



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Travel and Tourism

3591

Paper 2F

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PAPER 2

FOUNDATION TIER MARK SCHEME

General Guidance

Point marking: one tick per mark, nothing else (i.e. no crosses, no underlining of irrelevant material, etc). If no ticks, zero should be entered in the right hand margin as evidence that marker has seen the answer.

Annotation: to be used principally to explain marker's decision on marginal points. Examples: Just worth 1 mark/Not quite worth 2nd mark/Two examples very similar so 1 mark only/Poor explanation but diagram worth 2nd mark, etc.

Can also be used to show reason for acceptance or rejection of points not covered specifically in mark scheme.

The guiding principle would be to restrict comments to those which would help the Team Leader, Principal Examiner, Borderline Reviewer, Appeal Panel Member et al to understand marker's thinking – and thus enable feedback to marker or decision to allow or disallow marginal points.

No observations about the candidate's attitude, state of mind, intelligence, etc. to be written on scripts. Where the examiner feels compelled to pass on such comments they should be made on separate paper but it is important to note that such comments must not be significant in reaching marking decisions. Examples would include comments on whether candidate appears to have misread or misunderstood a question, or appears to have been taught the wrong thing, or appears to have copied from another candidate, etc. Such comments can be helpful at a later stage of the feedback process but **should not be entered on scripts**.

General advice

Where candidates write their answers on the examination paper, marks for each sub-section should be written in the right-hand margin, next to the maximum mark available which is shown in brackets. Marks should appear in that margin against every occurrence of a bracketed mark on the question paper – but nowhere else. The marks for each question should then be totalled in the 'egg' at the end of the question.

These question totals should be transferred to the boxes on the front cover of the question paper/answer booklet. When all questions are marked, the question totals should be added together and a mark added for QWC. This final total must then be written clearly into the box at the top right-hand corner of the front page of the question paper/answer booklet. No half marks should be used. It is important to indicate clearly at this stage where any rubric offences have been committed and which marks have been disregarded for totalling purposes.

The marking scheme gives, in many cases, a full list of likely and acceptable responses to questions. However, candidates often contrive to express an answer differently from that given in the marking scheme and examiners should accept all answers which, in their judgement, convey the idea which the

marking scheme indicates. In some cases, the marking scheme gives examples only, or indicates that a wider range of answers should be credited. In these cases, care needs to be taken to ensure that equal credit is given to all acceptable responses and that candidates whose answers match very closely the marking scheme example do not receive greater credit than those candidates offering other valid answers.

Consistency is most important: a judgement made early on about a marginal answer should be maintained throughout the marking period. It is often helpful to make a note in the marking scheme of such occurrences for later reference.

Although diagrams, maps, sketches, etc. are not normally sought in *Travel and Tourism* examinations, candidates who make effective use of such devices in place of or in support of their written answers should receive due credit for them. Care is needed, though to avoid crediting the same information twice – once in graphic form and once in writing.

Levels Marking – General Criteria

Level 1: Basic Candidates show some understanding of the question at a basic level but fail to explore anything more than the basic issue. Little organisation; few links; little or no detail; isolated or incomplete statements and outlined examples but without cohesion or reasoning.

Level 2: Clear Candidates concentrate on major or more obvious aspects. Answers contain relevant facts and ideas but they are not always logically sequenced and sometimes incomplete. Examples may be used but with little detail. Arguments recognise only one side. Statements are clear but without fully supporting reasons.

Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available:

0 mark The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

1 mark The candidate presents some relevant information in a simple form. The text produced is legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.

- 2 marks** The candidate presents relevant information in a simple form. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
- 3 marks** The candidate presents information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.

Additional Guidance to Examiners

3 marks are available for quality of written communication, according to the three performance criteria given above.

How to assess quality of written communication:

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with answers to the longer, structured questions (although not the last page – when the candidate may have been rushing to finish).

Recommended procedure

13. Consider initially and especially the answers to longer, structured questions, where there is greater opportunity for continuous and extended writing – but do not ignore spelling and use of specialist terms in short answers.
14. Consider more than just spelling. Look at punctuation, grammar and incidence of specialist or technical terms, and form and style.
15. Base your mark on the standard in the majority of the criteria within a level – a candidate might not maintain the same standard in each category of the criteria.
16. The use of specialist terms can contribute to discriminating between levels.
17. Recognise that the highest mark does not demand perfection and the more a candidate has written, the more errors should be permitted.
18. High performance should not be awarded if a candidate has not written in extended prose.

The mark you award should be entered in the box on the front of the script or answer book and will be included in the total mark for this unit.

Question 1**Total for this question: 20 marks**

- 1 (a) (i) Any two of:
 Steamboat Museum
 Lake Steamer
 World of Beatrix Potter
 Beatrix Potter House
 Boats
 Windsurfing
 Water activity centre
 Marina (2 x 1 mark) (2 marks)
- (ii) Any two possible answers:
 E.g. Details of attractions
 Times of boats etc.
 Accommodation
 Locations/Events
 Find out where to go/get directions
 General information
 Finding maps (2 x 1 mark) (2 marks)
- (b) 1 mark for name only. Max 2 for any one way.
 Must specify pollution type. 2nd mark for extension
 ‘They may cause air pollution’ (1).
 ‘The larger number of cars would cause air pollution because of exhaust gases, especially in traffic jams’.
 (2)
 Possible ideas:
 Pollution (various)
 Litter
 Footpath Erosion.
 Changes to built environment (3 x 2 marks) (6 marks)
- (c) Accept public transport points.
Level 1: (1 – 2 marks)
 2 simple single points or 1 developed idea.
 Basic ideas about new roads etc., being developed as a result of tourism. Tends to focus on single ideas.
 ‘Lots of people visiting an area may lead to the building of new roads.’
Level 2: (3 – 4 marks)
 Some mention of place here/can include ‘local’ place knowledge.
 Idea of networks which might include air/roads/rail.
 Brings in ideas of links, expresses how the development actually links to tourism.
 ‘The growth of tourism in Devon and Cornwall has meant that new roads and a motorway have been built’.
 (4 marks)

(d) Accept environmental points linked to people.

Level 1: (1 – 3 marks)

Often single ideas or poorly developed points.

Basic ideas about people not liking it, being treated badly or used as cheap labour, limited depth of understanding.

‘People might not get paid much money’.

‘More traffic, difficult to park car’.

Vague people/environment links.

Level 2: (4 – 6 marks)

Expect some development – at least one developed idea.

Clearer appreciation of harmful effects on people with some detail.

‘Tourism might exploit local people with low wages’, and it could change local cultures.

‘Tourism can increase house prices so local people cannot afford them’

(6 marks)

Question 2**Total for this question: 20 marks**

- 2 (a) (i) Any relevant point.
Any two of:
Visiting – museums
historic houses
local wildlife conservation projects
buying local products and services
Millennium Funding
Government Funding
Sponsorship
(2 x 1 mark) (2 marks)
- (ii) Be aware of double marking
Any two of:
Boost local economy/keep business going
Improve local living standards
Maintain local traditions/crafts
Keep jobs in the area
More money for local people
Good relations with local people
(2 x 1 mark) (2 marks)
- (b) Max (2) marks for one way.
Pollution and type must be specified.
1 mark basic ideas; 2nd mark development etc:

People might frighten animals (1)
If people get too near animals or feed them they could harm them (2)
(3 x 2 marks) (6 marks)
- (c) Example can be type or place.

Level 1: (1 – 2 marks)
Basic idea:
People might be attracted by coral reefs, beaches or animals.

Level 2: (3 – 4 marks)
Clear ideas about why areas are attractive with some locational detail.
The coral reefs and sandy beaches in Kenya attract people for sunshine holidays/diving etc.
Unusual or range of animals/safari. (4 marks)

(d)

Level 1: (1 – 3 marks)

Basic ideas about more people meaning less to go around, particularly in some areas – demand factors.

‘If tourists use lots of water there will be less for local people’.

Level 2: (4 – 6 marks)

Clearer reference to resource pressure rather than just demand.

Reasons for extra demand and why water has a strong seasonal demand.

‘During the tourism season many people will want to use swimming pools or play golf and this will use lots of water. This might mean restrictions for local people’.

(6 marks)

Question 3**Total for this question: 20 marks**

- 3 (a) (i) Must be specific. Accept any relevant point.
Direct jobs. Any two jobs linked to:
Hotels – e.g. receptionist, waiter, chef
Theme Parks – e.g. ride operator, etc.
(2 x 1 mark) (2 marks)
- (ii) Accept any relevant point.
Indirect jobs. Any two jobs linked to:
Building – e.g. builder
Transport – e.g. coach driver
Shops etc – e.g. shop assistant, etc.
(2 x 1 mark) (2 marks)
- (b) 1 mark for name of service only. Max (2) marks for one idea.
‘New bus services’ (1).
‘New bus services can make it easier for people to get to work and for recreational use (2).
Services can include leisure services/police/fire/shops (not souvenir shops). (3 x 2 marks) (6 marks)
- (c) Not about managing tourist numbers or behaviour.
‘Old buildings’ can involve a range of possibilities including statues/transport/industrial buildings.
Level 1: (1 – 2 marks)
Basic points about how tourism can provide income to the owner/manager.
Level 2: (3 – 4 marks)
Use of money.
Developed points about how tourism can provide money for building, this provides taxes etc or subsidies to building owner, to help repair/improve. This will then increase numbers and income. (4 marks)
- (d) Arts and Crafts **OR** Performance.
Examples can be type or place.
Level 1: (1 – 3 marks)
Basic ideas about people being attracted by things that are different, limited examples.
Level 2: (4 – 6 marks)
Clear example of type or place.
Clear appreciation of how Arts & Crafts or Performance etc, or specific performance can bring people in – some general examples (cities etc.)
‘People may be attracted by traditional dance shows when they go on holiday in Africa’.
(6 marks)

Question 4**Total for this question: 20 marks**

- 4 (a) (i) General points about helpdesk acceptable.
 Lost travel documents
 General information
 People missing flights
 (2 x 1 mark) (2 marks)
- (ii) Any two appropriate points:
 In case of accidents.
 In case of crime.
 In case of loss of items.
 In case of illness.
 In case of missed travel connections.
 In case of cancellation.
 In case of damage to goods.
 (2 x 1 mark) (2 marks)
- (b) **Level 1:** (1 – 3 marks) – general skills recognised.
 List a number of skills.
 General points about personal communication skills / organisational skills.
Level 2: (4 – 6 marks) – must be specific to travel agency.
 Specific ideas about the range of skills which includes communication, ICT, organisational and why these are important (in a travel agency) or detailed consideration of one skill. (6 marks)
- (c) 1 mark general point, 2nd mark development.
 Must focus on individual, not company.
 Possible ideas:
 check on progress
 ensure staff are satisfied
 part of career development process
 maintain enthusiasm
 well informed about new ideas
 ‘Make sure that they are alright.’ (1)
 ‘Make sure that they are alright and see what might improve things for them’. (2)
 (2 x 2 marks) (4 marks)

(d)

Level 1: (1 – 3 marks)**No marks for name of organisation.**

Responses will vary in relation to choice of organisation.

General points which could be appropriate to almost any organisation.

Basic ideas which describe some ways in which ICT is used in the travel and tourism industry.

No name or links to organisation (max Level 1)

Level 2: (4 – 6 marks)

Clearer links to selected organisations.

Describes the ways in which ICT is used in the travel and tourism industry and begins to consider the significance of its use – organisation etc.

(6 marks)

Question 5**Total for this question: 20 marks**

- 5 (a) (i) Guest Care.
Basic Food Hygiene.
Accept Health and Safety.
(2 x 1 mark) (2 marks)
- (ii) Any two of:
Learn the needs of guests.
See what facilities are like.
See what is expected.
See what working conditions are like.
Team building.
Learn the needs of the job.
Prepare them for the job.
(2 x 1 mark) (2 marks)
- (b) 1 mark basic idea, 1 mark development.

Possible ideas:
understand roles/what is expected
understand responsibilities/who they report to
appreciate where they fit in the business
to understand if you have the appropriate skills for the job.

‘To understand what you have to do (1), so that you don’t make mistakes (2), or so you can improve (2).
(2 x 2 marks) (4 marks)
- (c) SKILLS can be associated with managing spaces or people.

Level 1: (1 – 3 marks)
Basic ideas which describe some of the skills associated with food preparation and service. Tends to list basic ideas – food preparation, mixing drinks, organisation, interpersonal skills, cleaning, food hygiene, ICT (organising/booking), training, telephone skills, etc.

Level 2: (4 – 6 marks)
Expresses how skills are used, or develops lists further.

Links particular skills within the ‘food preparation area’ which includes management ideas.
‘There are many jobs associated with food preparation, including organisation and food handling. Also restaurant managers and bar managers are required to organise the food and drink areas, and have good interpersonal skills.’
(6 marks)

(d)

Level 1: (1 – 3 marks)

Likely to be a list.

Basic ideas about what is meant by personal qualities with superficial appreciation of importance.

‘It is important to get on with people.’

Level 2: (4 – 6 marks)

Some explanation why quality is important.

Clear appreciation of the business being ‘people-orientated’.

Clear idea of the range of personal qualities with appreciation of a number of these qualities.

‘It is important to be well presented and polite to create a good impression.’

(6 marks)

Question 6**Total for this question: 20 marks**

- 6 (a) (i) Leisure (accept ‘holiday’ idea).
Business. (2 x 1 mark) (2 marks)
- (ii) Any two points:
To increase/keep business.
To maintain revenue.
To maintain reputation/sense of reliability.
To recommend to others. (2 x 1 mark) (2 marks)
- (b) 1 mark basic point, 2nd mark some development of first point.

Access customer satisfaction/find out required improvements/find out what customers like (don’t like).

Find out what is needed (1), and if facilities like café’s are needed (2). (2 x 2 marks) (4 marks)
- (c) **Level 1:** (1 – 3 marks)
Simple list of skills associated with on-board staff such as organisational/communication skills/food handling skills/interpersonal skills (keeping people calm)/ICT skills.

Level 2: (4 – 6 marks)
Use/importance of skills / further development of skills.

More detail of how the particular skills are important in those roles. ‘Communication skills are important for both pilots and cabin staff because they have to talk to passengers and keep them calm!’ (6 marks)
- (d) **Level 1:** (1 – 3 marks)
Basic points about keeping staff so people know what is happening, with limited ideas about **one** aspect of costs/training etc.

Level 2: (4 – 6 marks)
Begins to appreciate the importance of retaining staff in terms of costs/training/efficiency/continuity.
‘If you can keep staff it means that you don’t have to keep training new people which costs money. also they know what to do/familiarity with systems/customers/better for existing workforce.’ (6 marks)