



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT01 Inside Travel and Tourism

Mark Scheme

2007 examination - June 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.

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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.

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- 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)	Answers should relate to flexibility and the ability to move from place to place or make reference to independence in some way. Allow references to cost. Answers relating to views and scenery, which could be obtained from cottages etc should not be credited.	1	AO1
1(b)	Allow 1 mark for each relevant sector identified and linked together with a plausible reason for the use of products and services provided by people staying in caravans. Do not allow references to public/private/voluntary. E.g. – accommodation providers – caravan sites Travel agents – booking camp sites Support services – tourist information Attractions – visits during stays at the destination.	3	AO2
1(c)	Disadvantages which could be mentioned include: <ul style="list-style-type: none"> • Additional ferry costs as opposed to car only • Longer journey times • Difficult to reach some parts of Europe due to terrain and road conditions • Slower journeys • More expensive on motorways • More boring for passengers • Increased risk of breakdown <p>Allow one mark for development of one relevant point.</p> <p>Allow for a variety of interpretations of the question. Some answers may focus on costs only, for example.</p>	4	AO1 AO2
1(d)	For each term allow one mark for a suitable explanation and an additional mark for a development. <p>(i) Intangible – the product of any holiday cannot be taken away, (1). What is paid for is an experience (1) rather than a specific good. (1).</p> <p>(ii) Non-standardised – Tourism products are personalised (1) and no two tourists will have the same experience (1).</p>	2x2= 4	AO1 AO2
		Total: 12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Generally domestic tourism more important with far more nights and spending. Spending by overseas visitors comparatively higher. Cornwall and Devon most important destinations within the South West.</p> <p>Allow one or two marks for development and/or exemplification.</p> <p>Allow references to similarities.</p> <p>E.g. Tourist nights spent in the South West by domestic visitors is much higher than the number made by inbound visitors. (1) In total nearly 100 million tourist nights were spent by domestic visitors as opposed to 16.2 million nights by inbound visitors. (1)</p>	4	AO1 AO3
2(b)	<p>Answers could include:</p> <ul style="list-style-type: none"> Country of origin Purpose of visit Time of year (season) of visit Type of accommodation used Method/s of travel Length of stay Composition of party or single travellers Escorted tour or independent traveller Demographic information e.g. age (one only) Enjoyment Patterns of spending. <p>One mark for each relevant and correct answer.</p>	3	AO1

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p>Candidates may adopt a number of approaches to answering the question. Many will consider the use of accommodation and related spending by staying visitors as being of significant importance. Others may choose to focus on the significant use of cars and other forms of transport used by day visitors and the strain on car parks and transport infrastructure at busy times of the year. Levels marked.</p> <p>Level 1 – Basic General statements with little explanation. At the lower end of the scale detail will be lacking. At this level it is likely that candidates will simply list tourism products and services used by day visitors and staying visitors. At the top of the range some simple explanation will be present along with some identification of the major differences.</p> <p>Level 2 – Clear Detailed explanation of the tourism products will be present with some specific examples mentioned. There will be a consistent attempt to consider the differences between the effects of day visitors and staying visitors. At the top of the range answers will show some depth with a suitable number of differences being discussed.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2</p>
2(d)	<p>Answers are likely to relate to the use of information for planning and marketing. Explanation is required so candidates should provide a valid way in which the data could be used and explain how it would benefit the accommodation providers. Two valid ways in which the data could be used, with appropriate explanation, would be required for four marks.</p> <p>E.g. Accommodation providers would be interested in the country of origin of visitors to the area. They would then be able to focus their marketing in the future in countries where most of the visitors come from.</p>	4	AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2(e)</p>	<p>Measures taken could include:</p> <ul style="list-style-type: none"> • Invitations to travel writers & journalists • Marketing to overseas travel agents • Promotions through advertising • Working with in-bound operators • Working with partner organisations such as attractions and accommodation providers to promote tourism to the area. <p>Allow one mark for each valid answer and up to two marks for development.</p>	<p>4</p>	<p>AO1 AO3</p>
		<p>Total: 23</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	Established definition of mass tourism required for one mark. Large-scale movement of tourists to destinations (1) mainly brought about by large commercial enterprises (1) impact on destination (1).	2	AO1
3(b)	Fairly general statements can be expected here: <ul style="list-style-type: none"> • Increased employment for local people • New business opportunities • Increased income for local businesses • Benefits to local economy through ‘multiplier effect’ – building, agriculture etc ‘Short term’ can be defined as a few years.	3	AO1
3(c)	<p>Candidates may choose to focus on the information provided in the article and consider the dangers of over-concentrating on mass tourism or consider the benefits of eco-tourism holidays to repeat visitors and explain how, in the longer term, they will be more sustainable and create benefits for the area. However, the view that local people may be happy to accept a ‘get rich quick’ mentality, seizing the opportunities presented by a rapid increase in tourist numbers, could also be considered.</p> <p>Level 1 – Basic Answers will demonstrate limited understanding of the issues and will tend to over simplify the situation. At the top of the scale one or two pertinent but undeveloped suggestions may be present</p> <p>Level 2 – Clear Answers will demonstrate a clear understanding of the benefits and may include more than two pertinent suggestions which have been developed in some way. There may also be limited discussion relating to the advantages of mass tourism.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(d)	<p>Answers can be expected to vary according to the precise destination chosen. Those candidates focusing on a Mediterranean destination may well discuss increasing accessibility and the other factors which led to the growth of mass tourism. Those choosing a long-haul destination may well focus on transport developments and travel costs in reaching the destination being reduced.</p> <p>Candidates may choose the time scale appropriate to their destination.</p> <p>The important consideration is that candidates should concentrate on analysing the factors which led to the development of the destination.</p> <p>UK and inappropriate destinations remain in Level 1.</p> <p>Level 1 – Basic A limited range of factors will be mentioned and, at the lower end of the range, the precise factors responsible for the development of the particular destination will not be clarified. Towards the top of the range some simple analysis of the development of the chosen resort will be present and named features or particular events relevant to the development of the destination will be present, e.g. the opening of a transport link, new tourist facilities being available or a major event such as the Olympic Games being held in the destination.</p> <p>Level 2 – Clear Discussion relating to a particular destination will be evident throughout the answer. A number of factors relating to the development of the destination will be present with some detailed analysis undertaken. There may be some identification of the most important factors responsible for the development of the destination.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO3 AO4</p>
		Total: 19	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Candidates may adopt a variety of approaches to this question and many will include references to recent events and the ways in which travel and tourism organisations have responded. Candidates should address issues relating to health and safety as well as security and show an awareness of the differences between them.</p> <p>Also, candidates should focus on the response by travel and tourism organisations and be aware that the US immigration service is not a travel and tourism organisation. Examples could relate to specific events, such as hurricanes, medical issues such as DVT or security issues relating to particular destinations. Answers should focus on an evaluation of the ways in which the travel and tourism industry has responded to the issues relating to health, safety and security of tourists with those at the top of the range showing greater depth.</p> <p>Level 1 – Basic Responses will consist of basic statements showing limited understanding. Only one or two examples will be mentioned, not in any detail. There will be some confusion between health and safety and security issues. Any evaluation will be limited.</p> <p>Level 2 – Clear There will be some clear attempt to identify a number of ways in which travel and tourism organisations have responded to the increased awareness and at least one example will be developed. There will also be a clear attempt to evaluate the response of travel and tourism organisations.</p> <p>Level 3 – Detailed More than one detailed example will be present. Both health and safety and security issues will be evaluated in some depth and there will be a sustained focus on the response of travel and tourism organisations.</p>	<p>1 – 4</p> <p>5 – 7</p> <p>8 – 10</p>	A04
		Total: 10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Factors discussed might include:</p> <ul style="list-style-type: none"> • Length of stay in Ireland • The number of people travelling and the amount of luggage involved • Starting point in the UK and relative locations of ferry terminals • Final destination in Ireland • Potential rough crossings • Relatively long crossing times • Whether the traveller is driving a car or travelling by some other method. <p>Level 1 – Basic At least two factors will be considered. At the top of the range some explanation will be present although this will be limited.</p> <p>Level 2 – Clear A range of factors will be considered. Each factor considered will be explained clearly at the top of the range.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(b)	<p>A UK-based transport principal should be identified and candidates who fail to do this will be confined to level 1. Explanation of the role of the organisation will be required to access the top of level 1 and it is likely that better answers will include information about competing organisations which also provide travel options. Candidates could choose to focus on an airline, a train operating company or a ferry company. Candidates may wish to focus on a low-cost airline and the use of Ryanair will be acceptable, although technically this is an Irish-based principal.</p> <p>Level 1 – Basic Basic statements about the role of a named principal will be present, possibly mainly relating to its route network. At the upper end of the scale some simple explanation of travel options provided by the principal will be present.</p> <p>Level 2 – Clear Clear statements and explanations about the role of the principal will be present, showing a clear understanding of how its operation offers travel options to tourists. Some reference about the options provided by competing organisations may be present.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO3</p>
		Total: 16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Any two types of small-scale enterprise working within the travel and tourism industry will be accepted. Candidates are likely to identify accommodation providers such as B & B's or guesthouses. Independent travel agents might also be a popular answer as might craft workshops.</p> <p>Each suggestion should come from a different sector of the travel and tourism industry.</p>	2	AO1
6(b)	<p>Candidates should clearly identify the destination they are referring to and failure to do this will result in the answer remaining in level 1. Answers should focus on analysis of the relationships between travel and tourism organisations operating in different sectors of the industry, within the destination.</p> <p>Non-UK destinations will remain in Level 1.</p> <p>Level 1 – Basic Candidates will rely on general statements, which are not related to any specific destination, and analysis of the inter-relationships between organisations in different sectors of the industry is only present at the top of the range.</p> <p>Level 2 – Clear Answers are clearly related to a specified UK destination with some organisations working within the destination identified. Analysis is present throughout the answer with a range of inter-relationships referred to.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO2 AO3
		Total: 10	