



# General Certificate of Secondary Education

## Travel & Tourism 3591

*3591/2F 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 2 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 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

- 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.

<b>Question 1</b>	<b>Marks</b>
(a)	<p>(i) Moving around/between countries/visiting different places/different forms of transport/see whole of South America. <span style="float: right;"><i>(1 mark)</i></span></p> <p>(ii) Rio de Janeiro (Accept Rio) <span style="float: right;"><i>(1 mark)</i></span></p> <p>(iii) 1 mark – basic idea about difficulty of communication. 2<sup>nd</sup> mark – 2<sup>nd</sup> point or development / number of languages required / difficult to order food / in case of accidents/getting lost/difficult to understand instructions. <span style="float: right;"><i>(2 marks)</i></span></p>
(b)	<p><b>Level 1 (1-2 marks)</b> Idea of culture <b>or</b> natural environment with some understanding or superficial understanding of both.</p> <p><b>Level 2 (3-4 marks)</b> Idea of culture <b>and</b> natural environment with some understanding of each. <span style="float: right;"><i>(4 marks)</i></span></p>
(c)	<p>(3 x 2)</p> <p>Within each 1 mark – simple point (→ make money) 2<sup>nd</sup> mark – developed point (→ make money for local people/wages/example. Ideas might include:</p> <ul style="list-style-type: none"> <li>• money idea</li> <li>• trade</li> <li>• develop industry</li> <li>• develop infrastructure</li> <li>• improve social conditions.</li> <li>• improve social interaction</li> <li>• develop international friendships/raise awareness of country</li> <li>• improve country</li> <li>• improve economy</li> <li>• increase business (profit)</li> </ul> <p style="text-align: right;"><i>(6 marks)</i></p>
(d)	<p><b>Level 1 (1-3 marks)</b> Basic ideas about exploitation with little development/ vague environmental problems.</p> <p><b>Level 2 (4-6 marks)</b> Clear understanding of what ‘traditional’ means with some appreciation of how culture can be changed by the intervention of tourism. May bring in points about exploitation etc. General use of examples (place or type) <span style="float: right;"><i>(6 marks)</i></span></p>

**Total for question 1: 20 marks**

<b>Question 2</b>			<b>Marks</b>
2	(a)	(i) (2 x 1) – Universal Studios – Universal’s Islands of Adventure	(2 marks)
		(ii) (2 x 1) Any reasonable idea: <ul style="list-style-type: none"> <li>• maintain customer base</li> <li>• bring in new people</li> <li>• bring in more money</li> <li>• competition with other parks</li> <li>• being the best/first etc. publicity/marketing/reputation</li> <li>• generate longer visitor stays</li> <li>• newer technology</li> </ul>	(2 marks)
	(b)	<b>Level 1 (1-2 marks)</b> Basic idea which brings in the notion of a range of facilities, things to do. “Because there are lots of things included, more than just a theme park”.	
		<b>Level 2 (3-4 marks)</b> Clear appreciation that it includes hotels/eating and a range of leisure activities. “It is a complete holiday for a range of people including theme parks, hotels, beaches etc”.	(4 marks)
	(c)	(3 x 2) 1 mark for simple idea (giving companies money). 2 <sup>nd</sup> mark for development (giving companies money towards .....)/example.  Ideas might include: <ul style="list-style-type: none"> <li>• money idea – give area money</li> <li>• planning help</li> <li>• advertising (Tourist Boards)</li> <li>• improving transportation/infrastructure</li> <li>• improving local areas/services</li> <li>• improve security</li> <li>• regenerate areas</li> <li>• building airports</li> <li>• reduce taxes</li> <li>• encourage local business</li> <li>• building hotels/attractions</li> <li>• designating environmental areas</li> </ul>	(6 marks)
	(d)	<b>Level 1 (1-3 marks)</b> Basic ideas about congestion and ideas about simple management which might include car parks and more roads. Probably more about problems than solutions.	

**Level 2 (4-6 marks)**

Clear understanding of traffic problems and linked solutions.

General use of examples (place or type).

“In Oxford the influx of visitors causes traffic jams and congestion. The council have built a Park and Ride scheme and encouraged the use of tour buses”. (6 marks)

**Total for question 2: 20 marks**

<b>Question 3</b>		<b>Marks</b>
3	(a)	(i)
		(2 x 1)
		<ul style="list-style-type: none"> <li>• Sun/weather</li> <li>• Coast</li> <li>• Scenery</li> <li>• Animals/birds</li> <li>• Culture</li> <li>• Cheap/price</li> <li>• marketing/advertising</li> <li>• fashionable/awareness</li> <li>• possible water sports</li> </ul>
		<i>(2 marks)</i>
		(ii)
		1 mark – basic point “to separate it from local people”.
		2 <sup>nd</sup> mark – second point or developed point “in order to give hotel guests a private beach which is a good selling point”.
		<i>(2 marks)</i>
	(b)	
		<b>Level 1 (1-2 marks)</b>
		Basic ideas about extra people needing water for washing/drinking etc. E.g. “More people means more demand and holidaymakers use lots of water”.
		<b>Level 2 (3-4 marks)</b>
		Ideas which illustrate why it is a ‘problem’
		Clearer understanding about relative supply – holiday guests using more than locals etc. Idea that supply is difficult and cannot easily be increased.
		<i>(4 marks)</i>
	(c)	
		(3 x 2)
		1 mark simple idea/word – litter.
		2 <sup>nd</sup> mark – how damaged – litter dropped, can harm animals if eaten.
		Do not accept just pollution – must be qualified i.e. air pollution – cars, water pollution – boats.
		<i>(6 marks)</i>
	(d)	
		<b>Level 1 (1-3 marks)</b>
		Limited understanding of ‘environmentally sensitive area’.
		Tends to simply identify how money can be raised or used to improve areas (litter bins/more cleaning of areas/buildings/farming National Parks etc.).
		<b>Level 2 (4-6 marks)</b>
		Some appreciation of sensitive areas and a slightly broader appreciation of protection of the natural environment (plants/animals) etc. General use of examples (place or type).
		<i>(6 marks)</i>
<b>Total for question 3: 20 marks</b>		



<b>Question 4</b>			<b>Marks</b>
4	(a)	(i) 55,000	(1 mark)
		(ii) Fast ticket machines/reservation centre/better disabled facilities/more staff.	(1 mark)
		(iii) (2 x 1) <ul style="list-style-type: none"> <li>• Because they are old/run down</li> <li>• Do not reflect current needs</li> <li>• Do not reflect current legal requirements</li> <li>• Attract more custom/more enjoyable</li> <li>• Make more money/increase business</li> <li>• Improve image/reputation</li> <li>• Lack of facilities/shops</li> <li>• To improve service</li> <li>• To reorganise space</li> </ul>	(2 marks)
	(b)	<p><b>Level 1 (1-2 marks)</b> Basic ideas about seeing what customers want/keeping them happy</p> <p><b>Level 2 (3-4 marks)</b> Broader points about using resources well and the link to maintaining or developing business.</p>	(4 marks)
	(c)	(i) (2 x 1) <ul style="list-style-type: none"> <li>• Neat</li> <li>• Clear/large lettering</li> <li>• Well laid out</li> <li>• Accurate</li> <li>• Eye catching</li> <li>• Use of colour</li> <li>• Attractive</li> <li>• Visual presentation</li> </ul>	(2 marks)
		(ii) No mark for naming quality Maximum Level 1 for general points about the importance of advertising.	
		<p><b>Level 1 (1-2 marks)</b> General points about the quality with basic development.</p> <p><b>Level 2 (3-4 marks)</b> Clear ideas about the importance of advertising in attracting customers/maintaining/developing business.</p>	(4 marks)

- (d) **Level 1 (1-3 marks)**  
 Limited understanding about types of jobs. Tends to list a limited number of jobs. Expect a range of types for 3 marks.
- Level 2 (4-6 marks)**  
 Maximum 4 for wide range of examples.  
 Some idea of categorisation of jobs (sales/management/maintenance) OR wide range of examples/ideas/comments.  
 “Some jobs deal with the public, perhaps selling tickets or giving information, while others are making sure the station is working well, for example maintenance and cleaning”. (6 marks)

**Total for question 4: 20 marks**

<b>Question 5</b>			<b>Marks</b>
5	(a)	(i) Accommodation	(1 mark)
		(ii) <ul style="list-style-type: none"> <li>• Generate good customers relations</li> <li>• Get to know guests</li> <li>• Make people get to know each other</li> <li>• Be visible</li> <li>• Generate holiday spirit/happiness</li> </ul>	(1 mark)
		(iii) (2 x 1) <ul style="list-style-type: none"> <li>• Costs less</li> <li>• Reputation of company</li> <li>• Maintain business</li> <li>• So bad news does not spread</li> <li>• Avoid post-holiday complaints</li> <li>• Make sure people have a good holiday</li> <li>• Easier for holiday rep at the time</li> <li>• Saves holiday rep time</li> </ul>	(2 marks)
	(b)	<b>Level 1 (1-2 marks)</b> Basic idea of dealing with the public/reputation/stand out (uniform).  <b>Level 2 (3-4 marks)</b> Clearer understanding of representing the company/maintaining reputation and business. Looking professional/approachable.	(4 marks)
	(c)	(i) (2 x 1) <ul style="list-style-type: none"> <li>• Location(where actually working) – might be related to health/safety</li> <li>• Hours/duty patterns</li> <li>• Dress/conduct codes</li> <li>• General facilities</li> </ul>	(2 marks)

(ii) **Level 1 (1-2 marks)**  
Basic ideas which makes tentative suggestions why working conditions are important to employees.

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

Clear appreciation of why important in relation to specific examples of working conditions.

*(4 marks)*

(d) **Level 1 (1-3 marks)**

Vague reference to personal qualities with limited reasoning about why important. Some confusion with skills.  
Maximum 2 if no reasoning.

**Level 2 (4-6 marks)**

Clear understanding of personal qualities with reference to:

- reliability/flexibility/confidence/self control/ calmness
- presentation/honesty/good humour/enthusiasm.

Some explanation about why they are important.

“It is important to be well presented because you are representing the company and your presentation and attitude creates the image of the company”.

*(6 marks)*

**Total for question 5: 20 marks**

<b>Question 6</b>			<b>Marks</b>
6	(a)	(i) Any one of: <ul style="list-style-type: none"> <li>• bars/restaurants</li> <li>• tennis courts</li> <li>• swimming pools</li> <li>• whale watch tours.</li> </ul>	(1 mark)
		(ii) Different days off each week/cycle of days off	(1 mark)
		(iii) (2 x 1) <ul style="list-style-type: none"> <li>• Few houses/flats etc in area/difficult to find accommodation</li> <li>• Keeps people on-site/good timekeeping</li> <li>• Encourages employees to work for them/good working conditions</li> <li>• too far to commute/remoteness</li> <li>• nearness to work/unfamiliar area</li> </ul>	(2 marks)
	(b)	(i) <b>Level 1 (1-2 marks)</b> Basic idea which identifies simple ideas such as ICT skills/interpersonal skills/dealing with money. Some confusion with personal qualities.  <b>Level 2 (3-4 marks)</b> Identifies skills (such as ICT/ interpersonal skills) with some reasoning.	(4 marks)
	(c)	(i) Any two of: <ul style="list-style-type: none"> <li>• duties (what you should do)</li> <li>• responsibilities</li> <li>• to whom responsible</li> <li>• who is accountable to you</li> <li>• job title</li> <li>• accept hours/days of work</li> </ul>	(2 marks)
		(ii) <b>Level 1 (1-2 marks)</b> Basic understanding which offers simple explanation, “So you know what to do” / “See if the job suits you” (should you apply).  <b>Level 2 (3-4 marks)</b> Clearer reasons for the information, “So it is clear what is expected so you don’t waste time, do other people’s jobs or don’t do what is expected and get into trouble”.	(4 marks)
	(d)	<b>Level 1 (1-3 marks)</b> Basic ideas which might include general points about staff relationships/cost of training/continuity of service/staff knowing what to do.	

**Level 2 (4-6 marks)**

Clearer understanding of costs of training/continuity of service/difficulty of getting staff/staff knowing what to do/general reliability. Tentative observations about the effect of high turnover on the business.

*(6 marks)*

**Total for question 6: 20 marks**