



**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

Report on the Examination

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General Comments

What was done well

1. Some candidates had learned appropriate specific knowledge on a range of topics including natural external pressures, environmental impacts and visitor attractions in a chosen UK destination.
2. Candidates knew their basic travel and tourism definitions well.

What was not done so well

1. Many candidates had not studied the effect of an external pressure, such as the Indian Ocean tsunami (2004) or Hurricane Katrina (2005), and opted for what they could recollect about the recent Japanese earthquake, which produced general rather than specific answers.
2. Candidates make assumptions in their answers; for example, that camping holidays take place in the United Kingdom rather than abroad, which is not necessarily true.
3. Candidates answered the question about different methods of making a reservation with advantages for the *customer* thereby only implying that this would be good for the hotel, too.

Question 1

Most candidates could identify dates within the period 2003 to 2007 as the time of fastest growth. Yet many then stated that a long-lasting effect of the 9/11 terrorism in New York was a decline in travel by plane - which was contradicted by the graph. There was admittedly a very short-term drop in air travel across the Atlantic but it was really the 2008 Credit Crunch that made the number of passengers begin to fall. Anxiety about travelling by plane was, of course, accepted as a long-lasting effect.

There were some impressive answers about the external pressure, with precise information about how the 2004 tsunami, for example, had affected south Asian tourist destinations. Answers on Katrina, the catastrophic 2005 hurricane that devastated New Orleans, were also supported by detailed knowledge. It was perhaps not surprising that a majority of candidates chose to describe effects of the recent earthquake in a part of Japan little known as a tourist destination, but this was accepted because the area attracts both leisure and business tourists. However, the answers were much more general and lacked specific knowledge. Examples of external pressures that were not *natural* (such as a climatic or a natural disaster) were inappropriate but a UK-specific example of the volcanic ash cloud was acceptable because the effects were to strand tourists elsewhere in the world. Good answers about actions taken by the tour operators making emergency arrangements to re-accommodate tourists and get them home were pleasing but relatively few in number.

Question 2

Candidates needed to look at the pie chart carefully. It was clear that distance had some effect but paradoxically the further the country was from Ibiza, the *more* the proportion of tourists from it. This was explained by countries closer to Ibiza having similar climates and cultures. Candidates found little difficulty suggesting reasons for late 20th century growth of tourism in the Mediterranean but the Holiday with Pay Act was surely too long ago to be considered a factor in growth since the 1970s.

When candidates gave three benefits of tourism to Ibiza, they needed three distinctly different ones. There was a lot of overlap between tourist spending, local income, economic expansion, the multiplier effect and future development, and it was the candidates' task to outline three benefits with clarity, not for the examiner to unravel them. Environmental and social benefits were perfectly acceptable, but overwhelmingly candidates put forward income and jobs as the main benefits.

The description of environmental effects was often disappointing and the frequent mentions of 'litter' and 'pollution' were so general as to be almost worthless. However, some candidates were able to convey the rapidity of tourism growth and consequent environmental impact, as well giving a sense of place in their answers.

Question 3

Nearly all candidates chose a UK tourist destination, although the choice of London (not even the West End, for example) was probably too ambitious and turned into a list. Choices like the Giant's Causeway were manageable and allowed the appeal to a suitable range of customers to come across. Candidates who made simple links were restricted to low marks because they needed to explain why the attraction was suitable, rather than assume that it is obvious. A good example given was showing how the amount of walking involved in visiting the attraction would not be too much for either toddlers or elderly people. It is strange that candidates remain fixated on the idea that museums are suitable for elderly people. They are, but visitor numbers are much greater from families with children under twelve and school groups.

Candidates needed to explain connections in the next question, too, this time between different sectors. Mostly the links between sectors said little more than that without one, the other sector would not be in business. What was required was an assessment of *why* the link was important, which would almost certainly be for a business reason, such as a joint operation to maximise advertising exposure or bulk-buying to reduce costs.

Question 4

The first part of the question asked for the advantages *for the hotel* of offering different means of making a reservation. Nearly all candidates restricted their marks by writing about advantages for the customer, with the implication that if it's good for the customer, it's good for the hotel. Instead they should have focussed on clear benefits for the hotel, such as enabling staff to get on with other duties, lowering costs by reducing staff numbers, or possessing specific knowledge of the current situation, as shown in the mark scheme.

Candidates were credited for knowing that giving expert guidance and information is a key part of the travel agent's job but any sort of selling (e.g. of a holiday or hire car package) was regarded as a reservation, which was excluded by the instructions in the question.

Question 5

The accommodation sector, and specifically camping, was the focus of this question. Candidates were asked to outline three benefits of camping. There was no good reason for interpreting this as meaning benefits for the local economy. Nor should candidates have assumed, as some did, that camping would be in the United Kingdom (thereby saving on travel costs) or that campers would travel by car (thereby allowing you to take more luggage than on a plane). Given all the more obvious benefits of camping - its low cost, the outdoor experience, the freedom to move around and the advantages of self-catering - there was no need to write about the advantages of staying in the UK or travelling by car, which are not advantages of camping per se.

Question 6

Nearly all candidates recognised the definitions given of travel and tourism products but explaining the dynamic nature of travel and tourism products was more challenging. Not only did candidates need to choose an appropriate product but they needed also to relate the modifications in their product to the needs and expectations of customers. A theme park ride was a very suitable choice but modified products from any sector would have fitted the bill. It was insufficient to state that the expectations of customers have to be met. Those expectations (such as privacy, comfort or speed of service) are changing and candidates needed to show how.

Question 7

The factors affecting a decision to travel by coach are fairly straightforward. It will depend on the routes available, the low cost, the speed and duration of the journey, the on-board facilities and so on. Thus there was no need for candidates to distract themselves with false assumptions, as they had done with camping, such as that it was easy to make friends with other passengers, which is debatable. In fact the seating design makes it rather easier in a train. Only the strongest candidates were able to go on to assess the importance of the factors, showing whether and why a factor mattered when coming to a decision to travel by coach.

Suggestions for teachers to prepare future candidates

Discourage candidates from rushing in to questions. The examination is two hours long and there is plenty of time to reflect before putting pen to paper. It would seem that candidates make assumptions (for example about camping and coach holidays) which they ought to question before they write. For instance, they might ask themselves whether their ideas are true of any holiday or are they specific to the topic being asked.

Mark Ranges and Award of Grades

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