering accommodation in log cabins or for touring caravans and tents (3). 	(3)

Question Number	Answer	Mark
1(c) AO2	<p>1 mark for correctly identifying voluntary sector agent</p> <ul style="list-style-type: none"> • Northumberland Wildlife Trust • CPRE • Save our Squirrels. <p>1 mark for identifying role in tourism development</p> <p>NWT</p> <ul style="list-style-type: none"> • creating nature reserves (1) • offering guided walks (1). <p>CPRE</p> <ul style="list-style-type: none"> • Ensures new tourism developments do not harm the environment (1). <p>SOS</p> <ul style="list-style-type: none"> • Raises awareness of native red squirrel (1) • Educates visitors (1). 	(2)

Question Number	Answer	Mark
<p>1(d)</p> <p>AO1</p> <p>AO2</p>	<p>Up to 6 marks for explanation of positive impacts. Marks for individual points or extended responses. For full marks must be applied. Max 3 for lists of positive impacts. 1x6, 2x3, 3x2, 6x1</p> <p>1 mark for each clear point</p> <p>2 marks for each of 3 points with detail</p> <p>3 marks for two detailed and applied points</p> <p>6 marks for one integrated, detailed response applied.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Conservation (1) • Tourism Education (1) • Preserving habitats (1) • Increased income (1) for local businesses in Hawes (1) • They have created a special area and this means that the habitat is protected (1) so that there is a safe home for red squirrels to live (1) • The trail and information boards will raise awareness (1) with visitors (1) • The trail allows people who have not seen red squirrels (1) to go and enjoy watching them in the wild (1) • This development offers a number of positive environmental impacts. Firstly, the Reserves offer a safe home for the red squirrels (1) and this will conserve the species for everyone to enjoy (1). By offering guided walks, leaflets and talks this is tourism education (1) and visitors can learn more about the squirrels whilst enjoying watching them (1). This means they might donate money to the charities looking after them (1) such as SOS creating more money for environmental protection (1). <p>For full marks must be explained and applied.</p>	<p>(6)</p>

Question Number	Answer	Mark
<p>1(e)</p> <p>AO3</p>	<p>Up to 4 marks available for details of partnership. Expect details e.g. names of agents, place names, projects to give evidence of research. Max 2 marks if no evidence of research. Must be apparent how partnership either:</p> <p>A. Resolves Conflicts between agents of tourism development Or B. Maximises Benefits of tourism</p> <p>Responses will include a variety of partnerships - do not have to have a specific name but expect agents to be identified to credit research aspect. Credit references to agents 'working together'. Expect a connection between agents A -responses may relate to how problems/negative impacts resolved B - responses should relate to benefits/positive impacts of tourism not increased profits for tourism businesses.</p> <p>For full marks - at least 1 agent named, research evident and appropriate partnership/working together related to tourism</p>	<p>(4)</p>

Question Number	Indicative content
<p>1(f)(i)</p> <p>A03</p> <p>QWC (i-iii)</p>	<p>Up to 8 marks available for analysis. Responses should refer to the impacts of the tourist activities on the environment and consider positive and negative.</p> <p><i>The candidate's responses may not coincide with examiner's views but answers should be marked positively; evidence of understanding of negative environmental impacts and activities should be credited. This list is not exhaustive</i></p> <p>Likely to make reference to:</p> <p><u>Positive Impacts</u></p> <ul style="list-style-type: none"> • Tourism education • Conservation • Improving Access • natural stone <p>Application -</p> <ul style="list-style-type: none"> • Tourism Education 'Falcon Watch' / 'Aren't Birds Brilliant' spreads awareness, people make donations or join RSPB so more money is raised for conservation • Limestone footpaths created to blend in with environment <p><u>Negative Impacts</u></p> <ul style="list-style-type: none"> • Foot path erosion • Cost of repairs • Disturbing nests - climbers • Damaging plants - climbers • Overcrowding/traffic congestion linked to high visitor numbers <p>Application</p> <ul style="list-style-type: none"> • climbers' bolts will destroy the rare plants that live in the cracks. • Litter may be left over from picnics at the base of the Cove - crisp packets and plastic bottles could be a hazard to small animals. • Environmental damage - steps • Dogs worrying sheep - lambs • Visual intrusion of built footpath <p><i>Candidates are not expected to deal with every point and may be rewarded well for a comparatively small number of points if these are developed and sustained.</i></p> <p style="text-align: right;">Descriptors on next page</p>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1- 3 marks	<p>Basic responses which are mainly descriptive. May be theoretical and generalised with little attempt to link the impacts of the activities to the case study/Cove.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 6 marks	<p>Responses with some analysis and some application to the Cove and tourist activities. May be clear application and limited analysis, or clear analysis with little application. May consider positive or negative impacts.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	7 - 8 marks	<p>Responses with detailed analysis applied to the Cove/activities throughout. May give appropriate examples from other destinations to support analysis. Will consider positive and negative impacts.</p> <p>The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

Question Number	Example Answer	Mark
<p>1(f)(ii)</p> <p>AO4</p>	<p>Up to 2 marks for each realistic suggestion of how negative impacts could be reduced. Second mark for detail.</p> <p>E.g.</p> <ul style="list-style-type: none"> • fines (1) • park and ride (1) can accept visitor traffic management ideas resulting from high visitor numbers taking part in tourism activities at the Cove • impose restrictions (1) so that can't climb rock face in nesting season (1) • zoning (1) only allow rock climbing away from the nest (1) • create a picnic area (1) away from the farmer's fields so that litter is not a danger to the sheep (1) • a code of conduct for climbers (1) so they know not to put bolts into the cracks where rare plants live (1). 	<p>(4)</p>
Total for question 1		30 marks

Question Number	Example Answer	Mark
2 (a) (i) AO1	<p>1 mark for each principle stated.</p> <p>Must be worded as a 'principle' i.e. with 'action verb' E.g.</p> <ul style="list-style-type: none"> • to <i>minimise</i> negative economic, environmental and socio-cultural impacts (1) • to minimise negative economic impacts (1) • to <i>create</i> economic benefits for locals and improve their quality of life (1) • to maximise socio-cultural impacts (1) • to <i>promote</i> respect between tourists and locals (1) • to maximise positive environmental impacts (1). <p>Only 1 mark available so can accept 'maximise' impact or 'minimise' impact if the type of impact is stated. Do not credit twice.</p> <p>Do not credit answers such as:</p> <ul style="list-style-type: none"> • minimise negative impacts (0) • Maximise positive impacts (0) • Minimise negative and maximise positives (0) • to <i>promote</i> the conservation of natural and cultural heritage (0 given in the question). 	(2)

Question Number	Answer	Mark
2 (a) (ii) AO2	<p>Up to 2 marks for each explanation of how principle could be achieved. Max 1 if description only. Not dependent credit for understanding if 2ai incorrect</p> <p>Responses should relate to what destinations, planners, organisations and developers can do, not what tourists can do.</p> <p><u>Principle - to minimise negative economic, environmental and socio-cultural impacts</u></p> <p>Accept reference to one type or all negative impacts but must include explanation.</p> <ul style="list-style-type: none"> • involve locals (1) • do an impact assessment (1) • create footpaths (1) to stop erosion (1) • to minimise leakage do not allow all inclusive hotels at a destination so all the money stays there (2). • conduct an impact assessment before any development to identify likely impacts (2) • hold a meeting with locals affected by tourism development to agree a plan to avoid negative impacts (2) <p><u>Principle: creates economic benefits for local people and improves their quality of life</u></p> <p>Explanation -</p> <ul style="list-style-type: none"> • give local people jobs (1) • rules to ensure that any new tourism development has to employ a percentage of local people so they benefit with wages (2) • give local people jobs and training so they have skills and can get jobs earning them money (2) • make improving infrastructure part of the development plan so locals benefit for electricity and water supplies (2) <p><u>Principle: promotes respect between tourists and local people</u></p> <ul style="list-style-type: none"> • educate tourists (1) • educate tourists about local culture (2) • employ locals as guides to create interaction between them (2). 	(4)

Question Number	Example Answer	Mark
2(b)(i)	1 mark for correct stage identified	(1)
A01	X - development	

Question Number	Example Answer	Mark
2(b)(ii)	1 mark for each characteristic of the development stage identified:	(4)
A02	<ul style="list-style-type: none"> • The number of tourists keeps increasing/increases rapidly (1) • Tourists attracted by natural and cultural attractions (1) • More facilities are built e.g. hotels (1) • Improved infrastructure (1) • Local people become more involved in promotion and development of tourism (1) • The area becomes established as a tourist destination (1) • The area has an identified market (1). <p><i>For full marks must not refer to characteristics of other stages. If 2bi, incorrect credit to a max of 2 characteristics of stage identified. Not dependent.</i></p>	

Question Number	Example Answer	Mark
<p>2 (c)</p> <p>A02</p> <p>A04</p>	<p>1 mark for each appropriate proposal suggested. In this series only credit if stated a management strategy/method not proposal e.g. legislation/zoning.</p> <p>Up to 5 marks available for each clear detailed description of a tourism development proposal.</p> <p>The proposal should be appropriate in terms of the principle of responsible tourism to conserve the natural and/or cultural heritage of the island.</p> <p>Expect there to be a description of what it is, where it is and what there is to do there, possibly who will go.</p> <p>Max 2 marks for responses that only give explanations of how promotes cultural/natural heritage</p> <p>Do not credit developments that already exist/given in Case study</p> <p>1 mark for each clear point</p> <p>2 marks for each of 2 points with detail and applied</p> <p>5 marks for one integrated, detailed response fully applied.</p> <p>Max 4 marks if no application to Ibiza/case study information</p> <p>Proposal may include:</p> <ul style="list-style-type: none"> • Guided tours (1) • Build visitor centre (1) • More self catering in finca style buildings (1) • Guided walks (1) • Nature based holidays (1) • Museum (1) accept • promotion/marketing ideas (0) <p>Guided Tours of the island (1) - these could be based on the cultural history of the island (1) and a local person dressed in traditional costume (max 1) could be the guide. It would include visiting the ruins at sa Caleta (1) to see how the ancient civilisations lived (1); a tour around the city walls of the Dalt vila (1) could be included finishing with a boat trip around the port (1) to view the walls from the sea and imagine how potential invaders felt when attacking (1) max 5</p>	<p>(12)</p>

Question Number	Example Answer
<p>2 (d)</p> <p>A03</p> <p>QWC (i-iii)</p>	<p>Up to eight marks available for the analysis</p> <p><i>The candidate's response may not coincide with examiner's view but answers should be marked positively; evidence of understanding o the positive impacts of the rejuvenation stage should be credited. Application to the case study or examples from elsewhere to be credited.</i></p> <p>Economic impacts More tourists arriving New jobs created - in new hotels and attractions Benefits to the multiplier effect Attracts inward investment for re-development Re-imagining so can target new markets such as high spender higher disposable income Costs may go up and put 18-30 off going - families may decide to re-visit if quieter</p> <p><u>Application</u></p> <p>700km of cycle routes - cyclists are targeted because they 'travel light' - credit cards lots disposable income Closing clubs spreads tourism income will spend money in other shops/bars Creation of more 5 star hotels attracting 'super-rich' more disposable income and new business opportunities for locals to earn money selling designer goods, cleaning services for villas etc Regenerated airport - private jets, wealthy tourists.</p> <p>Cultural impacts Revival of traditional customs, events, festivals Protect existing skills Raise awareness of cultural heritage Protects important sites</p> <p><u>Application</u> Es Verda - where yoga classes held could be turned into a retreat attract different types of customers Dalt Vila WHS - can promote more attract cultural tours. Locals not as badly disturbed by clubbers if close 6am to noon there will be less resentment Now known for its fine dining and excellent food.</p> <p>Environmental impacts Landscaping and reviving areas Street furniture Conservation</p> <p><u>Application</u> Tourism excellence plans Nature reserves</p> <p><i>Candidates are not expected to deal with every point and may be rewarded well for a comparatively small number of points if these are developed and sustained.</i></p>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1- 3	<p>Basic responses which are mainly descriptive. May be theoretical and generalised with little attempt to link to the holiday details. Little or no justification for views given.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
Level 2	4 - 6	<p>Responses with some analysis and some application to case study/Ibiza and/or rejuvenation stage. May be clear application and limited analysis, or clear analysis with little application. Considers more than 1 impact.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
Level 3	7 - 8	<p>Responses with detailed analysis applied to the case study/Ibiza/rejuvenation throughout. Considers all areas of impacts. May give appropriate examples from other destinations to support analysis. May suggest what else could be done.</p> <p>The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>
Total for Question 2		30 marks

Question Number	Answer	Mark
3(a)(i) AO1	<p>Up to 2 marks for description of one positive economic impact. Second mark for detail/examples</p> <p>e.g.</p> <ul style="list-style-type: none"> • multiplier effect (1) • employment opportunities (1) • improved infrastructure (1) • multiplier effect where the money from tourism is spread through the economy (2) • employment opportunities are created such as jobs in hotels (2) 	(2)

Question Number	Answer	Mark
<p>3(a)(ii)</p> <p>A01</p>	<p>Up to 2 marks for description of one negative environmental impact. Second mark for detail/examples</p> <p>E.g.</p> <ul style="list-style-type: none"> • Traffic congestion (1) • Loss of habitats (1) • Pollution (1) • Traffic congestion is where there is too much traffic and traffic jams are created and there is nowhere to park (1) • Areas of land are cleared for tourism development and wildlife habitats are lost (1) 	<p>(2)</p>
<p>3 (a)(iii)</p> <p>A01</p>	<p>Up to 2 marks for description of one positive environmental impact. Second mark for detail/examples</p> <p>E.g.</p> <ul style="list-style-type: none"> • Environmental education (1) • Regeneration (1) of rundown or derelict areas (1) • Conservation (1) • Locals are educated about their environment such as learning about the wildlife and how to look after it (2) 	<p>(2)</p>

Question Number	Answer	Mark
<p>3(b)(i)</p> <p>AO2</p>	<p>Up to 4 marks for explanation of method. Must be clear that it is maximising positive economic impact. (1x4, 2x2, 4x1)</p> <p>1 mark for each clear point up to a maximum of 4.</p> <p>2 marks for each of 2 explained points with detail</p> <p>4 marks for 1 integrated response with explanation</p> <p>Max 2 marks for description only. Examples may be credited.</p> <p><u>A. Retention of Visitor spending</u></p> <p>Max 2 marks for explanations relating to -</p> <ul style="list-style-type: none"> ▪ keeping money at the destination ▪ everything needed is at the destination ▪ stopping leakage - negative economic impact ▪ benefit locals/infrastructure/local area <p>For full marks responses should relate to maximising positive economic impact/s.</p> <p>Eg.</p> <ul style="list-style-type: none"> • More money is kept at the destination (1) • Money can be used to improve destination (1) • Benefits of multiplier effect more money spent at destination more money in local economy (2) benefits all businesses (1) • Visitors are encouraged to stay longer (1) and pay for accommodation (1) • Visitors are encouraged to stay longer perhaps stay for a short break rather than a day trip. This means that more money is spent in the destination on things such as accommodation(4) <p><u>B. Training and employment of local people</u></p> <p>Max 2 marks for explanations relating to</p> <ul style="list-style-type: none"> - 'improving quality of life' - type of training/benefits tourists <p>For full marks responses should relate to maximising positive economic impact/s. Not socio-cultural impacts.</p> <p>Eg:</p> <p>Jobs are created for local people (0)</p> <p>Training is provided for local people so they will be able to have a career in tourism (1) and earn money (1)</p> <p>If locals are able to earn money from jobs in tourism they can spend it in local shops and so the shopkeepers earns more money this is how the multiplier effect boosts local economies (4)</p> <p>As part of tourism development jobs are created in tourism for local people and training is provided (1) so they can learn new skills (1) such as management (1). This means that will be able to get better paid jobs (1)</p> <p>Look for development/linkages</p>	<p>(4)</p>

Question Number	Answer	Mark
<p>3 (b) (ii)</p> <p>AO2</p>	<p>Up to 4 marks for explanation of method. Must be clear that it is minimising negative environmental impacts of tourism. No marks for repeating method. Examples may be credited.</p> <p>Max 2 marks for:</p> <ul style="list-style-type: none"> - description only <p>(1x4, 2x2, 4x1)</p> <p>1 mark for each clear point up to a maximum of 4.</p> <p>2 marks for each of 2 explained points with detail</p> <p>4 marks for 1 integrated response with explanation</p> <p>E.g.</p> <p><u>C. Planning Control</u></p> <ul style="list-style-type: none"> • Building height is restricted (1) • Building restrictions enforced in protected areas (1) • Laws are brought in (1) so that new developments blend into the environment (1) • Controls exactly what is developed/built i.e. size, design, materials and where it is permitted (2) • Where legislation is used (1) to ensure that all new tourism developments are in keeping with the area (1) and match existing buildings (1) this could be by using local stone (1) <p><u>D. Implementing the results of environmental impact assessment</u></p> <ul style="list-style-type: none"> • This happens before development takes place (1) • An EIA is used to establish any potential negative environmental impacts (1) of new developments (1) before planning permissions are granted (1) • The EIA will identify any potential negative environmental impacts of a proposed tourism development (1) so that damage can be minimised. The results may suggest that developers change their plans (1) to protect vulnerable habitats (1) <p>Note responses for EIA should be about using results for future/new developments, researching negative environmental impacts first and then putting plans in place to reduce.</p>	<p>(4)</p>

Question Number	Answer	Mark
<p>3 (c) (i)</p> <p>A03</p>	<p>Up to 6 marks for explanation of how the impacts of tourism are managed at a destination selected by the candidate.</p> <p>Maximum 3 marks for</p> <ul style="list-style-type: none"> • theoretical responses with no evidence of research. • evidence of research but responses not related to managing the impacts of tourism. <p>1 mark for each clear point up to 6 points, 3 if no explanation 2 marks for each of 3 points with detail evidencing research. 3 marks for each of 2 points with detail evidencing research and explained. 6 marks for 1 integrated response fully explained, showing clear evidence of research.</p> <p><i>The candidate's responses may not coincide with examiner's views but answers should be marked positively; evidence of research and understanding of tourism education managing impacts should be credited.</i></p> <p>Candidates will give details of a variety of destinations.</p> <p>These may include</p> <ul style="list-style-type: none"> • The Inca Trail • The Gambia • Examples used on past papers 	<p>(6)</p>

Question	Indicative content	
3(c) (ii) AO4	<p><i>The candidate's response may not coincide with examiner's view but answers should be marked positively; evidence of understanding of responsible tourism and the possible impacts of tourism should be credited.</i></p> <p>References to responsible tourism may be implied rather than clearly stated.</p>	
Level	Mark	Decsriptor
	0	No rewardable material.
Level 1	1-3	Basic responses which are mainly descriptive. May be theoretical and generalised with little attempt to link to the stated destination/response given in 3c(i).
Level 2	4-6	Responses with assessment and application to the destination/response given in 3c(i) and principles of responsible tourism.

Question Number	Example Answer	Mark
3(d) AO4	<p>Up to 4 marks available for suggestions for Code of Good Practice. Must be applicable and appropriate actions international hotel chains could adopt to support responsible tourism at destinations. No marks for explanations or stating principles verbatim. Should be worded as a code. E.g.</p> <ul style="list-style-type: none"> • Employ local people • Use local food suppliers • Reduce imports • Build using local materials • Landscape the area • Go green - no swimming pools if water in short supply <p>Should be realistic and appropriate for hotel. Do not credit repeat/similar statements.</p>	(4)
Total for Question 3		30 marks
TOTAL FOR PAPER: 90 MARKS		

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UA023518 Summer 2010

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH