**General Certificate of Education (A-level) Applied
January 2012**

Travel and Tourism   **TT01**

**(Specification
8651/8653/8656/8657/8659)**

Unit 1: Inside Travel and Tourism

Report on the Examination

General Comments

What was done well

1. Candidates used their time well. Very few questions had not been attempted or papers left unfinished. Most candidates completed their work in the question paper booklets, few candidates required additional pages.

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. Candidates seemed to be reading the questions and the content of their answers reflected the question. Questions requiring descriptions or explanations were well done.

What was not done so well

1. Candidates stuck closely to the content/topic of the question but questions such as 2(b), 5(b) and 7(b) required discussion and question 6 required evaluation. 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 tourism types and changes to tourism trends over time, including reasons for visits and visitor spending. The majority of candidates were able to identify different types of tourists and their needs. The questions which were related to tourist visits had the information provided in the form of charts, these required points to be both identified and described. Most candidates completed this task well and were able to suggest reasons for decline in the trends – the main reasons identified being the terrorist attacks in New York and London, they were also able to identify and describe the trends in tourist visits. In some cases candidates included reasons for the patterns although this was not required in these answers.

Part 1(d), however, caused candidates some difficulty. Many simply explained how business visitors spent their money and how those visiting friends and relatives spent their money. In order to access the higher level marks candidates needed to explain the impacts upon the UK. For example, that business visitors would require hotels with conference facilities and easy access to transport. This would then impact upon jobs and the types of hotels and services which are required.

Candidates were familiar with the types of support services available for visitors although unfortunately they did not tailor their responses to 1(e) by identifying services which would be particularly appropriate for <u>overseas</u> visitors, for example: leaflets in a foreign language or use of signs.

Question 2

Candidates were obviously familiar with 'cruising' as a holiday type but a few were not appreciative of the <u>on-board</u> services which would be required by cruise customers, in other words what could the cruise ship offer that a hotel, package holiday or city break could not?

Part 2(b) posed some problems for candidates as the command word was 'discuss'. Most responses fell into Level 1 as most answers were descriptions of cruise holidays and how they had changed over the years. More able candidates both described the changes and suggested reasons for the changes and so achieved the higher level marks. In order to access Level 3 the answer required an explanation about the importance of the factors causing change to the cruise industry. Candidates using examples were very often able to score higher marks as they could focus more upon the points they were trying to make and answers with examples tended to be more relevant and linked to the question.

Question 3

This question concerned the growth in holidays, especially air travel, and the factors that have encouraged its growth over time. 3(a) showed that many candidates were aware of possible socio-economic factors that accounted for the growth in the travel and tourism industry – most referred to the Holiday with Pay Act. 3(b) allowed candidates to focus on the growth of air travel. Most candidates managed the question well with a high percentage achieving Level 2 marks. This involved a detailed explanation of two reasons – most identified budget airlines as being the single most important reasons accounting for the growth in air travel.

Most candidates had been well prepared and were cognisant with many reasons which could be used to explain the growth in air travel. Although candidates on the whole could explain how the sectors of the travel and tourism industry could assist air travel it is worth noting that there was some confusion evident with the term 'sectors' – here it was relating to the sectors of the travel and tourism industry such as transport, accommodation etc not private, public or voluntary sectors.

Question 4

This question revolved around a sector of the travel and tourism industry – and was centred on travel agents. Candidates appear to understand the role of travel agents and the work they undertake but did not really understand the improvements that computer technology has allowed them to make, for example speed and ease of booking via a computer reservation system. Answers tended to focus upon computers being used at home so that people could book online so that the future for travel agencies was deemed closure with staff being made redundant. Again candidates proved adept at describing the impacts but neglected to explain the impacts fully.

Question 5

Candidates were able to utilise their skills at identifying and assimilating information from figures provided within the question. Very good descriptions of travel options were to be found in 5(a) which were also developed by a large percentage of candidates. Candidates were obviously familiar with this subject. A number were also able to assess the travel options and offer opinions allowing the higher mark level to be accessed. Candidates had good background knowledge and only needed to say for example, 'I would suggest car as the best method of transport for a family travelling to the south west of England for a camping holiday because…' and Level 3 marks would be available to them.

5(b) caused some confusion for candidates as they did not seem to comprehend what measures it is possible for a tourist board to implement, for example many considered it would be appropriate for them to develop an airport or extend the motorway - which a support service organisation would not be able to undertake.

Parts 5(c) and 5(d) referred to camp site fees and camping holidays. Again candidates produced high scores as part 5(c) was based on a set of data provided in the question and part 5(d) required the identification of an advantage of a camping holiday over a hotel to be outlined. Candidates understood this to simply mean identify an advantage rather than to identify and explain their understanding of the advantage for the 2 marks. For example, many stated that meal times could be more flexible but failed to qualify that statement by developing it - meal times are more flexible because you can eat when you like and not at the times set by a hotel.

Question 6

This question posed some problems. This was because answers were again descriptive and, in the case of this question, theoretical with candidates explaining what they understand by the term 'sustainable tourism'. There was a lack of use of examples in all three parts by many, resulting in low level marks. Those who followed the question (referring to examples of sustainable tourism developments studied and evaluating them) and used actual examples, reached higher mark levels and those who evaluated their examples reached Level 3.

Question 7

This question concerned visitor attractions and in particular the Statue of Liberty. Candidates were asked to decide what type of attraction it was and justify their selection. Most correctly said historic or purpose built but failed to explain why they thought that was the case. This was insufficient for any marks. Saying it was old and had been given by the French or that it represented the freedom to start a new life would have achieved 1 or 2 marks depending upon the detail in the answer.

7(b) asked for discussion about the ways that sectors in the travel and tourism industry can support visitor attractions but, again, many answers were more descriptive and whilst valid descriptions were produced some explanation was required for higher marks. For example - hotels can provide information desks and places where leaflets are available that advertise attractions (Level 1). They may also help to organise trips to them or book places on trips for tourists as well as providing guides and transport. They can advise on opening times and prices, this means that tourists are well prepared and will enjoy their trip, they could tell others to visit or go back themselves (Level 2).

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.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results statistics page of the AQA Website.

UMS conversion calculator www.aqa.org.uk/umsconversion