

PAPER 2

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

19. 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.
20. Consider more than just spelling. Look at punctuation, grammar and incidence of specialist or technical terms, and form and style.
21. 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.
22. The use of specialist terms can contribute to discriminating between levels.
23. Recognise that the highest mark does not demand perfection and the more a candidate has written, the more errors should be permitted.
24. 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) Steamboat Museum / Steamer / World of Beatrix Potter / Beatrix Potter’s House / Boats / Windsurfing / Water activity centre. (1 mark)
- (ii) Any two of:
 Bird Watching Hiking
 Walking Fishing
 Climbing Orienteering
 Water Sports (variety) Photography
 Scenery/Sightseeing Mountain Biking
 Rambling Camping
 Picknicking
 Not name of place
 Accept any appropriate response. (2 x 1 mark) (2 marks)
- (b) Simple list with no development (maximum Level 1)
Level 1: (1 – 2 marks)
 Simple descriptive ideas about pollution, erosion etc.
 ‘Pollution can create litter’.
 ‘Implied threat to the environment’

Level 2: (3 – 4 marks)
 Clear ideas about tourism threatening environments.
 ‘Increases in use can damage environments by causing erosion to footpaths’. (4 marks)
- (c) No marks for the name
 No marks if threat not clear.

Level 1: (1 – 2 marks)
 Basic ideas about stopping people or reducing people/ideas about litter bins etc.
 ‘Put litter bins around’.

Level 2: (3 – 4 marks)
 Clear ideas about managing people, repairing areas or broader management strategies.
 ‘Identify the areas where there is most litter and put more litter bins in those places’. (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’.

Vague people/environmental links.

Level 2: (4 – 6 marks)

Expect some development – at least one developed idea.

Clearer appreciation of effects on people with some detail.

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

Level 3: (7 – 9 marks)

Detailed appreciation with links between tourist behaviour, how it might impinge on local economies and culture.

‘Tourism can exploit local people with low wages and poor working conditions. It can split up families and change cultures as younger people move away from family communities to tourism areas for work’.

(9 marks)

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

- 2 (a) (i) Any relevant point.
Any one of:
Visiting - millennium funding
- museums.
- historic houses.
- local wildlife conservation projects
- Government funding
- Sponsorship (1 mark)
- (ii) Any two of:
Create jobs
Generate money
Increase living standards
Generate new skills
Improve trade balance (2 x 1 mark) (2 marks)
- (b) **Level 1:** (1 – 2 marks)
Expect a one-sided idea about environments (or economy).
Basic ideas about not spoiling area/environment.
'It is important to look after the environment so the animals survive'.
Level 2: (3 – 4 marks)
Considers links between environment and local economy.
'Protecting the environment will ensure that the place stays attractive and continues to attract people, bringing in jobs'. (4 marks)
- (c) **Level 1:** (1 – 2 marks)
Tends to describe rather than explain.
Basic ideas about different people/food etc. Limited appreciation of the idea of 'culture'.
Level 2: (3 – 4 marks)
Brings in broader aspects of culture which might include dress/customs/religion etc. (4 marks)

- (d) Allow up to 6 marks for a **detailed** consideration of either water **or** energy.

Level 1: (1 – 3 marks)

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

‘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’.

Level 3: (7 – 9 marks)

Must include observations about water **and** energy.

Detailed appreciation of supply/demand. Ideas about shortages / restrictions / rationing etc.

(9 marks)

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

- 3 (a) (i) Any appropriate job directly related to tourism. (1 mark)
- (ii) Basic idea of growth of jobs. (1)
Some development/use of examples. (2)
‘The multiplier is where development brings a range of jobs, including indirect jobs’. (2 marks)
- (b) **Level 1:** (1 – 2 marks)
Might tend to be narrow (social or economic services).
More money in area can improve facilities/services.
Simple ideas which might consider shops/transport.
- Level 2:** (3 – 4 marks)
Broader ideas about social and economic services which might include – healthcare/education as well as shops/transport. (4 marks)
- (c) Definition of built environment can be broad. It could include transportation links / canals / railway stations / airports etc.
- Level 1:** (1 – 2 marks)
Money can be used to look after environments/buildings. Simple ideas about buildings being a reason for tourism - ‘old buildings have to be looked after and kept nice in tourism areas’.
- Level 2:** (3 – 4 marks)
Tourism may mean that environments have to be well cared for/building improved/preserved, in order that areas remain attractive.
The buildings themselves may be part of the attraction. (4 marks)

(d) Arts: Crafts **OR** Performance

Level 1: (1 – 3 marks)

Basic ideas about people being attracted by things that are different, limited examples.

Level 2: (4 – 6 marks)

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’.

No locational or specific examples (max 6).

Level 3: (7 – 9 marks)

Detailed appreciation of how Arts/Crafts or Performance can attract people for specific events or more generally. Some mention of detailed locational events.

‘Some people go to an area specifically for a play or music shows like in London. At other times music or drama might be part of the attraction of area. People may go along and see a local traditional dance display while on holiday, like in Zimbabwe’.

(9 marks)

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

- 4 (a) (i) General points about helpdesk acceptable.
One of:
Lost travel documents.
Missing flights.
Deal with emergencies. (1 mark)
- (ii) Any two of:
- Organisational - People skills
- ICT - Accessing knowledge
- Telephone skills - Coping under pressure (2 marks)
- (b) (i) **Level 1:** (1 – 2 marks)
Considers basic duties and what is generally expected.
Level 2: (3 – 4 marks)
Broader range of points.
More complex appreciation about what is expected
which should include duties and tasks required and to
whom he/she is responsible. (4 marks)
- (ii) **Level 1:** (1 – 2 marks)
To ensure that jobs are completed/so that they know
what to do or what is expected.
‘People have to know what to do and what hours they
are working’.
Level 2: (3 – 4 marks)
To establish links in responsibility chain/to be able to
evaluate performance against expectations / legal
situation with regard to dispute.
‘A job description sets out all the expectations and
makes it clear what people should do and how they
should dress etc. This can be used to judge how well
they are doing’. (4 marks)

(c)

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.

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.

Level 3: (7 – 9 marks)

Close links to selected organisations.

Describes a range of uses and makes clear observations about its use in an organisational and communications sense.

(9 marks)

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

- 5 (a) (i) To see what it is like / see what is like for guests / see what guests need / experience the facilities. (1mark)
- (ii) Any two from:
 Learn the needs of guests.
 Learn needs of the job.
 Prepare them for job (settle in)
 Learn about guest care.
 Learn basic food hygiene. (2 marks)
- (b) Feedback can mean ‘people’ or ‘organisation’.
- Level 1:** (1 – 2 marks)
 Basic ideas about learning from staff and appreciating their needs. Largely descriptive.
 ‘It is a chance for staff to say what they think and need’.
- Level 2:** (3 – 4 marks)
 More detailed considerations to consider feedback as part of the development process.
 ‘Staff can give ideas which may improve the business’.
- (c) **Level 1:** (1 – 2 marks)
 Basic ideas about knowing what is expected in order to ensure suitability.
 ‘You need to know what to do and things like hours of work’.
- Level 2:** (3 – 4 marks)
 More detailed consideration about what working conditions means with some reference to appropriateness (hours/outside work/duty patterns/ conditions etc).
 ‘Its important to appreciate just how suitable the job is and if you can do it well and fit in with the hours etc’.

(d)

Level 1: (1 – 3 marks)

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)

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’.

Level 3: (7 – 9 marks)

Clear appreciation of the links between personal qualities and development.

Clear idea of range of personal qualities with an appreciation of specific qualities linked to elements of the travel and tourism industry.

‘Most of the work is about meeting and dealing with people. Consequently it is important to be well presented, tidy and clean. General calmness and politeness are important in creating a good impression. If people are impressed they will use the business again.’

(9 marks)

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

- 6 (a) (i) Leisure or business markets. (1 mark)
- (ii) Any two of:
Sets out what an organisation is going to do.
Sets out an organisation's achievements.
Basic philosophical objectives.
Relating jobs to aims/targets.
A sign of commitment. (2 marks)
- (b) Just a 'list of jobs' (Maximum Level 1)
- Level 1:** (1 – 2 marks)
Narrow range of ideas – basic 'on board' operations, which might include serving food etc.
- Level 2:** (3 – 4 marks)
Broader appreciation taking in service roles and organisation. This might include food serving, advice, communications, checking safety etc. (4 marks)

- (c) **Level 1:** (1 – 2 marks)
Basic points about being important to know what customers want and their opinions, with limited links to company development.
‘Its important to know what people want so you can see what they like and don’t like’.
- Level 2:** (3 – 4 marks)
Links customer feedback to development ideas and business needs. More detail of how company responds to needs.
‘Knowing people’s opinions means that you can concentrate on what they like/need and improve what they don’t like. This will improve the business and generate more customers’.
- (4 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’.
- Level 3:** (7 – 9 marks)
Brings in points about the continuity/dynamism of the business and seeing staff retention as a part of staff progression. Clear appreciation of efficiency gains.
‘Maintaining staff suggests that they are happy and the business is working well. With a stable staff communications are better and retaining costs less’.
- (9 marks)