



# General Certificate of Secondary Education

## Travel & Tourism 3591

*3591/1H Higher 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 Higher 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

<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:

<b>0 mark</b>	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>1 mark</b>	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.
<b>2 marks</b>	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.
<b>3 marks</b>	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) 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 of 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.
- Level 1 Basic (1-2 marks)**  
Makes at least one basic point, e.g. "They get a commentary".
- Level 2 Clear (3-4 marks)**  
At least one point is made clearly with some explanation, e.g. "They get a commentary translated into their own language".
- Level 3 Detailed (5-6 marks)**  
The answer is developed in detail, e.g. "The commentary is translated into 6 languages and Japanese is one of these because there are a lot of Japanese tourists" (6 marks)
- (b) (i) They could gain good will. Passed on by word of mouth to attract more customers. Good advertising slogan. Makes the bus tour better value. Sells food and drink to cruise customers.  
For second mark must say more than "more customers and so more money".  
2 x 1 (2 marks)
- (ii) 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 (2 marks)
- (c) (i) Ultra low sulphur and the latest environmentally friendly engines ... means less air pollution.  
Sulphur pollution in the air can affect breathing ... cause smog ... produces sulphuric acid ... which can damage buildings ... and cause acid rain.  
Latest environmentally friendly engines are ahead of legislation on emissions – also cut air pollution.  
2 x 1. (2 marks)

		<b>Marks</b>
(ii)	<p>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.</p> <p><b>Level 1 basic (1-2 marks)</b>            Makes at least one basic point.</p> <p><b>Level 2 clear (3-4 marks)</b>            At least one point is made clearly with some explanation.</p> <p><b>Level 3 detailed (5-6 marks)</b>            The answer is developed in detail. Must say more than references to “environmentally aware customers” to reach Level 3.</p>	(6 marks)
(d)	<p>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. People may not be able to buy tickets at the box office ... but the agency may have access to tickets which are not available elsewhere.</p> <p>Simple points 4 x 1.            Developed points 2 x 2.</p>	(4 marks)
(e)	<p>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. There are fewer holidaymakers ... because it is off-season ... so they cut prices to attract some customers.</p> <p><b>Level 1 basic (1-2 marks)</b>            Makes at least one basic point.</p> <p><b>Level 2 clear (3-4 marks)</b>            At least one point is made clearly with some explanation.</p> <p><b>Level 3 detailed (5-6 marks)</b>            The answer is developed in detail. Must refer to lack of business customers at weekends to gain full marks.</p>	(6 marks)
(f)	(i) Docklands Quality hotel (1). Not ‘docklands’ alone.	(1 mark)

		<b>Marks</b>
(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. 2 x 1.	<i>(2 marks)</i>
(g)	(i) 2 x £98.50 = 1 mark = £197 total = 2 marks	<i>(2 marks)</i>
	(ii) £60 = 1 mark	<i>(1 mark)</i>
(h)	<p>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.</p> <p>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.</p> <p>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 Tower of London etc.</p> <p><b>Level 1 basic (1-2 marks)</b> Makes at least one basic point.</p> <p><b>Level 2 clear (3-4 marks)</b> At least one point is made clearly with some explanation.</p> <p><b>Level 3 detailed (5-6 marks)</b> The answer is developed in detail.</p>	<i>(6 marks)</i>

**Total Marks for Question 1 = 40**

<b>Question 2</b>	<b>Marks</b>	
(a)	(i) 1% / 1 (ii) 330 miles. Must have ‘miles’. (iii) There are three Center Parcs villages – Whinell 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 8% of the UK average.  Simple points 2 x 1. Elaborated point, up to 2 x 2.	(1 mark) (1 mark) (4 marks)
(b)	(i) £557 (ii) It is at a more popular time – Spring Bank holiday – when there is big demand so they can charge higher prices. At less popular times they cut prices to encourage people to go. Simple point – 1 mark Extra marks for elaboration. Not “because the weather is better then”.	(1 mark) (3 marks)
(c)	Few car parks. Lots of bike paths and footpaths. Car park right by entrance. All facilities close together. 2 x 1.	(2 marks)
(d)	It is peaceful, mixed woodland, with lakes dotted around, quite secluded, lots of wildlife, mammals, birds etc.  <b>Level 1 Basic (1-2 marks)</b> Makes at least one basic point. Material lifted but not developed  <b>Level 2 Clear (3-4 marks)</b> At least one point is made clearly with some development of the description. A variety of elements of the landscape is described. Can reach top of Level 2 for description of relevant features.  <b>Level 3 Detailed (5-6 marks)</b> The answer is well developed. Must make links between the features and the human response to them to reach Level 3.	(6 marks)



**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)**  
At least one point is made clearly with some explanation.
- Level 3 Detailed (5-6 marks)**  
The answer is detailed and well developed. Must balance young families/young couples/better off to reach Level 3. (6 marks)
- (f) 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, etc. Point mark. Allow extra marks for elaboration 4 x 1. (4 marks)
- (g) (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.
- Level 2 Clear (3-4 marks)**  
At least one point is made clearly with some explanation.
- Level 3 Detailed (5-6 marks)**  
The answer is detailed and well developed. Cannot reach Level 3 without references to the size and scope of the organisation. (6 marks)

**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. This work might provide experience for people who aim to make their careers in the tourist industry when they finish school or college.

**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.

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

The answer is detailed and well developed. Must make reference to period of maximum demand linked to student availability reach Level 3.

*(6 marks)*

**Total Marks for Question 2 = 40**