

Mark Scheme (Results)

January 2013

Travel and Tourism (6993)  
Unit 7: Responsible Tourism

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link:

[www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2013

Publications Code UA034251

All the material in this publication is copyright

© Pearson Education Ltd 2013

Question Number	Answer	Mark		
<b>1(a)(i)</b>	1 mark for each sector identified correctly.			
	Organisation	Public	Private	Voluntary
	Hoseasons		✓	
	VisitEssex	✓		
	Tendring District Council	✓		
	English Heritage	✓		
				<b>(4)</b>

Question Number	Answer	Mark
<b>1(a)(ii)</b>	<p>Up to 3 marks for <b>description</b> of each role. Expect some reference to tourism or tourism development. May be implied. Marks for points or extended responses. Credit ONE role only.</p> <p>Max 2 marks if generic roles/aims with no reference to tourism development or tourism.</p> <p>Eg</p> <p><b>Hoseasons</b></p> <ul style="list-style-type: none"> <li>• Increase customer numbers (1)</li> <li>• Develop new tourism products (1)</li> <li>• Increase spending/make money (1)</li> <li>• To help to promote tourism in Essex/Sunshine Coast/Clacton (1)</li> <li>• Develop promotional campaigns (1)</li> <li>• Form partnerships (1) with other private and/or public sector organisations (1)</li> <li>• Provide accommodation(1) for those on a budget/affordable (1) and increase their market share (1)</li> </ul> <p><b>Tendring District Council</b></p> <ul style="list-style-type: none"> <li>• Makes sure jobs are created for locals (1)</li> <li>• Ensure development is sustainable (1)</li> <li>• Promote the area to attract more tourists (1)</li> <li>• market the image of the sunshine coast (1) within the UK (1)</li> <li>• Grants planning permission (1) for all new tourism developments in Tendring (1) ensuring developments benefit the local people and economy/is responsible (1)</li> </ul>	<b>(6)</b>

Question Number	Answer	Mark
1a(iii)	<p>Up to 4 marks for explanation. For full marks must be applied to both Tendring District Council/TDC and Hoseasons' Martello Beach aims and <b>reasons for conflict given</b>. Aims to be credited may be implied. Max 2 marks for describing aims/roles.</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• Hoseasons want to make money/profit (1)</li> <li>• TDC want to help the local people/economy (1)</li> <li>• TDC want to bring in more money from tourism (1) to boost the local economy/create jobs (1)</li> <li>• TDC care for the local community and jobs (1), Hoseasons focus is about making money (1)</li> <li>• Hoseasons' aim is to make a profit (1) their Martello Beach holiday park is targeted at people on a tight budget (1) whereas TDC aim is to attract high spenders (1) but if the resort goes upmarket, Hoseasons might lose customers and profit (1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
1(b)	<p>Up to 2 marks for suggestion. Marks for two separate points or one with detail. <b>Does not have to be applied</b>.</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• have a meeting (1)</li> <li>• reach a compromise (1)</li> <li>• get everyone together (1) and come up with a plan (1)</li> </ul>	<b>(2)</b>

Question Number	Indicative Content	
1(c)(i) QWC*	<p>Responses are likely to include:</p> <p><b>Characteristics of Decline Stage</b></p> <ul style="list-style-type: none"> <li>• <u>tourist numbers decreasing</u> town not earning any money from tourism will lead to job losses, businesses going bankrupt; not receiving benefits of multiplier effect</li> <li>• <u>area suffering economic downturn</u> shown by high number of people on benefits - suggests no jobs; housing is rented another sign of weak local economy; businesses have closed e.g. whelk shops</li> <li>• <u>poor image</u> being rated most deprived place in UK won't help and will put people off going at all, so situation will get worse; crime, drugs and thefts will also put people off going; also investors unlikely to risk investing in the area due to poor image</li> <li>• <u>failing to attract tourists back as repeat visitors</u> Clacton only two miles away so no reason to visit Jaywick</li> </ul> <p>Candidates are not expected to address all these points. <i>The candidate's response may not coincide with examiner's view but answers should be marked positively; evidence of understanding of the impacts of tourism should be credited.</i></p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<p>Basic responses that are mainly descriptive, possibly limited reasoning /application. At this level, may be generalised possibly just listing the characteristics with limited application to Jaywick; or it may be all about Jaywick given in the stimulus.</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>
<b>Level 2</b>	4-6	<p>Responses with some analysis and some application to Jaywick and the characteristics of the decline stage. May be clear application and limited analysis, or clear analysis with little application. Analysis may be theoretical in parts.</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>
<b>Level 3</b>	7-8	<p>Responses will demonstrate a sustained and balanced analysis focused on Jaywick making links between the characteristics of decline and the information in the stimulus; ideas will be developed.</p> <p>The candidate uses 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	Answer	Mark
1(c)(ii)	<p>Responses may vary. Up to 3 marks available for each aim. Credit <b>valid ideas and detail</b>. No need for explanations. Do not credit repeat ideas. For full marks should be appropriate for a run-down seaside resort in the UK and clearly meet aims, could be implied.</p> <p>Aims:</p> <p><u>Improve the perception as a tourism destination</u></p> <ul style="list-style-type: none"> <li>• Work with VisitEssex(1)</li> <li>• Form partnerships with VisitEssex (1) and ferry companies operating out of Harwich (1) to bring in European visitors (1) (could link to spend Euro value)</li> <li>• Partnerships with airlines (1)– promotions and special offers (1)</li> <li>• Marketing campaigns overseas (1) to destinations served by airlines and ferry operators (1)</li> </ul> <p><u>Increase the amount of money visitors spend</u></p> <ul style="list-style-type: none"> <li>• Create more opportunities for spending money (1) – encourage investment in new attractions (1) e.g. develop Martello Tower, fun fair on beach (1)</li> <li>• Work with Hoseasons to upgrade holiday park (1), modernise and charge more to target more affluent visitors (1)</li> </ul> <p><u>Extend the length of time visitors stay</u></p> <ul style="list-style-type: none"> <li>• Partnerships offering short breaks (1) – target day trippers staying in Clacton and London (1) – could be themed historical attraction (1)</li> <li>• Partnership with London based coach firms (1) offering invasion tours (1)</li> <li>• More attractions and places to visit, things to do (1)</li> </ul> <p><u>Attract higher spending visitors.</u></p> <ul style="list-style-type: none"> <li>• Need luxury developments (1)– 5 star hotel, spa complex (1)</li> <li>• Develop as a wedding destination – beach (1)</li> </ul>	(6)

**Total for Question 1 – 30 marks**

Question Number	Answer	Mark
<b>2(a)(i)</b>	<p>1 mark for each principle identified. Must be worded as a 'principle' i.e. with 'action verb'</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• to <i>minimise</i> negative impacts (1) - economic, environmental and socio-cultural impacts (1)</li> <li>• to <i>create</i> economic benefits (1) for locals and improve their quality of life (1)</li> <li>• to <i>promote</i> respect (1) between tourists and locals (1)</li> <li>• to promote conservation (1) of natural and cultural heritage (1)</li> </ul> <p>Do not credit answers such as:</p> <ul style="list-style-type: none"> <li>• maximise positive impacts (0)</li> <li>• other types of tourism 'green tourism' (0)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
2(a)(ii)	<p>Up to 3 marks for each <b>explanation</b> of how principle could be achieved. Max 1 if description only.  Responses should relate to what destinations, planners, organisations and developers can do, not what tourists can do.</p> <p><u>Principle: creates economic benefits for local people and improves their quality of life</u></p> <ul style="list-style-type: none"> <li>• give local people jobs (1)</li> <li>• rules to ensure that any new tourism development (1) has to employ a percentage of local people (1) so they benefit with wages (1)</li> <li>• give local people jobs and training (1) so they have skills (1) and can get jobs earning them money (1)</li> <li>• make improving infrastructure part of the development plan (1) so locals benefit (1) e.g. with electricity, drinking water and sewage systems (1)</li> </ul> <p><u>Principle: promotes respect between tourists and local people</u></p> <ul style="list-style-type: none"> <li>• educate tourists (1)</li> <li>• educate tourists (1) about local culture (1)</li> <li>• employ locals as guides (1) to create interaction between them and tourists (1) so tourists will appreciate the local culture more (1).</li> </ul> <p><u>Principle: promotes conservation of cultural and natural heritage</u></p> <ul style="list-style-type: none"> <li>• give grants for building conservation (1)</li> <li>• create National Parks or wildlife reserves (1) because this will help to protect flora and fauna (1)</li> <li>• allow visitors to access historical buildings (1) and give them learning opportunities (1) so they understand how important it is to continue looking after them (1)</li> </ul> <p><u>Principle: minimise negative environmental, economic and socio cultural impacts</u></p> <p><i>For full marks do not have to mention how to reduce all three types of impacts, one in detail is sufficient.</i></p> <ul style="list-style-type: none"> <li>• Plan how to control visitor numbers (1)</li> <li>• Incorporate park and ride schemes into plan (1) to reduce likely impact of increased numbers of cars (1)</li> <li>• Planners should do an environmental impact assessment (1) before development to identify possible negative impacts (1). They can then plan to reduce these impacts in their development plans such as protecting habitats for wildlife (1).</li> </ul>	<b>(6)</b>



Question Number	Answer	Mark
2(b)(i)	<p>1 mark for each socio-cultural objective. Do not credit impacts or principles of responsible tourism. Should be worded as an objective.</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• to promote respect (0) between tourists and locals (0) – this is a principle</li> <li>• to create economic benefits (0)</li> <li>• to prevent westernisation (0)</li> <li>• to preserve culture (1)</li> <li>• to promote cultural understanding (1)</li> <li>• to encourage positive host-tourist interactions (1)</li> <li>• to improve local people’s quality of life (1)</li> <li>• to raise awareness/educate of local culture and heritage (1)</li> <li>• to improve infrastructure (1)</li> </ul> <p>credit any other valid response</p>	(2)

Question Number	Answer	Mark
2(b)(ii)	<p>1 mark for each economic objective. Do not credit economic impacts or principles of responsible tourism. Should be worded as an objective</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• multiplier effect (0) impact</li> <li>• to create economic benefits for locals (0) principle</li> <li>• to prevent leakage (0)</li> <li>• employment creation/jobs (1)</li> <li>• to increase foreign currency earnings (1)</li> <li>• to encourage tourist contributions to the multiplier effect (1)</li> <li>• to attract investment from overseas (1)</li> <li>• to impose minimum/fair wages (1)</li> </ul> <p>credit any other valid response</p>	(2)

Question Number	Indicative Content	
<b>2(c)</b>	<p><b>Negative impacts – environment</b></p> <ul style="list-style-type: none"> <li>• Noise and pollution from tourists – travelling by river</li> <li>• Animals will move away</li> <li>• Nocturnal animals disturbed by night walks</li> <li>• Disruption of habitats when build lodges/forest trails</li> <li>• Uncontrolled development may occur</li> <li>• 35 metre tower will have led to some forest clearance</li> </ul> <p><b>Positive impacts – environment</b></p> <ul style="list-style-type: none"> <li>• People can be educated about wildlife – giant otters</li> <li>• Money can be used for conservation projects</li> <li>• Raise awareness – rainforest walks</li> </ul> <p><b>Negative impacts – socio-cultural</b></p> <ul style="list-style-type: none"> <li>• Loss of traditions – indigenous people</li> <li>• Loss of cultural identify</li> <li>• Westernisation</li> <li>• Intrusion – isolated groups no contact with outside world</li> <li>• Staged authenticity</li> </ul> <p><b>Positive impacts – socio-cultural</b></p> <ul style="list-style-type: none"> <li>• Interact with other cultures</li> <li>• Can teach tourists about culture – how to find medicinal plants</li> <li>• Raise awareness of rich culture – guides from local community</li> <li>• Preserves customs</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	Basic responses that are mainly descriptive with possible limited reasoning or application.
<b>Level 2</b>	4 -6	Responses with some analysis and some application to the Amazon rainforest. Responses may focus on either socio cultural or environmental impacts.
<b>Level 3</b>	7-8	Responses with sustained analysis and clear links to the Amazon rainforest. Responses focus on both socio cultural and environmental impacts. The analysis should be balanced.

Question Number	Indicative Content
<p><b>2(d)</b> <b>QWC*</b></p>	<p>Candidates may take different approaches. Credit for skills of assessment, application and understanding of responsible tourism. May refer to principles or write generically. Likely to refer to:</p> <p>Principles</p> <p><b>Create economic benefits</b> 60% profits go to local community Locals have decision making powers Locals are trained so will have skills to take control after agreement ends</p> <p><b>Promotes respect</b> Visitors learn about medicines and way of life of Ese'eja on guided walks</p> <p><b>Conservation of natural and cultural heritage</b> Thatched buildings – traditional materials – wood, palm fronds, clay Unobtrusive – hidden by the trees Uses existing Amazonian architecture 'in keeping' Keeps traditions/skills – hand woven thatch roof Skilled guides so tourists can learn about heritage</p> <p><b>Minimising negative environmental, socio-cultural, economic impacts</b> Local cooking reduces need for imports No pollution from cars, tourists have to walk to lodge Reduced waste if use local materials and food</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<p>Basic responses that are mainly descriptive with possible limited reasoning or application. May just state each principle.</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>
<b>Level 2</b>	4 - 6	<p>Responses with some assessment and some application to Posada Amazonas and responsible tourism/RT. May be clear application and limited assessment, or clear assessment with little application. At this level expect some attempt to justify.</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>
<b>Level 3</b>	7 -8	<p>Responses with sustained assessment focused on Posada Amazonas throughout. Clear reasoning related to responsible tourism and its principles. Clear links made between Posada Amazonas and RT. May be selective of which principles/aspect the lodge supports – i.e. considers extent to which at this level and justifies reasoning.</p> <p>The candidate uses 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
<b>3(a)(i)</b>	<p>Up to 2 marks available for <b>description of ONE</b> negative environmental impact. Second mark for detail or precision of wording. E.g.:</p> <ul style="list-style-type: none"> <li>• environment is damaged (0)</li> <li>• litter (1)</li> <li>• erosion (1)</li> <li>• loss of wildlife/habitat (1)</li> <li>• footpath erosion (1) by lots of walkers on the same path (1)</li> <li>• noise and air pollution (1) from too many cars visiting the destination (1)</li> <li>• habitat destruction (2).</li> </ul> <p>This list is not exhaustive</p>	<b>(2)</b>

Question Number	Answer	Mark
3(a)(ii)	<p>Up to a maximum of 4 marks for <b>explanation</b> of 'preservation of customs and crafts' (PCC).  Explanations should relate to PCC being a <u>positive socio-cultural</u> impact in terms of maintaining and protecting traditional lifestyles, way of life, respecting customs may link to religious ceremonies, appreciation of craftwork/art with symbolic meaning.  Max 2 marks if write about 'revival of festivals and ceremonies'.  Marks can be for separate points or extended responses (1x4, 2x2, 4x1)  Examples to be credited to max 2 marks.  For full marks must be explained.  Eg</p> <ul style="list-style-type: none"> <li>• preserves customs/crafts (0)</li> <li>• prevents loss of customs/crafts (max1)</li> <li>• where tourism has helped locals to keep their traditions (1)</li> <li>• allowing tourists to observe local customs helps to keep them going (1)</li> <li>• locals make handicrafts for tourists to buy (1) this keeps the crafts and skills which may have been lost (1) as locals adopt a more modern lifestyle (1)</li> <li>• tourists are often interested to learn about the cultures they visit (1) through education, guided tours and talks (1) locals have an opportunity to share their customs and crafts with tourists (1) and this helps to keep them alive for future generations (1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(a)(iii)</b>	<p>Up to a maximum of 4 marks for <b>explanation</b> of 'multiplier effect'. Explanations should relate to multiplier effect being a <u>positive impact on local economy</u>.</p> <p>Marks can be for separate points or extended responses (1x4, 2x2, 4x1)</p> <p>Max 2 marks if write about 'preventing leakage' negative impact.</p> <p>Examples to be credited to max 2 marks.</p> <p>For full marks must be explained.</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• like a knock on effect/ripple where money circulates round the economy (1)</li> <li>• people are employed in tourism related jobs and earn money (1)</li> <li>• the more people earn, the more they spend locally (1)</li> <li>• other businesses benefit (1) from those spending their wages earned in tourism (1)</li> <li>• people who have tourism jobs earn money which they spend locally (1) so local shops, restaurants, salons (1) have more business and also earn more money indirectly from tourism (1)</li> <li>• tourism helps create jobs in a destination; the more successful it is the more jobs there are for local people (1). Those employed in tourism spend the money they earned from tourism (1) within the local area (1) and this brings in money to non tourism businesses (1) and the wealth spreads across the local economy (1) max 4.</li> </ul>	(4)

Question Number	Answer	Mark
<b>3(b)(i)</b>	<p>Up to 4 marks for <b>explanation</b> of staff training and development (1x4, 2x2, 4x1)  1 mark for each point explained  2 marks for each point explained in detail  4 marks for sustained response fully explained.  Maximum 2 marks if description only.  No credit for type of training – customer service = more repeat customers.  Responses should relate to how staff training and development can maximise positive economic impacts.  Accept quality of life if linked to increased income.  Credit valid examples -of destinations/projects to a maximum of 2 marks  Eg</p> <ul style="list-style-type: none"> <li>• locals can get better jobs (1)</li> <li>• the destination does not need to rely on specialists from overseas (1)</li> <li>• locals will be able to earn more money (1)</li> <li>• if locals are trained in tourism they will be able to progress to higher paid jobs (1) and earn more money (1)</li> <li>• training is needed because locals do not have the skills to work in tourism (1) and without training would end up in low paid, menial jobs (1) such as cleaning (1)</li> <li>• if, as part of tourism development, staff training in tourism is provided for locals (1) it will increase their career prospects (1) meaning they will be able to earn more money (1). It will also mean that they could set up businesses to be run by locals (1) and this would improve their quality of life (1) 4 max</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
3(b)(ii)	<p>Up to 4 marks for <b>explanation</b> of tourism education (1x4, 2x2, 4x1)  1 mark for each point explained  2 marks for each point explained in detail  4 marks for sustained response fully explained.  Credit reference to specific impacts.  Maximum 2 marks if description only.  Responses should relate to how tourism education can maximise positive environmental impacts.</p> <p>Credit valid examples -of destinations/projects to a maximum of 2 marks</p> <p>Eg</p> <ul style="list-style-type: none"> <li>• tourists learn how to behave in the countryside (1)</li> <li>• raise awareness of issues threatening the wildlife/birds/habitats (1)</li> <li>• if they learn about an area tourists will understand how valuable it is (1) and want to help protect it (1)</li> <li>• they will learn that money is needed to help protect wildlife (1) and make a donation (1) to conservation projects (1) to help ensure their future is safe (1)</li> <li>• can educate locals (1) so they understand importance of the natural environment/wildlife (1) and in turn they can educate tourists (1) e.g. in Kenya and the local Masaai people (1)</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• in National Parks there are information centres, leaflets and trails (1); rangers take tourists out and show them how they are protecting the area (1).</li> </ul>	(4)



Question Number	Indicative Content	
<b>3(c)(i)</b>	<p>Candidates will give details of a variety of destinations. These <b>may</b> include</p> <ul style="list-style-type: none"> <li>• UK National Parks</li> <li>• The Inca Trail</li> <li>• The Gambia</li> <li>• Examples used on past papers</li> </ul> <p>The candidate's responses may not coincide with examiner's views but answers should be marked positively; evidence of research and understanding of tourism to be credited.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	Basic responses that are mainly theoretical with little evidence of research. Possibly limited focus on a specific area. Responses may relate to a specific area but not necessarily to the impacts of tourism. At this level, responses may be about TALC stages and rejuvenation of a destination, rather than impacts. May not have chosen a destination.
<b>Level 2</b>	4-6	Responses showing evidence of research. Responses will relate to a specific area and will clearly relate to impacts of tourism.

Question Number	Indicative Content	
<b>3(c) (ii)</b>	<p>Up to six marks available for the explanation.</p> <p>Responses may vary depending on the destination chosen. Eg</p> <ul style="list-style-type: none"> <li>• footpath construction</li> <li>• visas and permits</li> <li>• educational talks/visitor centre</li> <li>• signage</li> <li>• no bin policies</li> <li>• zoning</li> </ul> <p>References to responsible tourism may be implied rather than clearly stated.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	Basic responses that are mainly generic/descriptive. Responses may relate to managing impacts but little research is evident.
<b>Level 2</b>	4-6	Responses with some explanation, application and relevance to destination chosen

**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 [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UA034251 January 2013

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning