

GCSE 2004

June Series



Mark Scheme

Travel & Tourism *(3591/2H)*

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

3591/2H

**Travel and Tourism
Higher Tier Paper 2H****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.
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

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)	<p>(3 x 1) Pollution/congestion must be qualified</p> <ul style="list-style-type: none"> • Traffic congestion • Footpath erosion • Traffic pollution • Specific litter / air pollution • Damage to wildlife/plantlife • Land-use change (buildings/car parks). <p style="text-align: right;"><i>(3 marks)</i></p>
(b)	<p>Level 1 (1-2 marks) General points largely identified from the resource which might identify the attractive environment/different culture etc.</p> <p>Level 2 (3-4 marks) Clear ideas about why the area might attract people and also makes points about increasing car ownership, accessibility, holiday time, general awareness of different environments etc. MAX 3 IF ONLY ADVANTAGES OR DISADVANTAGES.</p> <p style="text-align: right;"><i>(4 marks)</i></p>
(c)	<p>Level 1 (1-2 marks) Basic points about job creation → money etc with only limited development Some observation about advantages and disadvantages but lacks balance. MAX LEVEL 1 IF NOT CLEARLY PART-TIME.</p> <p>Level 2 (3-4 marks) Clear appreciation of advantages of part-time jobs in terms of money and other factors (fitting in with family life/flexibility etc). Has appreciation of disadvantages in terms of lower incomes/seasonality/unreliability etc.</p> <p style="text-align: right;"><i>(4 marks)</i></p>
(d)	<p>Level 1 (1-3 marks) Limited understanding of what culture/tradition means with basic points about cultural exploitation. No real exemplification.</p> <p>Level 2 (4-6 marks) Clear appreciation of what culture/tradition means and examples of how tourism can exploit cultures (shows/souvenirs etc).</p> <p>Level 3 (7-9 marks) Detailed understanding of what is meant by culture/tradition and uses examples to consider ways in which local areas could be exploited. Understanding of how culture/lifestyle/land tenure etc might be changed by tourism.</p> <p style="text-align: right;"><i>(9 marks)</i></p>

Total marks for Question 1: 20

Question 2	Marks
<p>(a)</p> <p>(3 x 1) Any three reasonable points. Could be specific about LEDC/long haul tourism or points about growth of tourism:</p> <ul style="list-style-type: none"> - different culture (carnival/football) - different environment - greater awareness (media) - increasing ease of booking /organisation - cheaper flights - longer holidays etc - climate - meeting other people - encouraged by Brazilian - cleaner/safer country - ease of travel - increasing wealth - cheaper goods /products 	<p>(3 marks)</p>
<p>(b)</p> <p>Level 1 (1-2 marks) Basic ideas about money/jobs etc with only marginal development.</p> <p>Level 2 (3-4 marks) Clear appreciation of links to general development/multiplier (infrastructure/industry/building etc).</p>	<p>(4 marks)</p>
<p>(c)</p> <p>Level 1 (1-2 marks) Basic appreciation of both advantages/disadvantages but not balanced. Focus might be better trade/money etc.</p> <p>Level 2 (3-4 marks) Clearer appreciation of both advantages/disadvantages and some understanding of both economic/environmental impacts. MAX 3 IF ONLY ADVANTAGES/DISADVANTAGES.</p>	<p>(4 marks)</p>
<p>(d)</p> <p>Level 1 (1-3 marks) Basic understanding which fails to really answer the question. Focus may be mainly about jobs etc with tentative ideas about economic security.</p> <p>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.</p> <p>Level 3 (7-9 marks) Detailed appreciation of the link between tourism and local/national development. Ideas about security (weather/tastes/change/September 11?). This makes the reliance on tourism risky – can have broader impacts (local/national income – social spending etc).</p>	<p>(9 marks)</p>

Total marks for Question 2: 20

Question 3	Marks
<p>(a)</p> <p>(3 x 1) Any three reasonable points:</p> <ul style="list-style-type: none"> - better roads / railways - general observation about planning - beach patrols / maintenance / cleaning - water management / system - more litter control/organisation etc - management of footpath. 	<p>(3 marks)</p>
<p>(b)</p> <p>Level 1 (1-2 marks) Basic points which identify from resource both economic (money) or environmental factors with limited development.</p> <p>Level 2 (3-4 marks) Broader appreciation of both economic and environmental factors with some understanding of the delicate nature of the balance. MAX 3 IF ONLY ADVANTAGES OR DISADVANTAGES.</p>	<p>(4 marks)</p>
<p>(c)</p> <p>Level 1 (1-2 marks) Basic appreciation of ideas which may largely focus on advantages/disadvantages and only tentatively get in ‘conflict’ ideas.</p> <p>Level 2 (3-4 marks) Clearer understanding of conflict which identifies specific ideas about social and environmental costs/or uses specific individual ideas (environmentalist/hotel developers etc).</p>	<p>(4 marks)</p>
<p>(d)</p> <p>Level 1 (1-3 marks) Basic appreciation which identifies both advantages and disadvantages (not balanced) and considers perhaps the environmental/economic idea in a simple way.</p> <p>Level 2 (4-6 marks) Clearer appreciation that restricting numbers may protect areas (with examples of how) and also considers that there may be a social/economic cost to restrictions (with examples of how). Max 5 if only advantages or disadvantages. MAX 5 IF ONLY ADVANTAGES OR DISADVANTAGES.</p> <p>Level 3 (7-9 marks) Detailed appreciation of both advantages and disadvantages and some developed ideas which might consider longer term sustainability, exclusivity, ability to reduce numbers and increase price etc.</p>	<p>(9 marks)</p>

Total marks for Question 3: 20

Question 4	Marks
(a) (3 x 1) Accept any reasonable point: - cheaper to train - no training required - understanding of job - appreciation of required skills - experience of working with people	(3 marks)
(b) Level 1 (1-2 marks) Basic points considering enthusiasm/flexibility as positive characteristics in business which would be helpful to the business.	
Level 2 (3-4 marks) Clear links between characteristics and job demands, i.e. enthusiasm because of links with the public and enhancing image. Flexibility because the job is often multi-faceted.	(4 marks)
(c) Accept broad definition of ‘characteristics’.	
Level 1 (1-2 marks) Basic points which list some key ideas of the company/objectives.	
Level 2 (3-4 marks) Clear appreciation of aims/objectives of industry and what it sets out to achieve.	(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.	
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.	
Level 3 (7-9 marks) Develops importance of costs and problems of high staff turnover and importance of continuity in the business. Considers the broader aspects of maintaining positive and developmental nature of staff by identifying and recognising skills.	(9 marks)

Total marks for Question 4: 20

Question 5	Marks
<p>(a)</p> <p>(3 x 1) accept three reasonable points:</p> <ul style="list-style-type: none"> - time taken to complete - clear questions/instructions - straightforward English (plain) - not too long - encouragement to complete (prize) - range of questions - specific questions - easy to fill in - clear instructions 	<p>(3 marks)</p>
<p>(b)</p> <p>Level 1 (1-3 marks) Basic ideas which link surveys to specific needs and an opportunity to respond to complaints.</p> <p>Level 2 (4-6 marks) Clear appreciation of improvement and development. Responding not only to complaints but also tastes and needs and considering what people like as well as dislike.</p> <p>Level 3 (7-9 marks) Detailed understanding of the use of surveys to respond to complaints, identify changes/needs/demands which will ensure the longer term survival of the holiday resort. Might also be linked to marketing policy.</p>	<p>(9 marks)</p>
<p>(c)</p> <p>Level 1 (1-2 marks) Basic points identifying the skills of entertainment and personal skills related to children (patience/kindness/positive approach etc).</p> <p>Level 2 (3-4 marks) Basic points and justification. Additional ideas about safety/organisation/perhaps some notion of regulation related to children.</p>	<p>(4 marks)</p>
<p>(d)</p> <p>Level 1 (1-2 marks) Basic appreciation of staff knowing what is expected when appointed and training to meet specific needs.</p> <p>Level 2 (3-4 marks) Importance of using appointment processes to link people with specific tasks and ensure correct appointment. Training important to ensure on-going development and reduce turnover. MAX 3 FOR STAFF APPOINTMENT OR TRAINING ONLY.</p>	<p>(4 marks)</p>

Total Marks for Question 5: 20

Question 6	Marks
(a) (3 x 1) any three reasonable points: - talking to the public - talking to (dealing with) staff/workmen - ICT skills - phone skills - writing letters - write reports - solving conflict/handling complaints.	<i>(3 marks)</i>
(b) Level 1 (1-2 marks) Basic focus on attitude/behaviour or presentation with simple reasoning.	
Level 2 (3-4 marks) Identifies a range of presentation and inter-personal skills, with clear reasoning.	<i>(4 marks)</i>
(c) Level 1 (1-2 marks) Basic appreciation of why employees need to know general conditions so have an understanding of what is expected.	
Level 2 (3-4 marks) Clearer understanding of the need to understand the working conditions with some examples which might include hours, shift patterns, location, dress/conduct, staff benefits etc.	<i>(4 marks)</i>
(d) Level 1 (1-3 marks) Basic appreciation of what a job description is with some reasons for its importance in terms of managers of 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 5 IF ONLY MANAGERS OR EMPLOYEES	
Level 3 (7-9 marks) Detailed understanding of what might be included in a job description together with why they are important for both managers and employees. Some development which might include an understanding of who does what in the company / links to career appraisal and development.	
Responses can include observations about applications and interviews as well as after employed.	<i>(9 marks)</i>

Total marks for Question 6: 20