



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Travel and Tourism

3591

Paper 1H

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PAPER 1

HIGHER 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.

Level 3: Detailed Candidates demonstrate a detailed knowledge and thorough understanding of the issues raised by the question. Answers are well structured, covering the subject matter methodically and use relevant information. Examples are appropriate and accurately stated. Where required, they offer accurate and reasoned explanations, comment in depth, make appropriate comparisons and analyse and evaluate opposing viewpoints. Conclusions are relevant and substantiated.

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

7. 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.
8. Consider more than just spelling. Look at punctuation, grammar and incidence of specialist or technical terms, and form and style.
9. 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.
10. The use of specialist terms can contribute to discriminating between levels.
11. Recognise that the highest mark does not demand perfection and the more a candidate has written, the more errors should be permitted.
12. 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: 40 marks**

- (a) (i) A comment about winter temperatures.
A comment about summer temperatures.
A comment about precipitation.
- Point mark.
Award up to 2 marks for descriptive points, and/or use of statistics. Full marks cannot be awarded without at least one example of the clear use of a statistic. (3 marks)
- (ii) Winter is suitable because of the long period of temperatures below freezing and moderate precipitation that falls as snow. This means that skiing and other winter sports are possible for several months of the year
- Summer is suitable because of fairly high temperatures, suitable for walking and other outdoor pursuits, and the moderate rainfall.
- Point mark.
Award marks for clear links between a feature of the climate and the resorts' attraction for tourists. Full marks cannot be awarded unless clear points are made with reference to both summer and winter. (3 marks)
- (b) The text which describes the resort has details of snowboarding at different levels. The map shows pistes of various levels of difficulty. There is also the TTT rating at the top of the page.
- Point mark.
Award marks when a statement about suitability is linked to a piece of evidence. If points are developed in detail they can be awarded more than one mark. (4 marks)
- (c) (i) 2 x 1 mark for correct height of bars. 830/450.
1 mark for correct shading/order. (3 marks)

- (ii) The owners try to make as much profit as possible. There is competition for places in season, so they can raise their prices. Fewer people come at other times, so there is less competition, so they reduce prices to try and attract some customers.
People are willing to pay more at the height of the season when snow conditions are best.

People are willing to pay more during the main holiday periods – such as half term.

Point mark.

(3 marks)

- (d) (i) The ibex was extinct in France, but then the National Park was responsible for reintroducing and protecting it. The animal is only found in high, rocky, isolated places like the Vanoise. It looks splendid and its horns make a striking logo. Has the largest population of ibex. Inspired stone-age artist.
Point mark.

(3 x 1 mark)

- (ii) Building hotels, apartments, etc, can spoil the natural appearance of the area. So can roads. Building pistes can destroy vegetation. In turn this can lead to erosion and increased avalanche risk. Increased car and bus traffic causes pollution. Rubbish can pollute. Increased number of people can destroy wildlife habitats. Skiing off piste can disturb wildlife, especially the more timid species which need quiet and isolation; etc.

Level 1: (1 – 2 marks)

The answer contains at least one correct point, but there is no development of ideas.

Level 2: (3 – 4 marks)

The answer contains at least one point which has been developed and elaborated in some way, or an example of the way tourism affects the environment in this or another resort.

Level 3: (5 – 6 marks)

The answer is detailed and clear and shows a real understanding of the influence of tourists on the environment of ski resorts – either in Tignes or elsewhere.

(6 marks)

- (iii) The National Park was set up because the area is beautiful and interesting. The presence of the National Park has conserved and even increased the beauty and interest. So the area has many attractive features, including wildlife, and it is peaceful and unspoilt, especially in the central zone. It attracts naturalists and those who want to enjoy peaceful conditions in an unspoilt environment. Sometimes these people can be high spenders. Point mark.

(3 x 1 mark)

- (iv) The answer should deal with the concept of sustainable development and/or appropriate development. The concept of zoning – as described in the booklet is also important.

Level 1: (1 – 2 marks)

The answer makes at least one basic point. However, any references to conservation and development are isolated and do not explain how or why the two processes operate together.

Level 2: (3 – 4 marks)

The answer is clear. There are either several simple points or at least one point with some clear development.

Level 3: (5 – 6 marks)

The answer is thorough, with more than one well developed point. There are clear references to place.

(6 marks)

- (e) The mountains are high, steep and rocky. Sometimes they are icy. There is a challenge involved in walking, climbing, navigating, etc. and this makes hiking exciting. However, great care is needed because changeable weather in mountains can lead to mist descending, or winds getting up. Even in good weather careful map-reading might be needed to find one's way. If people do wander off the path they can get lost, or slip and be injured. Even on the paths, walking can be difficult and slips can lead to sprains, strains or breaks. Then rescue is difficult and expensive, etc. Snow bridges can form over streams or crevasses, and these can collapse if people walk on them carelessly. Allow credit for taking care with the conservation aspect.

Level 1: (1 – 2 marks)

The answer includes at least one basic point which describes a point making the area dangerous. However, no point is developed or elaborated.

Level 2: (3 – 4 marks)

There is at least one point which is made clearly. Links are made to explain why the area is dangerous. If two points are made well, with some development the answer can reach the top of this level.

Level 3: (5 – 6 marks)

The answer is detailed and thorough and shows clear understanding of the area and its potential dangers.

(6 marks)

Question 2**Total for this question: 40 marks**

- (a) (i) There are walks, adventure playground, bird garden, the house and its furniture and art, so there is a variety of different attractions for different interests and ages.
- 2 x 1 mark for any reference to an attraction linked to an age group.
1 mark for list of attractions. Second mark for links to specific age groups. *(2 marks)*
- (ii) A family ticket would cost £28. *(1 mark)*
- (iii) $2 \times \text{£}8.00 = \text{£}16.00$
 $2 \times \text{£}5.00 = \text{£}10.00$
 Total = £26.00
- 1 mark for work that shows some understanding,
2 marks for correct answer. *(2 marks)*
- (iv) Public transport is slower. It would involve a change of mode – train/bus. There is a mile walk from the bus stop to the house. Station and bus stop in Leeds are 10 minutes walk apart. Allow positive advantages of cars. *(2 x 1 mark)*
- (b) (i) More bikes = fewer car journeys.
Easier bus connections = fewer car journeys.
Bus link on estate drive = fewer car journeys.
- 1 mark for a simple point. Second mark for elaboration. Explanation must be linked to chosen plan. *(2 marks)*
- (ii) An integrated public transport service will reduce some of the problems referred to above. It will be quicker and more convenient. It will reduce congestion on the roads. All of this will reduce stress levels.
Fewer cars = less exhaust pollution, fewer cars parked and therefore reduced eyesore. Less exhaust pollution might reduce erosion of house fabric.
Fewer cars = increased safety for pedestrians and cyclists, as well as health benefits from reduced pollution.
- Level 1:** (1 – 2 marks)
At least one simple point made, but no point is developed or elaborated.
- Level 2:** (3 – 4 marks)
At least one point is developed or elaborated.

Level 3: (5 – 6 marks)

The answer is clear and thorough with a clear understanding of problems and their solutions.

(6 marks)

- (c) (i) Pleasant environment. Status for the firm. Quiet, peaceful atmosphere where they can do good business. Away from day to day interruptions. Workers enjoy feeling that they have a bit of a treat. HH is well geared up for conferences, with good facilities.

Allow 2 marks for developed points or three marks for a thoroughly developed point.

(3 x 1 mark)

- (ii) Brings in business during a quiet period. Gives the estate some return on a capital asset that would otherwise be idle. Improves staff morale, and may help them to keep good staff who might leave otherwise. Workers get more wages and more chances of tips. They might be laid off if no work were available during the off-season.

Level 1: (1 – 2 marks)

The answer contains at least one basic, relevant point.

Level 2: (3 – 4 marks)

The answer contains several basic points, which include references to both the estate and the employees, or at least one clearly developed point.

Level 3: (5 – 6 marks)

Points on both the estate and the workers are clearly and thoroughly developed.

(6 marks)

- (iii) The needs of the TV companies may mean that the environment is damaged to allow filming. This sort of mass tourism may damage the image of Harewood, etc. The needs of the TV companies may conflict with the needs of tourists and/or the residents of the house.

2 x 1 mark for simple points

2 x 2 marks for elaborated points

Up to 3 marks may be awarded for a fully developed point.

(4 marks)

- (d) (i) **Level 1:** (1 – 2 marks)
A list of jobs is given with some reference to the necessary level of education.

Level 2: (3 – 4 marks)

Clear references are made to the links between jobs and levels of education.

Level 3: (5 – 6 marks)

The jobs are divided into types and the links between type of job and level of education are made in detail.

(6 marks)

- (ii) The house employs many people directly. It provides a variety of jobs. Each worker will support dependents.
The house will have to buy in supplies from other local firms – e.g. food, souvenirs, machinery. It will also employ local services - e.g. builders, picture and furniture restorers.
When people visit the house they may stay in local hotels and B and Bs, shop in local towns and villages, buy petrol in local garages or use the local bus services. This brings in money for those businesses, but also makes them more viable and may mean they are kept open when, without the tourism income, they might have had to close.

Level 1: (1 – 2 marks)

At least one relevant point is made, but no point is developed or elaborated. Points are lifted from the Information Booklet without being ‘used’.

Level 2: (3 – 4 marks)

At least one point is developed or elaborated. Clear use is made of knowledge of either Harewood or another example.

Level 3: (5 – 6 marks)

The answer is developed clearly and logically. It shows a good insight into the nature of Harewood, or another example, and the area around it. It shows an understanding of the effect of the industry as a whole on communities in which it is situated.

(6 marks)