

GCSE 2004

June Series



Mark Scheme

Travel & Tourism (3591/2F)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from:

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Summer 2004

3591/2F

**Travel and Tourism
Foundation Tier Paper 2F****Marking 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

1. 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.
2. Consider more than just spelling. Look at punctuation, grammar and incidence of specialist or technical terms, and form and style.
3. 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.
4. The use of specialist terms can contribute to discriminating between levels.
5. Recognise that the highest mark does not demand perfection and the more a candidate has written, the more errors should be permitted.
6. 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	Marks
(a) (i) 9 million. (must have millions/m)	<i>(1 mark)</i>
(ii) Not summer / some aspect of weather / most people take holidays in summer / late in year or season / outside of school holidays.	<i>(1 mark)</i>
(iii) (2 x 1) Any two reasonable ideas: - People are attracted to cultural souvenirs - Few jobs in area - Economic opportunity for local people - Ready market etc.	<i>(2 marks)</i>
(b) (3 x 2) Any three reasonable ideas: - Dress Music - Arts/crafts Performance - Language Food - Religion Museum/Exhibitions - See how people live 1 mark for name. 2 nd mark for development/examples.	<i>(6 marks)</i>
(c) Level 1 (1-2 marks) Basic points about style of buildings, limited links to types of area. E.g. size/scale of buildings/materials Level 2 (3-4 marks) Links ideas to type of area, i.e. Forest area – use of timber etc. E.g. log cabins in lakeside areas.	<i>(4 marks)</i>
(d) Can use environment if linked to culture. Level 1 (1-3 marks) Limited understanding of what culture/tradition means with basic points about cultural exploitation. No real exemplification. “The growth of tourism might spoil local villages/push people out of areas”. Level 2 (4-6 marks) Clear appreciation of what culture/tradition means and examples of how tourism can exploit cultures (shows/souvenirs etc).	<i>(6 marks)</i>

Total marks for Question 1: 20

Question 2			Marks
(a)	(i)	1.5 million (include millions/m).	<i>(1 mark)</i>
	(ii)	0.5 million / ½ million / 500,000 / half a million.	<i>(1 mark)</i>
	(iii)	(2 x 1) Any two reasonable ideas: <ul style="list-style-type: none"> - Less jobs - Less income - People moving (migration) - Decline of local areas - Less environment impact - Slow down development - Loss of trade/business 	<i>(2 marks)</i>
(b)		(3 x 2) Any three reasonable points: <ul style="list-style-type: none"> - More jobs - More money - Greater range of jobs (multiplier idea) - Development of new industry - Development of infrastructure - Faster development - Attracts business (transnationals) - Training skills - Protecting environments - International relations - Improving living standards 1 mark = name. 2 nd mark for any development.	<i>(6 marks)</i>
(c)		Level 1 (1-2 marks) Limited appreciation of seasonality usually linked to weather/climate. Vague links to employment. Level 2 (3-4 marks) Clear understanding of seasonality with development. Linked to employment. Links to climate and other factors, more detailed appreciation of links to holiday types. Beach/sea holidays – linked to climate Skiing holidays – linked to climate Shopping – Christmas Leisure activity – school holidays.	<i>(4 marks)</i>
(d)		Level 1 (1-3 marks) Basic understanding which fails to really understand the question. Focus may be mainly about jobs etc with tentative ideas about economic security. Level 2 (4-6 marks) Clearer appreciation of the link between tourism and development (jobs/money) and considers that tourism may not be always reliable/stable and so jobs are not secure. Some exemplification (economic or place).	<i>(6 marks)</i>

Total marks for Question 2: 20

Question 3	Marks
(a) (i) £160,000. (Must have £).	<i>(1 mark)</i>
(ii) Beach / sea / climate / links to films / ecosystem / coastline.	<i>(1 mark)</i>
(iii) (2 x 1) Any two reasonable ideas: <ul style="list-style-type: none"> - Better beach patrols - More litter bins/collection - Restrictions on tourist numbers - Restrictions to places - Educate tourists - Notice boards - Better roads - Divert to other areas 	<i>(2 marks)</i>
(b) (3 x 2) Any three reasonable ideas: Unspoilt could be environmental/cultural. <ul style="list-style-type: none"> - Traffic/congestion - Litter - General pollution - Damage of environment - Building (land-use change) - picking plants - frightening wildlife - sewage - erosion (footpath) - cultural/social change <p>1 mark = name. 2nd mark for any development.</p>	<i>(6 marks)</i>
(c) Key here is why they are unhappy. Level 1 (1-2 marks) Basic appreciation of how tourism might change an area. Some reference to cultural/social and environmental change – might be slightly vague. Level 2 (3-4 marks) Clearer appreciation about how tourism might impact upon local culture/traditions and environment. Some clear appreciation which begins to consider the ‘idea’ of conflict.	<i>(4 marks)</i>
(d) Level 1 (1-3 marks) Basic appreciation which identifies advantages and/or disadvantages (not balanced) and considers perhaps the environmental/economic/cultural idea in a simple way. Level 2 (4-6 marks) Appreciates that restricting numbers may protect areas (with examples of how) and also considers that there may be a social/economic/cultural cost to restrictions (with examples of how). MAX 4 IF ONLY ADVANTAGES/ DISADVANTAGES	<i>(6 marks)</i>

Total marks for Question 3: 20

Question 4	Marks
(a)	(i) Half a million / .5 million / 500 000 / ½ million. (1 mark)
	(ii) Only employed for part of the year. (1 mark)
	(iii) Level 1 (1-2 marks) Basic points about lack of time and limitations of being on a ship. Simple explanation.
	Level 2 (3-4 marks) Clearer understanding of the time pressure and need to be well organised. Considerations of space pressures and clearing up / getting ready for next journey / getting provisions on board / cooking time / stormy weather. (4 marks)
(b)	(2 x 1) Appraisal. Mission statement. (2 marks)
(c)	(i) (2 x 1) any two reasonable points: - Clear - large writing / eye-catching - Uncluttered - colourful - Up to date - offers/sales - Relevant - interesting/attractive - Informative about destinations (2 marks)
	(ii) If you cannot tell the characteristic – 0 marks Points according to choice: Level 1 (1-2 marks) Basic points which offer some development beyond describing the example. “People need to understand what it says”. Level 2 (3-4 marks) Clearer appreciation of some development which might link to sales/marketing/attracting or informing customers etc. Links to business opportunities. (4 marks)
(d)	Level 1 (1-3 marks) Basic idea which illustrates what career progression is and the fact that keeping quality staff is important to the company/or importance of individual development. Level 2 (4-6 marks) Clear appreciation of the importance of retaining quality staff who know the business. Brings in the notion of staff turnover and the inconvenience and costs of high turnover and the importance of individual development. MAX 4 IF JUST COMPANY OR INDIVIDUAL. (6 marks)

Total marks for Question 4: 20

Question 5	Marks
(a) (i) 2 minutes (must include minutes).	<i>(1 mark)</i>
(ii) Win a short break / might improve the services/entry to the draw/poor experience/does not take long.	<i>(1 mark)</i>
(iii) Level 1 (1-2 marks) Some appreciation of questions appropriate to staying guests as opposed to day guests. “Might include condition of chalets etc”.	
Level 2 (3-4 marks) Clear appreciation of questions appropriate to staying guests. Might include condition / facilities of chalets / enough to do / prices / quality of facilities / what else might be useful etc. Some notion of developmental questions. Detailed list or explanation of points.	<i>(4 marks)</i>
(b) Level 1 (1-3 marks) Basic identification of likes/dislikes. Basic ideas which link surveys to specific needs and an opportunity to improve things – vague observations. Simple list.	
Level 2 (4-6 marks) Identifying needs and responding to them. Some appreciation of improvement and development. Responding not only to complaints but also tastes and needs and considering what people like as well as dislike.	<i>(6 marks)</i>
(c) (2 x 1) Marketing Job induction	<i>(2 marks)</i>
(d) (i) Accept from perspective of individual or industry. (2 x 1) Any suitable response: - Advertising - recording information - Booking - managing people - Find out information - accounting - Communications etc.	<i>(4 marks)</i>
(ii) If you cannot tell the chosen use = 0 marks. No credit for repeating (i) Points according to choice. Level 1 (1-2 marks) Basic points beyond descriptions of example. “ICT can be used to communicate with customers about their bookings”.	
Level 2 (3-4 marks) Clearer appreciation with some development which might link with general efficiency / broader understanding / customer care or satisfaction etc.	<i>(2 marks)</i>

Total marks for Question 5: 20

Question 6	Marks
(a)	(i) Early shift. (Accept just ‘early’) (1 mark)
	(ii) Because of construction work/building work. (1 mark)
	(iii) Level 1 (1-2 marks) Basic appreciation of the need to communicate because of the nature of the job (people-centred idea). Level 2 (3-4 marks) Range of skills – verbal/telephone/ICT considered and also consideration of different groups (customers/staff/building workers). (4 marks)
(b)	(2 x 1) Job description. Customer feedback. (2 marks)
(c)	(i) (2 x 1) Any appropriate points: - location (inside/outside) - hours / days duty patterns - dress code conduct code - rest arrangements staff benefits etc - working environment - disciplinary procedures - safety/health (2 marks)
	(ii) If you cannot tell the chosen item = 0 marks. Points according to choice. Level 1 (1-2 marks) Basic points beyond description of example. “It is important to know what hours to work so you are not late”. Level 2 (3-4 marks) Clearer appreciation with some development which might link with general appropriateness of staff/expectations/development. “It is important to appreciate the hours to make sure it is a pattern that you like and fits in well with your family life”. (4 marks)
(d)	Level 1 (1-3 marks) Basic appreciation of what a job description is with some reasons for its importance in terms of managers and/or employees. Level 2 (4-6 marks) Clear understanding of what might be included in a job description and reasons for their importance for managers (ensure coverage of work) and employees (to show clearly what is expected). MAX 4 IF ONLY MANAGERS OR EMPLOYEES. (6 marks)

Total marks for Question 6: 20