

Travel and Tourism

Advanced GCE

Unit **G728**: Unit 9 – Tourism Development

Mark Scheme for January 2011

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Testing of Quality of Written Communication

The quality of written communication will be assessed in questions that are indicated accordingly (*). Marks will be awarded for spelling, punctuation and grammar, use of appropriate form and style of writing, and for organising work clearly and coherently.

In this external assessment the assessment of QWC will take place in Question 1f which is a level of response question and carries 12 marks.

Marks are embedded within this question for assessing the quality of written communication. The following criteria are embedded within the levels of response for Question 1f.

Level 1: Ability to communicate at least one point using some appropriate terminology.

Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Level 2: Limited ability to organise relevant material. Some appropriate terminology used.

Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

Level 3: Ability to present relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

Please note answers which are assessed as a L1, L2 and L3 from the individual unit mark scheme criteria may be awarded an additional mark for the quality of written communication if the standard is above the embedded criteria for the quality of written communication.

Question	Expected Answer	Additional Guidance
<p>1(a) Aberdeenshire is a popular UK holiday destination. Describe two reasons for its appeal. [4 marks] [1+1]*2</p>	<p>One mark for each correct identification up to a maximum of two identifications, plus up to an additional one mark for each of two descriptions.</p> <ul style="list-style-type: none"> • Rugged coastlines (✓) and any reference to scenery (✓), sparkling granite buildings (✓). • History and heritage (✓), Cairngorm National Park (✓) Royal Deeside (✓) shops (✓) award winning cuisine (✓). • More domestic holidays taken (✓) due to economic recession (✓). • Events and festivals (✓) + development. • Royal Deeside - family connections (✓) + development. • Lively nightlife (✓) + development. 	<p>Be mindful of repetition.</p>
<p>1(b) Explain two likely economic benefits to the city of Aberdeen of receiving a grant from the Scottish Government. [6 marks] [1+2]*2</p>	<p>One mark for each correct identification up to a maximum of two identifications, plus up to a further two marks for each of two explanations.</p> <ul style="list-style-type: none"> • Increase in jobs (✓) 1000 (✓). • Impact of the multiplier effect (✓) explained (✓). • Investment in new facilities/attractions (✓); example (✓) Retail Rocks scheme (✓). • Improvements in infrastructure (✓) pedestrian area (✓) increased visitor spending (✓). 	<p>All benefits identified must give examples from the case study to gain the maximum three marks.</p>
<p>1(c) Identify two examples of the ways in which Aberdeen is seeking to establish its Regional Identity. [2 marks] [2*1]</p>	<p>One mark for each correct identification up to a maximum of two identifications.</p> <ul style="list-style-type: none"> • Tartan Day (✓). • Aberdeen's Hogmanay (✓). • Aberdeen's Winter Festival programme (✓). 	

Question	Expected Answer	Additional Guidance
<p>1(d) Discuss the socio-cultural importance of creating a Regional Identity for Aberdeen City and Shire. [6 marks] Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes the importance of creating a regional identity. Information may be in the form of a list of reasons. Candidates will include explanations of the importance of creating a regional identity which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [4-6 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the importance of creating a regional identity. Candidate effectively discusses valid reasons. There is sound and frequent evidence of thorough detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Future prosperity for the area, awareness outside the area of what the region has to offer. • To be able to compete with other cities, areas and regions in promoting/marketing culture, business, tourism or re-location and to work in partnership with public and private sector organisations. • Market and promote town more visitors come helps them to retain culture and identity. • To preserve local traditions and regional identity for the region. 	<p>Level 1: List of points – maximum 1 mark. Description – up to 2 marks. Explanation/unsupported judgements/limited discussion – up to 3 marks.</p> <p>Level 2: Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 4 marks. An evaluation/judgement without overall conclusion/prioritisation – 5 marks. With overall supporting conclusion – 6 marks.</p> <p>Note: Candidates should refer to the case study as a basis for discussion.</p> <p>If no use of case study MAXIMUM four marks.</p>

Question	Expected Answer	Additional Guidance
	<p>Exemplar response: Aberdeen city and shire have created the regional identity to increase future prosperity for the area. By building a stronger, more consistent reputation and by keeping a high profile will encourage competing more strongly against offers from other cities, cultural events or tourism. By creating a regional identify for the city this highlights the importance of improving the standard of life in that area. As well as the regional identify showing socio-cultural importance it also shows economic importance, as the public and private sectors are working together to maintain and develop tourism in the area. Therefore this shows the value of establishing a regional identity (L2).</p>	
<p>1(e) The Cairngorms is Britain's largest National Park. Explain two aims/objectives of a national park. [6 marks] [1+2]*2</p>	<p>One mark for each correct identification up to a maximum of two identifications, plus up to a further two marks for each of two explanations.</p> <ul style="list-style-type: none"> • National Parks were founded to care for unique landscapes/environment (✓) cultural heritage (✓) local communities (✓). • They are public sector managed (✓) can work with partners from private and voluntary sector (✓) It gains its funding from central government (✓). • They are cared for and enhanced for current and future generations (✓) for the benefit of everybody (✓) they follow a programme of conservation and preservation (✓) to retain its natural beauty (✓). • Through leaflets, posters in visitor centres (✓) National Parks can educate the public (✓) about conservation. • They provide a range of outdoor activities (✓). 	<p>This is a public sector organisation!</p>

Question	Expected Answer	Additional Guidance
<p>1(f)* Evaluate the likely positive economic impact the proposed new development will have on the area against the likely negative environmental impact. [12 marks] Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes an impact from one or both economic and environmental. Information may be in the form of a list of benefits. There is little or no attempt to evaluate. Candidate communicates at least one point using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Level 2: [5-8 marks] Candidate describes a number of possible economic and environmental impacts. Candidates will show an understanding of the question and include explanations of a number of the possible impacts which may be evaluated with some success. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary. Candidate has a limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 3: [9-12 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the possible economic and environmental impacts. Candidate effectively evaluates a range of possible impacts and provides a detailed argument presenting both sides. There is sound and frequent</p>	<p>This is the question assessing QWC.</p> <p>Level 1: List – maximum 2 marks. 2 identifications plus one description – 2, 3 or 4 marks. 3 identifications and unsupported judgement – 4 marks.</p> <p>Level 2: No list – must be at least ‘describe’. Description only – 5 marks. Explanation/analysis – 6 or 7 marks. Evaluative comment (because.... means that....) – 8 marks.</p> <p>Level 3: Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks. An evaluation/judgement without overall conclusion/prioritisation – 11 marks. With overall supporting conclusion – 12 marks.</p> <p>Note: Candidates should refer to the case study as a basis for making an evaluation of the impacts, both economic and environmental.</p>

Question	Expected Answer	Additional Guidance
	<p>evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Indicative content:</p> <p>Economic:</p> <ul style="list-style-type: none"> • Income and jobs to the area. • Hotel, 1 00 holiday homes. • 500 houses thus relocation opportunities. • Two golf courses and clubhouse. <p>Environmental:</p> <ul style="list-style-type: none"> • RSPB. • Pressure groups. • SSSI. • Destruction of natural area. • People who have traditionally lived and farmed the land have had to move away. • Destruction of panoramic views. <p>Exemplar response:</p> <p>The economic benefits to the area would be the increase in the number of jobs available to the local population. The jobs created would boost the local economy through the multiplier effect and therefore benefit Scotland's tourism development. However, building this golf course and construction for several more aspects including a hotel and holiday homes on an SSSI would destroy the natural environment that is already in the area. It is said to be one of Scotland's most beautiful wind</p>	

Question	Expected Answer	Additional Guidance
	<p>swept shorelines and would ruin the panoramic view of the area for tourists and the host population. This in turn may put of several tourists because of the eye sore that is blocking the natural beauty of the area.</p> <p>There would be an increase in visitor spending to the area for local businesses and attractions because of the increase in visitors that this new development would bring. However, as Donald Trump is an American billionaire, a lot of the profit made by the development would not stay in Scotland. This would be a leakage of the economic profits of the golf course to the American billionaire and with only a limited amount to the local area.</p> <p>Overall, I believe that the new development would create more negative impacts than positive due to the panoramic view damage and destruction of wildlife along the shoreline. Even though jobs are created the majority of this benefit is short term construction and limits the amount of economic benefits to the area (L3).</p>	

Question	Expected Answer	Additional Guidance
<p>2(a) Define the following terms:</p> <ul style="list-style-type: none"> • sustainable tourism; • foreign exchange earnings. <p>[4 marks] [2+2]</p>	<p>Up to two marks for each of two definitions.</p> <p>Sustainable tourism:</p> <p>The needs of the present are met (✓) without compromising the needs of future generations (✓).</p> <p>Foreign exchange earnings:</p> <p>Foreign currency coming into a country (✓) which in turn contributes to balance of payments (✓). Accept helps countries to further develop tourism (✓).</p>	
<p>2(b) Describe two ways in which Kenya Wildlife Service's (KWS) tourism initiatives will benefit tourism in Kenya.</p> <p>[4 marks] [1+1]*2</p>	<p>One mark for each correct identification up to a maximum of two identifications, plus up to a further one mark for each of two descriptions.</p> <ul style="list-style-type: none"> • It is a key agency (✓) for flagship projects (✓). • It has a marketing function (✓) which involves branding of the most popular parks (✓). • It has a scheme to update facilities (✓) including infrastructure and accommodation (✓). • Community projects (✓) which grows revenue and public awareness (✓). 	
<p>2(c) With reference to Fig. 2a, discuss the negative economic impacts of Kenya's dependency on tourism.</p> <p>[8 marks] Levels</p>	<p>Levels of response</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes some possible negative economic impacts. Information may be in the form of a list. Candidates will include explanations of possible impacts which may be discussed with some success. The discussion</p>	<p>Level 1: List of points – maximum 1 mark. Description – up to 2 marks. Explanation – up to 3 marks. Unsupported judgements/limited discussion – up to 4 marks.</p> <p>Level 2: Identification/description implied/assumed. Explanation/analysis/comparison of more</p>

Question	Expected Answer	Additional Guidance
	<p>in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the possible negative economic impacts. Candidate effectively discusses a range of possible impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Accounts for 21% of foreign exchange earnings (this is very high). • Accounts for 12% of GDP, again this is a high figure which shows that the country is dependent on tourism. • Second largest sector of Kenya's economy (what would happen if tourism slowed down). • 90% of safari tourism is run by KWS (state owned). • 75% of total tourism earnings is run by KWS (state owned). • Candidates should, therefore, discuss the implications to the country if tourism declined based on the above facts eg: <ul style="list-style-type: none"> • lack of employment opportunities, direct and indirect; • lack of development of the region, infrastructure and new facilities for locals; • lack of foreign exchange earnings to develop existing facilities and provide new opportunities; • drop in visitor numbers, consequences discussed. 	<p>than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p> <p>Note: Candidates should refer to the case study Fig. 2a as a basis for discussing the negative economic benefits of Kenya's dependency on tourism.</p> <p>Generic negative impacts Level 1 only.</p>

Question	Expected Answer	Additional Guidance
	<p>Exemplar response: The fact that tourism is the second largest sector in Kenya's economy (Fig. 2a) means that they have a large dependency on it and if the number of visitors to the area fell majorly, then the country as a whole would see more unemployment and a large reduction in the amount of money they get per year. The fact, also, that the tourism industry there accounts for 21% of foreign exchange currency would mean their currency would be very weak against others and they would see an overall loss. If they loose a large proportion of their tourism industry, it may well mean that they may see a lot more leakage with people visiting other places such as the coast and their money going back to other places and larger companies, rather than the local people in the parks and such. Tribes as well, such as the Masai Mara would suffer significantly, as there will be less visitors going to see them and less buying their cultural artefacts made for sale to foreigners [L2].</p>	
<p>2(d) Discuss the benefits to tourism providers of a partnership between the sectors involved in tourism development in Kenya. [8 marks] Levels</p>	<p>Levels of response</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes some benefits to tourism providers. Information may be in the form of a list of benefits. Candidates will include explanations of possible benefits which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p>	<p>Level 1: List of points – maximum 1 mark. Description – up to 2 marks. Explanation – up to 3 marks. Unsupported judgements/limited discussion – up to 4 marks.</p> <p>Level 2: Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p>

Question	Expected Answer	Additional Guidance
	<p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the possible benefits to tourism providers. Candidate effectively discusses a range of possible benefits. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • To promote the country. • To work with commercial organisations explained or example. • To provide grants and loans explained or example. • To enhance the image of the destination explained or example. • To provide help in setting international quality standards explained or example. • To work with local communities. <p>Exemplar response: There are different sectors involved in this voluntary (KWS), public (government funding) and private (sponsors and branded parks). They work together to get mutual benefits. For example the voluntary sector (KWS) help preserve and conserve Kenya's wildlife, however they need money to do this so they get grants from the local government to do this. The government then get the benefit of more people visiting, so more revenue, higher balance of payments and foreign currency earnings. And, the voluntary sector then teach their aim to conserve Kenya's wildlife. However, they can't develop somewhere just on grants from the government so they use money from private sectors such as sponsors to develop it. The private sector sponsors then get brand awareness of their company and are profit made in the long run from their</p>	<p>The extent to which the candidate can access the full mark range (particularly in level 2) will be determined by the extent of the quality/quantity of the skill demonstrated. There may be an argument for starting by awarding the middle mark (6/7) and then deciding whether it is weak/good discussion.</p> <p>Must mention public, private and voluntary to get maximum Level 2 marks.</p>

Question	Expected Answer	Additional Guidance
	investments. Public sector agents such as UNESCO would also help to conserve the wildlife and they will reach their aims and get brand awareness. The sectors need a good triangular relationship in order to benefit [L2].	
<p>2(e) ‘Kenya’s lions could vanish in 10 years’. Assess the likely impact of this on Kenya’s tourism industry. [12 marks] Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes the likely impact on Kenya’s tourism industry. Information may be in the form of a list. There is little or no attempt to assess.</p> <p>Level 2: [5-8 marks] Candidate describes a number of possible likely impacts. Candidates will show an understanding of the question and include explanations of a number of the possible impacts which may be assessed with some success. The assessment in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 3: [9-12 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the possible impacts. Candidate effectively assesses a range of possible impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: The response to this question comes from prior knowledge of</p>	<p>Level 1: List – maximum 2 marks. 2 identifications plus one description – 2, 3 or 4 marks. 3 identifications and unsupported judgement – 4 marks.</p> <p>Level 2: No list – must be at least ‘describe’. Description only – 5 marks. Explanation/analysis – 6 or 7 marks. Evaluative comment (because.... means that....) – 8 marks.</p> <p>Level 3: Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks. An evaluation/judgement without overall conclusion/prioritisation – 11 marks. With overall supporting conclusion – 12 marks.</p>

Question	Expected Answer	Additional Guidance
	<p>the positive and negative impacts of tourism. In this response candidates must use the case study; however examples from other destinations that they may have studied can be accepted as part of their evaluation.</p> <p>Key points: Is there a judgement of what is better for the country?</p> <p>Mention of partnerships, triangular relationship, local benefits What is the impact of high end tourism – leakages.</p> <ul style="list-style-type: none"> • GDP will come down. • Employment will decline. • Numbers of visitors to Kenya will decrease. • Local people will be disadvantaged. • The wildlife parks will no longer be maintained. • Lack of investment and partnership activities. <p>Exemplar response: Kenya's income is largely from tourism (75% to be exact). Kenya loses on average 100 lions per year, this rapid decline has left Kenya to have just 2000 big cats left. Conservationists believe that the causes are habitat destruction, disease and conflict with humans. This would have a huge impact on Kenya as safari tourism is such a crucial part of Kenyan income and contributes massively to the country's GDP. It is likely that when the lions vanish, so does the visitors reasons to visit Kenya. With 90% of Kenya's tourism to be safari tourism it is likely that Kenya would lose at 60% of its tourism income when the lions vanish. Out of the remaining 60% of tourism income it will be most probable that it will go to the carefully regulated high paying trophy hunters of the overseas tour operators. Most of that 60% that is left would go straight back to the host country of the tour operators.</p>	

Question	Expected Answer	Additional Guidance
	<p>Although Kenya's safari tourism would be heavily damaged tourists would still visit to see some of the other animals that make the big 5. With the KWS vision 2030 and sufficient investment from the public and private partnerships that are in place in Kenya hopefully the lions wouldn't have all vanished in 10 years. Also with the development of eco and sustainable tourism it is likely that another form of tourism would increase such as cultural tourism which would include the involvement of the local population to encourage participation in local tourism activities leading to increased employment.</p> <p>Overall, the loss of lions would be devastating for the country if they do not make plans to diversify their tourism provision [L3].</p>	
<p>3(a) Describe two aims/objectives of a voluntary sector organisation. [4 marks] [1+1]*2</p>	<p>One mark for each correct identification up to a maximum of two identifications, plus up to a further one mark for each of two descriptions.</p> <ul style="list-style-type: none"> • Not for profit organisation (✓) to return profits to the causes they represent (✓). • Generally run by volunteers (✓) eg name of organisation (✓) these are often unpaid as the aim is to raise awareness (✓). • To gain funding (✓) from donations, grants, membership fees, admission fees and sales of local produce, gifts etc. (✓) awareness campaigning (✓). 	<p>Be mindful of repetition.</p> <p>Environmental issues accepted in context eg environmental protection are often voluntary organisations.</p> <p>Environmental issues accepted in context, eg environmental protection by specific agencies.</p>

Question	Expected Answer	Additional Guidance
<p>3(b) Explain two benefits to Tourism Concern of providing education packs to secondary schools in the UK. [4 marks] [1+1]*2</p>	<p>One mark for each correct identification up to a maximum of two identifications, plus up to a further one mark for each of two explanations.</p> <ul style="list-style-type: none"> • This is all about raising awareness (✓) to children from a young age in an educational way (✓). • If children learn at a young age they are more likely to be knowledgeable (✓) about worldwide tourism issues (✓) they can pass this information on as they grow older and eventually the benefits of their education can enable them to become better tourists in the future (✓). • Children tell parents about issues and they are made aware (✓). 	
<p>3(c) With reference to Fig. 3, identify the two UK travel organisations which support Tourism Concern. [2 marks]</p>	<p>One mark for each correct identification up to a maximum of two identifications.</p> <ul style="list-style-type: none"> • TUI Travel (✓). • Tribes Travel (✓). 	
<p>3(d) Evaluate ways in which Tourism Concern has contributed to the protection of local people, customs and cultures in worldwide tourist destinations. [10 marks] Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes the ways in which Tourism Concern has contributed to the protection of local people, customs and cultures. Information may be in the form of a list. There is little or no attempt to evaluate.</p> <p>Level 2: [5-7 marks] Candidate describes a number of ways. Candidates will show an understanding of the question and include explanations of ways which may be evaluated with some success. The</p>	<p>Level 1: List maximum – 2 marks. 2 identifications plus one description – 2/3 marks. 3 identifications and unsupported judgement - 4 marks.</p> <p>Level 2: No list – must be at least explain – 5 marks. Explanation analysis – 6 marks. Evaluative comment because means that – 7 marks.</p> <p>Level 3: Identification/description/explanation</p>

Question	Expected Answer	Additional Guidance
	<p>evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 3: [8-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the ways. Candidate effectively evaluates a range of possible ways. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Putting tourism to rights – villagers without water. • Advice and guidance on poor working conditions. • Local people used 'to view' by tourists. • Trekking wrongs, Porters rights. • Child grab and exploitation. • Working rights for hotel staff. • Sun, sand, sea and sweatshops. • Reference to school education packs. <p>Exemplar response: Tourism concern work in destinations all over the world to help ensure that tourism always benefits local people. They are actively campaigning to stop exploitative practices over the world where unauthorised tourism is taking place and destroying the positive impacts of tourism. They work by receiving pleas for help from destinations and they will do their best to improve the situation, for example trekking wrongs, porters rights. They are a voluntary organisation and so rely on members' fees and donations to complete the work. They believe that it is important that destinations are involved in the decision making and changes to their destination to</p>	<p>assumed and an analysis/evaluation. judgement without overall conclusion – 8/9 marks. With overall supporting conclusion – 10 marks.</p> <p>The extent to which the candidate can access the full mark range (particularly in level 3) will be determined by the extent of the quality/quantity of the skill demonstrated. There may be an argument for starting by awarding the middle mark (9) and then deciding whether it is weak/good evaluation.</p>

Question	Expected Answer	Additional Guidance
	<p>make it sustainable for the future, such as working rights for hotel staff. They work in support of destinations which are trying themselves to make a difference but do not have the resources therefore enabling culture, customs and the protection of local people to be sustainable in the future. In conclusion without the work of Tourism Concern the rights of local people and cultures would not be highlighted and poor tourism practice could continue [L3].</p>	

Question	Expected Answer	Additional Guidance
<p>3(e) Other than Tourism Concern, discuss the role of pressure groups in the development of travel and tourism destinations. You may refer to an example with which you are familiar. [8 marks] Levels</p>	<p>Levels of response</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes the role of pressure groups in the development of travel and tourism destinations. Information may be in the form of a list. Candidates will include explanations of possible roles which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the role of pressure groups in the development of travel and tourism destinations. Candidate effectively discusses a range of roles. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Preserve natural resources. • Provide statistics or evidence. • Help in the development of natural regions. • Set international standards. • Ensuring organisations are abiding by regulations. <p>Exemplar response: Greenpeace is another pressure group in which they are concerned about the natural environment and the effects this</p>	<p>Level 1: List of points – maximum 1 mark. Description – up to 2 marks. Explanation – up to 3 marks. Unsupported judgements/limited discussion – up to 4 marks.</p> <p>Level 2: Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p> <p>If named organisation is unrecognisable or incorrect, candidates may still achieve Level 1 if relevant responses are given in relation to international organisations or pressure groups.</p> <p>Any INTERNATIONAL organisation or pressure group such as Greenpeace or Friends of the Earth, WWF, UNESCO, WTTC not private sector companies.</p>

Question	Expected Answer	Additional Guidance
	<p>has on an area. This pressure group can benefit the development of tourism because it makes sure that public sector organisations are abiding by regulations and environmentally friendly tourism, to ensure sustainable tourism.</p> <p>Greenpeace would make sure that a new development would not harm or affect certain wildlife and the natural environment. If it does, then Greenpeace can put forward suggestions and argue against the new planning so that the damaging effects can be prevented at all costs.</p> <p>Overall, the role of Greenpeace would be to make sure that the environment is protected and preserved when a new development is being created or an aspect of tourism that would change the existing balance of the environment [L2].</p>	

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