



General Certificate of Secondary Education

Travel & Tourism 3591

3591/2H 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 2 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 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**

- 1 (a) (3 x 1)
- Scenery – mountains/coasts/beaches
 - Visit islands
 - Boating
 - Visiting cities
 - Different cultures/places (variety)/experience
 - Natural environments/wildlife/plants
 - Good value for money
 - General sightseeing
 - Strength of advertising/marketing
- (3 marks)*
- (b) 1 mark – idea of visiting many places.
2nd mark – idea of scale/distance/different countries/
spectacular/luxurious
- (2 marks)*
- (c) **Level 1 (1-2 marks)**
Basic ideas about more jobs, money etc.
- Level 2 (3-4 marks)**
Broader ideas which brings in the notion of a wider range of jobs through the multiplier OR brings in general social developments (money for hospitals/schools etc).
- Level 3 (5-6 marks)**
Range of direct and indirect economic factors and an understanding of how development can improve social facilities/living standards.
“Tourism can bring in a great deal of money and create jobs, both directly in hotels and also in local shops. Also it increases the demand for locally produced food and other products. Money can also be spent on local facilities like hospitals and improving local facilities like transport and water supply”.
- (6 marks)*

(d)

Level 1 (1-3 marks)

Basic ideas about exploitation with little development/vague environmental problems.

Level 2 (4-6 marks)

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).

Level 3 (7-9 marks)

Uses detailed examples of how tourism can change cultures (location or method).

“In tourist areas young people are increasingly westernised by seeing tourists. They want to wear different clothes and behave like visitors. In some areas tourists show little respect for local cultures or practices by being improperly dressed or visiting religious buildings at inappropriate times”.

(9 marks)

Total for question 1: 20 marks

Question 2**Marks**

- 2 (a) (3 x 1)
- Maintain existing interest/repeat trade
 - Increase revenue
 - generate longer visitors stays
 - Increase number of visitors
 - Compete with other places
 - Respond to new technology/upgrade facilities
 - Advertising (being the first/biggest/fastest etc.)
- (3 marks)*
- (b) 1 mark – idea about hotel within the park matching theme/or example e.g. ‘Disney’.
2nd mark – more detail about how the hotel reflects the park and is decorated to do so.
- (2 marks)*
- (c) **Level 1 (1-2 marks)**
Basic ideas about putting money into tourism and general vague comments.
- Level 2 (3-4 marks)**
Clearer understanding with some specific factors. These might be about planning/communications/ advertising/basic infrastructure.
“Governments set up Tourist Advertising to sell the area to visitors. They also help with the planning of facilities and communications”.
- Level 3 (5-6 marks)**
More specific reference to detailed ideas about policy.
“The government encourages the development of new airports and road links which can encourage visitors. They can build local facilities and ensure that places are kept clean and tidy so they have a good reputation and people come back”.
- (6 marks)*

(d)

Level 1 (1-3 marks)

Basic ideas about congestion and ideas about simple management which might include park and ride/traffic management etc. 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”.

Level 3 (7-9 marks)

Uses place example(s) to describe problems and management.

“Many cities have congestion problems because of the number of visitors. A number, including Oxford and Cambridge, operate Park and Ride schemes so that less cars travel into city centres. In National Parks tour buses have been put in place and there is talk of restricting the use of cars on Bank Holidays and Sundays in the summer.

(9 marks)

Total for question 2: 20 marks

Question 3	Marks
3 (a) (3 x 1)	
<ul style="list-style-type: none"> • Relaxing holiday • Scenery – beach etc. • Tropical warm seas • Water Sports 	<ul style="list-style-type: none"> • Privacy/security • Marketing • Natural environment (flora/fauna) • Explore different cultures
	<i>(3 marks)</i>
(b)	
1 mark – simple idea from resource which draws comparison (tourist uses more water). 2 nd mark – developed idea about sense of rich people exploiting local poorer people.	
	<i>(2 marks)</i>
(c)	
Level 1 (1-2 marks) General points about pollution, litter, sewage/ landscape.	
Level 2 (3-4 marks) Clearer appreciation of types of pollution and the way that it might damage environments, harm wildlife etc/basic land use changes.	
Level 3 (5-6 marks) Detailed appreciation of how environments are damaged by visitors and land use change brought about by tourism. “Tourists create a lot of car pollution which can damage plant life. Illegal parking and footpath erosion can damage plants and harm animal habitats. In some areas vegetation has been cleared to make way for tourist facilities”.	
	<i>(6 marks)</i>
(d)	
Level 1 (1-3 marks) 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).	
Level 2 (4-6 marks) 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).	
Level 3 (7-9 marks) Using examples to show broader understanding which brings in clear management strategies. This might include reference to National Parks/ecotourism etc. “In some areas where the environment is very sensitive places have been made into National Parks, or set up as protected areas. Money is spent on rangers to look after the area and make sure it is being used properly. Also money is spent replanting trees and protecting animal habitats”.	
	<i>(9 marks)</i>

Total for question 3: 20 marks

Question 4	Marks
4 (a) (i) Anything that customers use – might include an example from sales areas/cafes/toilets/waiting room etc/	<i>(1 mark)</i>
(ii) (2x1) <ul style="list-style-type: none"> • Improve look/cleaner • More reliable • Faster • Safer • More comfortable/enjoyable • More shops etc – more to buy 	<i>(2 marks)</i>
(b) Level 1 (1-2 marks) Basic idea about knowing what to expect/being prepared, listening to people etc.	
Level 2 (3-4 marks) Clear understanding that informing people may reduce complaints OR inconvenience OR danger and make people aware that investments are being made, so good public relations. Responding to people’s opinions.	<i>(4 marks)</i>
(c) Level 1 (1-2 marks) Identifies interpersonal skills or information handling skills with some exemplification. Describes skills with limited reasoning.	
Level 2 (3-4 marks) Identifies both interpersonal skills and information handling skills with some exemplification about why they are important.	<i>(4 marks)</i>
(d) Level 1 (1-3 marks) Limited understanding about types of jobs. Tends to list a limited number of jobs.	
Level 2 (4-6 marks) Some idea of categorisation of jobs (sales/maintenance/management) – wide range of examples/ideas. “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”.	
Level 3 (7-9 marks) Clearer idea of categorisation with examples in each given category. “There are jobs directly serving the public in the cafes or ticket office or giving information. Behind the scenes maintenance staff make sure the facilities are clean and operating safely while managers organise the staff and make sure all the range of tasks are being covered”.	<i>(9 marks)</i>

Total for question 4: 20 marks

Question 5**Marks**

- 5 (a) (i) Do not accept a restatement of the question.
Looking after customer/managing customers needs. (1 mark)

- (ii) (2 x 1) Any reasonable point.

• Representing company image	• Being recognised/picked out
• Looking professional/smart/well dressed	• Increases confidence • Being appropriately dressed

(2 marks)

- (b) **Level 1 (1-2 marks)**
Basic ideas from resource which includes cheaper to deal with/in guests' interest/better for company etc / OR general ideas.

Level 2 (3-4 marks)

Basic ideas from resource **and** ideas about importance of reputation/return trade etc. Some notion of the long-term security of the business.

(4 marks)

- (c) **Level 1 (1-2 marks)**
Idea about knowing what to do/responsibilities **OR** understanding chain of command/to whom responsible.

Level 2 (3-4 marks)

Clear appreciation about knowing responsibilities **AND** understanding chain of command/to whom responsible.

(4 marks)

- (d) **Level 1 (1-3 marks)**
Vague reference to personal qualities with limited reasoning about why important. Some confusion with skills.

Level 2 (4-6 marks)

Clear understanding of personal qualities with reference to:

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

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”.

Level 3 (7-9 marks)

Detailed appreciation of the range of personal qualities with specific reasons why they are important.

“The general presentation and attitude is important when dealing with the public since without them there is no business. If a positive image is created the business and jobs will be more secure. Also good manners, confidence and presentation skills will give customers confidence in the company”.

(9 marks)

Total for question 5: 20 marks

Question 6	Marks
6 (a) (i) People who work for the company (example) / the personnel department.	<i>(1 mark)</i>
(ii) (2x1) Any two reasonable points. <ul style="list-style-type: none"> • Physical environment (sun/beach etc.) • Flora/fauna • Facilities • Free accommodation/variety of available accommodation • Good working conditions 	<i>(2 marks)</i>
(b) Level 1 (1-2 marks) Basic ideas that suggests that it is not like being on holiday – it is work, even though the area is a holiday resort.	
Level 2 (3-4 marks) Clear appreciation of the balance between work/leisure and the importance of satisfying the guests. Bring in the importance of customers satisfaction/return trade/ reputation.	<i>(4 marks)</i>
(c) Level 1 (1-2 marks) Basic understanding of two of working conditions with tentative reasoning.	
Level 2 (3-4 marks) Clear understanding of working conditions and reasons why they are important (in some areas)	<i>(4 marks)</i>
(d) Level 1 (1-3 marks) Basic ideas about cost of training etc with limited development.	
Level 2 (4-6 marks) Clearer appreciation of costs of training/difficulty of getting staff/staff knowing what to do/general reliability etc.	
Level 3 (7-9 marks) As above but also considers impact of high turnover on companies reputation/customers like to see familiar face etc. “If staff turnover is high it might say something about the reputation of the company or that staff are unhappy. This may be transferred to guests by certain attitudes and affect business. Also guests like to see familiar faces – it makes them feel comfortable and confident. Training new staff takes time and costs money and means people are not totally sure of what they are supposed to be doing”.	<i>(9 marks)</i>

Total for question 6: 20 marks

