



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

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **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 shows 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 shows 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)	Outbound.	1	AO1
1(b)	Rises steadily then falls sharply.	1	AO3
1(c)	Self-packaging. Tailor Made not considered independent arrangement unless reference to self.	1	AO1
1(d)	1 mark for pattern rising and falling 1 mark for detail (percentage) of slow rise in 1980s, rapid decline in 2000s.	2	AO3
1(e)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Mention of basic reasons, such as internet since 1990s.</p> <p><b>Level 2 – Clear</b> Must cover both rise and fall for top L2. Offers depth of explanation, and wider range of reasons.</p> <p><i>Typical answers</i> <b>Free time</b> and <b>disposable</b> income increased. Overseas holidays were once mainly for the wealthy who made their own arrangements. The number of holidays that were package-based grew to become 2 in every 3, as more and more people went to their travel agent who sold them <b>cheap, trouble-free</b> packages from a tour operator. This kept arrangements very straight-forward and soon exceeded the numbers that were booking flights and accommodation independently. Peaked around 1990 as people tried new types of foreign holiday and <b>internet</b> opened up possibilities to put flight and accommodation together yourself and <b>more cheaply</b>. People <b>visit friends and relatives</b> (VFR). Developments in technology such as in aircraft.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2</p> <p>AO3</p>
<b>Total for question 1</b>		<b>11</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria												
2(a)	<p>1 mark per answer</p> <table border="1" data-bbox="344 409 1013 786"> <tr> <td>Buckingham Palace, London</td> <td>Public</td> <td>Historic</td> </tr> <tr> <td>Cadbury World, Birmingham</td> <td>Private</td> <td>Purpose-built</td> </tr> <tr> <td>The Farne Islands (National Trust)</td> <td>Voluntary</td> <td>Natural</td> </tr> <tr> <td>The annual Glastonbury Festival</td> <td>Private</td> <td>Event</td> </tr> </table>	Buckingham Palace, London	Public	Historic	Cadbury World, Birmingham	Private	Purpose-built	The Farne Islands (National Trust)	Voluntary	Natural	The annual Glastonbury Festival	Private	Event	8	AO1 AO2
Buckingham Palace, London	Public	Historic													
Cadbury World, Birmingham	Private	Purpose-built													
The Farne Islands (National Trust)	Voluntary	Natural													
The annual Glastonbury Festival	Private	Event													
2(b)	<p>1 mark for showing correct understanding of term 1 mark for justifying the link made 1 mark for further detail linking to type of attraction chosen</p> <p>(× 2)</p> <p><i>Typical answers</i></p> <p>(i) intangible - means that the visitor gets no lasting product but <i>an experience</i> (1) such as excitement or memorable atmosphere at the Festival (1) where the entertainers try to give a performance that will make a big impact (1).</p> <p>(ii) non-standardised - means that each visitor experiences the attraction in an individual way and can make own choices how to spend time there (1) and not in a rigidly fixed form as at Cadbury World (1) where visitors are methodically 'processed' through the exhibits at a speed and on a route strictly controlled by the organisation (1).</p>	2 x 3 = 6	AO3 AO4												
<b>Total for question 2</b>		<b>14</b>													

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Few examples of modernisation. Limited to <i>how</i> or <i>why</i> changed. General expression of giving customers what they want.</p> <p><b>Level 2 – Clear</b> Fuller examples of modernisation, either good range or some depth and detail. Explains both how and why, such as old-fashioned image, competition from foreign holidays and rising customer expectations.</p> <p><b>Level 3 – Detailed</b> Comprehensive coverage of accommodation, meals, entertainment, etc. Related to a specific customer need or expectation in context.</p> <p><i>Typical answers</i></p> <p><u>Accommodation</u> Chalets rebuilt with furnishings, heating, bathroom/shower, more space and modern facilities including TV, games console, tea/coffee making, DVD player, own parking space. Some replaced by caravans or even shoreline hotel. More independence, comfort, privacy.</p> <p><u>Meals</u> Mass catering in communal dining halls scrapped, demolished or converted to other uses like cinema. New restaurants gave choice, self-service buffet with healthy/vegetarian options and dishes from round the world provided for those wanting half-board. Self-catering apartments. Brand outlets like Harry Ramsden, Burger King.</p> <p><u>Entertainment</u> Now shows featuring chart music and links to TV like X Factor, wrestling, or for children Bob the Builder, Barney, Angelina Ballerina etc. Holiday Camp entertainers replaced by travelling troupes.</p> <p><u>Participation</u> in games and races, too much like schooldays. Replaced by more adventurous activities and sports such as archery, bowls, pool, sports coaching, climbing wall, bungee jumping, trampoline. All-weather facilities, sub-tropical indoor pools, etc.</p> <p><u>Legal changes</u> Safety e.g. no diving in pool, smoking ban, etc.</p> <p><u>Transport</u> Arrive by own car instead of by train.</p> <p><u>Rebranding</u> as Holiday centres, Holiday Worlds and then Butlins Resorts.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 8</p>	<p>AO1 AO2</p>
	<b>Total for question 3</b>	<b>8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	Any one of: city centre hotel, B&B, inn, guesthouse, Youth Hostels	1	AO1
4(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> A list - giving examples of services that match accommodation type.</p> <p><b>Level 2 – Clear</b> Services described and matched with different types of serviced accommodation e.g. to low and high budget.</p> <p><i>Typical answer</i> A superior hotel has 24-hour reception, porter, daily room cleaning, bed sheets changed, room service, dry-cleaning or laundry service bar, maintenance staff always on site, bar, restaurant, telephone, supervised car parking. A budget hotel provides a communal TV room and cleaning every three days.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p> <p>AO2</p>



<p><b>4(c)</b></p>	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes one or two general benefits, e.g. flexibility, cheapness.</p> <p><b>Level 2 – Clear</b> Clear reference to how the benefits of self-catering vary and relate to different customer types.</p> <p><i>Typical answers</i> <u>More connected with local area.</u> <u>Wide choice of properties</u> available, suits any size of group, from couple to a large party, and any budget. <u>Privacy</u> Not disturb other guests or disturbed by housekeeping staff. <u>Cheapness/Value for money</u> that self-catering can offer, e.g. not paying hotel prices for drinks at mealtimes, keep heating low, make drinks or snacks anytime without extra cost. <u>Home-like</u> Families with young children may be more at ease in a home type environment and can maintain their normal schedule. <u>Freedom</u> Vary meals, shop in a local market and cook some yourself or eat out at different restaurants for some meals. <u>Convenient and flexible.</u> People may come and go in their own time, not tied to when meals are served or rooms serviced. Could suit old people. In bad weather can stay in all day. Can accommodate extra guests who may drop in during holiday.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO2</b> <b>AO4</b></p>
<p><b>4(d)</b></p>	<p><b>Point mark</b> 1 mark per valid advantage.</p> <p><i>Typical answers</i> They will have their accommodation independently graded and be awarded stars. They receive a plaque to display outside. They are marketed by listing in tourist board publications. They are on the list recommended by TICs, giving more bookings. Customers find the tourist board guide reliable and trust it. The assessment of accommodation suggests improvements they can make to improve the property. Advice about marketing provided.</p>	<p><b>4</b></p>	<p><b>AO2</b> <b>AO4</b></p>
<p><b>Total for question 4</b></p>		<p><b>17</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria										
<p><b>5(a)</b></p>	<p>1 mark for each valid example of an impact.</p> <p><i>Typical answers</i></p> <table border="1" data-bbox="344 477 1018 1223"> <thead> <tr> <th data-bbox="344 477 560 544">Impact of tourism</th> <th data-bbox="560 477 1018 544">Example</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 544 560 719">A positive economic impact</td> <td data-bbox="560 544 1018 719">Employment or showing how greater income brought in for local people from driving, guiding, hotel work e.g. waiting, housekeeping.</td> </tr> <tr> <td data-bbox="344 719 560 920">A negative environmental impact</td> <td data-bbox="560 719 1018 920">Wild animals associate tourists with food and approach all humans, thus becoming dangerous, so are shot. Pollution must be specific. Disturbance must be specific.</td> </tr> <tr> <td data-bbox="344 920 560 1055">A positive environmental impact</td> <td data-bbox="560 920 1018 1055">More rangers to supervise tourism gives presence to protect game from poaching. Must be specific.</td> </tr> <tr> <td data-bbox="344 1055 560 1223">A negative socio-cultural impact</td> <td data-bbox="560 1055 1018 1223">The Masai culture is trivialised for reasons of performance and presenting it to make money from tourists. "Locals lose their culture" not enough.</td> </tr> </tbody> </table>	Impact of tourism	Example	A positive economic impact	Employment or showing how greater income brought in for local people from driving, guiding, hotel work e.g. waiting, housekeeping.	A negative environmental impact	Wild animals associate tourists with food and approach all humans, thus becoming dangerous, so are shot. Pollution must be specific. Disturbance must be specific.	A positive environmental impact	More rangers to supervise tourism gives presence to protect game from poaching. Must be specific.	A negative socio-cultural impact	The Masai culture is trivialised for reasons of performance and presenting it to make money from tourists. "Locals lose their culture" not enough.	<p><b>4</b></p>	<p><b>AO1</b> <b>AO2</b></p>
Impact of tourism	Example												
A positive economic impact	Employment or showing how greater income brought in for local people from driving, guiding, hotel work e.g. waiting, housekeeping.												
A negative environmental impact	Wild animals associate tourists with food and approach all humans, thus becoming dangerous, so are shot. Pollution must be specific. Disturbance must be specific.												
A positive environmental impact	More rangers to supervise tourism gives presence to protect game from poaching. Must be specific.												
A negative socio-cultural impact	The Masai culture is trivialised for reasons of performance and presenting it to make money from tourists. "Locals lose their culture" not enough.												
<p><b>5(b)</b></p>	<p><b>Levels mark</b> Specific ideas related to safaris will move the candidate up within each level, but a general answer can achieve L3.</p> <p><b>Level 1 – Basic</b> Basic concern for the environment. General development statements – could be anywhere.</p> <p><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></p> <p><b>Level 2 – Clear</b> Some specific developmental ideas to prevent impact. Wider scope of sustainable development included: people's living and culture as well as environment.</p> <p><i>Limited use of a form and style of writing appropriate</i></p>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p>	<p><b>AO1</b> <b>AO3</b> <b>AO4</b></p>										

	<p><i>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></p> <p><b>Level 3 – Detailed</b> Specific detailed ideas to develop so that lasting jobs and income are created, environment and culture are preserved. (all 3 included)</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>Typical answers</i> Tourists encouraged to come, but some limits on how many in one area or how they behave. Schemes which create work for local people e.g. not self-drive safari but guided. Most fragile areas avoided, sensitive wildlife kept at distance etc.</p>	<p><b>8 – 10</b></p>	
	<p><b>Total for question 5</b></p>	<p><b>14</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	Tour operator	1	AO1
6(b)	<p>1 mark for each example of a <i>principal</i> up to 3. Do <b>not</b> reward holiday providers or products/services.</p> <p><i>Typical answers</i></p> <ul style="list-style-type: none"> <li>• airline</li> <li>• insurance company</li> <li>• bureau de change</li> <li>• Hertz, Avis or car hire firm</li> <li>• National Express or any coach or rail company</li> <li>• ABTA (bonded package)</li> <li>• etc.</li> </ul>	3	AO1
6(c)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> States basic reasons for importance e.g. to make money / to meet customer requirements / to meet legal requirements.</p> <p><b>Level 2 – Clear</b> Developed answer about why it is important that travel agents offer products and services, e.g. which products give good commission or how needs of different customers are met or which laws are more important.</p> <p><i>Typical answer</i> Candidate may offer reasons for offering products/services such as:</p> <ul style="list-style-type: none"> <li>• 'to meet legal or Health &amp; Safety requirements'</li> <li>• 'commercial gain', to earn commission from principals</li> <li>• 'to enhance the service they provide and satisfy customer needs' e.g. car hire for transfer after airport.</li> </ul> <p><i>Possible types of product / service</i> - may include ABTA bonding.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p> <p>AO4</p>
<b>Total for question 6</b>		<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Partial answer probably focused upon cost or convenience. Simple factors that explain choice of travel. Lacks assessment.</p> <p><b>Level 2 – Clear</b> Range of relevant factors, well related to chosen modes of travel. Some assessment and puts a value on the factors at top of level.</p> <p><b>Level 3 – Detailed</b> Reasoned evaluation of the merits. Relevance of <i>foreign</i> and <i>sightseeing</i> taken into account.</p> <p><i>Typical answers</i> Candidate can justify any modes by discussing factors such as:</p> <ul style="list-style-type: none"> <li>• length of holiday</li> <li>• routes available</li> <li>• combination of modes</li> <li>• cost, discounts e.g. railcard</li> <li>• speed of journey</li> <li>• city centre arrival</li> <li>• carrying luggage</li> <li>• benefit of onboard services e.g. guiding</li> <li>• customer types (group size, ages etc.)</li> </ul>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>A02 A03</p>
7(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Mentions reason(s) for importance of following Health and Safety.</p> <p><b>Level 2 – Clear</b> Range of fuller and detailed reasons e.g. recentness, resources, legal obligation, travel and tourism organisations and degree of importance.</p> <p><i>Typical answer</i> Health and Safety requirements tightened up a lot in the last 30 years. Severe consequences for organisations e.g. prosecution or image. Health and Safety is important for customers, visitors and staff; duty of care. Costly and demands a lot of resources e.g. maintenance, inspections, risk assessment, remedial measures. Staff resources; need hiring, training and protective equipment. Particular safety needs of children, elderly people and disabled.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>A01 A02</p>
<b>Total for question 7</b>		<b>16</b>	