



**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

Report on the Examination

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General Comments

What was done well

1. Most candidates used their time well. Very few questions had not been attempted or papers left unfinished.
2. Candidates showed clear evidence of sound background knowledge and were able to utilise the resources included within the question paper to good effect.
3. Most candidates seemed to have read the questions properly. The content of their answers reflected the question.

What was not done so well

1. Candidates stuck closely to the content/topic of the question but questions which required discussion and evaluation seemed to cause some problems. Teachers may find it useful to discuss with candidates what the command words mean.
2. Handwriting was difficult to read in some cases. It would also be useful if dark pens could be used so that the writing is clear to see and interpret – a number of scripts were faint.

Question 1

This question dealt with data concerning how the proportion of package-based holidays and independently arranged holidays has altered over time. The majority of candidates were able to correctly determine the types of holidays described by the data and the pattern that the data showed. Candidates were also able to describe with accuracy the trends shown in Figure 1 and the majority of candidates could suggest reasons for the trends that they had previously identified. Question 1 was answered well by most candidates.

Question 2

Part (a) of this question concerned types of visitor attractions and how they were owned and managed. Although the majority of candidates could correctly identify the type of visitor attraction in each case they were sometimes confused over the ownership and management of each visitor attraction.

The answers for question 2(b) varied in quality depending upon the choice of visitor attraction. Candidates who chose either the Farne Islands or the annual Glastonbury Festival as the attraction seemed to find it easier to explain the terms 'intangible' and 'non-standardised'. This was because both these attractions could be described in this manner. Other candidates who selected either Buckingham Palace or Cadbury World struggled, with the exception of those who clearly understood the terms and explained why their selected attraction was not intangible or non-standardised. This situation may have occurred because candidates failed to read through the questions fully before attempting to answer them.

Question 3

This question was concerned with the changes that have taken place in holiday camps over the last sixty years. Candidates are familiar with the changes and examples of changes had been used to qualify answers in other parts of the paper. This question, however, was not answered as well as anticipated. There was a tendency to describe the situation in the holiday camps as shown in the source material and by doing this candidates put themselves at a disadvantage. They usually needed additional pages and also would have put pressure on themselves by using up their time allocation. Those who answered the question well included references to changing technology allowing easy access to self-packaging and cheaper overseas holidays. They also referred to the growth of the package holiday and the impact of budget airlines. The highest scoring answers referred to the developments that have taken place in holiday camps such as hotel style buildings, fast food, self-catering and improved entertainment including the swimming pool complexes which can be found in most holiday camps.

Question 4

This question revolved around a sector of the travel and tourism industry and was centred on accommodation providers. It was apparent from these answers that candidates were familiar with accommodation types and could easily identify the differences between serviced and 'unserviced' accommodation. Most candidates could easily describe the range of services that could be found within serviced accommodation providers. The better answers included comparisons between types of serviced accommodation and accounted for any variations, and these reached high Level 2 scores. Again in 4(c), candidates seemed comfortable describing the benefits of 'unserviced' accommodation with higher scoring answers referring to the needs of customers and explaining the benefits for different customer types. Candidates were also familiar with the notion of accommodation providers registering with a tourist board and the majority of candidates were able to identify and explain the advantages of this process. Most scored highly on part 4(d).

Question 5

Candidates were able to utilise their skills at identifying and assimilating information from figures provided within the question. However marks varied greatly in the two parts of the question. Part 5(a) was examining knowledge and the application of knowledge to a situation. In this case a safari holiday destination. Most candidates scored highly on this part and showed appreciation and understanding of the impacts of tourism upon a destination as they were able to suggest suitable examples.

5(b) produced a different picture. Candidates were required to discuss how the safari tourism industry could be managed in a sustainable manner. Most were clear about the meaning of sustainable tourism and could explain it. Some described measures that could be implemented and a few could back up their comments with suitable examples. However, most candidates did not score highly on this section. Those who did reach Level 3 were able to comment upon the economic, social and environmental impacts and how they could be managed to make safari holiday destinations sustainable. The majority of candidates seemed to 'describe' the situation in East Africa; they did not 'discuss' strategies that could be implanted.

Question 6

This question posed some problems. The question focussed upon the role of travel agents. 6(a) produced a surprising number of incorrect answers; a significant number of candidates failed to recognise the type of organisation that provides holidays for travel agents to sell. 6(b) was also answered incorrectly by a large number of candidates. In many cases candidates gave examples of three services offered for sale by travel agents rather than identifying three examples of principals providing products and services. For 6(c) most were able to achieve at least Level 1 by explaining about the impact of the internet upon travel agents. Those who scored higher developed their answers by explaining about the need to compete with other travel agents and about maximising profits and diversification in order to retain customers.

Question 7

This question concerned travel providers – in section (a) the appropriate travel options for overseas visitors undertaking a touring holiday in the UK and in section (b), why substantial resources need to be allocated to health and safety. There was a tendency in section (a) to use all the range of travel providers and describe why they would be a suitable method for a tour. Those who reached Level 3 explained which were suitable for overseas visitors and why, clearly justifying their choices.

Most candidates could explain about the possibility of being sued and insurance claims if health and safety was not maintained by a travel provider. Some went into details about legal obligations and others discussed the relevance of this topic because of terrorism and natural disasters. Most answers tended to be very good 'lists' of why large amounts of resources are devoted to this. Candidates appeared to understand but failed to give detailed explanations. Therefore, in many cases, candidates did not score highly on this question.

Suggestions for teachers to prepare future candidates

1. Centres should ensure candidates have studied a number of suitable examples that can be used to supplement their answers.
2. Candidates should also be familiar with the meanings/expectations of the command words, especially 'evaluate' and 'discuss'.
3. Candidates should be encouraged to avoid using additional pages for plans and small amounts of work which are unlikely to achieve them any additional marks.
4. Candidates should be encouraged not to repeat the information in the stem of the question or to describe the source material. This uses up valuable writing space on the question paper and takes up time.

Mark Ranges and Award of Grades

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