



General Certificate of Education January 2011

**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 Level Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1 (a)	1 mark for outbound	1	AO1
1 (b)	<p>4 marks for possible reasons (or +1 for dev)</p> <ul style="list-style-type: none"> - because of the fares to different countries - whether business or leisure or VFR travellers - the cost in the country e.g. accommodation, food - how much people pay for the activities they can do on holiday - the exchange rate: Sterling to Euro and Sterling to Dollar - the more visits, the more spending. <p>Allow 1 mark for the pattern, (UK residents spent <i>twice as much</i> on visits to the United States as to Europe).</p>	4	AO2
1 (c)	<p>1 mark for each of Leisure, Business, VFR, or for describing clearly in another way.</p> <p>Not pleasure or specific types of holiday, except 'package holiday'.</p>	3	AO1
1 (d)	<p>Point mark</p> <p>1 mark for any relevant advantages up to six, and +1 for development/description</p> <p><i>Possible answers</i></p> <p>Drive on the left; No need for passport; Cheaper (must explain what is cheaper); Less distance; Convenient for short breaks; Exchange rates Language/food/currency all familiar; No currency change; No security threat of travel e.g. airports, easier to get home in emergency etc.</p>	6	AO2 AO4
	Total of question 1	14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)	<i>Non-standardised</i> : family will arrange the break themselves (1) / come away from the break with different experiences from other visitors (1) because there is such a range of things to do outside the airshow / ways to arrange the weekend (1), not part of an organised package holiday (1).	2	AO2
2 (b)	Point mark 1 mark for each of any 3 reasonable products and services on site, other than flying display; displays in exhibition hall; car races and pit stop demonstrations, etc. <i>Possible answers:</i> Car parking, information, catering provision, children's activity zone NOT the trade show. NOT off site, such as information about other attractions in the area.	3	AO1
2 (c)	Levels mark Level 1 – Basic Makes a link between sector of the travel and tourism industry and that the event will depend on it. Level 2 – Clear Describes how the sector contributes to the success of the Air Show. <i>Possible answers</i> Accommodation providers Transport providers - Coach companies bring most visitors efficiently so cars are discouraged. A free shuttle bus runs from the local railway stations. Combined travel and entry tickets can be purchased. Travel agents - can sell organised tour group places or tickets for the Show in advance, and make travel arrangements like rail or book accommodation. Tour operators - tour groups are organised and provided with coaches, entry and accommodation at a discounted price. Visitor attractions - the Air show is a major attraction, so it is unlikely but family may complement weekend with a visit to a local visitor attraction they wished to see, giving an additional reason for coming to this area. Tourism support services - Provide information such as where to park, where to stay. Directions on main roads to the show. Allow RETAIL and CATERING sectors.	1 – 3 4 – 6	AO2 AO4

2 (d)	<p>Point mark</p> <p>1 mark for identifying a positive impact, +1 for description /development (x2).</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> • employment and income opportunities in catering, accommodation, transport, guiding etc. • enhanced image/reputation of the town and area • development of exhibition and other facilities that can be used later by the local population • environmental benefits - reclaim underused airfield and derelict brownfield sites • multiplier effect on local area (<i>look for elaboration/explanation for 2nd mark</i>). 	2 + 2	AO1 AO2
	Total of question 2	15	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p>Levels mark</p> <p>Level 1 – Basic Describes role.</p> <p>Level 2 – Clear Sense of place and assesses importance of role.</p> <p><i>Possible answer</i> Public organisations from the support services sector include <i>tourist boards</i> - their role is mainly marketing and promotions to attract visitors to the destination and giving visitors the necessary information to use attractions and accommodation (through <i>tourist information centres</i>). The <i>local council</i> - through planning controls will protect the destination's environment and enhance the visitor experience.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p>
	Total of question 3	6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)	<p>Point mark</p> <p>No mark for naming the sector in left-hand column.</p> <p>1 mark to describe what each sector does for visitors.</p> <p>Transport providers allow travel (petrol station and airport). Support services (visitor centre). Visitor attraction - allow "Entertainment" or "Leisure facilities" (tennis courts, putting green, lookouts, shopping centre). Do not allow Tour operators / Travel agents (no evidence on map) or Retail or Childcare as sectors.</p>	2	AO3
4 (b)	<p>Levels mark</p> <p>Tick to show reasons.</p> <p>Level 1 – Basic Identifies relevant reasons like regulation, environmental protection and commercial opportunity.</p> <p>Level 2 – Clear Discussion and development of ideas.</p> <p><i>Possible elements of answer</i></p> <p>There is an attraction people wish to visit but no facilities. Therefore all visits are unregulated leading to uncontrolled parking, wild camping, environmental consequences etc. Visitors need facilities, so there is a commercial opportunity for accommodation providers, entertainment and catering providers etc. Increased tourism provides local economic benefits. Job creation for local people. Developing this sort of resort allows balancing conservation of cultural values, environmental and visitor needs so it has potential to aid sustainability. The resort is started from scratch. The company raises finance to invest in new facilities. Design can avoid problems like parking caused when an unplanned resort evolves as they are laid out in an ideal manner. When completed and fully inhabited it will assume the proportions and functions of a resort town. Focus spending in the resort. Tailor made to meet customers' needs and expectations.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1

4 (c)	<p>Levels mark Highlight the provision.</p> <p>Level 1 - Describes provision of accommodation in a destination. Relates provision in one type of accommodation to the needs and expectations of different customers in a basic way.</p> <p>Level 2 - clear links of specific provision at 2 types of accommodation to the customer types.</p> <p>Ayers Rock Resort example is not allowed.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO3</p>
	Total of question 4	16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	1 mark for saying a cultural attraction is looking at the way people live or used to live.	1	AO1
5 (b)	1 mark for definition of World Heritage Site as a worldwide internationally (1) recognized significant attraction (regarded as a treasure) (1), or reference to UNESCO.	1	AO1
5 (c)	<p>Levels Mark</p> <p>Level 1 – Basic Suggestions for development. At lower level, not in context. (e.g. Safe paths, signposts, benches; look out vantage points; guides and information services; catering outlets; accommodation nearby, etc with bare reasons).</p> <p>Level 2 – Clear Offers clear reasons in the context of a significant, recognised place or threat to spoil, or benefitting the local tourist development. (e.g. accommodation built for low budget as well as for high spending visitors in order to take the commercial opportunity and to cater for needs of different customers).</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p>
	Total of question 5	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (a)	<p>Levels mark</p> <p>Level 1 – Basic Describes options. Limited, simple and incomplete.</p> <p>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.</p> <p>Level 2 – Clear Unexplained assessments. Some attempts at evaluating... Explains the factors that would affect choice.</p> <p>Limited use of a form and style of writing appropriate 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.</p> <p>Level 3 – Detailed Clear evaluation with criteria and arguments - “this option would be cheaper because or save time because...”</p> <p>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.</p> <p><i>Possible answers</i> Candidates will describe factors that affect the choice of travel option including:</p> <ul style="list-style-type: none"> • cost • time taken • amount of time that can be spent at the attraction • number of changes of mode • comfort and inconvenience • extra services provided on the journey. 	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO3 AO4</p>

6 (b)	<p>1 mark for a valid reason, 1 mark for outline (x 2). Do not allow "damage" without specifically saying what is damaged or how.</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> - A helicopter might cause damage to the ruins, for example, if landing in bad weather. - The noise of the helicopter is intrusive and unpleasant for visitors. The helicopter spoils the atmosphere trying to imagine what it was like at the time of the Incas. - Damage to the environment – air pollution, CO₂ emissions. - Safety – unsafe owing to peaks 	4	AO2
	Total of question 6	14	

[illegible]