



General Certificate of Education

Travel and Tourism 8651

TT01 Inside Travel and Tourism

Mark Scheme

2006 examination – January series

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.

General Guidance for Assistant Examiners of AS and A Level 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.

TT01 – Inside Travel and Tourism

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|------------------------------|------------------------------|
| 1(a) | <p>Points marked. Answers may include any references to:</p> <ul style="list-style-type: none"> • cost • ease/distance of travel • convenience for short breaks • language/cultural/food • currency • familiarity with area/driving on RHS side of road • security • no passport needed <p>One mark for each relevant point made and allow one mark for the development of the relevant point.</p> <p>Any reasonable answer.</p> | 4 | AO1 |
| 1(b) | <p>Level 1 Answers may refer to only one or two factors, e.g. increased leisure time and trends relating to numbers of holidays taken. One or two simple or unrealistic explanations present.</p> <p>Level 2 Answers will refer to a number of factors and make realistic reasoned suggestions. Factors suggested could include climate change, transport costs, international security, growth of second home purchases and lifestyle changes leading to more short-break holidays.</p> | 1–3 4–6 | AO2 |
| | | Total: 10 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|-----------------------|------------------------------|
| 2(a) | Any suitable reference to unforeseen, uncontrollable, significant event. | 1 | AO2 |
| 2(b) | <p>Level 1 Simple references to coping with the consequences and handling arrangements for customers who have booked for forthcoming weeks. Answers may also make simple references to sales and/or profitability.</p> <p>Level 2 Answers will include development of the points made above and may also make reference to the future in terms of the suitability of the destination and reassurance to potential customers.</p> | <p>1–3</p> <p>4–6</p> | <p>AO2</p> <p>AO3</p> |
| 2(c) | <p>Level 1 Answers will contain simple references to economic impacts such as loss of income and jobs. Simple references to the costs of re-building may also be present.</p> <p>Level 2 Answers will show more depth and understanding and will begin to consider the costs of repairing infrastructure and the possible downturn in tourism income resulting from the uncertainty about future hurricanes. Answers will focus on costs to tourism industry in the islands and may make reference to wider implications such as the balance of payments.</p> | <p>1–3</p> <p>4–6</p> | <p>AO2</p> <p>AO4</p> |
| | | Total: 13 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|------------------------------|------------------------------|
| 3(a) | <p>Point marked. Differences may include:</p> <ul style="list-style-type: none"> • booking predominantly through the internet • tendency to use secondary airports • ‘ticketless’ • lower prices • one class of travel • no allocated seats • no meals/drinks provided free • faster turnarounds <p>Descriptive terms should be used, rather than merely a list of the differences. Comparative terms may also be used.</p> <p>Allow 1 mark for the development of the relevant points made.</p> | 5 | AO1 – 3 AO2 – 2 |
| 3(b)(i) | <p>Level 1 Fewer bookings resulting in less income. May have to discount holidays to compete. One or two undeveloped simple reasons provided.</p> <p>Level 2 Development and explanation of one or more of the above points.</p> <p>Answers should focus on explaining the possible impacts on the providers.</p> | 1–2 3–4 | AO1 AO2 |
| 3(b)(ii) | <p>Level 1 Fewer people travelling due to alternative. Less frequent crossings or routes taken out of service. One or two undeveloped simple reasons provided.</p> <p>Level 2 Development and explanation of one or more of the above points. Specific references to ferry industry needed for top level 2.</p> <p>Answers should focus on explaining the possible impacts on the providers.</p> | 1–2 3–4 | AO4 |
| | | Total: 13 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|---|---|
| 4(a) | <p>A holiday that includes flights and car hire at the destination for onward travel.</p> <p>Both elements of fly-drive and holiday needed for 2 marks.</p> | 2 | AO1 |
| 4(b) | <p>Reference may be made to convenience and greater ability to choose the exact itinerary of the tourist to meet their needs rather than be constrained by a pre-determined itinerary. Answers may also refer to possible price differences.</p> <p>Level 1 One or two advantages will be discussed, with limited evaluation. Understanding of the benefits/disadvantages of the self-packaging fly-drive concept will be limited.</p> <p>Level 2 Need self-packaging and fly-drive to access level 2. At least two advantages are evaluated and some reasoned development is present. Some indication of the more significant advantages is provided.</p> <p>For example, ‘One of the greatest advantages of booking a self-packaged fly-drive holiday is that the holiday can vary according to how many days the tourist has available. Using budget airlines and taking advantage of mid-week flights when prices tend to be lower, a three, four or five day holiday can be booked. Another advantage may be that the traveller can choose which type of accommodation to book to meet their needs.’</p> | <p style="text-align: center;">1–3</p> <p style="text-align: center;">4–6</p> | <p style="text-align: center;">AO1</p> <p style="text-align: center;">AO4</p> |
| | | Total: 8 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|-----------------------|------------------------------|
| 5(a) | Movement of large numbers of tourists into destinations (1), usually on package holidays using charter flights (1). | 2 | AO1 |
| 5(b) | <p>Answers should focus on the reasons for the development of one named resort.</p> <p>Answers may include references to:</p> <ul style="list-style-type: none"> • climate/scenery • development of tourist facilities • development of gateway airports • opportunities exploited by local organisations • tourist industry promoting the destination • ongoing developments • inexpensive <p>Level 1 One or two reasons provided, with little or no development. Generic answer that could be applied to any resort.</p> <p>Level 2 Specific information relating to the named resort (as opposed to the tourist area in which the resort is situated) present. Two or more developed reasons given. Both industry and local reasons needed for top of level 2.</p> <p>Answers focusing on tourist areas/destinations and inappropriate destinations should remain in level 1.</p> | <p>1–3</p> <p>4–6</p> | <p>AO3</p> <p>AO4</p> |
| | | Total: 8 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|-----------------------|-------------------------------|
| 6(a)(i) | <p>Intangible What is paid for is an experience (1) rather than a specific good (1). Cannot be taken away (1).</p> | 2 | AO1 |
| 6(a)(ii) | <p>Non-standardised Tourism products are personalised (1) and no two tourists will have the same experiences (1).</p> | 2 | AO1 |
| 6(b) | <p>Answers must make reference to ‘Festive Short Breaks’.</p> <p>Level 1 Answers offer simplistic or vague reasons why the holidays offered appeal to a particular customer.</p> <p>Level 2 Answers offer reasoned explanations as to why the holidays offered appeal to the customer type, with some development.</p> | <p>1–3</p> <p>4–6</p> | <p>AO2 – 2</p> <p>AO3 – 4</p> |
| | | Total: 10 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|--|------------------------------|----------------------------------|
| 7(a) | <p>The needs of business travellers should be implied or made explicit.</p> <p>Answers should focus on:</p> <ul style="list-style-type: none"> • convenience • distance from airports/ferry ports • availability of options • ability to travel from city centre to city centre • no time lost waiting for departures if flying • less danger/stress than driving • ability to work while travelling. <p>Allow 1 mark for the development of the relevant points made.</p> | 4 | AO2 – 2 AO3 – 2 |
| 7(b) | <p>Answers should focus on the travel alternatives available to families. Factors such as the composition of the family, the cost and convenience of travel, the location of the home area, the type of holiday (which could be a package including travel), the length of stay, the location of transport terminals such as airports, the precise destination and time of year all could be considered.</p> <p>Level 1 Answers will consider two or three options and provide a simple evaluation of them at the top of the range. Limited understanding of the options available to family groups will be present.</p> <p>Level 2 Answer attempts to evaluate a number of relevant options. At the upper end might suggest the travel options the family is most likely to choose.</p> | 1–4 5–9 | AO2 AO4 |
| | | Total: 13 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|-----------------|---|------------------------|-------------------------------------|
| 8(a) | <p>‘Time share’ is where a person ‘buys’ a share of holiday accommodation, which they can use for a certain time each year.</p> <p>A ‘second home’ is owned exclusively by a person who can make as much use of the home as he or she wishes.</p> <p>One mark for each definition.</p> | 2 | AO1 |
| 8(b) | <p>Answers should relate to the relatively high cost of hotel accommodation compared with other types. Better candidates might be able to supply information about the costs of hotel accommodation. Also expect reference to the high percentage of VFR accommodation, which results in relatively low levels of spending. References to the wide range of additional services provided by some hotels might also be included.</p> <p>Up to two marks for each developed reason.</p> | 4 | AO2 – 2 AO3 – 2 |
| | | Total: 6 | |

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|----------|---|-------------------------------------|--|
| 9 | <p>Only credit references to a named purpose-built attraction.</p> <p>Level 1 Answers are likely to concentrate on describing the products and services and identifying customer types rather than evaluating how the needs of customers are met. Some reference may be made to new products or new groups of customers.</p> <p>Level 2 Answers show an attempt to evaluate the extent to which products and services meet customers' needs. References may be made to new products that encourage repeat business, education products, services to meet the needs of disabled customers, signage for non-English-speaking customers or new events at different times of the year.</p> | <p>1–4</p> <p>5–9</p> | <p>AO3 – 3 AO4 – 6</p> |
| | | Total: 9 | |

Assessment Grid

| Question | Assessment Objective | | | |
|----------|----------------------|-----|-----|-----|
| | AO1 | AO2 | AO3 | AO4 |
| 1(a) | 4 | | | |
| 1(b) | | 6 | | |
| 2(a) | | 1 | | |
| 2(b) | | 3 | 3 | |
| 2(c) | | 3 | | 3 |
| 3(a) | 3 | 2 | | |
| 3(b)(i) | 4 | | | |
| 3(b)(ii) | 4 | | | |
| 4(a) | 2 | | | |
| 4(b) | 3 | | | 3 |
| 5(a) | 2 | | | |
| 5(b) | | | 3 | 3 |
| 6(a) | 4 | | | |
| 6(b) | | 4 | 2 | |
| 7(a) | | 2 | 2 | |
| 7(b) | | 4 | | 5 |
| 8(a) | 2 | | | |
| 8(b) | | 2 | 2 | |
| 9 | | | 3 | 6 |

Weightings of Assessment Objectives

| | |
|-------|----|
| AO1 | 28 |
| AO2 | 27 |
| AO3 | 15 |
| AO4 | 20 |
| Total | 90 |