



General Certificate of Education June 2010

Travel and Tourism **TT01**

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 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 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 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)	1 mark per correct answer up to 2 B – Inbound A - Domestic C - Mass Market	2	AO1
1(b)	Level 1 - Basic Describes role of tour operator or explanation only Very limited description of change in role Dubious or incorrect change Level 2 - Clear Describes changes in role Explains reasons behind the changed role <i>Possible answers</i> Expanding their operations to sell direct to the customer Vertical integration - ownership links between the major high street travel agents, tour operators and principals. Diversified into new markets besides traditional summer sun - investment in niche products eg activity holidays. Tailor make tours.	1 - 3 4 - 6	AO1 AO2
	Total of question 1	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	1 mark per advantage <i>Possible answers</i> All organised for you - where to go, how to get there etc Transport by coach (allow boat) rather than having to drive yourself Sightseeing from the coach while travelling there Something different to do in contrast to sunbathing Price is often very competitive as so many tour operators offer excursions Information about places will be provided by commentary Make new friends Discover the local area and culture	2	AO2
2(b)	1 mark for example of an <i>internal</i> pressure Do not accept <i>external</i> pressures like weather, exchange rates, competing tour operators, new regulations from government. <i>Possible answers</i> Health and safety Language differences Security of customers' belongings Providing for the needs of disabled people Pricing - how much to charge for the excursion Constraints on route and stops Making a profit in the face of financial pressures Keeping up to date with technological developments Staffing problems Customer complaints	1	AO1
2(c)	Level 1 - Basic Describes how different sectors contribute to package tours Simply says they work together Level 2 - Clear Interdependency between organisations shown. Clearer description of interdependency at top of levels. <i>Possible answer</i> Accom providers sell rooms to tour operator; operator charts flights from airlines; if airline bust then won't require the rooms, etc.	1 - 3 4 - 6	AO2 AO4
Total of question 2		9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	Level 1 - Basic No outline of the development Limited on factors	1 - 3	
	Level 2 - Clear Gives sketchy outline of what happened in the development Relevant factors clear	4 - 7	AO1 AO3
	Level 3 - Detailed Clear outline of what happened. Some detail. Wider range of factors Detailed explanation of each factor Relates factor to the development <i>Possible answers</i> Providers of seaside holidays thrived after WW2 and thinking the visitors would keep coming, failed to renew. Visitor numbers tailed off in the 60s and mainly in the 70s - now visited more for day trips. Guest houses turned into houses of multiple occupation filled with benefit claimants etc Lack of money to renew so dilapidated appearance- boarded up premises, vandalism not repaired etc Out of date products : donkey rides, bucket and spade, end of the pier shows, Punch and Judy shows etc Customer preference for other parts of Britain eg unspoilt coasts, inland sightseeing then for abroad Affordability of foreign holidays	8 - 10	AO4
3 (b)	Point mark 1 mark per valid difference (+ 1 mark for development) <i>Possible answers</i> Use secondary airports Short-haul flights One class of travel No allocated seats No meals/drinks included in the price No flexibility, difficult to change booking Ticketless / booking through the internet Charges for baggage Do not credit "holidays rather than business"; "don't cater for disabled".	6	AO1 AO2
Total of question 3		16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)(i)	Answer : self packaging or tailor made	1	AO1
4(a)(ii)	Can book at any time from home without going to a travel agency or similar correct answer.	1	AO1
4(b)	Level 1 - Basic Examples of travel agents' role without explanation Level 2 - Clear Clear examples of attributes of a travel agent, showing how they will ensure a future in the 21st century <i>Possible answers</i> • strong product knowledge • offer information not available to customers elsewhere • well-trained to give a personal service • expert advice based on first-hand experience • offers new products and services eg new types of activity and experience in increasingly distant, exotic and unexpected, even risky destinations • emphasis on financial protection through ABTA bonding • prepared to change to remain profitable • charging customers commission for taking away the stress of organising a holiday • discounting • providing recommendations for follow-on purchases • after-sales care	1 - 3 4 - 6	AO2 AO4
Total of question 4		8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria	
5 (a)	1 mark for a bare, correct answer, 2nd mark for giving an outline.	3 x 2	AO1 AO2	
	Typical answers			
	for 1 mark			for 2 marks
	Cheaper			Discounted prices to compete with the budget airlines
	Some people don't like flying			Less stressful journey than air with good safety record
	Can take your car			Freedom and flexibility to travel where you want, when you want, and you always have your possessions with you
	Improved on-board facilities			Ship interiors refurbished. Use restaurant and cabin services and go shopping: children's play area with cinema introduced
	Take as much luggage as you like			No baggage restrictions or charges
	Faster			Double decks to aid fast loading and embarkation: improved propulsion engines. Shorter check-in times
	Environmentally better			Higher passenger payload and lower fuel consumption so less CO ₂ emitted
	Experience of ferry			
Scenery / landscape				
5(b)	Point mark – 1 for a reason 1 for explanation Budget airline competition (1) No frills lowers the cost (1). Travelling public dissatisfied (1) with the slow times and high fares (1). Ferry routes offered were not what the public wanted Opening of Eurotunnel 1994 (1).	2	AO2 AO3	

5 (c)	Level 1 - Basic Limited to mention of one implied benefit for Eurotunnel or benefits for passenger Level 2 - Clear Clear, relevant benefits given specific to Eurotunnel Evaluates the importance/significance/extent of benefits for top of level <i>Possible benefits to Eurotunnel</i> No need for a check-in area - driver goes straight to gate Eurotunnel saves money on staff Customers more content, saving queues and processing Gives Eurotunnel immediate update on how many and which passengers are boarding Allows passengers to go on earlier shuttle so fills it up Overcomes language barrier	1 – 3 4 – 6	AO4 AO2
5(d)	Point mark 1 mark for choosing a suitable travel or tourism provider 1 mark for choosing a suitable use for technology in T & T (not check-in) 2 marks for showing how the technology has improved operations <i>Example:</i> Budget airline (1) Online Booking is booking made via Internet (1) No need to visit a Booking Office any more, saving customer time and inconvenience and eliminates issuing conventional paper tickets, which could get lost, mislaid or stolen (2)	4	AO3 AO2
	Total of question 5	18	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	Levels mark Place knowledge related to the chosen destination will move the candidate up within each level. UK destination: max level 1 Level 1 - Basic Generic information. Basic information about visitor attractions. Mention of customer types, merely linked to attractions. Could be anywhere. Level 2 - Clear Clear information about named visitor attractions. Simple reason for links to customer types. Level 3_- Detailed Detail and specific knowledge of a range of visitor attractions - leisure, activity, entertainment, educational, cultural, etc Convincing reasons why attraction suits customer types. <i>Possible answer</i> In Lanzarote - a unique visitor attraction - coach tour around the national park and look at the volcanic landscape. It is remarkable landscape and educational for teenagers The Jardins de Cactus with more than 10 000 plant species will appeal to adults interested in gardens; Cezar Manrique's house is also for adults - architecture and paintings The Teguse waterpark has slides and pools which keep pre-teen children happy all day	1 – 3 4 – 7 8 - 10	AO2 AO3 AO4
	Total of question 6	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	A Visits to UK by overseas residents	1	AO1
7(b)	More people make visits overseas from UK than come here No credit for showing how arithmetic done.	1	AO1
7(c)	1 mark for describing change in visits to UK, 1 mark for describing change in visits from UK, 1 mark for a contrast or interpretation. Numbers to and from the UK have both risen steeply but those going abroad from UK have risen faster. Visitor numbers to Britain have risen by 7.2 million (i.e. 28 per cent increase) whereas visitor numbers leaving Britain have risen by 19.3 million (i.e. 38 per cent increase) Visitor numbers going abroad from the UK are always greater No credit for reasons in 7(c) 7(d) or 7(e)	3	AO3
7(d)	1 mark for reciting figures and 1 mark for expressing as a percentage/proportion. Spending by UK residents abroad has gone up by £16 200m from £19 500m to £35 700 million - an 83 per cent increase, or nearly doubled.	2	AO3
7(e)	1 mark for change to tourism trade balance “it increases”, “the gap will get bigger”, “negative number will be greater”, “deficit grows” etc or for the negative effect “will get worse”, “Britain will lose out” and 1 mark for explaining how “overseas visitors will spend less”, “inbound spending goes down” or example of spending.	2	AO2
Total of question 7		9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8(a)	Level 1 - Basic General statements with no worthwhile comparison. Lists impacts and tourism products and services used by day visitors and staying visitors. Some identification of the major differences.	1 – 4	AO1 AO4
	Level 2 - Clear Compares 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. Comparison skills. <i>Possible answers</i> No spending on accommodation Less spending overall as not at Stratford for so long Evening spending in restaurants by overnight visitors	5 – 8	
8(b)	Point mark 1 per relevant type of data + 1 for development for each , e.g. Data about spending by the tourist (1) on accommodation, retail, catering, travel, entertainment (1). Data about where the tourist got information about Stratford (1) eg whether in newspaper or magazine or through TV. Use this to know where to advertise in future (1) <i>Other possible answers</i> 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 travellers Demographic information eg age (one only) Enjoyment Attendance at attractions	2 + 2	AO1 AO3
Total of question 8		12	