

MARK SCHEME

LEVEL 3 UNIT 2: ENVIRONMENTAL INFLUENCES OF THE TRAVEL AND TOURISM SECTOR



Level 3 Diploma Principal Learning

Travel and Tourism

Unit 2 Environmental influences of the travel and tourism sector

Mark Scheme

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.

<p>1(a)</p>	<p>Explain the meaning of <i>environmentally friendly tourism</i></p> <p><i>Visiting places and/or developing their tourism facilities in ways that have as little negative (and sometimes some positive) impact on the environment.</i></p> <p>Point mark per correct statement that helps explain the meaning of <i>environmentally friendly tourism</i>. Credit the use of an example.</p>	<p>2 marks</p>
<p>1(b)</p>	<p>Assess the likely effectiveness of measures taken by the Great Barrier Reef Marine Park Authority to protect the environment.</p> <p><i>Measures may by the GBRMPA include: reef zoning (tourist activities are allowed in certain sections of the reef only) while green zones are closed to all tourism activities; all development project proposals must include a full assessment of likely environmental impacts; no diving, camping or fishing may take place without a permit; visitor centres educate tourists on how their visits will affect the coral reef ecosystem; ten GBRMPA boats patrol the reef ; heavy fines are imposed for irresponsible activity that might damage the reef.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–4 marks) Simply states measure/s taken to ensure a sustainable environment.</p> <p>Level 2 Clear (5–8 marks) Describes measures taken by the GBRMPA to protect the environment.</p> <p>Level 3 Detailed (9–10 marks) Assesses how effective measures taken by the GBRMPA are likely to be in protecting the environment.</p>	<p>10 marks</p>
<p>1(c)</p>	<p>Evaluate the role that governments, such as the Australian government, can play in the sustainable development of tourism destinations.</p> <p><i>Governments provide finance, facilitate partnerships, give advice and guidance on planning, legislate to protect the environment/scenic attraction of destinations. The Australian government set up the GBRMPA, the UK has National Parks etc. and other countries have similar statutory protected zones.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–4 marks) Simply states element/s of role of Australian (as given on the insert) or other government/s in general and/or simply lists examples.</p>	<p>12 marks</p>

	<p>Level 2 Clear (5–9 marks) Describes the role of Australian (developing what is on the insert) and/or other government/s by using examples of what government/s has/have done</p> <p>Level 3 Detailed (10–12 marks) Explains the value of the role of Australian (developing what is on the insert) and/or other government/s by using examples of what government/s has/have done to show how important it has been in the sustainable development of tourism destinations.</p>	
2	<p>Discuss the impact of climate change on tourism to destinations that rely on climate to attract many of their visitors.</p> <p><i>Mountain regions: glacier/snowmelt diminishing scenic and activities appeal.</i> <i>Coasts/islands: sea level rise, flooding, loss of amenities such as beaches.</i> <i>Ski resorts: less snow, more avalanches.</i> <i>Hotter weather: some beach resorts may have longer seasons but others may be stormier. Domestic travel may increase with raised temperatures.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–4 marks) Simply states impact/s of climate change on tourism to destinations.</p> <p>Level 2 Clear (5–7 marks) Clearly describes the impact of climate change on tourism to destinations that rely on climate to attract many of their visitors. Specific knowledge of predicted effects on particular destinations (Alpine ski for example) will gain credit.</p> <p>Level 3 Detailed (8–9 marks) Discuss the actual impact that climate change is likely to have on tourism to destinations that rely on climate to attract many of their visitors. This may be in terms of what the change will be (perhaps recognising that it won't be uniformly sunnier weather) and how much difference is likely. Specific knowledge.</p>	9 marks
3(a)	<p>Suggest positive and negative impacts of tourism on Haiti.</p> <p><i>Positive and negative impacts may be drawn from:</i> <i>Economic eg on living costs, employment, multiplier effect, risk of rapid dependency on tourists.</i> <i>Environmental eg the protection impetus of tourism (National</i></p>	8 marks

	<p><i>Parks etc) , tourists ambassadors for Haiti’s environment, pollution, loss of habitat, consumption of scarce resources. Socio-cultural eg mutual understanding, acquisition of linguistic and other transferable skills, stabilisation of population reducing loss of younger/enterprising people through emigration, crime, seasonal unemployment, exploitation (eg sex tourism), dilution of cultural identity, conflict, Americanisation/Europeanisation, antisocial behaviour, demonstration effect, population displacement within Haiti.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–4 marks) Simply states one or more positive/negative impact/s either generically or about Haiti as given on the insert.</p> <p>Level 2 Clear (5–6 marks) Clearly suggests both some positive and some negative impacts with relevance to Haiti. No knowledge of Haiti is expected beyond that given in the resource.</p>	
<p>3(b)</p>	<p>Discuss problems that can affect local communities in destinations that host travel and tourism developments.</p> <p><i>Problems may be: Economic eg living costs, seasonality etc of employment, over- dependency on tourism, interest rates, inflation in host and home countries. Environmental eg congestion, pollution, loss of habitat, consumption of resources. Socio-cultural eg crime, seasonal unemployment, exploitation (eg sex tourism), dilution of cultural identity, conflict, westernization, antisocial behaviour, demonstration effect, population displacement.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–4 marks) Simply states problems that can affect local communities in destinations that host travel and tourism developments.</p> <p>Level 2 Clear (5–9 marks) Clearly describes problems that can affect local communities in destinations that host travel and tourism developments. Credit will be given for use of examples.</p> <p>Level 3 Detailed (10–12 marks) Discusses problems that can affect local communities in destinations that host travel and tourism developments. May be in terms of which are more/less severe and whether tourism’s all bad anyway – a balanced approach demonstrating pros and cons.</p>	<p>12 marks</p>

<p>4</p>	<p>Explain how and when Environmental Impact Assessments are used.</p> <p><i>EIAs are used to ensure that decision makers/planners consider environmental impacts before granting/refusing projects. Developers prepare their own EIAs to inform the case they present to decision makers. Typically used when planning applications are made when an estimate of local community/ecological effects is called for eg in an environmentally sensitive area.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–4 marks) Simply states in a list the way how/when EIAs are used.</p> <p>Level 2 Clear (5–7 marks) Describes some ways and circumstances in which EIAs may be used. Credit given for relevant exemplification.</p> <p>Level 3 Detailed (8–9 marks) Explains by giving reasons how and when Environmental Impact Assessments are used as they are.</p>	<p>9 marks</p>
<p>5(a)</p>	<p>Recommend and justify a sustainable tourism development for your named destination.</p> <p><i>May be any type of tourism development, eg a hotel or ecolodge, visitor attraction/activity facility, sustainable form of transport. Sustainability may for example arise from: use of renewable materials, energy, water, land management, recycling of waste, localisation of sourcing food, labour etc.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–7 marks) States a development idea and simply asserts its sustainability in terms of one or more aspect of operation such as those listed above. For example, it would do this so it would be sustainable.</p> <p>Level 2 Clear (8–12 marks) Clearly explains why the recommended development would be sustainable. For example, it does this so its sustainable because . . .</p> <p>Level 3 Detailed (13–15 marks) Thoroughly justifies the recommended development in terms of its sustainability. Likely to cover a wide range of criteria for sustainability and/or do so in depth. May show an awareness of the development being less than ideal but the best on-balance way forward.</p>	<p>15 marks</p>

<p>5(b)</p>	<p>A persuasive case for an environmentally sustainable tourism development project needs to include</p> <ul style="list-style-type: none"> • SMART proposals • an assessment of the viability of different ideas • the support of quantitative and qualitative data. <p>Explain the importance of each.</p> <p><i>SMART project proposals are specific, measurable, achievable, relevant and time-bound. Only such proposals are likely to influence decision makers who are unlikely to agree to a project that is not well-defined demonstrably and a practical proposition.</i></p> <p><i>Viability: tourism development ideas need to be likely to succeed in business as well as sustainability terms and it is good practice to assess different possibilities. The do-nothing alternative is always an option.</i></p> <p><i>Data is needed as evidence to convince decision makers. Objectively collected numeric data and more subjective evidence eg opinion statements, expert witnessing and visual impressions form a more influential balance in the case to be put to decision makers.</i></p> <p>0 marks Makes no relevant statement.</p> <p>Level 1 Basic (1–7 marks) <i>Makes simple points about the meanings of term/s used.</i></p> <p>Level 2 Clear (8–12 marks) <i>Advances simple reason/s why one or more of the given element/s matter/s in making a case for a development</i></p> <p>Level 3 Detailed (13–15 marks) <i>Thoroughly explains how given elements help build a persuasive case for an environmentally sustainable tourism development project. Credit given for use of learned case study knowledge.</i></p>	<p>15 marks</p>
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