



General Certificate of Secondary Education

Travel & Tourism 3591

3591/1F Foundation Tier

Mark Scheme

2005 examination - June series

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.

Paper 1 Foundation Tier

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
<p>(a) (i) The British Museum Kensington Palace 2 x 1 Three or more ticks = 0 marks</p>	<p>(2 marks)</p>
<p>(ii) It allows you to see a lot of key attractions in central London in a short time without the stress of driving. Commentary provided, by an expert, in your own language. You won't get tired walking. Open air buses if sunny and dry, but lower deck is covered if wet. Added attraction of river trip which is free. Do not credit comments re environment here. 3 x 1 simple, basic points, 3 x 2 developed points.</p>	<p>(6 marks)</p>
<p>(b) (i) River cruise</p>	<p>(1 mark)</p>
<p>(ii) They could gain good will. Passed on by word of mouth to attract more customers. Good advertising slogan. Makes the bus tour better value. They will get a lot more business. May buy food/drink on cruise. 2 x 1</p>	<p>(2 marks)</p>
<p>(iii) Some of the passengers might not have thought of going to Madame Tussauds ... or might not have fancied the queue ... so it increases the visitor numbers there. They will get a lot more business. 2 x 1 "More customers = more money" is not worth 2 marks. "Good publicity leads to more sales" = 2 marks.</p>	<p>(2 marks)</p>
<p>(c) (i) Less air pollution. Less smell. Sulphur pollution in the air can affect breathing ... cause smog ... produces sulphuric acid ... which can damage buildings ... and cause acid rain.</p>	<p>(3 marks)</p>
<p>(ii) Latest environmentally friendly engines. Ahead of legislation on emissions. Because visitors are on the bus, it reduces the number of cars going round London.</p>	<p>(1 mark)</p>

Marks

- (iii) It might help them get licences for their vehicles and their business.
No fines for polluting the air.
Good publicity.
Appeals to the public who are environmentally aware ... so might increase their market.
Might give them an advantage over their competitors.
Might get government assistance/subsidy. Might attract sponsorship
- Level 1 Basic (1-2 marks)**
Makes at least 1 basic point.
- Level 2 Clear (3-4 marks)**
At least 1 point is made clearly with some explanation. *(4 marks)*
- (d) Tourists often want to pack a lot in to a short break. They don't want to waste their time queuing, or finding the box office. It is easy to book at a place the bus takes you right to. Seeing a show means you don't waste your stay in London.
Tickets might be sold out.
2 x 1. *(2 marks)*
- (e) (i) They do not have business customers at a weekend ... so they want to sell empty spaces. To get more people to come when they have a day off.
2 x 1. *(2 marks)*
- (ii) There are fewer holidaymakers ... because it is off-season cold/wet/bad weather ... so they cut prices to attract some customers.
3 x 1. *(3 marks)*
- (f) (i) Quality Hotel. Not 'Docklands' on its own. *(1 mark)*
- (ii) It is quite a long way from the theatres, so it would be difficult to get back late at night. Taxi would be expensive. Congestion. DLR is a separate railway system.
2 x 1. *(2 marks)*
- (g) (i) 2 x £98.50 = 1 mark
= £197 total = 2 marks
No '£' or 'pound' = 0 marks. *(2 marks)*
- (ii) £30
2 boxes ticked = 0 *(1 mark)*
- (h) £710 million. Do not allow % figure, or total without £ sign, or total without millions *(1 mark)*

(i) Tate Modern. Do not allow London Eye. (1 mark)

(j) If you travel a long way it is expensive and so you probably stay longer. UK visitors may just be there for weekend breaks or day visit. UK visitors more likely to stay with family and friends. Visitors from abroad more likely to do more shopping for clothes etc (because they are different from what they can get back home) and souvenirs.
UK visitors more likely to visit free attractions or know the cheaper places to go or stay but overseas visitors will want to see the really famous, costly, paying attractions like Buckingham Palace and the Tower of London etc.

Level 1 Basic (1-2 marks)

Makes at least one basic point.

Level 2 Clear (3-4 marks)

At least one point is made clearly with some elaboration. (4 marks)

Total Marks for Question 1 = 40

Question 2	Marks
(a) (i) Elveden Forest/Thetford/Norfolk	<i>(1 mark)</i>
(ii) 10% or 10	<i>(1 mark)</i>
(iii) Northern Ireland, Scotland or North East	<i>(1 mark)</i>
(iv) 330 miles 0 marks without 'miles'	<i>(1 mark)</i>
(v) Any reference to 'intervening opportunity' concept gains 1 mark. There are three Center Parcs villages – Whinfall Forest, Sherwood and Elveden – which all have good motorway connections to the North East. The environment in each parc is very similar. The North East is a less affluent region, the disposable income is low, only 89% of the UK average. Make at least one basic point, 1 Elaborated point, 2.	<i>(2 marks)</i>
(b) (i) £557 Without '£' = 0 marks	<i>(1 mark)</i>
(ii) It is at a more popular time – Spring Bank holiday – when there is big demand so they can charge higher prices. 2 x 1.	<i>(2 marks)</i>
(iii) En-suite bathrooms, hydrobath, toiletry pack, phone, hairdryer, towels, servicing. 2 x 1.	<i>(2 marks)</i>
(c) (i) 10 minutes 9-11 minutes	<i>(1 mark)</i>
(ii) It encourages everyone to be more relaxed, with no stress from car traffic. It is quieter and therefore more peaceful. There is less exhaust pollution, so better for people and the environment. Less space needed for car parks and roads, so less expense – or more space for money-earning facilities. Safety. Encourages fitness. Everything close together. Company makes money from bike hire. 3 x 2.	<i>(6 marks)</i>

- (iii) It is peaceful, mixed woodland, with lakes dotted around, quite secluded, mammals, birds etc.
Spread out. Privacy, e.g. fishing, bird watching, cycling.

Level 1 Basic (1-3 marks)

Makes at least one basic point. Material lifted but not developed. If in form of list – max = 2.

Describes the features. At the bottom end of the level may gain 1-2 marks for ‘absence of cars, houses, factories etc.’

Level 2 Clear (4-6 marks)

At least one point is made clearly with some development of the description.

Links features of the area to how and why people relax.

(6 marks)

- (d) Bath is about 20 miles away. That is a bit far to go for an evening out. There are lots of things to do in the village itself. People are only there for three or four nights. That means that they will usually be quite happy to stay in the village. Many families go to the Parc. Shows at the theatre may not be suitable for family outings. Clear, relevant, local knowledge can gain credit.

Level 1 Basic (1-2 marks)

Makes at least one basic point.

Level 2 Clear (3-4 marks)

At least one point is made clearly with some explanation.

(4 marks)

- (e) The prices show that it is more expensive than many budget holidays. There is a wide variety of things to do, but many of these cost extra and need special equipment. This is beyond the pocket of the less affluent section of the market. The baby sitting service suggests it is aimed at families with young children. Many activities seem to be aimed at children from under 5s to younger teens, but the resort does not make a big play for older teens who might travel in groups, without adults. Activities are aimed at active people rather than the ‘grey’ market.

Level 1 Basic (1-2 marks)

Makes at least one basic point.

Level 2 Clear (3-4 marks)

Makes reference to ‘better off’.

At least one point is made clearly with some explanation.

(4 marks)

- (f) (i) Retail/landscaping and forestry/lifeguards/waiters/ cleaning are all jobs that might employ people with few qualifications. All of these have possible career development pathways. Center Parcs is a big organisation which will provide training for people it employs. This is a fairly remote area, so there may not be many alternative jobs nearby.

Level 1 Basic (1-2 marks)

Makes at least one basic point.

Allow 1 mark for named low-skill job.

Level 2 Clear (3-4 marks)

At least one point is made clearly with some explanation.

Probably refers to training being provided.

(4 marks)

- (ii) Full time staff need breaks and would probably prefer to take weekends and summer holidays off. These are the peak times of the year for the holiday industry, so demand for staff is highest. It is cheaper for the management to employ casual student labour rather than taking on extra full time workers who will not be fully occupied in off-peak times.

Level 1 Basic (1-2 marks)

Makes at least one basic point.

Level 2 Clear (3-4 marks)

At least one point is made clearly with some explanation.

Availability at peak periods. Empathy with youngsters.

Lower wages.

(4 marks)

Total Marks for Question 2 = 40