



**General Certificate of Education (A-level) Applied
June 2011**

Travel and Tourism

TT01

**(Specification
8651/8653/8656/8657/8659)**

Unit 1: Inside Travel and Tourism

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.

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General Guidance for Assistant Examiners of AS Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1 The answer is basic.

- Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
- Understanding is shown, but this may be partial or superficial.
- Simple skills are shown, but the candidate struggles with more complex skills. Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
- There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.

Level 2 The answer is clear.

- Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
- Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
- Competent skill levels are shown, and the candidate uses some more complex skills. Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a clear understanding of some of the needs of the working situations that are discussed.
- The candidate shows some ability to evaluate material provided by the examiner or from his/her own research. Where applicable, some predictions are made on the basis of this material.

Level 3 The answer is detailed.

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.
- Strong skill levels are shown, and the candidate uses a variety of more complex skills. Written communication is almost faultless and conveys meaning in a very clear way. The candidate uses more sophisticated language and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a detailed understanding of the needs of the working situations that are discussed.
- The candidate can evaluate material provided by the examiner or from his/her own research. Where applicable, detailed predictions are made, and well justified, on the basis of this material.

NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- Use L1, L2, L3, etc. in the left-hand margin. Examiners should note in the margin where a candidate has achieved a particular level of understanding, **each time** that level has been reached in a task. By looking back through the task at the frequency of use of the various levels, the examiner will be able to determine the overall level of the response.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'theory' or 'not relevant').
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.

General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	Any mention of 2003 and/or 2004, and/or SARS outbreak on their own, or 2003-07 but not 2008.	1	AO3
1(b)	<p>Any security measures (1) such as delays at airports because of greater security checks (1), cannot park or alight from taxi close to terminal entrance (1), cannot take sharp objects or liquids aboard (1). People scared/reluctant/don't trust airlines or air travel (allow once).</p> <p>NOT decline in tourism numbers between US and Europe or anywhere else.</p>	2	AO1
1(c)	<p>Levels mark (Answer should be restricted to the tourist area and to effects upon tourism, and to negative consequences. Accept Japanese earthquake).</p> <p>Level 1 – Basic General description of results of the natural factor.</p> <p>Level 2 – Clear Clear description of both short-term and long-term consequences for area. Sense of place.</p> <p><i>Typical answer</i> Hurricane Ivan left a path of destruction through the Caribbean in summer 2004.</p> <p><i>Short-term:</i> Airport closed and cruise ships could not dock. Coaches could not travel, power cut off in hotels, large waves prevented use of beaches. Floods. Holiday makers needed taking to a place of safety.</p> <p>Many buildings, including hotels, the control tower at the airport and historical structures, sustained damage or destroyed.</p> <p><i>Long-term:</i> Holiday makers cautious and go to other destinations. Loss of tourism income in following year, effect on travel trade balance. Damage to beaches and coral reefs. Loss of wildlife (as a tourist attraction). High infrastructure repair bills. Investment by foreign companies who may threaten future nature of destination.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p> <p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Point mark 1 mark for establishing a pattern (e.g. 'the most come from...' ; '10 % from other countries')</p> <p>1 mark per valid reason about the proportions on pie chart, up to 3. No development marks</p> <p><i>Typical answer</i> The pattern is partly explained by <i>distance</i> (the surrounding countries send 25%), but most come from further i.e. northern Europe (1) perhaps to escape the risk of <i>rain in summers</i> there (1). Spain, Italy and France have <i>hotter</i> weather, so fewer come from there (1). Most come from UK then Germany because of the 'tradition' established in past 40 years so Ibiza is <i>geared up to appeal</i> to these nationalities (1). An <i>accessible position</i> in western Europe (1).</p>	4	AO3
2(b)	<p>1 mark for each of 2 different factors e.g. not both about planes; +1 for development/additional explanation. Must have relevance to mass tourism to Ibiza since the 1970's.</p> <p><i>Typical answers</i> <i>Decline</i> of the UK seaside resort which became outdated and was easier to get there by car for a day visit <i>Development of jet passenger aircraft/expansion of airports/budget airlines</i> made it cheaper and quicker to fly <i>Package tours</i> marketing / affordability A short haul flight, so quick to access the destination</p> <p>NOT sunshine/beaches/clubs or other attractions NOT general reasons like disposable income and more leisure time as these are not specific to 'since the 1970s'.</p>	2 x 2	AO1 AO2
2(c)	<p>Point mark 1 mark for stating correct reason for popularity, with relevance to activity holidays + 1 for development or clarification.</p> <p><i>Typical answer</i> To meet needs of couples, groups, to do things together Specialist operators now offering activities to niche market Provision by businesses on Ibiza/marketing of activities To adopt a healthy and activity lifestyle, giving exercise and thus fitness. To do something different due to boredom with traditional beach holidays Increased awareness of health risks from sunbathing. To acquire a skill such as diving. NOT price or introduces you to the culture</p>	2 x 2	AO1

<p>2(d)(i)</p>	<p>Point mark 1 mark for clear and correct benefit and 1 mark for an outline of it (x 3) Do not reward 'repeat business' or more tourists come to Ibiza (which in itself is not a benefit).</p> <p><i>Typical answer</i> Job creation (1) in bars, clubs, cafes, drivers, servicing hotels (1) etc Earnings from employment (1) provide income/wealth for local people (1) Income multiplier (1) i.e. spending earnings on other products (1) Successful holiday activity attracts further investment (1) Developments can be enjoyed by local people too (1) Reputation / image enhanced (1) i.e. word of mouth about good holiday (1) Social and environment benefits also accepted.</p>	<p>3 x 2</p>	<p>AO1 AO2</p>
<p>2(d)(ii)</p>	<p>Levels mark</p> <p>Level 1 – Basic Describes environmental impacts eg wear and tear, noise.</p> <p>Level 2 – Clear Relates to <i>rapid</i> growth and or to a <i>small rural area</i> like Ibiza (originally farming/fishing) i.e. gives a sense of place.</p> <p><i>Typical answer</i> Local authorities unable to keep up with rapid pace of building and development. No restrictions or imposed too late. Inappropriate developments such as building villas and hotels in every beauty spot or wherever there is a view so destroying the attractiveness of scenery. The development was unsustainable. Loss of open space. Using alien brick and concrete, so destroying former supply chain of local building materials. Loss of woodland and countryside to building before conservation areas can be imposed. Overdependence upon tourism so inevitable that pollution of the air by planes that fly into Ibiza and on the roads especially coaches, or sea pollution by sewage outfalls, and noise pollution from bars and clubs must increase for development to occur. Traffic congestion on roads as belated attempts to widen and upgrade.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO2</p>
<p>Total of question 2</p>		<p>24</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Levels mark Place knowledge related to the chosen UK destination will move the candidate up within each level.</p> <p>If destination not UK max L1.</p> <p>Accept ‘visitor attractions’ broadly, e.g. allow Center Parcs.</p> <p>Level 1 – Basic No mention of customer types or ‘something for everyone’, ‘this would suit anyone’, ‘for tourists’. Basic information about visitor attractions. Information about hotels and transport is irrelevant.</p> <p>Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p>Level 2 – Clear Simple links to customer types. Clear information about visitor attractions.</p> <p>Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p>Level 3 – Detailed Convincing reasons why attraction suits customer types. Specific detailed knowledge of a range of visitor attractions - leisure, activity, entertainment, educational, cultural, etc.</p> <p>Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p> <p><i>Typical answer</i> In Lake District, range of natural, historic, cultural and purpose built visitor attractions - coach tour around the national park and look at the scenery & landscape for middle aged and outdoor adventure mountain biking, camping or fell walking for teenagers. The stately homes and National Trust will appeal to adults interested in gardens; Wordsworth's house is also for adults and those interested in the local culture - architecture and paintings. The Keswick pool or Sandcastle at nearby Blackpool is a waterpark has slides and pools which keep pre-teen children happy all day.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO2 AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Levels mark Reward advantages <i>for the hotel</i>. Ignore disadvantages.</p> <p>Level 1 – Basic Lower L1 purely advantages for customers, only implying advantages for the hotel. At upper L1 identifies a narrow range of dubious advantages e.g. ‘a form of advertising’, ‘maximise the chance of gaining customers’, ‘enhances reputation’, with limited explanation of why advantageous for hotel.</p> <p>Level 2 – Clear Explains specific advantages of individual methods (as below) from the hotel chain's point of view, e.g. lowering costs. Evaluative and comparing advantages at the top of level.</p> <p><i>Typical answer</i> A central <u>call centre</u> is staffed by trained experts who carry out bookings all the time. Have knowledge about all the hotels in the chain and can handle enquiries about terms & conditions. May be located abroad e.g. India, Malaysia, to lower wage costs. Frees reception staff to do tasks other than reservations. A <u>website</u> is always available and can take bookings at any time in 24 hours. Zero staffing costs. Provides unlimited information about the hotels on its web pages. <u>Direct contact with</u> hotel reception - Staff will know the current situation at that hotel. Can deal with specific questions about that hotel. Personal touch. Avoid double bookings. Can suggest additional sales. <u>Travel agency</u> - An additional selling outlet as window displays attract customers out shopping. Expert knowledge to advise the best hotel for customers' needs. Ensures the reservation is made.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO4</p>
4(b)	<p>Point mark 1 mark for each realistic service offered, up to 2.</p> <p><i>Typical Answers</i> Issuing information brochures (1) Foreign currency/bureau de change (1) Travel insurance (1) Allow one from: researching information about alternatives/checking availability/offering travel advice/making recommendations/verbal assistance (1). NOT any form of selling, cheap deals, obtaining discount/saving or booking e.g. of car hire or excursions.</p>	<p>2</p>	<p>AO1</p>
Total of question 4		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Point mark</p> <p>1 mark for product/service in each relevant sector where candidate shows <u>how</u> it is used by campers.</p> <p><i>Typical answers</i> <i>Transport providers (allow Transport or Transport Principals or Transport Services but not Travel):</i> backpackers would refer to timetables and use public transport to get to campsite</p> <p><i>Support services (allow Tourist Information Centre or Services):</i> The TIC or regional tourist board may have recommended the campsite or suggests attractions to see while there</p> <p><i>Tour Operators:</i> make arrangements for the holiday</p> <p><i>Travel Agents :</i> make booking</p> <p><i>Visitor Attractions (allow 'Attractions' or 'Tourist Attractions')</i></p> <p>Do not allow <i>Accommodation</i> or sectors not in spec e.g. catering or entertainment.</p>	2	AO2
5(b)	<p>Point mark</p> <p>1 mark for a correct advantage for the campers (not for businesses) e.g. allow cheap and 1 mark for explanation.</p> <p><i>Typical answer</i> <i>Low cost</i> - camping is cheapest form of accommodation, even free. <i>Mobility</i> - Can move around, e.g. walk along a trail, carrying tent with you. <i>Location</i> - Can stay in scenic or remote areas away from urban life, traffic etc. <i>The experience</i> - fun, active, adventurous, develop skills, e.g. how to cook <i>Environmentally friendly</i> - uses no electricity. <i>Self-catering</i> – advantages of flexibility. <i>Lots of campsites available</i> (allow for 1 mark)</p> <p>NOT: Meet new people Do not travel far. The advantages of using a car, or assumptions that camping only takes place in UK.</p>	3 x 2	AO1 AO4
Total of question 5		8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	Perishable (1), Non-standardised (1), Intangible (1). If the chosen product has not been modified in some way = zero.	3	AO1
6(b)	<p>Levels mark Candidates should explain why changes to a travel & tourism product are necessary/expected by customers.</p> <p>Level 1 – Basic Describes how the product has been modified, and states only that the needs/expectations of customers, have to be met.</p> <p>Level 2 – Clear Relates update/modification to the changing expectations and needs of customers e.g. people demand independence and privacy, people bored with that sort of entertainment, people seek more information about products.</p> <p><i>Typical answer</i> Product chosen : theme park rides Theme parks must make the rides thrilling by extending the speed, effects e.g. 360 degree rolls, and perceived danger of their rides as the public become used to them. They also update old-fashioned themes which would appeal only to past customers so that they retain their appeal to current customers. For example, in 2000s Simpsons or Harry Potter themes rather than Star Wars as in 1980s, which must be given a makeover. Theme parks also change attractions for the benefit of repeat customers so that it is worth returning to see something different.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO3</p>
Total of question 6		9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Levels mark</p> <p>Answers must focus on travel by coach.</p> <p>Level 1 – Basic Lists simple factors that explain choice of travel. May digress into other modes, not related to coach travel. Simple factors that explain choice of travel. Range of relevant factors explained and detailed at upper level. Lacks assessment.</p> <p>Level 2 – Clear Makes an assessment and puts a value on the factors. Is this a factor that matters? Does the factor have much effect on the decision to use coach? How important is this factor?</p> <p><i>Typical answers</i> Routes available/destinations served Alternative modes of transport available Cost, discount cards Speed of journey/duration of journey City centre arrival Carrying luggage (will need to justify as this can be disadvantage) On-board facilities.</p>	<p>1 – 4</p> <p>5 – 6</p>	<p>AO1 AO4</p>
	Total of question 7	6	