



**General Certificate of Education (A-level) Applied
January 2012**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' responses: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 and A Level Travel and Tourism

Quality of Written Communication

As required by Ofqual, 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)	<p>Point Mark Answer – inbound</p>	1	AO1
1(b)(i)	<p>Point Mark 1 mark for: 2001 or 2000-2001 or 1998-2001 (or abbreviated forms of these e.g. 01, 00-01, 98-01, 99-01).</p>	1	AO2
1(b)(ii)	<p>Point Mark 1 mark for each reason, up to 2.</p> <p><i>Typical answers:</i></p> <ul style="list-style-type: none"> • September 11th terrorism – fear of flying to UK • Economic downturn • Foot and mouth disease – restrictions on tourism • Strength of pound. <p>Do not accept fuel price rises.</p>	2	AO2
1(c)	<p>Point Mark 1 mark for each point describing the patterns.</p> <p><i>Possible answers</i> The UK is a multipurpose visit destination. I.e. there are significant numbers of holidays, business and VFR visitors. Holiday visits very erratic, fell rapidly from 1996, rose again steeply. Business visits have overall doubled but recently they have declined and been overtaken by VFR. VFR rises steadily throughout the period etc.</p>	4	AO3
1(d)	<p>Levels mark</p> <p>Level 1 – Basic Describes difference in spending of business, visitors and VFRs.</p> <p>Level 2 – Clear Detailed - refers to specific jobs, income or trade balance. Identification of an impact is necessary.</p> <p><i>Probable answers</i> The impacts may be on jobs, spending and balance of trade. Business visits localised to centres of economic activity whereas VFR can be to anywhere in the country. VFR no spending on accommodation, less on restaurants but business clients may spend more (because of using expenses to spend on trains, hotels, restaurants). Business visits more susceptible to the economic cycle than VFR (as shown by the graph).</p>	<p>1 – 2</p> <p>3 – 4</p>	<p>AO1</p> <p>AO2</p>

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark

1(e)	Point mark 1 mark for each example, e.g. leaflets or audio guides in own language. Allow them to pay in currencies other than sterling. Staff able to speak different languages. Staff given training in helping foreign visitors. Must refer to support for overseas visitors.	2	AO1
Total for question 1		14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	Point mark Reward 3 examples of on-board services . <i>Typical answers</i> Stewards, welcome pack, evening entertainment, celebrity speakers, waiters at restaurants and bars, information about next port-of-call, daily ship's newspaper, room service to cabins, entertainers for children, rapid check-in. No credit for reference to accommodation.	3	AO1 AO2
2(b)	Levels mark More knowledge about factors (either more detail or more factors) will take the candidate higher in the levels. Level 1 – Basic Answer is limited to identifying and describing changes in the nature of cruising. <i>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</i> Level 2 – Clear Explanation of why at least 2 factors led to a change in nature of cruises. May mention actual examples. Refers to which are the more important factors. <i>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</i>	1 – 3 4 – 7	AO1 AO2 AO4

	<p>Level 3 – Detailed Discusses how influential the factors are "This is important because..." and might at top of level draws conclusion.</p> <p><i>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</i></p> <p><i>Possible answers (factors in italics)</i></p> <ul style="list-style-type: none"> • <i>an increase in personal disposable income</i> ⇒ more cruises • <i>Much larger cruise ships to lower the unit cost/price</i> • <i>Growth in air travel</i> ⇒ fly-cruise concept • Tropical vacations replace ocean crossing. Cruises available throughout year because many <i>new destinations</i>. Thus niche luxury market at exotic destinations • <i>General wish in society... to try new things; to do activities; to relax, de-stress, recharge, be pampered, enjoy luxury which the cruise can provide</i> • <i>New customers still want the familiar package tour experience</i> • <i>Change in the age profile</i> of cruising from middle age to younger and families with children • However, candidate may refer to <i>UK population ageing</i>, using their wealth on holidays ⇒ a bigger overall market • <i>Less formality</i> - change in activities from bridge, lectures, dinner dance to expand its market • <i>Cruise companies need to offset the low prices</i> ⇒ More to do on board but passengers are charged for it, eg casinos, spas, nightclubs and shopping • Innovative activities - surfing pools, gigantic poolside LCD TV screens, 300-foot water slides, climbing wall, ice rink, etc - to meet <i>need to provide a new attraction each year</i> • Shorter cruises because of <i>more frequent but shorter holidays to complement longer holiday</i> • <i>Increase in annual leave to 25 days or more per year</i> • Growing market: <i>Internet and other marketing activities</i> • Door to door chauffeur service to the port of departure <i>Give customers the familiar package tour experience</i> by fly cruise, providing a rep on board etc. 	<p>8 – 10</p>	
	<p>Total for question 2</p>	<p>13</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Point mark 1 mark for the factor (must be 20th century). <i>Probable Answers:</i></p> <ul style="list-style-type: none"> • More leisure time available (fewer working hours) • More disposable income • Holiday with Pay Act • Increasing car ownership. <p>... and 1 mark for <i>how</i> it allowed ordinary people to participate.</p>	2	AO1
3(b)	<p>Levels mark</p> <p>Level 1 – Basic Basic knowledge. Limited explanation, e.g. reasons not developing beyond speed of travel/budget; and general remarks about increasing technology.</p> <p>Level 2 – Clear Must have two clear reasons. Explains clearly how the factors concerned worked to increase air travel e.g. what technology did.</p> <p><i>Possible answer</i> Higher speeds and less time to destination. Greater aircraft size leading to lower unit cost, lower fares. Technical innovation - introduction of turbo-propeller aircraft in the early 1950s, transatlantic jets in 1958, wide-bodied aircraft and powerful engines in 1970 and advanced electronics and aviation technology. Improving safety standards to overcome risk of crashing. More airport development e.g. 3rd London or regional. Marketing of destinations/work of tour operators. Budget airlines - driving down the price of tickets. Work of IATA. Demand for winter sun and exotic locations. More disposable income, paid holidays. But Holiday with Pay Act not to be credited unless there is an explanation accompanying it, e.g. through the advent of paid holidays people had an increase in disposable income and consequently started to take holidays abroad which leads to an increase in air travel.</p>	1 – 3	AO1 AO2
		4 – 6	

<p>3(c)</p>	<p>Point mark Must be 2 different Travel and Tourism sectors (transport, accommodation, support services/information, visitor attractions, tour operator, travel agents). 1 mark for correct identification of relevant organisation(s) in a T&T sector, with second mark for explanation of how air travel is supported. 1 mark for role and 1 mark for how it supports air travel. No credit for public, private or voluntary sectors.</p> <p><i>Possible Answer</i> Transport - rail and tube services take passengers to the airport. Tour operators arrange packages which coordinate collecting passengers from the airport to transfer them to their resort.</p>	<p>2 x 2 = 4</p>	<p>AO2 AO4</p>
<p>Total for question 3</p>		<p>12</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Point mark 1 mark for showing how each type of travel agent is distinctive.</p> <p><i>Possible answers</i> <i>Multiples</i> - e.g. Thomson - many branches of the company, focus on volume of sales, has large number of employees. <i>Independents</i> - Private companies - local travel agent (allow niche market travel agent) may specialise in local conditions e.g. local airport. Usually one or two shops, or owned by a family/individual.</p> <p>No credit for mention of integration.</p>	2	AO1 AO3
4(b)	<p>Levels mark</p> <p>Level 1 – Basic Deals with introduction of internet/self-packaging and threat to business of agent.</p> <p>Level 2 – Clear To access Level 2 candidates must say which measures are put in place. Range of effects including CRS, the loss of business to travel agent and what they are trying to do about it - shows how the travel agent will respond with better services – clarifying the short term and longer term consequences and responses.</p> <p><i>Possible answers</i></p> <p><u>Short term</u>: Use of computerised reservation systems to book and update information systems. Less business owing to self-packaging and direct sales by tour operators. The reduction in bookings made with travel agencies means a steady flow of travel agents going out of business, big firms are swallowing smaller ones, mergers and takeovers. Multiples (Thomson and Thomas Cook) are closing shops.</p> <p><u>Long-term</u>: Competition from self-packaging means change of role for travel agent - e.g. travel agents must increase their level of customer service e.g. speed, efficiency, new ideas. They must offer new services e.g. packaging new itineraries. And widen the range of ancillaries they sell, to counter the threat of the internet.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO3
Total for question 4		8	

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Levels mark</p> <p>Level 1 – Basic Describes different ways of travelling to a holiday park with limited explanation of the factors affecting choice.</p> <p>Level 2 – Clear Clear relevance of factors. (e.g. speed, distance to holiday, park, cost, luggage, convenience) affecting choice of travel option.</p> <p>Level 3 – Detailed Evaluative. Weighs up the importance of factors affecting different travel options.</p> <p><i>Probable Answers</i></p> <ul style="list-style-type: none"> • 2 airports well distributed throughout Devon and Cornwall. Allow speed of travel, perhaps at budget price • however, will restrict luggage and may cost more in high season, none are close to the holiday parks • rail links to all major towns and branch lines to the seaside destinations and holiday parks. Speed of travel and can relax on the train, can take lots of luggage • however, ticket for a family can be very costly unless bought in advance online • with plane and rail need taxi to holiday park • car travel is door to door and very flexible, no additional cost whatever size of family, as much luggage as you wish • motorway only as far as Exeter, then A roads • strong likelihood of traffic congestion in summer weekends as south-west England funnels traffic etc. 	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 9</p>	<p>A03 A04</p>
5(b)	<p>Levels mark</p> <p>Level 1 – Basic States measures and describes each.</p> <p>Level 2 – Clear Shows how the measures can increase number of visits.</p> <p><i>Possible measures</i> Promotional campaigns, discounts. Expanding the market - appeal to new segments. Media advertising, websites etc. Invitations to travel writers and TV journalists. Working with in-bound tour operators, or highway</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>A01 A02</p>

	<p>authority. Working with attractions and accommodation providers. Marketing to overseas travel agents. NOT – improvements to transport infrastructure.</p>		
5(c)	<p>Point mark 1 mark for explaining each point about the pattern, why the price is higher or lower.</p> <p><i>Probable Answers</i> Highest prices in July and August during school holidays. Higher charge for hardstanding as can park car nearby.</p>	4	AO2 AO3
5(d)	<p>Point mark 1 mark for stating an advantage of camping (other than price)</p> <p>e.g. flexible, unlikely to need to book and commit yourself or can camp in countryside close to rural attractions or can choose the pitch you like.</p> <p>+1 mark for showing its advantage over a hotel, e.g. whereas with a hotel you decide at the time of booking for how long you'll stay.</p>	2	AO4
	Total for question 5	21	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>Levels mark</p> <p>Level 1 – Basic Lists / describes sustainable method(s) in general. Examples absent or inappropriate.</p> <p>Level 2 – Clear Sustainable methods are related to appropriate examples. Includes place knowledge. Clear link between the sustainable method and how it minimises tourism's impact.</p> <p>Level 3 – Detailed Evaluates the success of a sustainable method in minimising impact on the future. Strong place knowledge with appropriate examples.</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> • Hotel has offset its carbon footprint. Hotel encourages strategies not to waste water e.g. use shower rather than bath, less laundering of towels, • destination encourages visitors to stay on trails - prevent access/not open to tourists. View wildlife from a distance. Etc. 	<p>1 – 5</p> <p>6 – 10</p> <p>11 – 12</p>	<p>AO2 AO4</p>
Total for question 6		12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p>Point mark No mark for type of visitor attraction but candidate may be rewarded for justifying <i>either</i> purpose-built or historic. No mark for natural or event.</p> <p>2 points for justification.</p> <p><i>Possible answers</i> <i>Historic</i> - The Statue was built in 19th century so tourists will be interested in how it was constructed in those days; or in the story of how France made a gift of it to USA; or in its part symbolising a welcome to immigrants to free society.</p> <p><i>Purpose-built</i> - The Statue was not a historic object in its own right having no function other than to be looked at or visited.</p>	2	AO1 AO2
7(b)	<p>Levels mark Candidates may name real T&T organisations within the sector, or give real-life examples. This will help to go higher within the levels.</p> <p>Level 1 – Basic Describes a link between the visitor attraction and the other organisation.</p> <p>Level 2 – Clear Demonstrates that the organisation in another sector makes a significant contribution to the success.</p> <p><i>Possible answers</i> <i>Transport</i> - All visitor attractions have to be reached so need for car park, minibus service, bus stop, nearby railway etc. In this case the island is reached by ferry. <i>Tour operators</i> - May organise tours which include visit to the visitor attraction within price. Markets the holiday using photos of Statue, as typifying New York, mutual promotion. <i>Travel agents</i> - They may sell excursion tickets. <i>Support services</i> - The island has a visitor centre to supply information, souvenirs, refreshments etc. <i>Guiding</i> - Tours are guided to protect the attraction and to provide information and give satisfying experience.</p> <p>Anything outside this list of sectors gains no credit.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1 AO2
	Total for question 7	10	