

# GCSE 2004

## *June Series*



# Mark Scheme

## Travel & Tourism (3591/1H)

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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.

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Further copies of this Mark Scheme are available from:

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Summer 2004

3591/1H

**Travel and Tourism  
Higher Tier Paper 1H****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 2<sup>nd</sup> mark/Two examples very similar so 1 mark only/Poor explanation but diagram worth 2<sup>nd</sup> 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

<b>Level 1: Basic</b>	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.
<b>Level 2: Clear</b>	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.
<b>Level 3: Detailed</b>	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**

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.

<b>Question 1</b>	<b>Marks</b>
<p>(a) (i) Once the railway was built it brought thousands of holidaymakers there on cheap excursions. Cheap + railway + thousands any 2 points = 2 marks.</p> <p>(ii) Railways closed. Car and coach transport had become more popular. The old railway land was accessible to the town and resort centre. Simple points = 2x1 mark. Developed points = 2x2 marks. Lifts from case study booklet max = 2.</p>	<p>(2 marks)</p> <p>(4 marks)</p>
<p>(b) (i) Warm summers only reach 16° C. Cool winters, only down to 5° C. Rainy at all seasons (around 80 mm/month) with only spring being relatively dry. Because it is rainy it is probably cloudy. 3x1 mark – allow extra mark(s) for development.</p> <p>(ii) It is cooler than the Mediterranean in summer, and in winter. There is no guarantee of dry weather in summer – when it is almost certain in Med resorts. Blackpool is likely to be cloudy in summer – when sunshine is very likely in the Med. 3x1 mark – allow extra mark(s) for development.</p>	<p>(3 marks)</p> <p>(3 marks)</p>
<p>(c) Acme Finance: needs a venue for about 20 people. It should offer a high level of comfort, and plenty of recreation facilities aimed at the older, more dignified client – for partners and the company members. Heron’s Reach offers all this. Imperial Hotel is also good.</p> <p>Pinnacle Adventure: needs an exciting and challenging set of activities for its young people. Luxurious accommodation is not as important, Norbreck Castle offers this.</p> <p>World Wide Leisure: needs a venue with a number of meeting rooms, that can hold up to 200 people. Ideally they should be able to stay at the conference venue. The Imperial Hotel offers all of this. Winter Gardens has the conference facilities – but is perhaps too big, and does not offer residential facilities.</p> <p>Mark each choice separately. In each case allow 2x1 mark for basic relevant points linking a company with a venue. Further marks to be awarded for clear elaboration of ideas.</p>	<p>(12 marks)</p>

- (d) (i) Business people have a lot of money invested and they want to get as much return on this as possible. Workers rely on the guests to provide work, and a longer season means more work.  
3x1 mark – allow extra mark(s) for development. *(3 marks)*

- (ii) Candidates could refer to price incentives, such as two for the price of one at weekends; special events such as Valentine Romance weekends; trips as part of a package, with theatre tickets or sports event tickets etc. For each strategy:

**Level 1 (1-2 marks)**

The answer describes the strategy, but does not give any relevant explanation of how or why that strategy is developed.

**Level 2 (3-4 marks)**

There is some, clear, relevant explanation of at least one strategy. Development of one strategy or some development of both strategies can reach the top of the level.

**Level 3 (5-6 marks)**

The answer is detailed and includes development of both strategies.

*(6 marks)*

- (e) (i) 4% *(1 mark)*
- (ii) Class A and B tend to have the highest earnings, so they are likely to spend more and bring more income to the town. This will benefit workers and those with capital invested alike.

However, richer visitors will probably want a different type of holiday. This will mean that new investment is needed, in new facilities. The presence of larger numbers of classes A and B might put off some people from C, D and E, so the revenue might not rise and might actually fall.

**Level 1 (1-2 marks)**

Basic points with no development.

**Level 2 (3-4 marks)**

Some simple development of at least one point. Both pro and anti points need to be given, though not necessarily both developed, to reach the top level.

**Level 3 (5-6 marks)**

Both pro and anti points are developed, with at least one point being developed thoroughly.

*(6 marks)*

**Total for question 1: 40 marks**

<b>Question 2</b>	<b>Marks</b>
<p>(a) (i) 480 000 to 23 000 (both <math>\pm</math> 10 000) or fell by 250 000 (<math>\pm</math> 10 000) or fell by approximately 50%</p>	<p>(1 mark)</p>
<p>(ii) The September 11<sup>th</sup> attack made European and American people worried about travelling by air. The Palestine/Israeli situation has destabilised the Middle East. Jordan is very close. The Iraq situation is worrying, and Jordan is next to Iraq too. 4x1 mark – allow extra mark(s) for development.</p>	<p>(4 marks)</p>
<p>(iii) Their income has fallen. Many have given up working in Petra. They have either moved to other parts of the country to seek work, or gone back to farming in the Wadi Mousa area. 4x1 mark – allow extra mark(s) for development.</p>	<p>(4 marks)</p>
<p>(b) Tourists can have safer rides, because horses are fitter. They are not distressed by seeing poorly horses. Owners can make more money because their horses are more attractive, and they will be able to work harder and live longer. Allow a maximum of 3 marks for either section.</p>	<p>(4 marks)</p>
<p>(c) (i) Minibus (1 mark). The ride might be bumpy. Be prepared for hot, dry, dusty conditions. She might have to wait for the minibus to fill up. Do not allow donkey. (3x1)</p>	<p>(4 marks)</p>
<p>(ii) Places offering student rates are often open to negotiations. Cheaper places are available in dormitories or sleeping on mattresses on the roof. Check that fans are available in summer and that the heating works in the winter. 4x1 marks – allow extra mark(s) for development.</p>	<p>(4 marks)</p>
<p>(iii) Award marks for relevant description. Candidates should select information from the photographs, the map and from the text. Background material from research can also be awarded credit. Award marks for relevant description. Full marks can only be awarded if the full sequence, in the correct order, is given, having referred to both photos and maps. 4x1 mark.</p>	<p>(4 marks)</p>
<p>(iv) They could take a horse drawn cart. Allow horse or donkey.</p>	<p>(1 mark)</p>



- (d) If some tourists are moved away from the main sites, those who are still there can see them better. The ones who go elsewhere can see a bigger variety of site. Large numbers, crowded in together, cause erosion of the sites. They can damage them by rubbing against them in a crush. Fewer tourists reduces this pressure. If there is more to be seen people are likely to need to stay longer. If they stay longer they will spend more on hotels, food transport and even souvenirs. If the visit is a better experience people are more likely to go home and tell their friends that they should visit. If the area is conserved then investment in tourist facilities like hotels will bring in returns for a longer period.  
In each section:  
4x1 mark – allow extra mark(s) for development. *(8 marks)*
- (e) Tourism is a major source of income. It allows the development of housing, education, transport infrastructure etc. It also generates money for the conservation and restoration of the environment. In turn, conservation and restoration keep the tourists coming and, in the long terms, may well increase their numbers. There is a beneficial cycle and a downward spiral, either of which can operate.
- Level 1 (1-2 marks)**  
At least one simple, basic point.
- Level 2 (3-4 marks)**  
The answer contains at least one point which is elaborated, clearly.
- Level 3 (5-6 marks)**  
The answer is elaborated in detail. It shows insight and understanding. *(6 marks)*

**Total for question 2: 40 marks**