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Mark Scheme (Results)

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In Travel and Tourism (BTT03)

Component 3: Influences on Global Travel and Tourism

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COMPONENT 3: Influences on Global Travel and Tourism

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance
Points-based mark schemes are made up of:

1. Mark scheme rubric:
A mark scheme rubric instructs an examiner as to how each mark is awarded.

2. Example responses:
These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.

3. Additional marking guidance:
This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance
Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance
Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:
Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.

2. Levels-based descriptors:
Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors
Examiners should take a 'best fit' approach to determining the mark.

- Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.

- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
    - marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
    - where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

SECTION A

Question Number	Answer	Mark
1(a)	Award one mark for a correct personal safety and security risk for visitors: • Theft (1) • Pickpocketing (1) • Physical attacks/assault (1) • Accidents/injury (1) • Bribery (1) • Dangerous wildlife (1) Accept any other appropriate response. Do not accept getting lost.	(1)

Question Number	Answer	Mark
1(b)	Award **one** mark for each correct symptom of typhoid up to a maximum of **two** marks from: • Fever/high temperature (1) • Fatigue/feeling tired (1) • Headache/migraine (1) • Nausea/feeling sick/sickness (1) • Abdominal pain/stomach cramps (1) • Constipation or diarrhoea (1) • Rash (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
1(c)	Award **one** mark for a correct infectious disease: • Malaria (1) • Yellow fever (1) • Cholera (1) • Norovirus (1) • Avian/bird flu (1) • Zika virus (1) • Coronavirus (1) Do not accept typhoid.	(1)

Question Number	Answer	Mark
2a	Award **one** mark for a correct type of severe weather event from: • Flooding/floods (1) • Drought/s (1) • Wildfires (1) • Blizzards (1) Accept any other appropriate response. Do not accept tornadoes, hurricanes or cyclones.	(1)

Question Number	Answer	Mark
2b	Award **one** mark for a correct feature of tornadoes, hurricanes and cyclones from: • High wind speed/strong winds (1) • Rotating air (1) • Funnel/column of air (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
3 (a)	Award **one** mark for each correct stage of the TALC model up to a maximum of **two** marks: • A – Development • B – Rejuvenation Accept valid variation/misspellings.	(2)

Question Number	Answer	Mark
3 (b)	Award **one** mark for correct meaning. • Destinations that have recently grown in popularity • Destinations that have a growth rate of over 4% year on year Accept any other appropriate response.	(1)

Question Number	Answer	Mark
3 (c)	Award **one** mark for each correct characteristic of a mature destination, up to a maximum of **two** marks from: • High volume/mass tourism (1) • Organised package holidays (1) • Integrated transport links (1) • Developed infrastructure (1) • Strain on resources/water (1) • Natural/cultural features may be damaged, diluted and/or overwhelmed by tourism (1) • Established season (1) • Extensively advertised (1) • Well known globally (1) • Standard of tourist facilities may be run-down (1) • Local economy reliant on tourism (1) • May be conflict/tensions between locals and tourists (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
4	Award one mark for: • £0.75 • 75p • 0.75	(1)

Question Number	Answer	Mark
5 (a)	Award **one** mark for each correct positive environmental impact, up to a maximum of **two** marks from: • Conservation/protection of wildlife/preservation (1) • Protected areas/national parks (1) • Environmental education (1) • Creation of open spaces (1) • Improved street furniture (1) • Regeneration/urban renewal/reuse of traditional buildings for new activities (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
5 (b)	Award **one** mark for identification of one positive economic impact of providing training opportunities for local people and **one** additional mark for a linked expansion up to a maximum of **two** marks: • They will be more skilled (1) meaning greater job opportunities (1) • Locals can gain employment (1) earn a wage/make money (1) • Could help local people set up their own business (1) if they had skills and knowledge (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
5(c)	Award **one** mark for each way sociocultural impacts can be managed to benefit local people and **one** additional mark for a linked expansion, up to a maximum of **two** marks each. • Educate visitors (1) so they know how to behave/dress appropriately/so they do not cause offence to local people (1) • Improve essential infrastructure (1) so locals have access to drinking water/energy supplies/decent quality of life (1) • Involve local people in decision making (1) so they feel their views matter/can help control developments (1) Accept any other appropriate response.	(4)

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>6</td><td>Award one mark for each example identified for airline and one mark for each example identified for high street travel agency up to a maximum of four marks.

<table>
<tr><th>Type of travel and tourism organisation</th><th>Issue</th><th>Response</th></tr>
<tr><td>Airline</td><td>Reduce single use plastic</td><td>• use paper/biodegradable wrapping (1)
• have water fountain to refill water bottles (1)
• use trays/containers that can be washed/re-used (1)
• use bamboo/recycled materials for cups (1)</td></tr>
<tr><td>High street travel agency</td><td>Save energy</td><td>• replace light bulbs with energy efficient/LED bulbs (1)
• turn heating/boilers down/keep door closed (1)
• only boil water for what is needed (1)
• install light sensors that switch off lights if no activity (1)</td></tr>
</table>

Accept any other appropriate response.</td><td>(4)</td></tr>
</table>

TOTAL FOR SECTION A = 24 MARKS

SECTION B

Question Number	Answer	Mark
7 (a)	Award **one** mark for: • £20.00 • £20 • 20.00	(1)

Question Number	Answer	Mark
7 (b)	Award **one** mark for: • £1.00 • £1 • 1.00	(1)

Question Number	Answer	Mark
7 (c)	Award **one** mark for each correct type of natural disaster: • Earthquake/s (1) • Volcanic eruption/s (1) • Landslides (1) • Avalanche (1) Accept any other appropriate response. Do not credit tsunami.	(2)

Question Number	Answer	Mark
7(d)	Award **one** mark for an identified way different types of media can promote northeastern Japan and **one** further mark for each linked expansion up to a maximum of **two** marks each. • Create a Facebook page (1) showing images to reassure potential visitors damage to facilities/beaches have been repaired/region is open (1) • Invite travel blogger/journalist/reporter to visit the area (1) to write a blog/article/newspaper report one the new attractions/to encourage more visitors (1) • Offer incentives/encourage TV/film companies to use the area as a set location (1) which will give it global exposure (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
8(a)	Award **one** mark for an identified negative economic impact and **one** further mark for a linked expansion up to a maximum of **two** marks. • Seasonal unemployment (1) because workers in travel and tourism are only employed for the part of the year that tourists visit (1) • Increased cost of living (1) as businesses in a tourist destination increase the prices of everyday items as they know tourists can afford it (1) • Leakage (1) when international companies own the hotels take all the money earnt/away from the local economy/or where people from overseas are employed and send their earnings back home (1) • Low paid jobs (1) because the local people may be unskilled/unable to communicate with tourists can only access jobs such as cleaning, waitressing (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
8(b)	Award **one** mark for each correct negative impact of tourism in Ine up to a maximum of **two** marks. • Increased air/water pollution/carbon emissions from all the cars/coaches/boats (1) • Disturb wildlife/marine life/habitats from engine noise/oil in water (1) • Shore erosion from so many boats/wave action(1) • Overcrowding so many visitors(1) • Traffic congestion high volume of vehicles (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
8(c)	Award **one** mark for identification of each way a method may create a positive impact on the local people/town and **one** further mark for each linked expansion up to a maximum of **two** marks each. • Will increase visitor spend in the town (1) as tourists will have to stay longer/need to eat/ buy food (1) • Local businesses are supported/can earn money (1) as they can supply local produce/fish (1) • Creates job opportunities (1) as they may need guides for the walking tours/more staff in hotels(1) • Encourages cultural awareness (1) if have to go with a guide can learn about the town/Funaya/heritage (1) • Reduces overcrowding/disruption to local people's daily lives/intrusion (1) as follow guide/may be fewer cruise visitors/day trippers/may put some people off (1) Accept any other appropriate response.	(4)

TOTAL FOR SECTION B = 16 MARKS

SECTION C

Question Number	Answer	Mark
9(a)	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. **Indicative content** • Hull now has new attractions to increase the number of visitors to the city in the future • Money invested already could lead to more investment, now they have experience of attracting funding • In 2017 the status, City of Culture raised the profile of Hull for the whole year, within the UK and globally putting Hull on the map and establishing the city as a visitor destination • Created local pride in culture, and in future local people could create more cultural events • Increased cultural awareness for visitors to experience • In 2017 all the events created jobs for locals/boosted income and sales for businesses • Creation of new jobs should have reduced poverty /unemployment in the city • Brighter future as a visitor destination, giving the city an opportunity to build on its new status **Learners do not have to address all these points, credit for valid points made.**	(6)

Level	Marks	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
Level 2	3–4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
Level 3	5–6	• Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
9(b)	Award **one** mark for identified role of local government in developing tourism in Hull and **one** additional mark for a linked explanation. • Improve transport infrastructure (1) so tourists and locals can travel more easily (1) • Promote sustainable development (1) so the area is protected/locals benefit/provide for future (1) • Control what is built/planning rules (1) to reduce over development/maintain heritage (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
9(c)	Award **one** mark for identified way the euro being strong against the GBP could affect tourism in Hull and **one** additional mark for a linked explanation. • More people will visit from overseas (1) as they will have more money (1) • Inbound tourists may stay longer (1) as the UK will be more affordable (1) • Increased demand from domestic tourists (1) as they may not be able to afford to travel abroad (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
9(d)	Award **one** mark for identification of each way RestINN may respond to a recession in the UK and **one** additional mark for each linked expansion, up to a maximum of **four** marks. • Review pricing structure (1) may need to reduce/increase prices to keep customers/stay in business/cover increased costs (1) • Remove complimentary toiletries/free newspaper (1) save on costs (1) • Reduce choice on menus (1) reduce waste/cost of throwing food away (1) • Use different supplier/local business (1) may get better prices (1) Accept any other appropriate response.	(4)

Question Number	Answer	Mark
9(e)	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. **Indicative content** • RestINN could work with The Deep and offer discount to visit aquarium if stay at hotel • Visit Hull and P&O Ferries can have a joint promotional campaign to target people in the Netherlands to visit Hull/visit Yorkshire – arrange an itinerary for day trips • P&O Ferries and Hull Trains can work together so timetables join, create integrated transport so people from the south can easily travel to the north and have a mini cruise • Hays Travel could share customer database and send discounts to customers to travel with P&O Ferries on a mini cruise break • Hays Travel could work with RestINN and Hull Trains to put packages together for people in the south of England • RestINN and P&O Ferries/Hull Trains work together to promote hotel on their trains and ferries details of special offers/deals and then RestINN can have brochures/timetables available in rooms/reception/website	(6)

Level	Marks	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
Level 2	3–4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
Level 3	5–6	• Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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